

Tools of Engagement for Online Learning

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West of House

You are standing in an open field west of a white house, with a boarded front door.

There is a small mailbox here.

>_

Welcome

- Quick introductions
 - Who, What, Where
- A Little Background Information

Before we look at the tools and strategies, let's define a few terms.

- Engage
- Engagement
- Student Engagement
- Online Student Engagement

Engage

- Occupy, attract, or involve (someone's interest or attention)
- http://www.oxforddictionaries.com/us/definition/american_english/engage#engage



Engagement

- Difficult to define - best I found was in the Oxford English Dictionary
- **“That which ~~engages or~~ induces to a course of action; an inducement, motive. Cf. (obs)”**
- Linda Deneen liked, “the fact of being entangled; involved or entangled conditions. *Obs.*”
- **Note both are obsolete**

What does student engagement mean?

- In education, **student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that **students** show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.
- Student Engagement (2016, February 18). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/student-engagement/>



Student Engagement in Online Classes

- Student engagement is a rendezvous between learning and the digital tools and techniques that excite students.
- Linda Dennen, *Educause Quarterly Review*, vol. 32, no. 4, 2009



George Kuh on the engagement premise

- the more students study a subject, the more they know about it,
- and the more students practice and get feedback from faculty and staff members on their writing and collaborative problem solving,
- the deeper they come to understand what they are learning...

Learning Environment Design

- consider both motivational and instructional influences on learners,
- Both require consideration of learner goals and capabilities together with cultural and environmental factors that affect attitudes and performance.

Keller's ARCS Model for Design

- Attention
 - Relevance
 - Confidence
 - Satisfaction
-
- Motivational design
 - Adult learners – self-motivated learners

The ARCS Process Includes:

- Knowing and identifying the elements of human motivation,
- Analyzing audience characteristics to determine motivational requirements,
- Identifying characteristics of instructional materials and processes that stimulate motivation,
- Selecting appropriate motivational tactics, and
- Applying and evaluating appropriate tactics.

5 DO'S FOR ENGAGING YOUR STUDENTS

01 Stay Relevant.
All content, headings, and subheadings should be relevant to the course.

02 Stay Organized.
Keep the screen neat and clutter-free. You never want to distract the student from your content.

03 Keep it Interesting.
Both your content and your design should be interesting to the student.

04 Remain Up-To-Date.
Update your course often to ensure your content is always accurate.

05 Include Interactions.
Only add interactions that are necessary, such as links, videos, or file downloads.



Interest theory

- For engagement to occur, the activities or tasks must be personally meaningful (Hidi, 2000).
- This brings into play the importance of the instructor creating a class that can have personal meaning to the students as well as embracing the social aspects of learning.

Self-directed learners want to know:

- what is due and when
- the purpose of the activity
- how it will be evaluated.
- They also want some say in when they work,
- expect what they need to be available when it should be, and
- often want to work ahead.

Some of the more important design elements for a successful online course include

- **Start Here Folder** - promotes clear navigation
- **Instructor Introduction** - builds teaching presence
- **Student Introductions** - builds community
- **Class Management Statement** - spells nearly everything out for expectations both for the students AND for the instructor
- **Due Dates Link** – allows for self-directed learning
- **Organization and Navigation** - Content organized into folders in order to “chunk” course into manageable pieces and specific instructions included to guide student activity.
- **Discussion Areas** - one for each main topic, one for introductions, and one for off topic discussions if desired. - Contributes to both social presence and cognitive presence and when the instructor comments, then teaching presence is there as well.
- **Announcements** let students know that you are there and keeps them updated on class activities. (I also send as emails.)
- **Practice activities** - establishes cognitive presence

Instructor Presence

- Direct – use multiple means of interacting with your students
 - Introduction: picture and video?
 - Discussion: not too early nor too much
 - Announcements: brief and timely
 - Email: as needed (more on this later)
 - Journals: private (instructor only), directed (rubric), 1st
 - Feedback: timely, positive, relevant, encouraging
- Indirect
 - Course Design
 - Course Navigation
 - Course Materials and Activities

Your course is a reflection of YOU!

Early Communication Builds Teaching Presence

- Send an email to students BEFORE semester starts.
- Not all will see it, but those that do are greatly appreciative
- Post first in the discussion area – model what you want to see
- A welcome announcement telling them what to do first
- About this class – quick overview for orientation

Mini-lectures

- Podcasts – keep them short – audio only
- Videos – if capturing live lectures – CHUNK THEM PLEASE!
- Tutorials – Skitch (also useful for navigation issues)
- Screencasts- Jing (free) Camtasia (purchase) Screencast-o-matic (free)

Podcasts

- Audacity (FREE) software - allows you to record and edit sounds.
- <http://audacity.sourceforge.net/download/>
- Record an short talk for students to download and listen – a little music in the background spices up the podcasts.

Voice over PowerPoint/Lecture Capture

- Articulate – Kind of expensive
- Camtasia – not so pricey
- Echo360 – very interesting and allows tracking of interactions (we are piloting this now)
- Kaltura – not sure of price
- Tegrity- not so good right now
- Top Hat - ?
- PowerPoint – anyone?

ew Attempts

ASSESSMENT DETAILS

Name	QUIZ 2 - Due Sept. 10
Registration	Last attempt
Date	9/10/15
Points Possible	50

[click on your score](#)

Date Created	Date Last Submitted or Edited	Calculated Grade
Sep 16, 2015 8:13 PM	Sep 16, 2015 8:14 PM LATE	0

Legend

Tutorials

Can be used to explain how to access course resources.

Annotated screen shots- easy-peasy.



