

Blended Learning Specification

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1. Executive Summary

In conjunction with content developers and key project stakeholders we are working to develop a pedagogically sound, blended learning complement for the IFLA Building Strong Library Associations (BSLA) training package, and an applicable framework for use on other existing and future training packages to form part of the “Library Associations Capacity Development Programme.”

The collection of documents presented here form the Interim Report and as such are the first of the designated deliverables for this project. This document consists of the following key components:

1) Draft Blended Learning Specification and Supporting Documentation

This document is based on assessment and evaluation of Module 2 & 5 materials created by the Content Developers and initial discussions with the IFLA project team. It details project progress and preliminary design recommendations for consideration by IFLA Executives.

2) Draft Designs for BSLA Training Package, Module 2 and 5 Learning Activities

A set of documents, one for each module, detailing activity walkthroughs, contribution to learning outcomes, and other relevant supporting documentation. Any further consultation required with IFLA Content Developers is clearly outlined.

Module content for the BSLA Training Package was originally devised for use by trainers in preparation for face-to-face sessions. In order for the content to be accessible and understandable in a computer mediated environment it has been restructured via a flexible pedagogical framework that aims to extract maximum educational value from the content by providing a variety of complementary learning activities. These documents provide for the learner a fluent and clear module structure, explicit learning objectives, including a variety of learning activities, and exploit interactive elements to their best effect.

Adopting this approach, IFLA stands to empower its membership as active learners in control of how, when, where, what and with whom they learn; and to be able to ensure equitable learning outcomes for training package participants regardless of their chosen mode or pattern of consumption.

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2. Module Structure

The IFLA supplied training assets for the BSLA Training Package have been evaluated against the requirements of the project brief and the module content has been subsequently amended and restructured:

- **Amends for Audience**

Source documents produced for BSLA are “Trainer Manuals”, “Presentation Slides” and “Annexes.” These have been written for a specific audience and purpose: as resources for IFLA appointed training personnel to ensure they are adequately prepared for leading training package participants in traditional face-to-face training sessions.

This project aims to extend the use-value of these materials by re-purposing them for access by both trainers and training programme participants, recognising both groups as learners in a computer-mediated environment, either online or via removable media.

To meet this requirement the following amendments have been made:

1. Direct references to face-to-face sessions have been removed.
2. Emphases specific to the instructional role of the trainer have been amended so they are agnostic in terms of assumed audience.
3. Where appropriate, face-to-face activities have been adapted for the computer-mediated environment in order to achieve equitable learning outcomes for those unable to partake of face-to-face training activities.

- **Structural Changes: Towards Modularity and Flexibility**

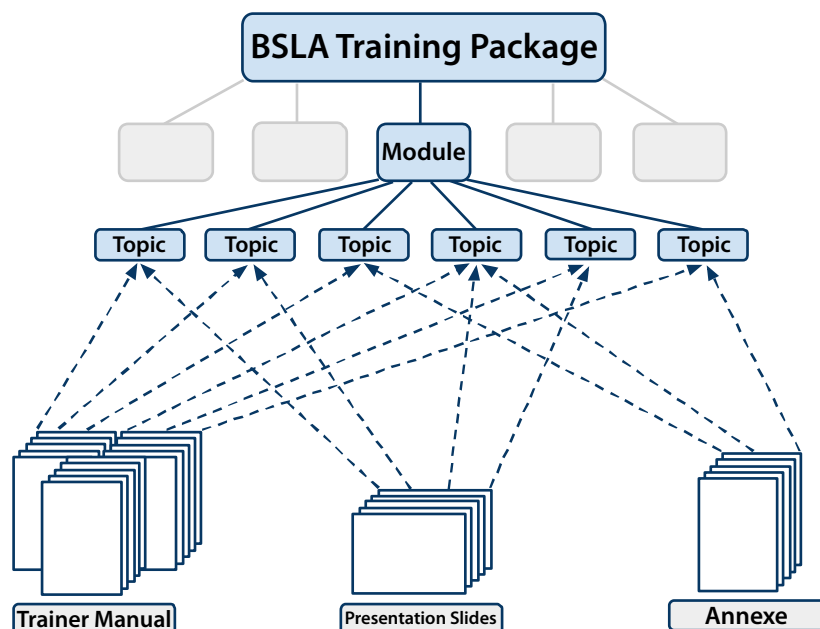
The project brief stresses the importance of flexibility and modularity and our response has been a content restructuring and learning activity design process that provides equitable learning outcomes to the most granular of levels.

IFLA members investigating the BSLA Training Package will discover computer mediated offerings that are both highly modular and extremely flexible. Training Package content will be accessible to IFLA Members in whole or in part, and without requiring strict adherence to time lines for completion. It will achieve equitable learning outcomes across both modes of study (online and removable media), and will complement and enhance the learning experience for all learners utilising materials as study preparation for face-to-face sessions (both trainer and training programme participant alike).

This has been achieved by making full use of the available source documents. Content from the supplied trainer manuals, presentation slides, and annexe documents has been evaluated and integrated, where appropriate, into a pool of content that can then be appropriately structured for delivery in a computer mediated environment.

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The image below illustrates how information from the three types of source document available for each module has been integrated into the blended learning schema.



Content Restructure Process

As content has been amalgamated from all three sources, the opportunity has been taken to further subdivide **Module** content into self-contained **Topics**, clearly bounded by theme. This enables IFLA to provide access to content on a topic-by-topic basis.

There follows a series of learner scenarios, outlining the accessibility requirements and learning contexts in which these materials might be consulted, and for which appropriate content structures and deployment methods need to be in place. Deployment issues are covered in a later section, but here we will consider those revisions to content structure that are necessary to meet the requirements of each of the outlined scenarios.

