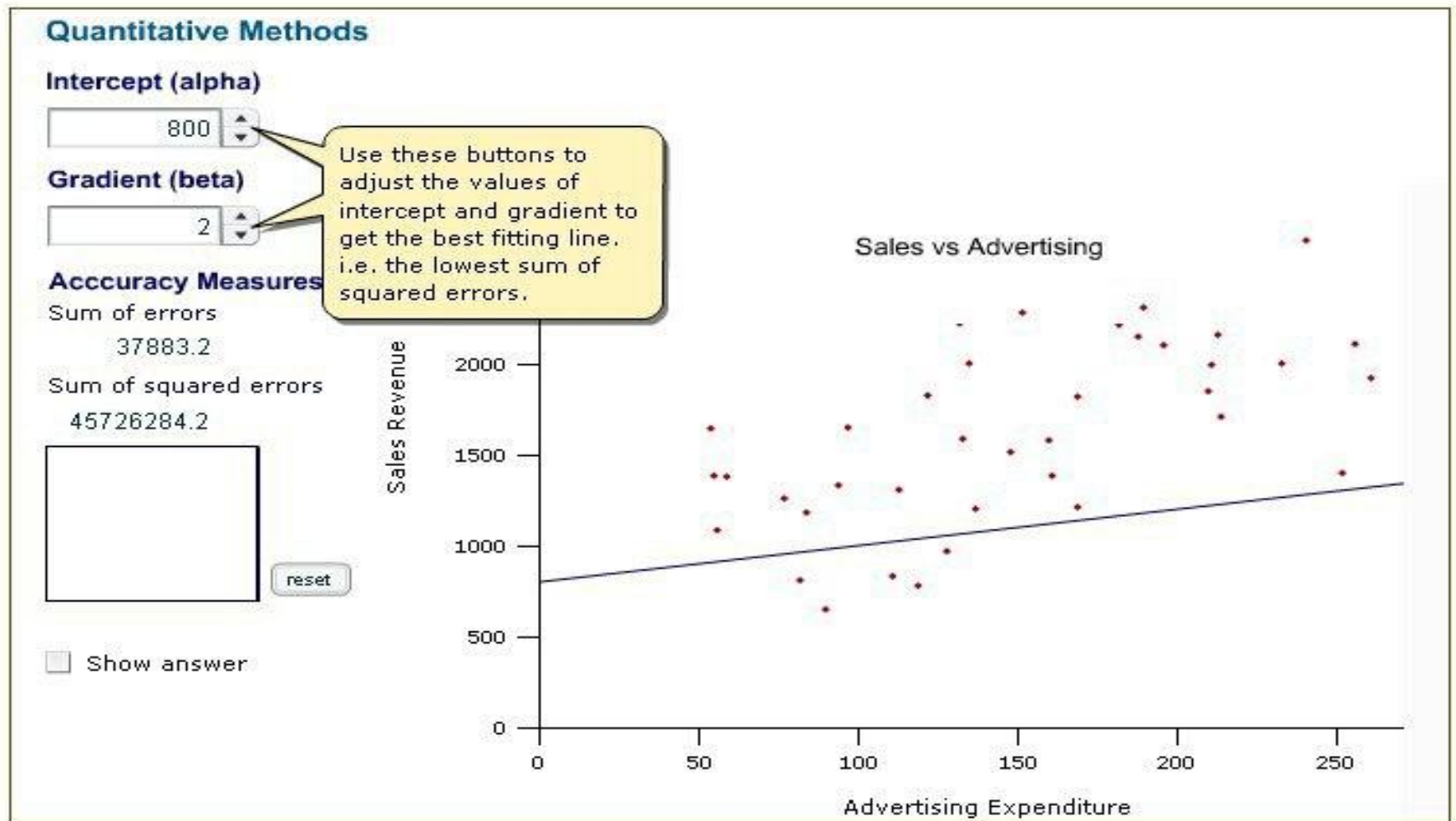


Types of digital learning

Digital learning is any type of learning that is facilitated by technology or by instructional practice that makes effective use of technology.

1. Simulation

- This resource aids teacher's explanation, and allows learners to test out their ideas and experiment.



2. Animation

- This can demonstrate processes which are difficult to describe or show in two dimensions.



3. Quiz:

- This allow learners to test their own understanding and gain feedback promptly.

Differentiation and optimization Quiz

Pre-study Mathematics

4

If $y = 2x^2 - 8x + 4$ Then the stationary point (x, y) is

- ☐ (2,-4)
- ☐ (-2,-4)
- ☐ (2,4)
- ☐ (-2,4)

Submit answer

Show me feedback..