Immediate Feedback Promotes Self-regulated Learning

- Feedback is a vital part of the learning process during which misconceptions are corrected. It is most effective when the feedback is both immediate and in sufficient detail for the student to initiate corrective action (Waldrop, Justen & Adams 1986).
- With animations and computer models, the learner can obtain immediate feedback on his/her responses and incorrect answers can be changed as part of the acquisition of new knowledge.

Course Management Suggestions to Encourage Self-regulated Learning

- Have several activities/assignments due very early, this shows your expectation for their behavior.
- Use Rubrics for scoring – this gives students guidelines to monitor their performance.
- Put your energy in at the beginning – correcting, adjusting, and explaining then students understand expectations and things move more smoothly the rest of the semester.



Please note:

- There is NO ONE way to teach your course
- Each course is unique
- Each instructor is unique

HOWEVER

- Some consistency in structure and design helps students as they move from course-to-course



Learning

- is a process not a product.
- involves change in knowledge, beliefs, behaviors, or attitudes – over time and is lasting.
- is not something that is done to students but rather something that students themselves do.

How Learning Works : seven research-based principles for smart teaching / Susan A. Ambrose [and others] ; foreword by Richard E. Mayer.

Student centered learning

- The responsibility to do the work is placed in the students' hands.
- Give them the tools, rules, guidelines, etc., but it is up to them to do the work.



Building a community

- Discussion Boards

- Guided Introductions

- Who you are, your major, career goals, “one fun thing” and include a photo (builds community)
 - Post first and model what you want to see

- Module (unit, weekly)

- Relevant – can vary (reinforces course content)
 - Grading Rubric provided

*Most important interaction in my study for promoting student success

Discussions will be different

- Content heavy – i.e. science
- Tell me one new thing that you learned while reading the chapter.

Grading Rubric for Posting (KISS)

3 points total

1 points if accepted by instructor

1 point for including page number

1 point for responding to another student's post. (Must be relevant and add to the content and not just an "I agree" type post.)

- (if your post is not accepted, you will receive an email from me and your post will be deleted). (See below for requirements for acceptance.)

Accepted posts must fit the following criteria:

- aligns with the directions
- is unique (if someone has chosen your topic, you need to choose another one)
- is composed of at least three sentences
- has only minor grammatical and spelling errors
- is accurate
- is on time
- must include page number

A Different Type of Post

- Tell us how you did on the Kinsey quiz.
 - Were there any surprises?

Rubric is more complex – but still not as complex as many.

Content	
5	Discussion is thoughtful and supported with concrete evidence.
3-4	Discussion is thoughtful, but not supported with concrete evidence
1-2	Discussion is superficial and may or may not be supported with concrete evidence.
0-1	Discussion is limited and no evidence is presented.
Context	
2	Discussion is written in paragraph form and follows grammar and spelling conventions.
0-1	Discussion is not organized or does not follow grammar and spelling conventions.
Interaction	
2	Response is made to at least one other student post. Response is thoughtful and appropriate.
0	No response is made to another student's post.
Timeliness	
1	Posted on time.
0	Posted late. NOTE: your total score will be zero if you miss the deadline.
10 possible	Total Points Possible



Other student-to-student interaction possibilities

- Group work – group projects
- Course wiki
- Chat
- Peer evaluations
- Team quizzes
- Peer tutoring

7th principle of Learning

“To become self-directed learners, students must learn to monitor and adjust their approaches to learning”

- Eberly Center for Teaching and Excellence at CarnegieMellon

Metacognition

- Thinking about thinking
- Higher-order thinking that enables understanding, analysis, and control of one's cognitive processes, especially when engaged in learning.
- In other words, the more we can teach students to be actively thinking about thinking as they learn, the more effective their learning will be. (Kuhn, 2000)



Metacognition Tool –Journal

- After reviewing exams
- Private – Instructor only
- After reviewing your results for Exam 1 tell me:
 - 1) were you satisfied with your score?
 - 2) what did you do to study for this exam,
 - 3) what will you do differently for the next exam?
- After last exam
 - 3)what will you take with you from this class for your next science course?

Important to respond to 1st - see rubric



Journal Rubric

- 3 points
- 1 point for each question
- But to earn point – must answer questions 2 & 3 with specific activity
- Can earn missing point(s) with a second correct post
- Feedback I try to comment on first and others as needed

Exam 4 Journal Post q 2 & 3 only

- For this exam I studied the powerpoints, taking notes and making flashcards, I did the homeworks and reviewed them before taking the test, I also filled out the study guide and had my roommates quiz me on it.
- From this class I'm going to take away that, redoing homeworks even not for a score, works really well for me as a study method and that I excel when studying multiples days in advance a little each day instead of doing a lot only a night or a couple nights ahead of time. Thanks for the semester!

Another journal

- I am very satisfied with my score. This is the best score I have ever gotten on a test and I am proud of myself.
- To study for this test, I started studying early, I read through each chapter and took notes on them, and I reviewed the Power Point slides and homework.
- The concepts that I learned in this class will definitely apply to other science classes I may take in the future. I will use my knowledge to excel in the subjects that we learned about and hopefully learn even more. I will also take away study strategies that I used in this class. With such dense information (usually a lot of information in science courses) studying can be hard, **but over the weeks I learned how to study successfully.** Thanks for guiding us through this course over the semester! (my emphasis)

Rubrics

- Scoring tool
- Reflects instructor's expectations
- Guidelines for students – promotes self-directed learning
- Promotes consistency in grading
- Reduces grading time
- Reduces “why this grade?” questions
- KISS
- Does take time to build but worth it

Analytics for Metacognition

- How am I doing?
- Shows student how their performance stacks up against other students
- Self-regulated learning
- Metacognition

How am I doing?