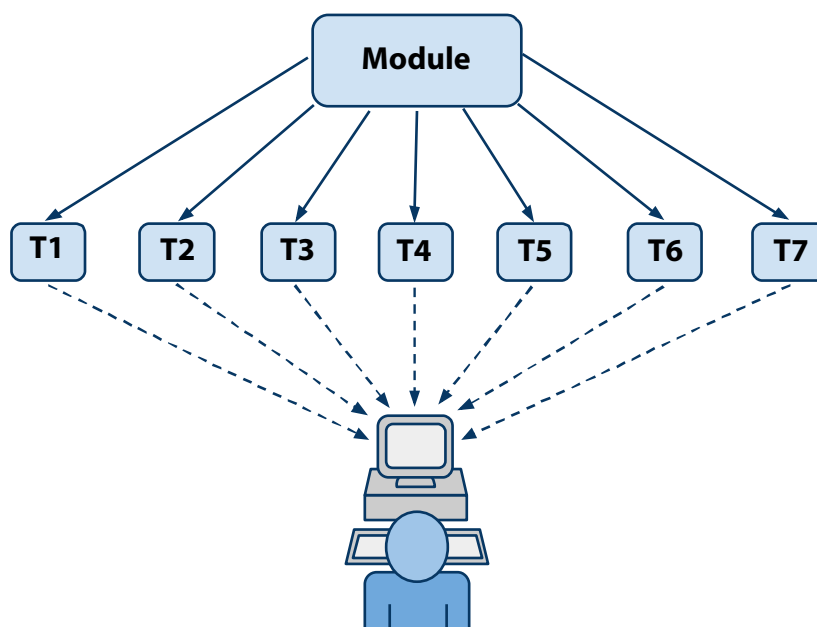
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3. Use Scenarios: Trainers & Associations

This section outlines use scenarios that the blended learning model makes possible for trainers and associations. The content restructuring and learning activity design process brings a number of advantages for trainers preparing for face-to-face sessions, and great flexibility for member associations, putting them in control of how they adopt and implement IFLA training resources.

Scenario: Trainers

This first scenario demonstrates an IFLA appointed trainer using the blended learning content as they prepare to lead a face-to-face module. The trainer will progress through materials, familiarising themselves with the content and identifying any learning objects or activities that could be utilised to the benefit of participants in the face-to-face session.



The trainer may choose to make use of the included quiz assessments as part of their face-to-face teaching: either as a spur to group discussion at the beginning of a topic, or as a device to encourage participant reflection deployed as part of an end of topic review.

The trainer may choose to utilise graphical elements or animations that have been included in module content, to aid communication and explication of certain ideas or concepts during face-to-face sessions.

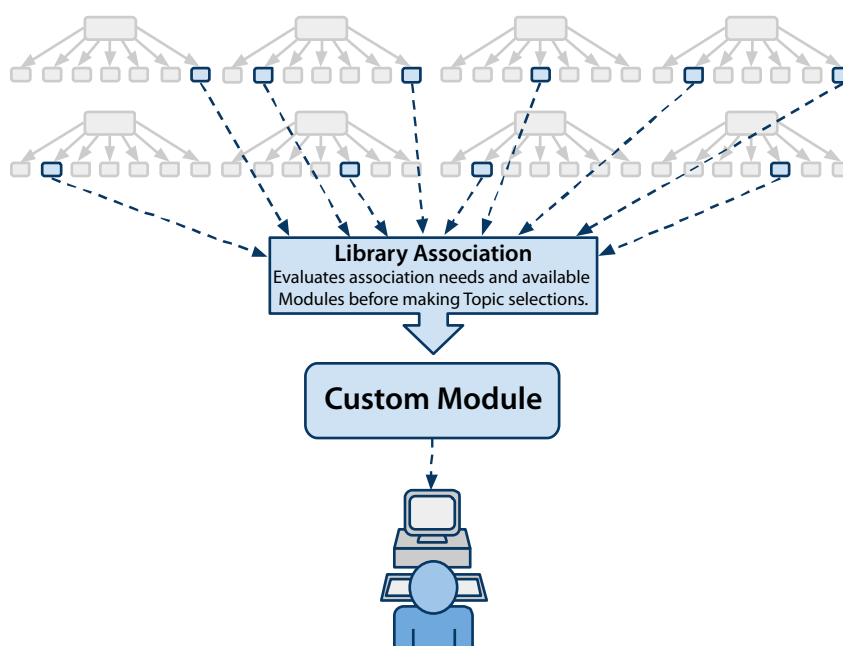
If it is that the face-to-face session will take place as part of a full blended learning implementation (i.e. where computer-mediated materials and activities are used by participants as preparation), the trainer would be expected to familiarise themselves with content in advance of participants being granted access to materials, such that they can provide adequate support to participants as they progress through the various learning activities and assessments.

Additionally, it is recognised that in a full blended learning implementation the trainer would have reduced opportunity to utilise learning objects or activities from the module content as a consequence of training participants having access to the same materials. In this instance though, the trainer has opportunity to better meet the learning needs specific to the participant group.

The recommendation is made elsewhere as part of this Interim Report submission, that there is significant value in the IFLA appointed trainer assuming responsibility for moderation of participant activity on Topic Discussion Points. Assuming the role of moderator allows the trainer to evaluate participant comprehension and progress through the module material. It allows them to identify common areas of interest or problem areas to which additional time can be devoted during face-to-face sessions.

Scenario: Associations

This second scenario considers the possible requirements of differing associations to create bespoke training packages for their members. This scenario may emerge for a variety of reasons: a need to selectively exclude content that is not relevant to the local context, or to account for material that may already have been adequately covered as part of a regional programme of training deployed by the association.



Creation of Custom Modules by Association

In such circumstances the association would have access to all available module content for review and evaluation. The association, or likely delegated representative, would have sufficient rights and privileges within the delivery platform (VLE or similar) to arrange selected module topics into a custom module for its members.

In such circumstances the association would have to acknowledge that removing topics from their original module context will also divorce them from module level learning objectives. The association would bear the responsibility of defining appropriate learning objectives for any custom modules.

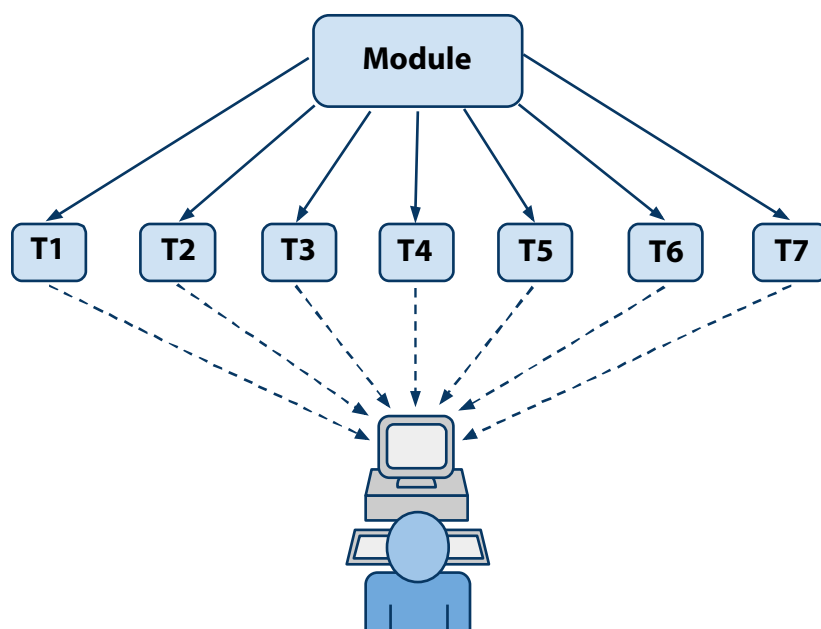
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4. Use Scenarios: Participants

This section outlines a number of learner scenarios that the blended learning model makes possible for learners. The project brief stresses the importance of flexibility and modularity and our response has been a content restructuring and learning activity design process that provides equitable learning outcomes to the most granular of levels. As IFLA increases the number of training materials that are available to its member electronically, learners will have a greater choice of structured learning resources to work through.