- ☒ after each question
- ☐ at the end of exercise

◀ 4 ▶

1

2

3

4

Show my score

4. Electronic textbook

- All learners can access a copy of the relevant resources.

Plagiarism - key terms

🕒 1:00

The text below will introduce you to concepts related to avoiding plagiarism.

Plagiarism

As described in the pages previously, plagiarism means gaining an unfair advantage over your fellow students through representing work produced by others, as your own. This can be done accidentally or intentionally. Make yourself familiar with the policy in your institution.

Quote

Using quotation marks indicates that you have used the exact words of an author. When referencing the quote, include the exact page number in the citation as this will tell your reader where to go to find these words.

Your words

It can seem like your tutors are asking you to do a contradictory and difficult thing: put forward your own argument, but base it on the evidence of others. The way in which your work will be read is that everything comes from you unless a source is specified. If you do not explicitly say where it comes from, you are presenting it as your own.

Paraphrase

When you paraphrase you put someone else's idea down in your own words. You keep the meaning the same as the original, but you need to change the vocabulary and structure. Also, remember that you must provide a source for a paraphrase - this is essential.

5. Learning object

- This resource has been designed to meet specified learning outcomes and can be incorporated into and reused in a range of learning materials.

The screenshot shows a web-based learning interface. At the top, a breadcrumb trail reads 'Course files > Recruitment > Video: The consent process: assessing understanding'. To the right are 'Previous Page' and 'Next Page' buttons. A left-hand navigation menu is organized into three sections: '1. Welcome' (with sub-items i. Welcome and ii. Video: Introduction to GCP), '2. Orientation' (with sub-items i. Introduction, ii. Learning objectives, iii. Course map, and iv. Author profiles), and '3. Course files' (with sub-items i. Pre-trial activities, ii. Recruitment, and iii. Participant). The main content area is titled 'GCP 4: CONDUCTING THE TRIAL' and 'COURSE FILES'. It features a 'RECRUITMENT' tab and a 'VIDEO' icon. Below these are 'LEARNING OBJECTIVES' and 'INSTRUCTIONS' boxes. The 'INSTRUCTIONS' box states: 'Read the text below and then click on the 'Play' button to watch the video.' To the right of the instructions are buttons for '4 MINS' (with a clock icon) and 'HELP' (with a question mark icon). The main content area displays the title 'THE CONSENT PROCESS: ASSESSING UNDERSTANDING' followed by a paragraph: 'Now you have been through the principles of taking informed consent, take a look at this video of one of our trial participants at her consent interview. You will see that putting theory into practice is not always that easy. Click on 'Play' to watch the video.' Below this text is a video player showing a scene with a yellow van labeled 'Initial C' and a person. To the right of the video player is a 'Transcript' section with the heading 'Anoma' and the sub-heading 'A Consent Interview'. The transcript text reads: 'Judy Tao: Well, Mrs Weatherall, thank you for coming in. It's good of you to consider taking part in the trial. Can I check that you have had your information sheet?'.

Course files > Recruitment > Video: The consent process: assessing understanding

Previous Page Next Page

1. Welcome

- i. Welcome
- ii. Video: Introduction to GCP

2. Orientation

- i. Introduction
- ii. Learning objectives
- iii. Course map
- iv. Author profiles

3. Course files

- i. Pre-trial activities
 - a. Overview of pre-trial activities
 - b. Video: Standard Operating Procedures (SOP): importance and usefulness
 - c. SOP : possible content and generation
 - d. Delegation of Authority
 - e. Confidentiality and data protection
 - f. Learning check
- ii. Recruitment
 - a. Participant

GCP 4: CONDUCTING THE TRIAL

COURSE FILES

RECRUITMENT VIDEO

LEARNING OBJECTIVES : You will check your understanding of the points covered so far.

INSTRUCTIONS : Read the text below and then click on the 'Play' button to watch the video.

4 MINS HELP

THE CONSENT PROCESS: ASSESSING UNDERSTANDING

Now you have been through the principles of taking informed consent, take a look at this video of one of our trial participants at her consent interview. You will see that putting theory into practice is not always that easy. Click on 'Play' to watch the video.

Transcript

Anoma

A Consent Interview

Judy Tao: Well, Mrs Weatherall, thank you for coming in. It's good of you to consider taking part in the trial. Can I check that you have had your information sheet?