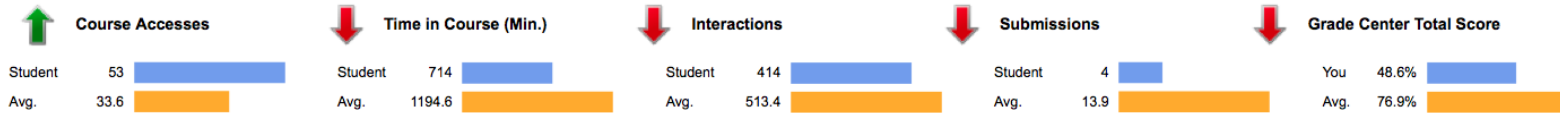
BIOL-0271-03 Physiology (2016SP) - Online (03)

This report provides summary information about a single student compared to the other students in the same site. This report can help you see how much a student is using a site compared to the site cohort.



Legend

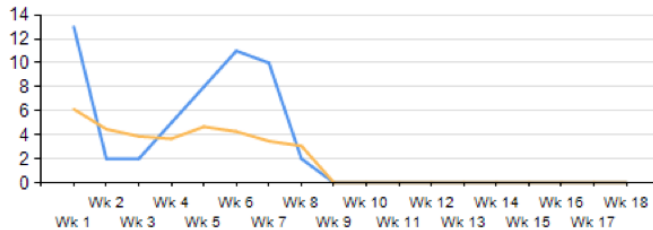
 > Avg. + 10%	 Within Avg. +/- %
 < Avg. - 10%	 NA

Your Total Activity Compared to the Course Average

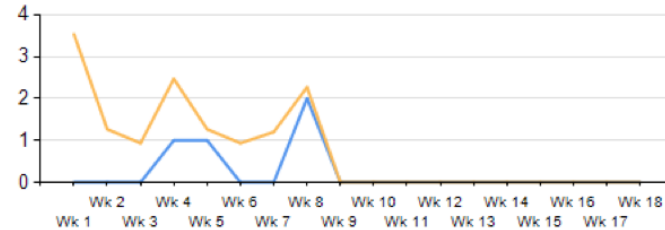


Your Course Accesses vs. Avg.

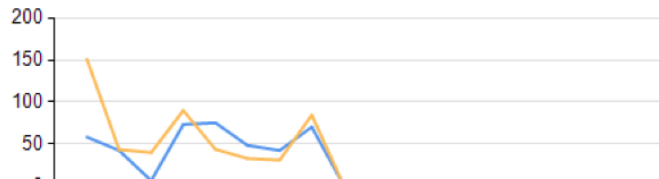
Shelby Crowe  Average: 



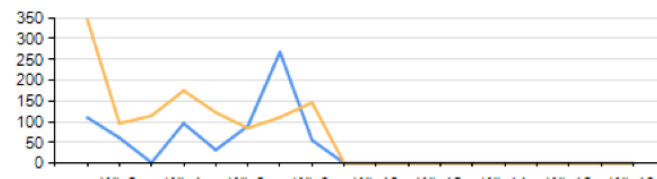
Your Submissions vs. Avg.



Your Interactions vs. Avg.



Your Time in Course (min.) vs. Avg.



Design Tools to Promote Engagement

- Start Here Page
- Folders for Chunking
- Clear navigation
- DUE DATE List and Link (self-directed learners want to know what is due and when)
- Scavenger Hunt Quiz
- Mini-tutorials – annotated screen shots (SKITCH)

START HERE page– every course should have one

START HERE

Getting Started

Please take a few minutes and navigate through the class.

There are a couple of things that you will need to do before we actually start learning anatomy.

1. Introduce yourself to the class - see the Introductions Area in the Discussion Board for specific instructions.
2. Complete the Scavenger Hunt, you may take it as many times as you want so that you can earn all of the points. This information is very important to know - it will help you understand how this class works.
3. Complete the EXAM PROMISE Quiz - this is required, if you have problems promising not to use materials on the exam, you have the option of coming to campus and taking a proctored exam - just let me know.
4. Print out the Due Dates list and put the due dates in your planner - Blackboard's calendar has a problem with my midnight due dates, you can see the days things are due in the monthly calendar mode, but the weekly calendar cuts off the postings.
5. The class assignments are accessed using the menu on the left. Click on Material for Exam 1 to get to the instructions for each unit.
6. You will need a Mastering A&P access code in order to get to the homework area. I will try to insert a Link to get to the homework for each unit. There will be one Homework assignment per unit that covers all of the chapters of that unit. You should start working on that assignment as you go through each chapter's materials and activities. It will prepare you for the exams. The bookstore has the book and code, but you also can go to the website and purchase it directly from the publisher at this link <http://www.pearsonmylabandmastering.com/northamerica/masteringaandp/students/get-registered/index.html> The class code that you will need to enter is MAPTAYLORSP16

Introduce Yourself Here - Due Jan. 21

- Post your introduction to the class here. Be sure to tell us what your major is.
- If you are responding to someone else's post, hit reply, and use their name in the salutation.
- Please include a picture of yourself, or an image to represent you.

Exam promise quiz - Due Jan. 21

Scavenger Hunt Quiz - Due Jan. 21

You may take this as many times as you need to get all of the questions correct. Take time to read the feedback with each question.