Scenario 1

This first scenario considers a training participant who chooses to follow the computer mediated content for an entire module, working sequentially through each module topic and the learning activities contained therein.



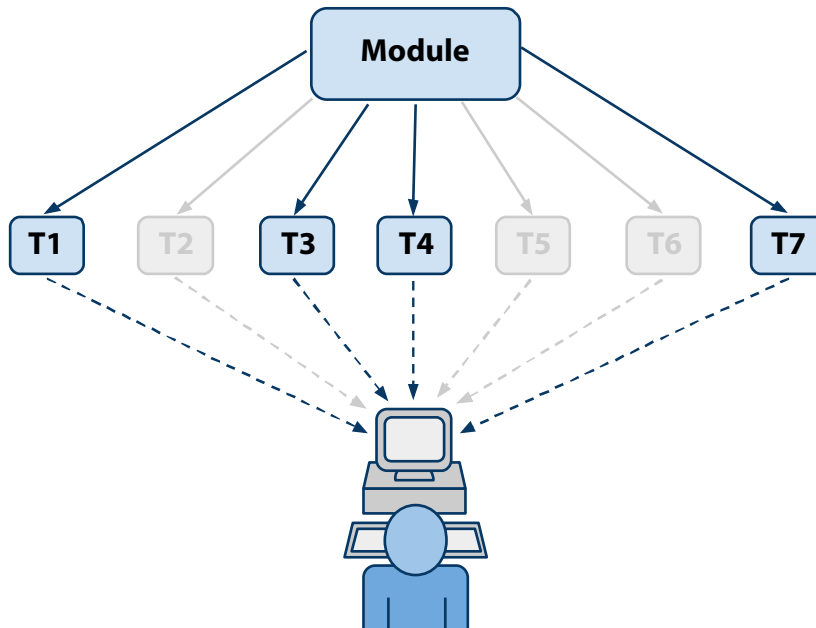
The participant engages with module content as made available to them within the chosen delivery platform; for example, a Virtual Learning Environment (VLE). This is laid out in more detail in the Deployment Strategy section.

If the participant is engaged in the blended learning mode (with a period of computer mediated self-study culminating in a face-to-face session(s) with a trainer and other participants), then they should be issued with a schedule outlining dates by which completion of the computer mediated activities should be completed.

If the participant is not engaged in the blended learning mode, and is pursuing a period of self-study without the complementary face-to-face session(s) then a schedule of this kind is not necessary and the participant should have the freedom to work through materials at a pace at which they feel comfortable.

Scenario 2

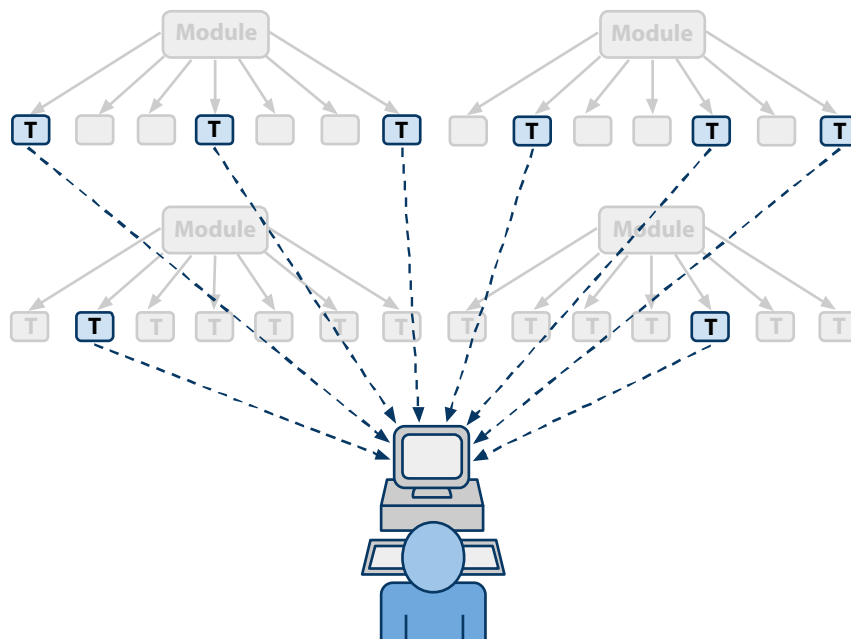
This second scenario considers a training participant who selects only certain topics from the computer mediated content for a module. They may progress through these materials in any sequence of their choosing.



The learner is free to create an ad-hoc, user defined schedule whereby they work through selected module topics according to self-identified learner requirements.

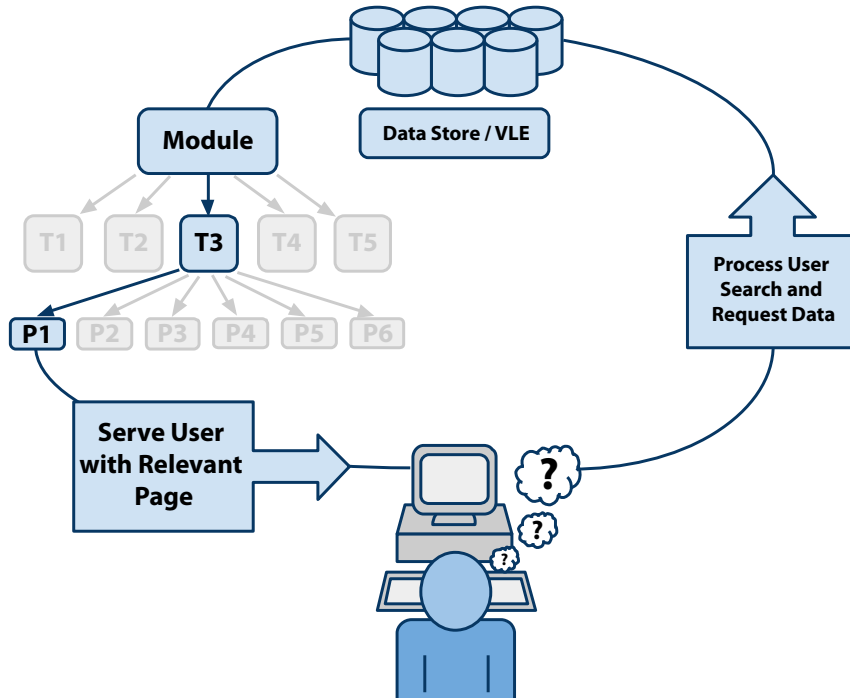
Scenario 3

This third scenario demonstrates the wider flexible use case for blended learning module content. Training participants will access a number of topics from all available modules as per their ongoing training and CPD requirements.



