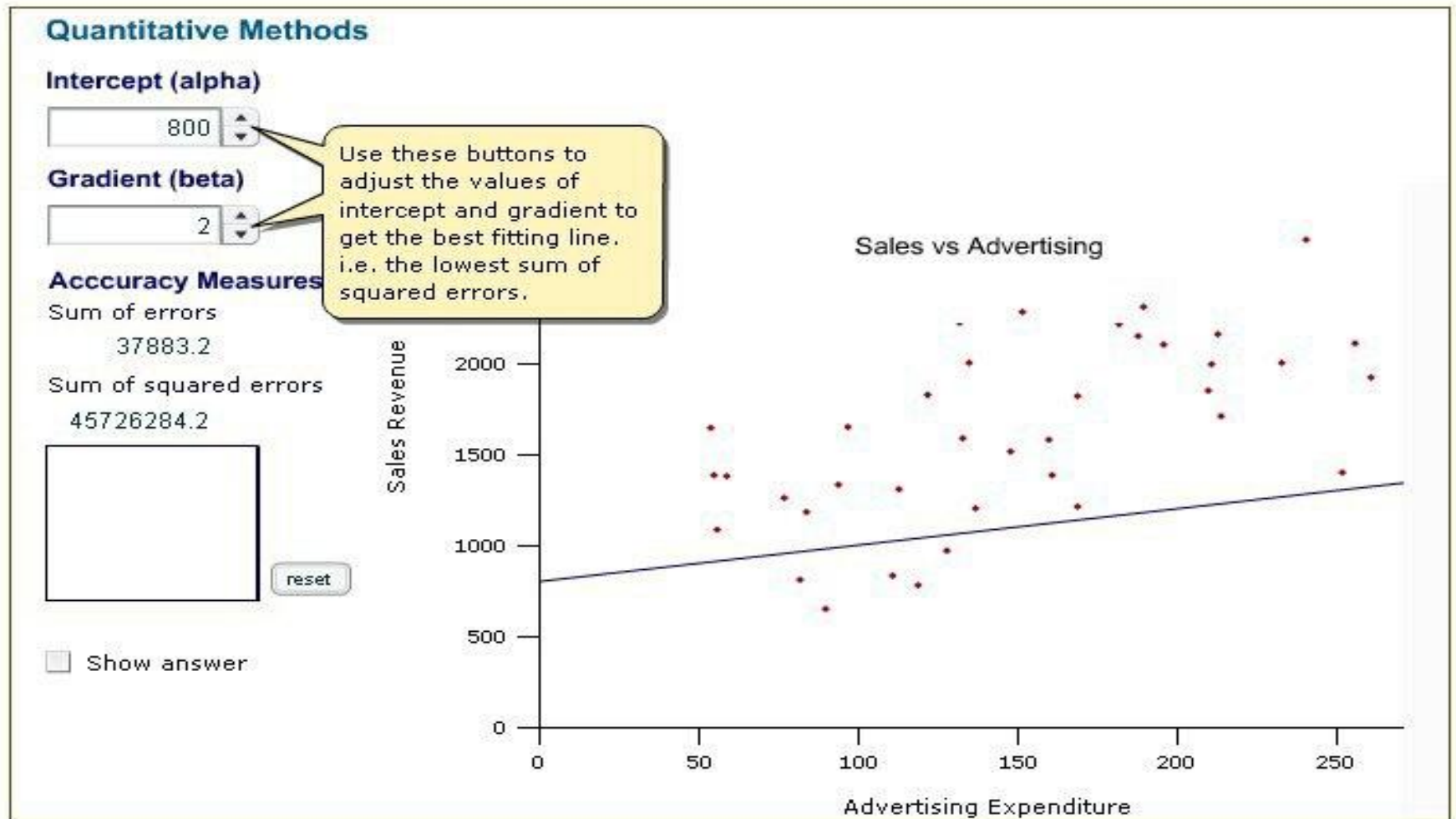


# **Types of digital learning**

**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 ▶

Progress bar

- 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 displays a learning management system interface. At the top, the breadcrumb trail reads 'Course files > Recruitment > Video: The consent process: assessing understanding'. Navigation buttons for 'Previous Page' and 'Next Page' are visible. A left-hand navigation menu is organized into three main sections: '1. Welcome', '2. Orientation', and '3. Course files'. Under '3. Course files', the 'Participant' sub-item is selected. The main content area is titled 'GCP 4: CONDUCTING THE TRIAL' and 'COURSE FILES'. It features a 'RECRUITMENT' tab, a 'VIDEO' icon, and a '4 MINS' duration indicator. Below this, 'LEARNING OBJECTIVES' and 'INSTRUCTIONS' are provided. The video title is 'THE CONSENT PROCESS: ASSESSING UNDERSTANDING'. The video description states: '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.' A video player shows a scene with a white van and a yellow van with 'Initial C' on it. A 'Transcript' window is open on the right, showing the text: '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?'.

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

4 MINS HELP

**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.

**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?