Folders for Chunking and Easy Navigation

BIOL-0141-08 Human Anatomy + Lab (2016SP) - Online

THINGS TO FIX

Course Home Page

Announcements

ABOUT THIS CLASS

START HERE

Instructor Info

DUE DATES

Course Messages

Discussion Board

Groups

UNIT 1 - Intro to Anatomy, Cells and the Integumentary System

UNIT 2 - Bones and the Skeletal Structures

UNIT 3 - Muscles and Muscle Tissues

UNIT 4 - The Nervous System

UNIT 5 - The Cardiovascular System

ABOUT THIS CLASS

Build Content Assessments Tools Partner Content

Important Class information - READ THIS

Enabled: Statistics Tracking

Human Anatomy is the study of the structures of the body, and their relationships with one another. We will study each of the organ systems and their various components, this is known as the systematic approach. Some histology will be included. The homework assignments and lab activities are found at Mastering A&P and you will need to register to gain access to the activities. The information covered by these lab activities will be incorporated into each of the exams for that unit. I also have links to additional activities as needed.

STRUCTURE OF THIS CLASS

This class is divided into seven units and each unit will have an exam that is has 50 questions and you will have 50 minutes in which to take each exam. There first six exams are closed book exams and you will not be able to use any resources (see the exam promise quiz in the important information in the lessons area). The seventh exam is an open book exam, and you will have several days in which to complete the exam.

Each unit will have discussion area for the chapters included in that unit. The grading rubric for discussions can be found in the Grade Information folder.

Each unit has specific lab activities assigned in the Mastering A&P and the reports for each area will be included in the lab discussion area for that unit. The seven units are:

- UNIT 1: Introduction to Anatomy, Cells, and the Integumentary System - Chapters 1, 2, 4 and 5
- UNIT 2: The Skeletal System Chapters 6, 7, 8 and 9
- UNIT 3: The Muscular System - Chapters 10 and 11 (they're big)
- UNIT 4: The Nervous System - Chapters 12, 13, 14, & 15
- UNIT 5: The Cardiovascular System - Chapters 18, 19, 20 & 21
- UNIT 6: Other Organ Systems - Respiratory, Urinary, & Digestive Systems - Chapters 22, 23, and 24
- UNIT 7: The Reproduction and Endocrine Systems -Chapters 17 and 25 and has an open book exam

The units are broken into modules and each module has specific instructions in its folder.

The book required for this class is : Marieb Human Anatomy 7th Edition with Mastering A&P access.

The bookstore has the book and code, but you also can go to the website and purchase it directly from the publisher at this link <http://www.pearsonmylabandmastering.com/northamerica/masteringaandp/students/get-registered/index.html>

The class code that you will need to enter is MAPTAYLORFALL2015

An etext is included with the Mastering A&P website - so if you do not want a hard copy of this book, this might be a good option for you. The access code alone is \$66 - if you have an older edition of our book - you may want to just purchase this.

Chunking

- *Chunking* refers to the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information.
- Working memory can accept only 5-7 pieces of new information at a time. Information must go through working memory to be assimilated into long-term memory.
- Think of this as a series of neurons (nerve cells) activating one another – neurons that fire together wire together.
- http://thelearningcoach.com/elearning_design/chunking-information/

DUE DATES

MULTIPLE FORMATS

- ▼ BIOL-0271-01 Physiology (2015SU) - Online
- ABOUT THIS CLASS
- START HERE
- Course Home Page
- Announcements
- McGraw-Hill CONNECT
- DUE DATES

- Material for Exam 1
- Material for Exam 2
- Material for Exam 3
- Material for Exam 4
- Course Messages

STUDY TIPS AND SUGGESTIONS

- My Grades
- Calendar

SYLLABUS

- Help
- Journals



Due Dates - PRINT THIS OUT

Attached Files: 271 SU 15 due dates.docx (17.897 KB)

DUE DATE	ASSIGNMENT
June 3	Scavenger hunt quiz & Exam Promise Quiz Due
June 3	Introduction in discussion area & reply
June 4	Homework 1 and Mod 1 Discussion posting & reply
June 5	Homework 2 and Mod 2 Discussion posting & reply
June 8	Homework 3 and Mod 3 Discussion posting & reply
June 10	EXAM 1 opens on June 8
June 11	Journal post for Exam 1
June 12	Homework 4 Mod 4 Discussion posting & reply
June 16	Homework 5 and Mod 5 Discussion posting & reply
June 19	Homework 6 and Mod 6 Discussion posting & reply
June 22	EXAM 2 –opens on June 20



Scavenger Hunt Quiz

- Points count towards grade – may take multiple times until full points awarded
- Important course information
- Not just syllabus information, but some “how to” things as well
- Forces finding specific details about course
- Example: Are you allowed to use your notes on test? Yes or no and then have feedback with correct answer.

Scavenger Hunt Quiz

(can take multiple times in order to earn full credit)

Save All Answers

Close Window

QUESTION 1

Is it necessary to get the access code for Mastering A&P?

- A. Yes, that is where the homework is found and I've been there.
- B. Yes, but I haven't gone yet, but know I need to since that is where the homework is found.
- C. no.

QUESTION 2

Are you permitted to use resources on the exams?

- A. NO
- B. yes

QUESTION 3

Where are the instructions for the discussion posts found?

- A. There are discussion posts?
- B. In the lessons area under class assignments for each unit and chapter
- C. I don't know.

QUESTION 4

What do you need to do to see your grades?

- A. Come to the office

TOOL - Skitch.com

- Can be used to develop tutorials
- Screen capture and annotate
- Because it requires Evernote, files are easily accessed
- Mobile friendly
- Needs to be installed – take screenshot, annotate, pull to desktop, insert
- Skitch.com screen capture with annotations (need Evernote account) I used for this presentation and also use for step-by-step instructions for students

Tutorial Example with SKITCH

Congratulations, you have finished this lab, and all that remains is to print your report.