Scenario 4

This final scenario demonstrates module content entirely liberated from the “training package -> module -> topic” structure and accessible to IFLA members to meet specific training and CPD requirements on an on-demand basis. Users are served with the most relevant topic pages available based on search terms.

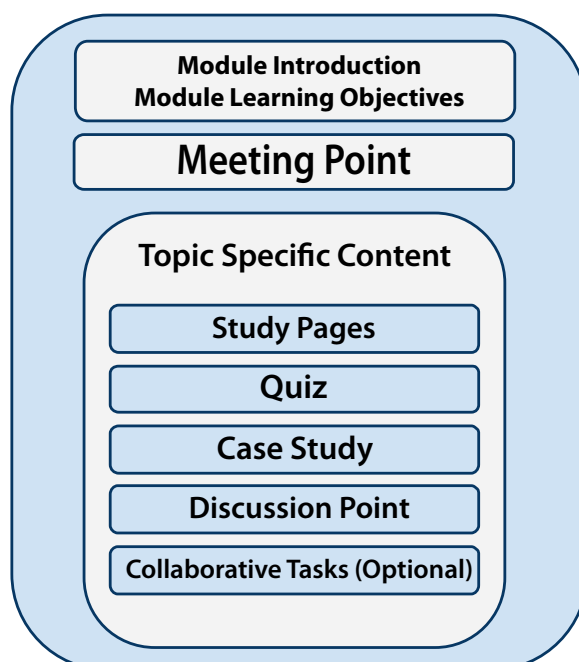
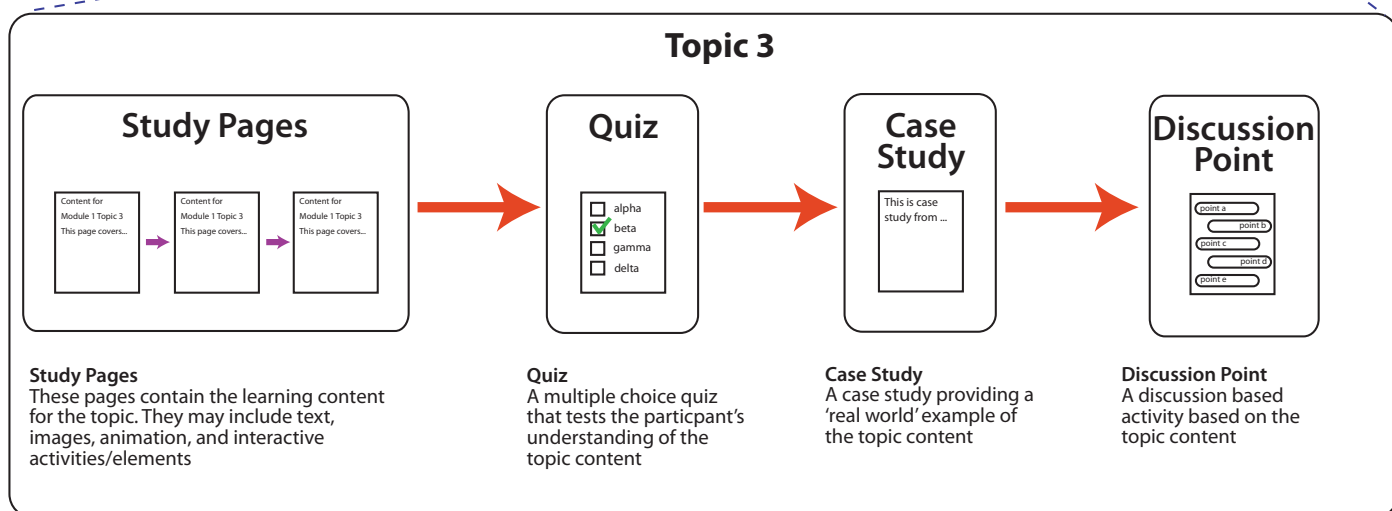
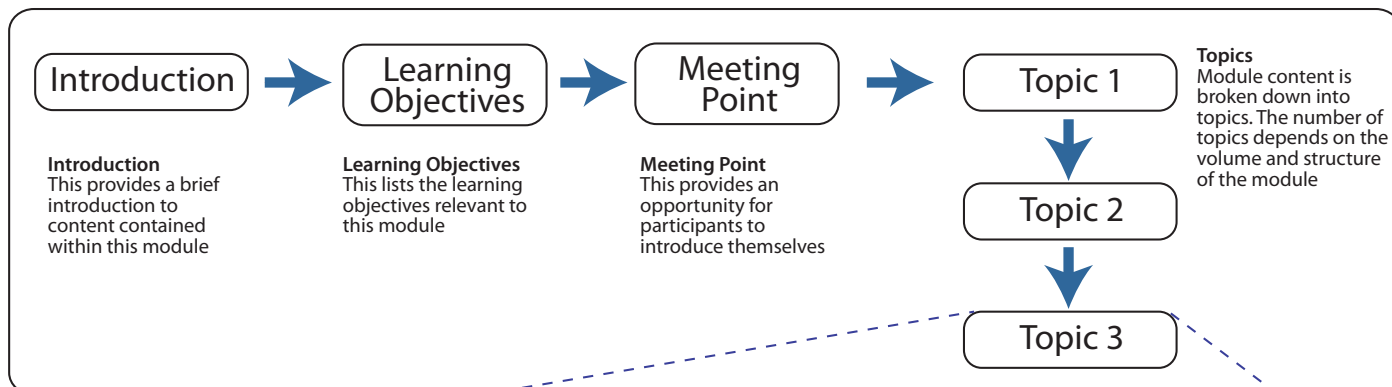


This is the most granular level of content structuring and effectively renders each individual study page and any associated documentation (i.e. document templates, policy docs etc.) as a readily accessible reference resource. It is envisioned that this will develop over time to become a comprehensive repository of practical information for IFLA member associations and their membership, and which will receive frequent, repeat visits for to satisfy both quick reference requests and specific learning requirements.

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5. Overview of Design

Module Design Schema



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Introduction

This section makes reference to component parts of the overall design structure for computer mediated module content delivery as per the diagrams on the preceding page. You may find it helpful to refer back to these diagrams as you progress through the following explanations.

Module Structure

Module Introductions, Learning Objectives and Meeting Point

These are only relevant if a module is followed in its entirety. Would recommend that topic level learning objectives are devised for the benefit of participant learning outcomes when topics are selected from within a module.

Introduction and Learning Objectives

These offer an overview of module contents and identify for learners the objectives against which learning outcomes should be assessed. The learning objectives are taken from the trainer manual and provide learners with a clear set of objectives that should be satisfied upon the learner's completion of the module in full.

Meeting Point

This area is an on-line discussion thread which allows newly arrived participants the opportunity to introduce themselves, acts as an on-line ice-breaker, and facilitates the early evolution of group dynamics prior to the face-to-face session (i.e. identifying common areas of interest from within the module content). It should also be used by the moderator (a role ideally assumed by the face-to-face trainer) to assess learner backgrounds and experience, and evaluate learner expectations for the module.

Topics

Topics may be followed according to the over arching module schedule and in line with designated module learning outcomes, or can be selected by participants from within a module dependent upon IFLA's eventual deployment strategy.

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Topic Structure

The following section explains the general framework developed for the design of a typical topic. While this structure has been designed to best accommodate the content from those modules evaluated thus far, evaluation of remaining modules may reveal necessary revisions to the framework. Similarly, additional activities not listed in this framework are to be found occasionally within some topics (e.g. Module 5, Topic 3).

Study Pages

The study pages provide the main body of the module content. Drafts of study pages are available as part of this Interim Report Submission, in the Module Design documents for Modules 2 and 5. These are presented sequentially to the learner. However, having been subdivided into topics and further subdivided into study pages, content is rendered flexible and can be removed from the parent module context and reconstructed into bespoke learning packages to meet the requirements of association, trainer or independent learner.

In evaluating the content for Modules 2 and 5 there emerge some general points of note:

Unqualified Statements

There are some unqualified statements in the module content. i.e. "...Over emphasis on membership income is risky" [taken from BSLA Module 2 Trainers manual 1612. doc, Section 9.3, p.49]. Such statements are perfectly adequate for content that is delivered face-to-face, as the content in such circumstances is intended to be mediated and augmented by a trainer who holds the relevant domain knowledge and can further clarify to learners what is meant. In the online environment, unqualified statements such as the example cited above only serve to raise questions for the learner. If module content is to be delivered without online tutor support or similar, these questions stand to remain unanswered. This could cause problems for less experienced trainers in their face-to-face preparation, and would diminish the learning experience for participants.

Clarity of Terms and Usage

Instances where a role, title, or function can be referred to in a number of ways (synonyms, i.e. Charter or Constitution, or also Chairperson/Governor/Chief Executive Office/Executive Director, and also Governing Board or Council). First use should acknowledge the existence of alternatives, make clear the choice of term to be used in the course, and be consistent with usage thereafter.

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Document Templates

Throughout the course materials and appendices, a number of useful document templates have been drafted that provide learners with foundation documents on which to base a variety of strategic and planning documents for use in their own association. For blended learning delivery, each of these templates should be drafted into a standalone .pdf/.doc/.odt file that can be hyperlinked in context of the relevant content and is in an easy-to-use format for the learner. At the current time, many of these templates are not easily accessible, contained as they are within much larger documents (either the trainer manual or associated annexe document).

External Links and Externally Resourced Content

Externally linked resources will be inaccessible to those accessing module content via removable media, without an internet connection. This may not always have a critical impact on the achievement of learning outcomes. However, it may be that the externally linked resource is integral to the learning activity (e.g. case study activities). In order to distribute these on removable media it will be necessary to acquire the correct permissions from copyright owner(s).

Similarly, references within the trainer manual and annexe documents indicate that some module content has been incorporated from external sources. Should IFLA wish to incorporate content from external sources directly in study pages of module topics it will be necessary to acquire the correct permissions from copyright owner(s).

Quiz

Each topic within a module has a multiple choice quiz that follows the study pages. The purpose of this activity is to reinforce the learning from the topic content, to provide participants the opportunity to self identify knowledge gaps, and then to review the relevant materials before reattempting any incorrectly answered questions. As well as adding a valuable learning activity, the end of topic quizzes offer a pause in the flow of study pages, allowing for learner reflection over the material studied.

Each question is presented in series with a suitable number of distractors (incorrect answers). These distractors need to be carefully designed such that they can be considered feasible alternatives to the correct answer and demand serious consideration by the learner. They should be challenging to the extent that they could perhaps be deemed correct in different contexts. However, it is up to the learner to select, not an answer that could be interpreted as 'technically' correct, but the best answer from the available options given the context in which the question has been set.

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The learner's answer submission, whether correct or incorrect, will illicit a feedback response. Each of the available options (answer/distractor) should have a customised and unique feedback response. This feedback should, wherever possible, provide an in-depth explanation as to why a chosen distractor is incorrect, or why a correct answer submission is the best response. For example, distractor feedback could begin, "There is some truth in this answer however it is the not the best answer available from the selection because ... [explanation]". Given the challenging nature of the quizzes it is crucial that time is spent developing the distractors and their related feedback carefully. The spreadsheet documents included as part of Interim Report submissions for both Modules 2 and 5 indicate the distractors and feedback required for each topic quiz.

The presentation of answer/distractors should be randomised on each access by the learner, such that answers cannot be easily or accidentally memorised from their position in a list of available options. This will give the quiz longevity and extend the use-value to the learner indefinitely.

Whilst the development of the unique feedback for each distractor creates an additional content creation task for content developers, and an additional cost to the project for consideration by IFLA, such depth of feedback greatly enhances learner engagement and learning outcomes. It is particularly important to provide rich feedback to those independent learners following only the computer mediated self study, as they may well have no access to further explanation from a face-to-face trainer or discussion board moderator. If the topic is studied with no face-to-face session scheduled and no access to the Internet then the learner will have no explanation except that provided by the quiz. The overall style of the quiz design is such that the emphasis is not placed on getting the question right or wrong, but on revealing additional information related to the topic and encouraging continued reflection and learning.

For a further detailed breakdown of the design and navigational structure of a quiz see Appendix A.