Please type your name, below, plus any course details you may have been asked to include in your report.

Now click the 'Print Lab' button, below, to view the system pop-up dialog box.

Type your name:

Course details:

Put your name and info and click

Once you have successfully printed your report, your work is complete.

Recording Inputs

- 1
- 2

The image shows a user interface for completing a lab report. It features a blue header area with a hand icon on the left. The main content area has a white background with blue text. There are two text input fields: the first is labeled 'Type your name:' and contains the text 'Your name here'; the second is labeled 'Course details:' and contains the text 'include any important info here'. A red arrow points from the text 'Put your name and info and click' to a 'Print Lab' button. Below the input fields, there is a line of text: 'Once you have successfully printed your report, your work is complete.' On the right side, there is a dark blue sidebar with a 'Recording Inputs' section containing two radio buttons labeled '1' and '2'. A red 'X' icon is visible in the top right corner of the main content area.

Warning!

- Don't let technology get in the way of learning
- If the learning curve to use the technology is too steep then cognitive overload will occur and the student won't learn what you need them to learn for your class.

Practice Makes Perfect?

- As a neuroscientist, practice fascinates me because it is all about establishing pathways in the brain. The ability of the brain to form and re-form routes for specific thought patterns, and for those routes to become more deeply ingrained the more we exercise those thought patterns, makes it possible for us to learn and refine a multitude of wonderful skills throughout our lives. Bill Jenkins, Ph.D.
- <http://www.scilearn.com/blog/deliberate-practice-develops-expertise>

Quiz Tools

- Publisher provided – some are good, but all are expensive. Helpful until instructor can develop own?
- Quizlet.com
- I've always suggested that students create their own – keeping a key so that they can check their work quickly.
- Gimp.com like Adobe Photoshop, but free to make your own images

Interactive Tools Promote Engagement

- Questions inserted into PowerPoint lectures -
- Thinglink.com lets you build your own interactions
- YouTube videos: search for content or build your own
- Practice Quizzes: formative tools - in Quizlet.com students can build their own quizzes and find others
- Interactive Homework – mostly publisher provided
- Scenario Based Learning and Simulations
 - Some are already out there
 - Build your own?



Deb Taylor

A happy ThingLink user.



TOUCHES



IMAGES



VIDEOS



CHANNELS

8

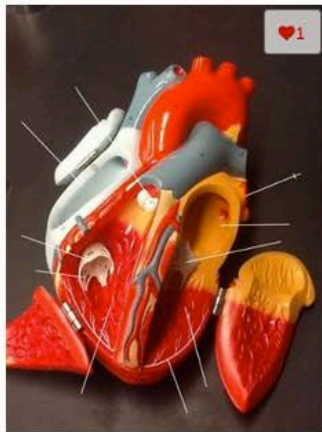
FOLLOWING

3

FOLLOWERS



STATS



Anterior open heart

🕒 2 years ago



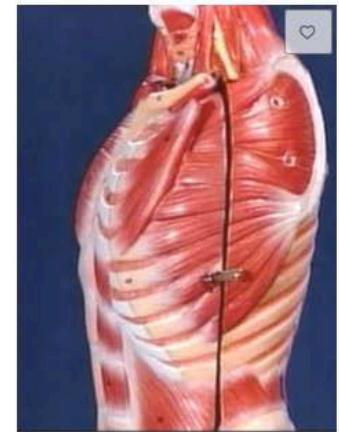
Digestive system

🕒 2 years ago



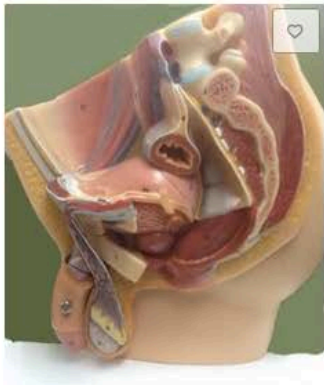
anterior respiratory model

🕒 2 years ago



Lateral thoracic muscles

🕒 2 years ago



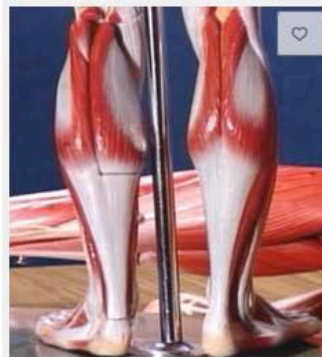
Male Reproductive structures

🕒 2 years ago

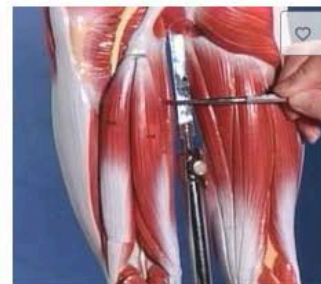


Anterior thigh muscles

🕒 2 years ago

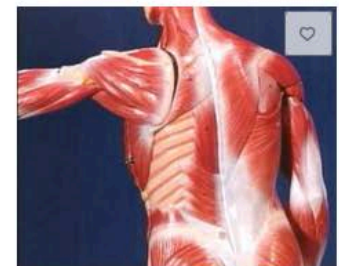


Posterior leg



Posterior thigh muscles

🕒 2 years ago



Superficial posterior muscles

🕒 2 years ago



Learning and performance are best fostered when students engage in practice that

- a) focuses on a specific goal or criterion for performance (again, learning objectives/outcomes),
- b) targets an appropriate level of challenge relative to students' current performance, and
- c) is of sufficient quantity and frequency to meet the performance criteria.

Specifically, research shows that the amount of time someone spends in deliberate practice is what predicts continued learning in a given field, rather than time spent in more generic practice.