Case Studies

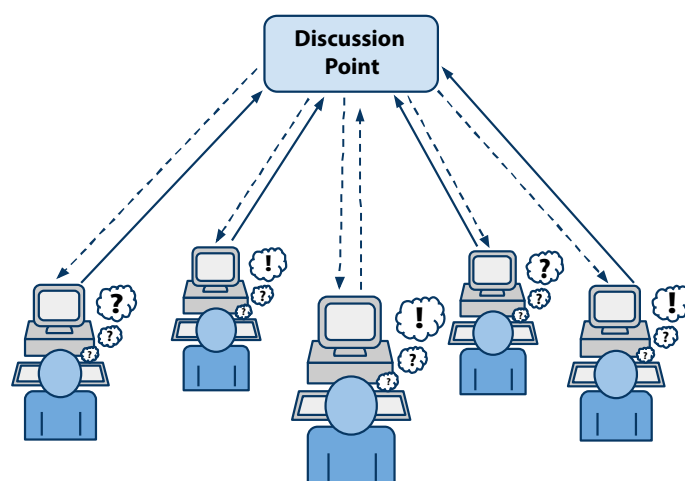
Case studies will eventually be interchangeable to better meet the differing requirements of member associations and their immediate context. It is our understanding that localised case studies are to be developed in conjunction with IFLA appointed trainers and these can then be deployed according to learner context. As new case study resources are generated, they can be added incrementally to the training package resources: either to module topic contents as additional cases, or as substitute for those case studies available at time of launch.

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Discussion Points

Discussion Points are effective only in the context of the full blended learning mode of study.

Participants accessing computer mediated materials via the proposed IFLA VLE, will complete discussion points by posting their thoughts to a discussion board, and will be encouraged to review and comment on the postings made by other programme participants.



Participants accessing computer mediated materials via removable media or hard-copy print, will complete the activity by e-mailing or hard-copy posting their learning objectives directly to the Trainer in advance of the face-to-face training session. They will be issued instruction along the lines of:

If you have internet connectivity then please use the online discussion board to post your message. You may find it useful to write it a text editor (e.g. Word) beforehand and copying the text into a message when it is completed.

If you are intending to attend a face to face session then create a text document answering the activity topics.

If you can, please email this document to your trainer two weeks before the session.

Discussion boards should be moderated, and ideally so by the trainer conducting the face-to-face training session. Separate guidelines will be supplied regarding successful moderation of discussion boards in a supported learning context as part of the Final Report submission.

Discussion board moderation provides a great opportunity for the face-to-face trainer: to make sure, in advance of the face-to-face sessions, that the module contents meet the learning objectives of the group. Discussion point activities will provide the trainer with useful background information about participants as they draw upon personal experience to complete the activities, will allow the trainer to identify areas of common interest among participants (which might then be afforded more time in face-to-face sessions), and any areas of interest for participants that may not be covered by the module contents.

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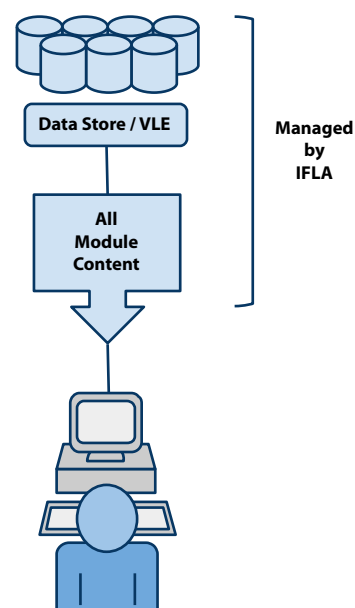
6. Deployment Strategy

This section explores the various deployment options available to IFLA for distributing computer mediated content in support of the blended learning model. The flexibility and modularity intrinsic to the design allows for various methods of deployment. The different methods explained here would require varying degrees of investment from IFLA in terms of establishment costs and ongoing maintenance and administration costs. Of the methods outlined below, some may be more or less appropriate dependent upon IFLA's longer term e-learning strategy, however, all options are potentially viable.

Scenario 1: IFLA Hosted VLE & IFLA Course Management

In this scenario, IFLA sets up and hosts a VLE wherein courses are created. A course consists of content from one module in its entirety. IFLA controls participant registration and enrolment onto courses and grants access to course materials through the VLE.

Courses are structured around a schedule. Participants work through materials for each topic: study pages, end of topic quiz, discussion activity and any other collaborative tasks, adhering to the completion dates for each. Having completed a topic, participants attend a face-to-face session to build upon the self-study in the computer mediated environment. The face-to-face trainer, having had full access to discussion board postings and any on-line work during the self-study period, utilises their knowledge of participant progress to form targeted lesson plans for face-to-face session(s) addressing any areas around which participants may have struggled.



This methodology offers the truest blended learning approach and would achieve the optimum learning outcomes as it leverages the strength of both the computer mediated and face-to-face learning environments. By migrating participant activities such as learning terminology specific to the topic, reviewing purely factual content, and similar topic familiarisation tasks to the on-line environment, preparations can be made by the trainer to make better use of face-to-face sessions.

The installation of a VLE would allow the utilisation of a number of additional useful tools to better facilitate the course. For example, a calendar to schedule on-line study and face to face sessions, or search tools to pick out individual study pages from the module content.

This option is recommended for the first phase of deployment as it enables IFLA to closely monitor participants, their progress and interactions. It is envisioned that other member associations would later adopt this role under the guidance of IFLA. This would enable IFLA to cascade responsibility for organising, maintaining and administering the VLE to these external parties (see further options overleaf).

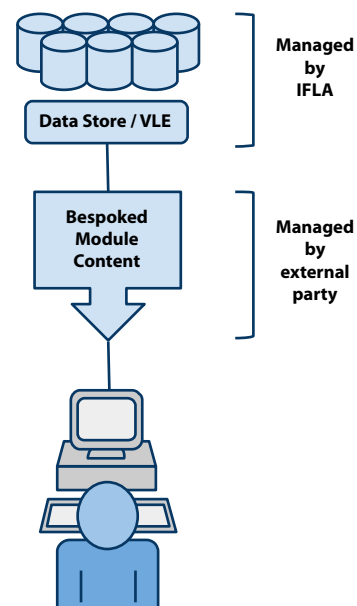
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Scenario 2: IFLA Hosted VLE & External Course Management

IFLA sets up a course within its hosted VLE before handing over management and administration of that course to an external party (e.g. a member association). IFLA supports this transition of responsibilities by, for example, providing training and support. The extent to which IFLA provide such support would be dependent upon resources.

The external party is given the necessary rights and privileges within the delivery platform to enable modification of topic content to suit their own requirements; for example, selecting the most suitable case studies for their context.

The course is also administered and monitored by the external party removing IFLA's responsibility for these tasks. The course maintains the full richness of the online activities and IFLA retains overall technical control of resources.

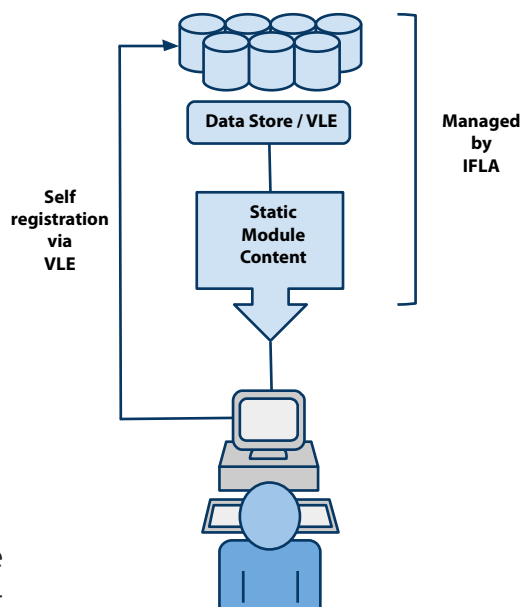


Scenario 3: IFLA Hosted VLE & Self Registration

IFLA sets up a course within its hosted VLE which is open to self registration. This is open publicly, year round. Completion of an on-line registration form is a prerequisite to access and allows IFLA to gather information about participants.

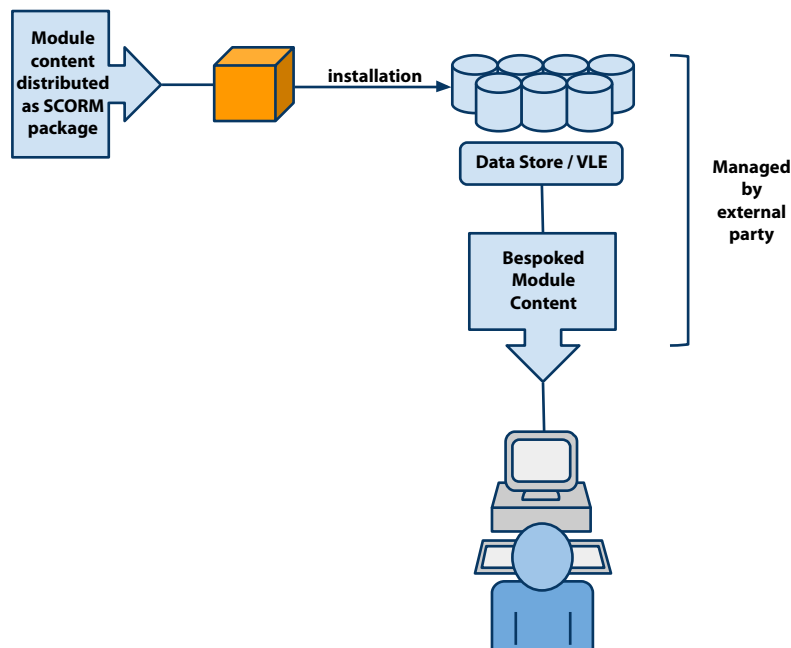
The course is designed to be taken by anyone at any time, and as such there is no schedule for completion of the various learning activities. While this is an extremely flexible mode of delivery it does, however, make problematic certain elements of the blended learning model.

In this scenario it would not always be possible for participants to extract full utility from the on-line discussion points or collaborative activities. With open enrolment comes fluctuations in the number of active participants at any one time, each following individual time lines. This makes the task of moderating discussion based activities more demanding, makes the activities themselves less effective for learners, and makes it less likely that communities will form around them. However, the support and administrative management requirements from IFLA would be minimal.



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Scenario 4: Externally Hosted VLE



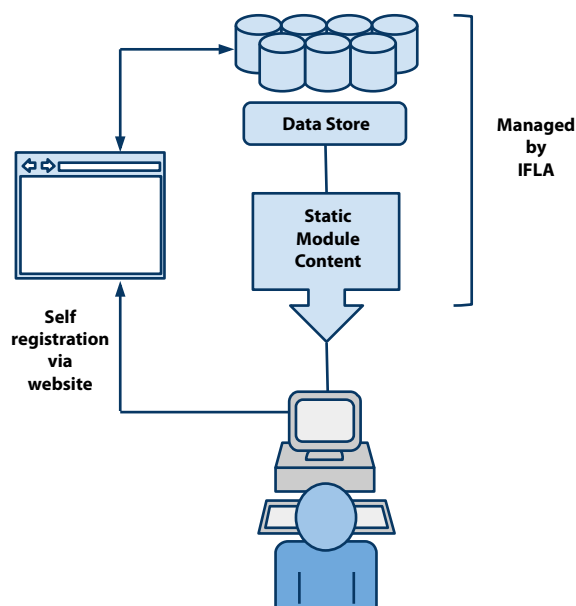
Once the on-line materials are built it will be possible to export the content into a content package such as IMS or SCORM. The content package is distributed to member associations with their own VLE in place and the content installed on their own system.

This would allow the recipient association to modify the content to their own requirements and would require no administration by IFLA. Once again IFLA offers training and support to the external party in transitioning, to ensure that they are confident in managing the course themselves.

Depending on the technologies used (especially the recipient's VLE) it may not be possible to automatically import certain types of resources (e.g. quizzes, discussion boards). In this instance, documentation would be required in order that the external party would be able to recreate these resources in their own VLE.

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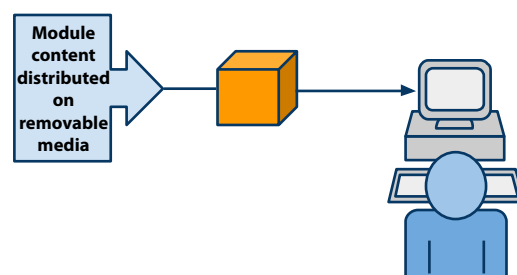
Scenario 5: Publicly Available on IFLA Website



Materials are hosted in a dedicated area on IFLA's website. Completion of an on-line registration form is a prerequisite to access and allows IFLA to gather information about participants. This method gives maximum exposure to training package content for a minimal administrative cost. However, this would be to the detriment of on-line discussion and collaborative based learning activities in the same manner as Scenario 3 (IFLA Hosted VLE & Self Registration).

Scenario 6: Available on Removable Media

For participants with no access to the Internet, the only method for accessing computer mediated content is via removable media. The most appropriate consumable to use (i.e. CD-ROM, DVD-ROM, USB Flash Drive), would require research into hardware accessible to participants.