(Ericsson, Krampe, & Tesch-Romer, 1993)



Practice, Practice, Practice

- Formative assessments (not graded, but points given for doing)
- Homework over time (graded)
- If multiple choice questions on test then practice should be multiple choice, but if essay tests then essay practices.

Publisher Provided (costly)

- McGraw-Hill
- Pearson
- Wiley
- Sapling Learning (still evolving)
- Others?

Part A

Drag the appropriate labels to their respective targets.

The diagram shows a female figure in a blue jumpsuit standing in the center. Three semi-transparent blue planes are shown intersecting at the figure's midline. A label 'Frontal plane' is connected to a vertical plane. A label 'Transverse plane' is connected to a horizontal plane. A label 'Median plane' is connected to a vertical plane that divides the body into left and right halves. There are two empty rectangular boxes on the left side of the diagram, and one empty rectangular box at the bottom right, all intended for dragging labels.

[reset](#) [help](#)

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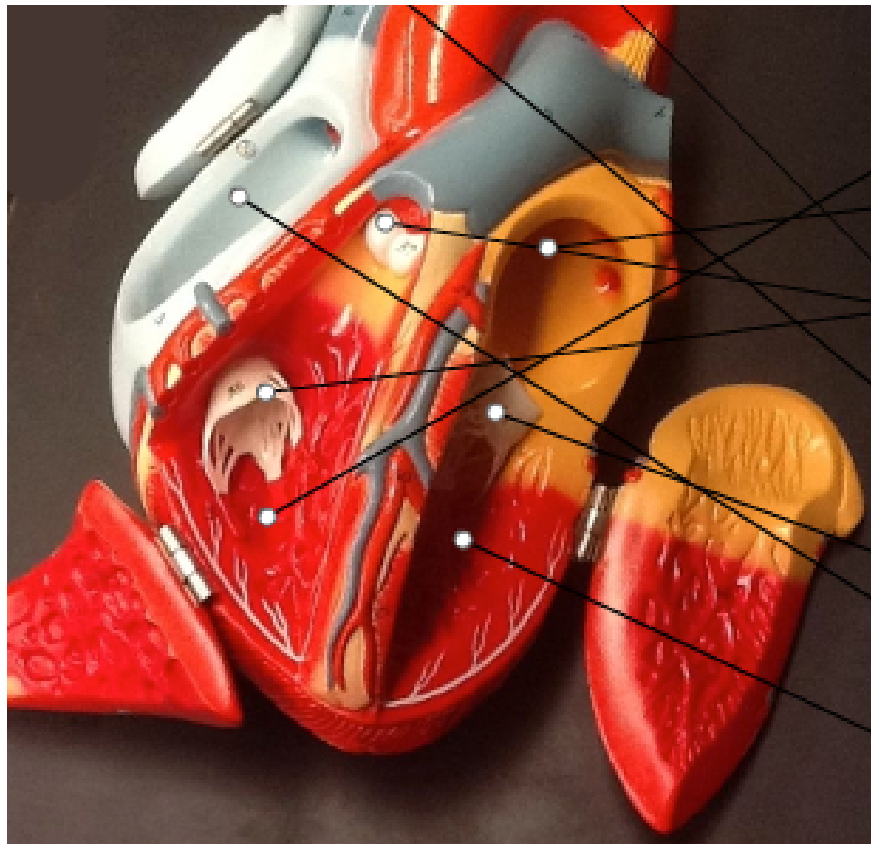
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Build your own?

- Time consuming
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SoftChalk



right ventricle

left atrium

tricuspid valve

pulmonary semilunar valve

aortic arch

superior vena cava

bicuspid valve

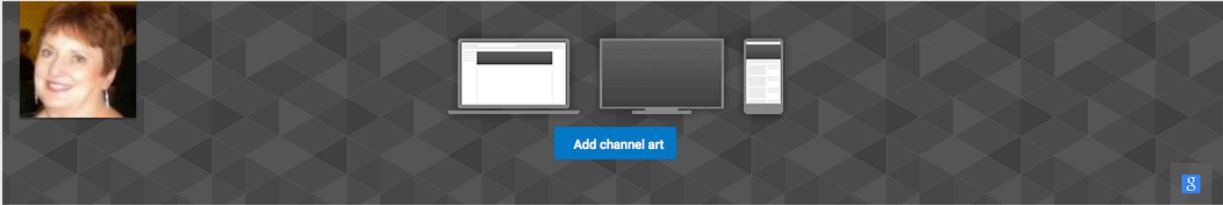
right atrium

left ventricle

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Please share if you like this video. http://www.primalonlinelearning.com/cardiovascular_system... The heart's conduction system ...
CC
1:38

Scenario Based Learning, Simulations, and Case Studies

So you must be the new intern.
Welcome to the Watersedge
Department of Health. I'm Leslie.
What's your name?

TYPE YOUR FIRST NAME:

CONTINUE

LESLIE HERNANDEZ



HHMI Virtual Cardiology Lab

Click to enter the
Virtual Cardiology Lab

This virtual lab requires that you have both the Shockwave and Flash plug-ins installed in your browser. Click the icons below to obtain the latest versions of these plug-ins.

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Visit HHMI's
Biointeractive

INTRO

Patient

Notebook

Quiz

Guide

Cardiology Lab Introduction and Help

Welcome to the Virtual Cardiology Lab. The focus of tool, and at each stage, the doctor will invite you to

Making a diagnosis is, in many respects, like detecting of diseases and their symptoms. Since we assume you tools. This information can be found in the "Basic Ca

Learning Objectives

- Symptoms of a selection of heart diseases, 1
- Tools and techniques used for diagnosis. Wh
- Principles of pedigree analysis.

Using the Virtual Lab

The lab interface is divided into two main areas: the the lab notebook window will automatically update w

Icons below the tip window indicate the current secti

QUIZ

1 (a) (b) (c) (d) hint

2 (a) (b) (c) (d) hint

3 (a) (b) (c) (d) hint

SKIP



Use the Cardiology Guide and the Diagnostic Tools Guide to answer these questions on the auscultation exam and exam procedures.

Stetho



Auscultation Quiz

(Answers to this quiz can be found by referencing the Cardiology Guide)

1. When a doctor uses a stethoscope, what is being monitored?

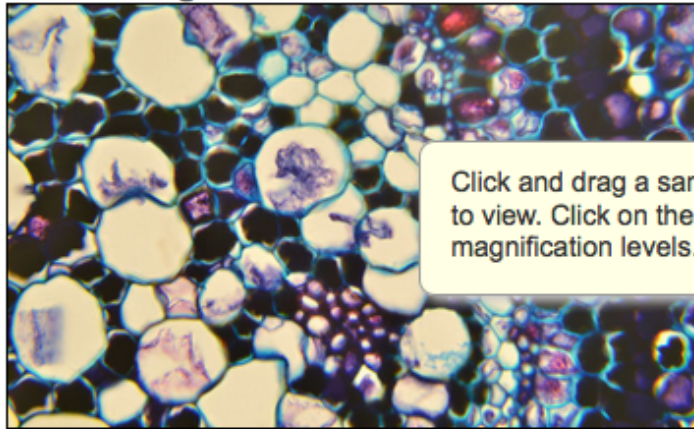
- a) The sound made by the electricity spreading through the heart.
- b) The sound made by the vibration of the heart and blood as pumping occurs.
- c) The sound made by the contractile molecules of the muscles of the heart as they contract.
- d) None of the above.

2. Which of the following conditions can cause irregularities in the sound of the heart?

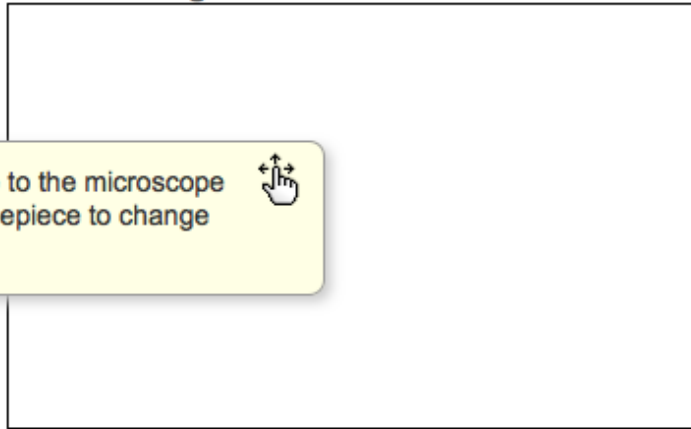
- a) Moderate bradycardia.
- b) Mild mitral valve regurgitation.
- c) Mild atherosclerosis of the coronary arteries.
- d) Both a and b.

3. What is a murmur?

Magnification $10 \times 40 = 400X$



Magnification $10 \times 4 = 40X$



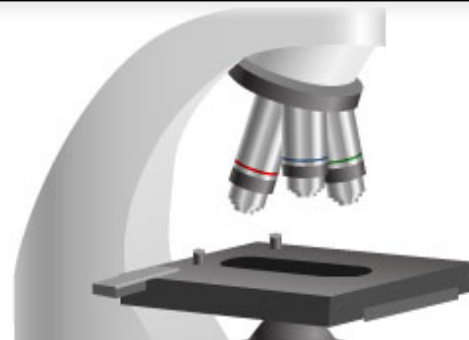
Click and drag a sample to the microscope to view. Click on the nosepiece to change magnification levels.



Fern root



Help



Plant Tissues

- Fern root
- Fern stem
- Cotton leaf
- Female pine cone
- Marchantia* archegonia

Animal Tissues

- Connective tissue
- Cardiac muscle
- Motor nerve
- Kidney
- Ciliated epithelium

Bacterial Samples

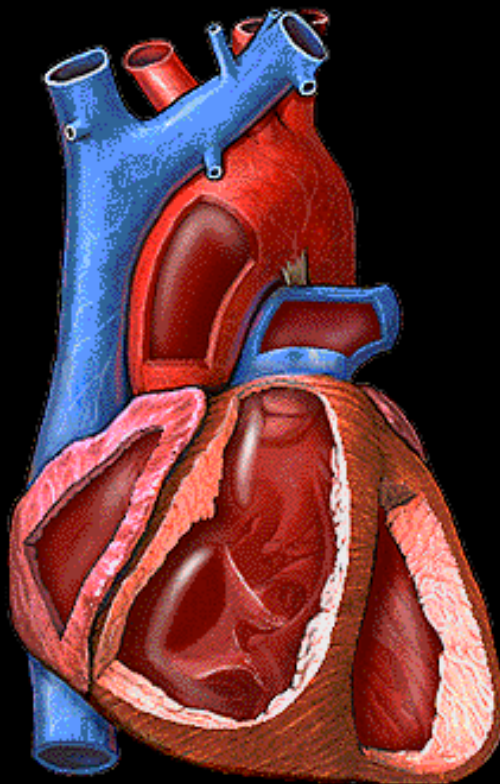
- Bacillus*
- Coccus*
- Bulgarius
- Spirillum*

Unknown Samples

- Unknown 1
- Unknown 2
- Unknown 3
- Unknown 4
- Unknown 5

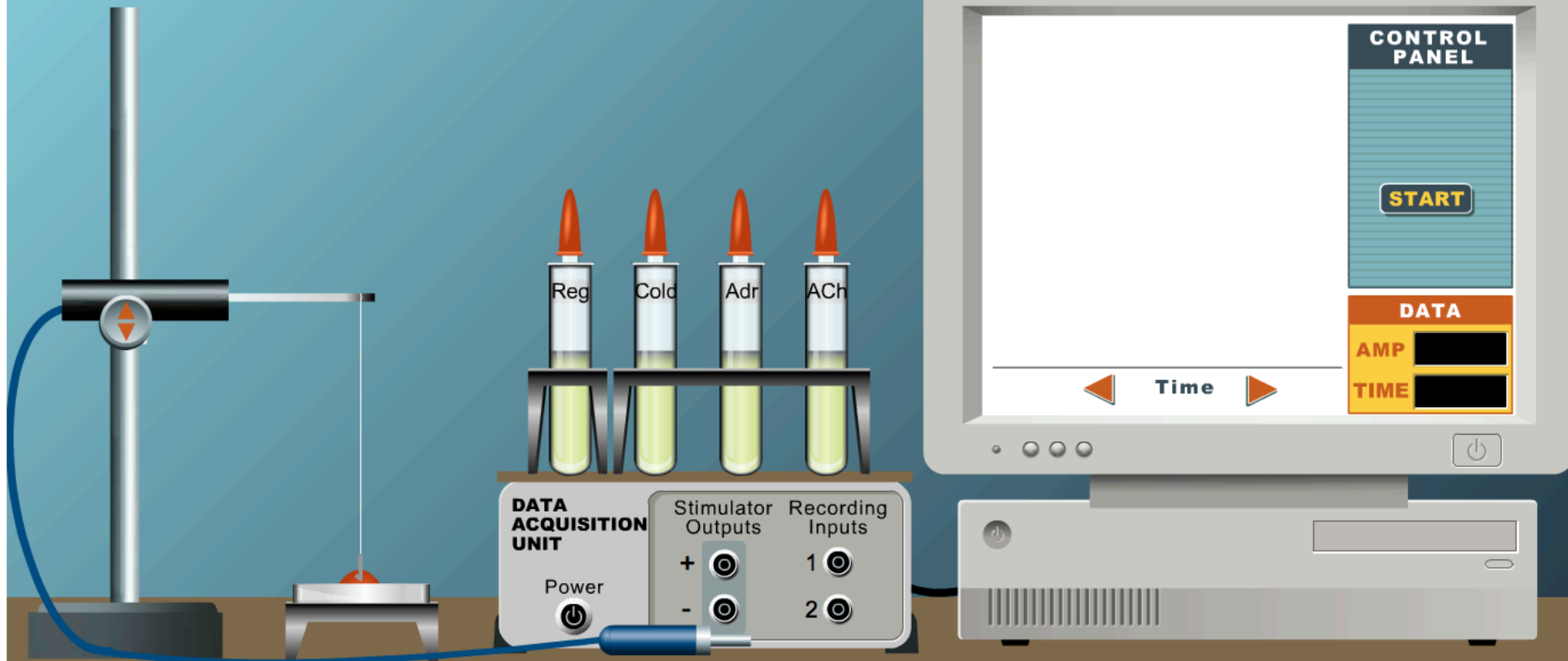
[PREVIOUS](#)[NEXT](#)[REPLAY](#)[RETURN FROM LINK](#)[QUIZ](#)[TOPIC MENU](#)[GLOSSARY](#)[HELP](#)

NARRATION

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CARDIAC CYCLE

The cardiac cycle includes all events related to the flow of blood through the heart during one complete heartbeat.



STEPS: **1** 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 [VIEW ALL](#)

In this lab, you will apply different solutions to the exposed frog heart and monitor the contractions using a displacement transducer. This lab is composed of three experiments. In each experiment, you will use a [pipette](#) to add frog Ringer's solution onto the heart and then add a second solution which is either cold Ringer's, or a Ringer's solution containing acetylcholine or adrenaline. To start, click the [power switch](#) to turn on the [Data Acquisition Unit](#).





Introduction

Quarantine
office

Current view :: General Locations >> Quarantine office

Possible actions for >>
Quarantine office

actions

collections



QUARANTINE INSPECTION PROCEDURES AN INTERACTIVE LEARNING EXPERIENCE

Quarantine Office

Move the cursor around in the environment window above. As you move over certain objects, a pop-up description will appear. Click on the object to find out more about it. There may be further actions associated with the object that you can take, that will help you progress the inspection process.

Certain objects (such as the Quarantine manual) should be collected to take with you through the rest of the scenario. You can collect objects by dragging the icon to the box at the bottom

Find or Build?

- Finding – sometimes they are good, sometimes not.
- Building –
 - Articulate Storyline - \$\$\$ (Windows only)
 - SBL Interactive <http://www.sblinteractive.org>
 - free- somewhat steep learning curve (Windows only)

In conclusion

- It is possible to build an engaging course.
- Yes, it takes work and it takes time as well as a great deal of planning, however it is worth it when you see your students succeed.
- Any Questions?

- Thank you!

Resources and References

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- <http://www.hhmi.org/biointeractive/cardiology-virtual-lab>
- <http://www.Saplinglearning.com>
- <http://shop.mheducation.com/search.html?searchQuery=Ph.I.L.S>
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- <http://www.Thinglink.com>
- *How Learning Works : seven research-based principles for smart teaching* / Susan A. Ambrose [and others] ; foreword by Richard E. Mayer.
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