Participants are able to access module content directly from the removable media avoiding any restrictions there may be on installing material on the host computer.

Whilst on-line discussion groups and activities would not be possible, these could be substituted to some extent by communication via email in conjunction with an organised face to face session.

Appendix A

Quiz Design Template

1. Introduction

2. Multiple Choice Question - One Answer

2.1 Question

2.2 Correct

2.3 Incorrect

3. Multiple Choice Question - Many Answers

3.1 Question

3.2 All Correct

3.3 Some Incorrect Answers and/or Correct Answers
Missed

4. End Screen

Quiz Design Template

1. Introduction

[Module Title]

[Topic Title]

Welcome to the [topic title] quiz.

This quiz aims to test your knowledge of the based on your revision of the topic content.

There will be [number of questions] multiple choice questions for you to complete.

Click **Start** to begin.

Content Notes:

Introductory screen for the quiz

Notes to Content Developer:

Interactive/Design Notes:

This storyboard should not be understood as literal pages, rather as steps or choices within an interactive element.

Welcome text and introduction with simple proceed interaction.

Start button graphic asset optional.

Questions can be made up from the following three question templates in any combination.

Technical Notes:

This quiz would work well in Flash for smoother interaction and ease of use.

For an advanced development, question content could be created in xml format and pulled in by a Flash shell.

Quiz Design Template

2.1 Multiple Choice Question - One Answer

Question

[Module Title]

[Topic Title]

Question [question number]

[question text]

1. Correct answer
2. Distractor 1
3. Distractor 2
4. Distractor 3

Select the correct answer and click **Check Answer**

Content Notes:

For each question three reasonable distractors should be available.

True/False questions also follow this design specification.

Notes to Content Developer:

Interactive/Design Notes:

Check Answer button graphic asset optional.

Technical Notes:

Quiz Design Template

2.2 Multiple Choice Question - One Answer

Correct Answer

[Module Title]

[Topic Title]

Question [question number]

[question text]

1. Correct answer
2. Distractor 1
3. Distractor 2
4. Distractor 3

That is correct.

[feedback for correct answer]

Click **Continue** for the next question.

For further information on this topic please see [online material reference]

Content Notes:

The feedback for the correct answer should make it clear why this is the best answer (see design document).

Online material reference refers to the Topic and Page further clarification for this question can be found.

Notes to Content Developer:

Interactive/Design Notes:

Even if the quiz is answered correctly, feedback should still be given in order that:

- if it was randomly clicked it is still explained why it was correct
- reinforces the reason why it was correct

Continue button graphic asset optional.

Once all questions have been asked proceed to **End Screen**.

Technical Notes:

Depending on the way this is built it may be possible to link to the module/topic reference given.

Quiz Design Template

2.3 Multiple Choice Question - One Answer

Incorrect Answer

[Module Title]

[Topic Title]

Question [question number]

[question text]

1. Correct answer
2. Distractor 1
3. Distractor 2
4. Distractor 3

That is incorrect.

[feedback for incorrect answer]

For further information on this topic please see [online material reference]

Please select another answer or skip this question to continue with the quiz.

Content Notes:

Given the nature of the content there may be similar answers as distractors. Whilst the distractors may be literally wrong - it is up to the student to select the best answer.

Therefore the feedback could include something like:

“There is some truth in this answer however it is the not the best answer available from the selection”

Online material reference refers to the Topic and Page further clarification for this question can be found.

Notes to Content Developer:

Interactive/Design Notes:

Feedback **unique** to the incorrect answer should be displayed and the opportunity to try again.

Skip button graphic asset optional.

Technical Notes:

Quiz Design Template

3.1 Multiple Choice Question - Many Answers

Question

[Module Title]

[Topic Title]

Question [question number]

[question text]

Choose from the choices below (you may select more than one answer):

1. Correct answer
2. Distractor 1
3. Correct answer
4. Distractor 2
5. Distractor 3

Select the correct answers and click **Check Answer**

Content Notes:

For each question of this type the number of correct answers and distractors will vary according to content being assessed.

However, it should be standard to have at least three reasonable distractors. This is to avoid questions of this type illiciting from participants and automatic, “tick all the boxes” response.

Notes to Content Developer:

Interactive/Design Notes:

Check Answer button graphic asset optional.

Technical Notes:

Quiz Design Template

3.2 Multiple Choice Question - Many Answers

All Correct Answers

[Module Title]

[Topic Title]

Question [question number]

[question text]

Choose from the choices below (you may select more than one answer):

1. Correct answer
2. Distractor 1
3. Correct answer
4. Distractor 2
5. Distractor 3

You selected all answers correctly.

[feedback for correct answers]

Click **Continue** for the next question.

For further information on this topic please see [online material reference]

Content Notes:

Feedback for all correct answers should make it clear why the distractors are incorrect (see notes below for incorrect answer).

Online material reference refers to the Topic and Page further clarification for this question can be found.

Notes to Content Developer:

Interactive/Design Notes:

Even if the quiz is answered correctly, feedback should still be given in order that:

- if it was randomly clicked it is still explained why it was correct
- reinforces the reason why it was correct

Continue button graphic asset optional.

Once all questions have been asked proceed to **End Screen**.

Technical Notes:

Quiz Design Template

3.3 Multiple Choice Question - Many Answers

Some Incorrect Answers and/or Correct Answers Missed

[Module Title]
[Topic Title]

Question [question number]

[question text]

Choose from the choices below (you may select more than one answer):

1. Correct answer
2. Distractor 1
3. Correct answer
4. Distractor 2
5. Distractor 3

Some of your answers are incorrect.
or
You missed some correct answers.

[feedback for incorrect answers chosen and/or correct answers missed]

For further information on this topic please see [online material reference].

Please attempt to answer the question again or skip to continue with the quiz.

Content Notes:

Feedback should highlight either:

- why one or more answers is/are incorrect
- or
- state “there are other answers that are also acceptable” or “there is another answer that is also acceptable”

Online material reference refers to the Topic and Page further clarification for this question can be found.

Notes to Content Developer:

Interactive/Design Notes:

Feedback should be constructed such that it is **unique** to the incorrect combination selected (by individual element).

The opportunity to try again is offered.

Skip button graphic asset optional.

Technical Notes:

Quiz Design Template

4. End Screen

[Module Title]

[Topic Title]

Thank you for completing the quiz.

Please review the content relating to any of the questions that you were unsure about.

Click **Replay** to start the quiz again.

Content Notes:

Notes to Content Developer:

Interactive/Design Notes:

Replay button graphic asset optional

Technical Notes: