

# LearnJCU Exemplars

Good practice design for instruction, student experience, and accessibility.



## OT1011

Introduction to Occupation and Occupational Therapy



## HS5800

Introduction to Lifestyle Medicine



## CS1022

Learning in a Digital Environment



## CH1020

Preparatory Chemistry



# LearnJCU Exemplars

Good practice design for instruction, student experience, and accessibility.

## Background

The design elements, principles and rationales included in this resource are based on Australian and international evidence-informed best practice guidelines. These guidelines foster student access, engagement, learning and experience, and contribute to quality of online learning.

The following frameworks and evidence-based literature have informed this resource:

- Technology Enhanced Learning Accreditation Standards ([TELAS](#))
- Quality Matters ([QM](#)) Higher Education Rubric
- Opportunity through online learning: Improving student access, participation and success in higher education (National Centre for Student Equity in Higher Education [NCSEHE]) – these are [ten National Guidelines](#) for improving student outcomes in online learning
- [Threshold Standards](#) for Online Learning Environments (Australasian Council on Open, Distance and e-Learning [ACODE])
- Guidance note: [Technology-enhanced learning](#) (Tertiary Education Quality and Standards Agency [TEQSA])

# LearnJCU Exemplars

Good practice design for instruction, student experience, and accessibility.

## Eight core focus areas

### Good Practice in LearnJCU Site Design:

Good practice design includes the following eight (8) core focus areas. These focus areas are those that align with best practice quality learning design and governance frameworks and contribute significantly to students' learning experience and success.



Subject Orientation



Learning Outcomes



Assessment



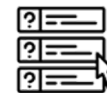
Learning materials



Learning activities & interaction



Use of technologies



Learner support



Accessibility



Occupational Therapy

## OT1011 Introduction to Occupation and Occupational Therapy

The purpose of this subject is to establish an understanding of the meaning and concept of occupation and to be able to apply an occupational perspective to human situations.

Students will engage with the occupational therapy community and identify the foundational processes that underpin occupational therapy practice for enabling change.

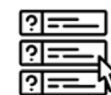
### LEARNJCU SITE DESIGN HIGHLIGHTS



**Assessment**



**Use of technologies**



**Learner support**



Assessments in this subject are varied and each includes a clear task description and LearnJCU rubric. One of the assessment items is a multi-mode group assessment where students are required to create an oral presentation supported by a written poster. For this group task, students are provided with a range of resources to support their successful completion of this task. These supports include a narrated 'hints and tips' presentation created in H5P, information for how students can create videos using Panopto, as well as an exemplar and poster template that guide students' creation of the poster.

- Assessment item 3 - Oral Presentation - Written Poster
  - Visible to students
  - The purpose of this assessment is to investigate the changes in an individual's occupational life course/ repertoire over time and explore th
- Cover sheet
  - Visible to students
- Oral Presentation / Written Poster - Resources
  - Visible to students
- Teamwork Resources
  - Visible to students
- Presentation Recording Resources
  - Visible to students
- Oral Presentation / Written Poster - Dropbox
  - Due date: 25/05/2022 10:00 am
  - 28 groups
  - Visible to students

Poster Hints and Tips

OT1011  
Poster presentation

1 / 6

### Poster Template

Use this template as a guide to complete your poster. Students may make variations to the template. Creativity for your poster is encouraged, however, we do not mark creativity or style per se. Your design choices should contribute to the communication of your message.

Poster template.pptx

### Example Poster

Attached is an example poster. Use this example poster as a guide to create your own poster. Please note this is not representative of a specific grade.

Poster example.pdf

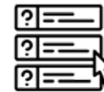
Page 5



## Assessment



## Use of technologies



## Learner support

As this assessment is a group task, students' development of teamwork skills are scaffolded and supported. Resources are located in the 'teamwork resources' content item and include templates and examples of meeting minutes, team norms and group contracts. Use Panopto to create digital submissions to LearnJCU. Students are provided with supporting resources to for how to create videos using Panopto and how to submit videos for assessment. Supporting students to create video content contributes to developing their digital skills.

This document contains resources to assist you to work in a team to complete the group assessment item. ...

**Assessment item 3 - Oral Presentation - Written Poster**  
Visible to students  
The purpose of this assessment is to investigate the changes in an individual's occupational life course/ repertoire over time and ex

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**Cover sheet**  
Visible to students

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**Oral Presentation / Written Poster - Resources**  
Visible to students

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**Teamwork Resources**  
Visible to students

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**Presentation Recording Resources**  
Visible to students

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**Oral Presentation / Written Poster - Dropbox**   
Due date: 25/05/2022 10:00 am  
[28 groups](#)  
Visible to students

**Meeting Agenda and Minutes Template**

- Meeting Agenda and Minutes Template.docx
- Meeting Agenda and Minutes 1st Meeting Template.docx

**Establishing Team Norms - Team Checklist**

- Establishing Team Norms Checklist.docx

**Group Contract**

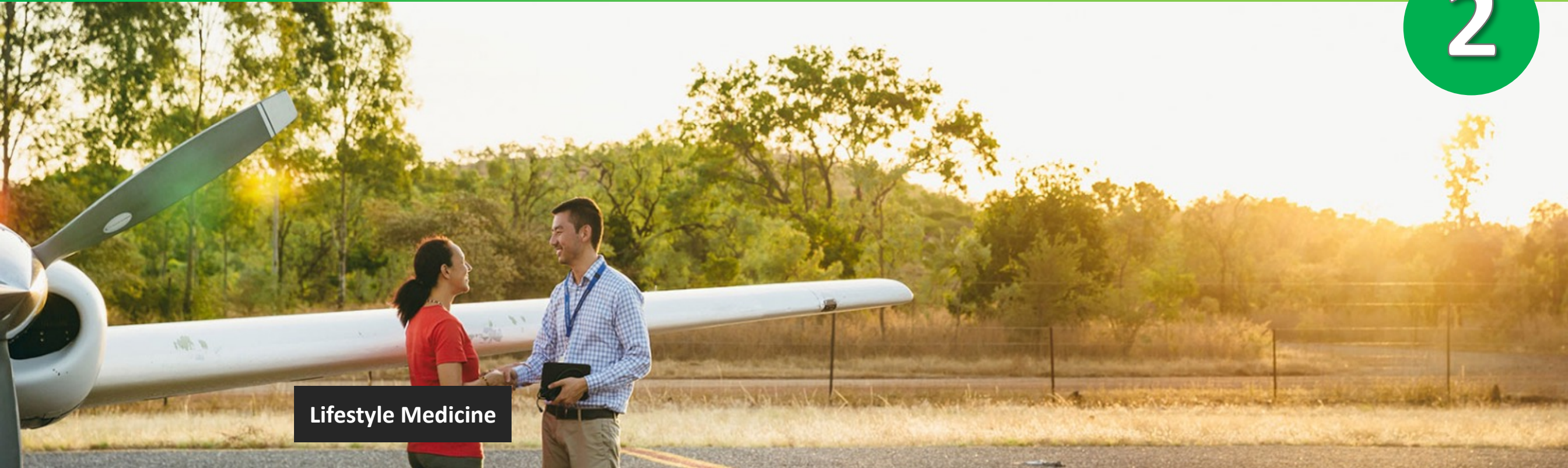
- Group Contract Example.docx
- Group Contract Blank Template.docx



To further support students' teamwork skills and to help monitor group progress, the subject coordinator enabled [class conversations](#) communication tool for this assessment item in LearnJCU. If the class conversation tool is activated on a group assessment item, then students of that group and teaching staff can converse with each other in a chat like panel and can also enter a Collaborate session together. For this assessment, peers in assessment groups were able to collaborate and communicate via a discussion board including sharing resources, posting meeting minutes and meeting in a private Collaborate room. The lecturer was able to monitor group progress and provide support and guidance to the groups where needed



The screenshot shows a 'LearnJCU' interface for an assessment item. On the left, a list of resources is visible, including 'Cover sheet', 'Oral Presentation / Written Poster - Resources', 'Teamwork Resources', 'Presentation Recording Resources', and 'Oral Presentation / Written Poster - Dropbox'. The main content area shows the assessment description: 'The purpose of this assessment is to investigate the changes in an individual's occupational life course/ repertoire over time and explore the range of factors that have influenced those changes.' To the right, a chat panel for 'Group 25' is open, showing a 'Type a response' input field and several messages with timestamps and file attachments like 'Assessment Item 2 - Poster.pptx' and 'Meeting Agenda and Minutes 1st Meeting.docx'. A blue callout box with a white arrow points to the chat panel, containing the text 'Access to private group Collaborate room'.



Lifestyle Medicine

## HS5800 Introduction to Lifestyle Medicine

In this subject introduces students to the role of lifestyle and social factors in physical and mental health and illness, including the evidence and scientific understanding for these bio-psycho-social-cultural determinants. Key lifestyle and social factors explored in this subject include nutrition, physical activity, sleep, mindstates and mindsets (e.g. stress management, meditation, tobacco and substance dependence, social connection and technology).

Emphasis is placed on health communication and translation that uses the content knowledge to build real workplace skills required in this modern era.

### LEARNJCU SITE DESIGN HIGHLIGHTS



**Subject orientation**



**Assessment**



**Learning outcomes**



**Learner support**



**Learning materials**



**Accessibility**



**Learning activities & interaction**

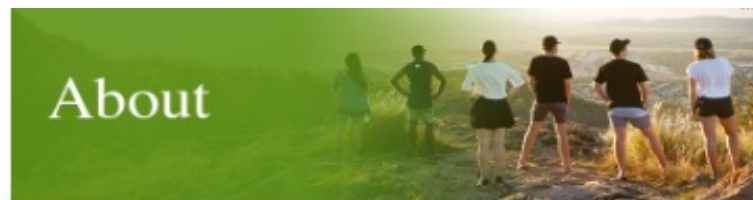


**Use of technologies**



## Subject orientation

A learning module content item has been used to structure important subject orientation information. A short welcome video introduces the teaching staff and establishes the teaching presence. Included is LearnJCU site navigation information which helps students know where to find information. The Subject Outline is prominently displayed, and students are provided with an outline of the subject structure. These provide students with important subject information, dates and expectation about their learning journey. The inclusion of an introductory discussion board, with instructions for how to use discussion boards, contributes to the building of a learning community and students' digital literacy skills.



Welcome to HS5800: Introduction to Lifestyle Medicine. This is the very first offering of this subject in the new Lifestyle Medicine suite JCU and we are excited that you have enrolled.

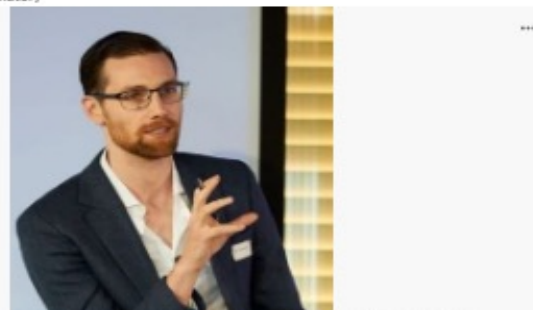
Over the next 13 weeks, you will learn about a range of fundamental principles and practices associated with Lifestyle Medicine. This will provide you with a broad overview of the discipline and equip you with some basic tools, strategies and approaches to adopt in your everyday life and practice with clients or patients.

The information in this 'Start Here' folder is essential and it is important that you engage with the materials included in the next few pages as this will get you off to the best start possible in this subject.

Take some time to explore the rest of the subject site. You may notice a small 'W' icon next to uploaded files or at the top of pages. By clicking on this icon you can access a range of alternative formats for that information (e.g. HTML, audio). To find out more please go to the [Alternative Formats](#) page.

### Meet the staff

Dr Sam Manger (Subject Coordinator)



Dr Sam Manger is a General Practitioner, Senior Lecturer and Academic Lead in General Practice and Lifestyle Medicine with James Cook University, Ambassador for Equally Well Australia, President of the Australasian Society of Lifestyle Medicine (ASLM) and host of The GP Show podcast [@thegpshow.com](#). In 2021 he was awarded RACGP General Practitioner of the Year, QLD, for his commitment to the field of medicine and general practice.

Sam can be contacted via email at [sam.manger@jcu.edu.au](mailto:sam.manger@jcu.edu.au).

### Watch: Welcome video

In this video, Dr Sam Manger, HS5800 Subject Coordinator welcomes you to the subject and provides a brief overview of the content, teaching approaches, assessment and expectations.



### Discussion Topic

#### Learning Community: Introduction Discussion Board

This subject provides you with an opportunity to create new networks with peers and health professionals across diverse contexts. As part of establishing a learning community, we would like you to introduce yourself on the discussion board on the following page.

#### Purpose

In this discussion, you will practice using the discussion tool while getting to know your peers.

#### Task

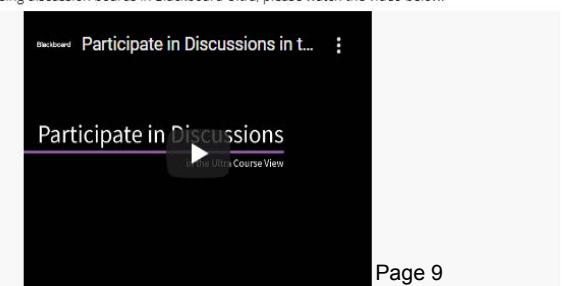
We would like you to respond to the following questions:

1. What is your health profession and where are you located?
2. What sparked your interest in Lifestyle Medicine?

#### Action

Introduce yourself to your colleagues and share your response to the questions. When adding your response, you can use, for example, text, audio, video, an image, or a file. Try the different methods of submitting a response to the discussion board.

If you are unfamiliar with using discussion boards in Blackboard Ultra, please watch the video below.



### Start Here

Welcome | Introductory Video | Subject Outline | Contact Information

### Acknowledgement of country

### Welcome to HS5800 videos (please view)

### Subject Outline

### Structure of the subject

### Learning Community: Introduction Discussion Board

Learning Community: Introduction Discussion Board This subject provides you with an opportunity to create new networks with peers and health professionals across diverse contexts. As part of establishing a learning community, we would like you ...



## Learning materials



## Accessibility

Weekly Ultra Learning Module content items have been used to organise the learning content into logical learning sequences which aids navigation and readability. Each week, content within the Learning Modules are presented in a simple and consistent manner aligned with the 5E's model for guided inquiry. Each week, students move through 'discover', 'investigate' and 'evaluate' learning content.

### Week 3 - Mindsets and stress management Part 1 ^


This week we will explore aspects of stress, resilience and mental wellbeing

#### 3.1 Discover

#### 3.2 Investigate

#### 3.3 Evaluate

#### Week 3 Check in Journal

 Activity: Week 3 check in journal We have covered a lot of content in the first three weeks of HS5800. If you are feeling busy, don't worry - this is very typical and completely understandable. This is a good time to reflect on the past three ...



**Learning materials**



**Learning outcomes**



**Learning activities & interaction**



**Accessibility**

In the **'discover'** phase, students engage with 'hook' content designed to motivate their interest in the topic and explore introductory concepts. Introductory text connects learning from the previous week with the current week. Weekly learning outcomes provide students with the main learning required for the week. Students are provided with directions of what activities they are required to complete for the week.

A simple learning preparation activity enables students to engage in initial topic learning and motivates their interest. The activity is clearly structured, so students understand the purpose of the activity, the task and what actions they need to complete. Students can access alternative file formats for the accessible PDF. Appropriate headers structures have been used to organize content.

In this example, students complete a short multi-question quiz to check their understanding of the key concepts. This quiz has been created using a H5P question set item. Students complete the quiz as many times as they need and are provided with automated feedback.



Welcome to week 8 of HS5800. Last week we explored various topics associated with physical activity. No doubt by now in week 8, you are feeling a little fatigued which is why our topic this week is very timely. This week we move onto exploring the topic of **sleep**. In particular, we will explore the physiology of sleep, why sleep matters, sleep disorders, and sleep assessment and prescription.

### Weekly learning outcomes

By the end of this week you will be able to:

- Describe common sleep disorders including symptoms, physiology and impacts on health;
- Undertake sleep assessment for health clients;
- Prescribe evidence-based sleep therapies for health clients.

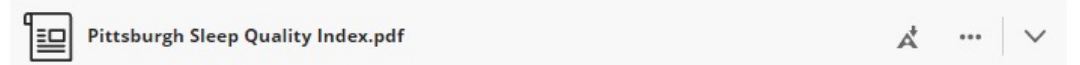
This week you will be required to:

1. Complete the short preparation and learning activities
2. Engage with the lecture materials;
3. Reflect on your learning.

### Week 8: Preparation Activity

**Purpose:** To introduce you to key concepts associated with sleep.

**Task:** Explore this [Sleep health webpage](#). Consider doing the online sleep assessment, or alternatively completing the attached "Pittsburgh Sleep Quality Index" for yourself



**Action:** Check your knowledge about some of the key sleep concepts by completing the short quiz below.

[Edit](#) [Reports](#)

Which of the following are symptoms of sleep deprivation? Select all that apply.

- Increased motivation
- Lower libido
- Moodiness
- Yawning
- Slow reaction time
- Craving proteins
- Difficulty thinking and learning

[Check](#) [Next](#)

[Reuse](#) [I am confused](#)



Learning materials



Use of technologies



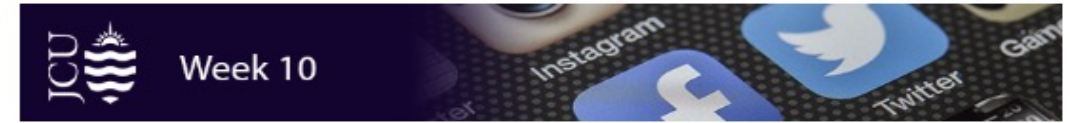
Learning activities & interaction



Accessibility

In the ‘investigate’ phase, students engage with short lecturer-created pre-recorded (approx. 10mins) videos created using Panopto with captions enabled. The provision of clear directions and video lengths helps students plan their learning. Students are provided with multiple means of representation of the pre-recorded lecture materials which aligns with Universal Design for Learning (UDL) principles (i.e. video with automated captions; accompanying accessible powerpoint slides where students can access alternative file formats using the A icon next to the file. Appropriate headers structures have been used to organize content.

Students also participate in active learning and authentic activities where they can apply their learning and have the opportunity to collaborate with peers and the lecturer asynchronously via discussion forums, including Ultra journals and Padlet. In this example, students engage with Padlet in-line created using a H5P i-frame embedder item.



## Actions

1. Watch the lecture videos. A copy of the slides used in the presentations are available for download below each video.
2. Complete the 'Device and Social Media Use' padlet and the 'Mindfulness' Activities.
3. Complete the week 10 'check your understanding' activity on the next page.

## Lecture content

This week you will have four (4) pre-recorded lectures to watch.

### Watch: Lecture 10a - Social media use

Video length: Approx 12mins

### Activity: Your device and social media use

This is your opportunity to reflect on your own device and social media use. Use the reflective questions below as a guide and add your responses and reflections to the Padlet.

1. How is your device and/or social media use? How many hours, do you have any symptoms of problematic use?
2. Try reducing your use, is it easy? What works/doesn't work?

On the Padlet below (or via [this link](#)), share your thoughts and reflections about the prompt questions above.

To add a response, click onto the plus sign below each heading. Use the scroll function at the bottom of the page to scroll left/right.

# HS5800 Introduction to Lifestyle Medicine



Learning design



Learner support



Learning activities & interaction



Use of technologies

In the 'evaluate' phase, a summary of the key concepts for the week is provided and students engage in short reflective activities to check their understanding of the content and self-monitor their progress towards achieving the learning outcomes. The examples below showcase the use of an Ultra Journal and H5P document item to help students reflect on their learning and assessment progress at key points in the semester (e.g. pre-census and mid-point). These activities enable the lecturer to provide individual support where required. The third example is a check your understanding short quiz with automated feedback created using a H5P Question Set item.



Three weeks of learning down! This week you explored aspects of stress and you may be feeling a little stressed by the end of week 3. This week you reflect on your learning journey to date and identify strategies to manage stress over the next 10 weeks.

## Activity: Week 3 check in journal

We have covered a lot of content in the first three weeks of HS5800 and you may be feeling pretty normal and understandable. This is a good time to reflect on the past three weeks of your study and assessment planning approaches and self-care practices. Reflect on what aspects you might need to improve.

In the journal on the next page, please respond to the following reflective questions:

- What aspects of the subject have you enjoyed so far?
- How well prepared for the assessment tasks do you feel?
- Are there any points or content that you are unclear about and require further support?
- Do you feel you need support at this time?

**NOTE: Your journal entry is only seen by yourself and your lecturers.**



This week we explored a range of topics associated with **physical activity** including measurement, recommendations, assessment and prescription.

## Activity: Assessment task reflection and planning

You have already completed one assessment task in HS5800. The two remaining assessment tasks are due in week 9 (Assessment item 2 Part 1), week 10 (Assessment item 2 Part 2) and week 13 (Assessment item 3). As these final assessment tasks are fast approaching, now is a good time to reflect on your learning and establish a plan/goals working towards completion of your remaining two assessment tasks.

Complete the reflection and goal setting activity below. At the completion of the activity, you will be able to download your plan. You will not be able to save your work once you commence the activity therefore you will need to complete the activity in one attempt. This activity should take you less than 15 minutes.

Edit Reports

Week 5 reflection and assessment planning

- Reflection and assessment planning
- Assessment plan
- Action priority page
- Done

### Reflection and assessment planning

You have already completed one assessment task in HS5800. The two remaining assessment tasks are due in week 9/10 and week 13. Now is the time to reflect on your progress to date and establish a prioritised plan for working towards completion of your remaining assessment tasks.

For a detailed task description of these two assessments, please refer to the subject outline.



Over the past two weeks we have explored aspects of addiction including a focus on substance use disorders such as alcohol and smoking use.

## Activity: Check your understanding

Check your understanding of the key concepts explored this week by completing the short activity below.

You can complete the activity as many times as you like. Review whether your responses are correct or not by clicking onto the 'check' button under each question. Move to the next question by clicking onto the arrow on the right hand side of each page.

Edit Reports Confusion Feedback

True or false.

60% of people who attempt to quit smoking relapse within 1 week. There is high quality evidence to suggest that individualised smoking cessation counselling such as Cognitive Behaviour Therapy and pharmacotherapy can assist smokers to quit.

True  False

Check

Page 13 I am confused

## Assessment

Assessments in this subject are well described and structured logically. Students are provided with information about how to submit an assignment and have access to a draft SafeAssign dropbox to support their self-monitoring of academic integrity. Each assessment is represented in the Grade Centre and the Overall Grade feature is used to inform students of their progress.

### Assessments

[About Submitting Assignments](#) | [Draft Submission - SafeAssign Originality Report](#) | [Assessment Items](#)

#### How to submit an assignment

Submitting assignments online. What you need to know.

#### Draft submission - SafeAssign Originality Report

No due date

Submit your draft assignment to receive a SafeAssign Originality Report. You can submit up to five (5) times. Submissions a

#### Assessment Task 1 - Letter

A description of the task and rubric can be found in the Subject Outline

#### Assessment Task 2 - Literature Review and Media Production

A description of the task and rubric can be found in the Subject Outline

#### Assessment 3 - Reflective Essay

A description of the task and rubric can be found in the Subject Outline

#### Markable Items

#### Students

##### Item



Overall grade



Draft submission - SafeAssign Originality Report

24 of 37 submitted



Dropbox HS5800 Assessment 1 - Letter

3 missing | 34 of 37 submitted



Dropbox HS5800 Assessment 2 (Part 1) - Literature Review

37 missing | 0 of 37 submitted



Dropbox HS5800 Assessment 3 - Reflective Essay

7 missing | 30 of 37 submitted



Dropbox HS5800 - Assessment 2 (Part 2) - Media Production

37 missing | 0 of 37 submitted



Dropbox HS5800 Assessment 2 (Part 1) Mini-literature review

13 of 13 submitted



Dropbox HS5800 Assessment 2 (Part 2) - media production

13 of 13 submitted



Diploma of Higher Education

## CS1022 Learning in a Digital Environment

The subject aims to develop the digital literacy skills required to select and use appropriate tools and technologies for learning and research purposes as well as communicating information, including the use of mobile devices. Through experiential learning activities, you will develop the necessary skills to use computers and other information communication technologies that are integral to learning and success at university.

The subject also introduces students to the LearnJCU platform, exploring its functions and uses across different disciplines. This subject will enable students to apply practices that ensure their safety in a digital environment.

### LEARNJCU SITE DESIGN HIGHLIGHTS



**Subject orientation**



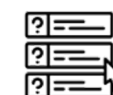
**Learning activities & interaction**



**Use of technologies**



**Learning materials**



**Learner support**



## Subject orientation



## Learner support

This subject sets expectations from both the staff and student point of view. Important guidelines and the subject outline are made available right from the start of the teaching period.

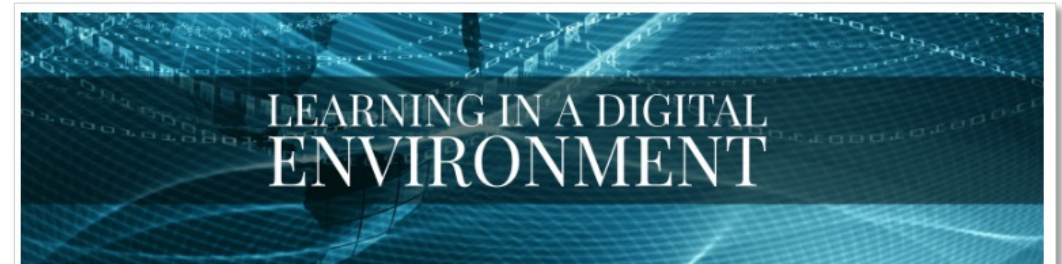
About this subject

- What we expect of you in this subject
- Aims of this subject
- What you can expect from us
- Townsville Learning Centre



### What you can expect from us

- We will provide support as much as is reasonable in a university context
- We will behave in a professional manner at all times
- We will introduce the skills needed for you to meet the expectations of each assessment piece
- We will support you to understand the requirements of each assessment piece
- We will provide scaffolded support through lectures and tutorials
- We will provide a range of learning opportunities and strategies



### Subject Outline:

Your subject outline contains your subject calendar, details on your classes and assessments, due dates and assessment rubrics. It also contains information on teaching, learning, and student support at JCU.

**This is your most important subject document. Read your subject outline carefully and consult it throughout the course.**



CS1022\_SP1\_TSV\_2019 Subject Outline



### Diploma Attendance & Leave Guidelines

This document outlines the attendance requirements of the DHE. It also describes what to do if you cannot attend due to illness or unforeseen circumstances and describes how to go about applying for leave during semester.



Attendance and Leave Guidelines







## Learning materials



## Learner support

Students engage in subject content and activities design to encourage the development of a digital identity, keeping safe and acting responsibly and ethically online.



### Digital Identity

Managing your digital identity involves understanding of how to develop and manage a professional online presence, how to manage online profiles and how to protect your personal data. By the end of this week you will be able to:

- maintain privacy in online environments
- manage your digital footprint
- develop and maintain a professional online presence.

The content from this week will also help inform your work in the final digital literacy module (Digital Identity) and lay the foundations for your ePortfolio.

### Workshop Slides



CS1022 week 9 workshop



### Your digital identity

In this video journalist Pernille Tranberg talks about the process of taking control of your digital identity and how to manage your online persona(s).



Using a site such as [LinkedIn](#) to create a digital CV is one way of developing your professional online presence, that will also enable you to connect with others in your field and explore job opportunities. Following researchers/professionals via social media and exploring opportunities for student memberships to professional bodies (like [Engineers Australia](#) or [The Australian Sociological Association](#)).



## Learning activities & interaction



## Use of technologies

A combination of 3<sup>rd</sup>-party and integrated tools promotes regular, active learning. These activities take the student beyond a basic **read-watch-respond** format. The examples below include Padlet, H5P quizzes and a 3<sup>rd</sup> party tool.

padlet CS1022 Learning in a Digital Environment + 229 • 2h  
**Diploma Top Tips 2019**  
Advice for new students

- Keep moving forward!!!**  
You can do this
- Haben Sie Geduld und LERNEN SIE DEUTSCH!!!**  
Have patience and LEARN GERMAN!!! (JK)
- You don't have time to go out this weekend!**  
You think you do, but you really don't. Trust me, I did the research.
- 10min + naps are life**
- crying three times a week becomes the norm**  
It helps
- coffee becomes your best friend**
- Find a reward buddy**  
Not only will you be motivated to work/study, but you will also have a friend who will make sure you don't reward yourself without putting in the work.
- READ READ READ!!!**  
Make time for yourself, and make time for your study. This is your future. Take each day as it comes.
- It is up to you to succeed. You are in control of your Learning.**
- References**  
Do not wait until the end of the digiexplanation to do your references!!!!!!!!!!!!
- JUST. KEEP. GOING.**  
Make sure that when you finish one assignment, that you move straight onto the next one! Nothing worse than getting lazy and having to get back into study habits!!
- PYJAMA PARTY**  
If you're having a bad day, Just turn up in PJ's, As long as you keep turning up you'll be okay!

**Consider the following scenario:**  
You've been asked to investigate the impact of socioeconomic status, age, and location on students' use of technology during university study. Research from scholarly sources has led to the development of the following argument:  
*Socioeconomic status, location, and age can impact people's ability to access and use online resources effectively. Students who do not have strong computing skills are more likely to struggle when completing their courses. Therefore, technical training can be used to reduce inequity.*  
You have sources to support your argument. However, you also need data to demonstrate the extent to which these issues are impacting Australian university students.

**Which of the following data-sets would be most useful in supporting your argument?**

- Historical interview data on the development of internet technology
- Quantitative data on the number of international students enrolled in Australian universities
- Census data indicating internet usage and location among the general population
- Anecdotal data on students' social media habits
- Quantitative data on students' socioeconomic status
- Qualitative interview data documenting student responses to technology
- Demographic data indicating age and location of university students
- Financial data on university revenue

[Check](#)

**iTest**

UNIVERSITY OF EXETER

**iTest**

With technology becoming ever more prevalent in today's world and Apps being designed to meet specific needs, it is becoming increasingly important to identify these technologies and recognise how they may be of benefit to you now and when you graduate.

[Get Started >>>](#)

Complete this short quiz to reveal a personalised profile spanning six different genres, which suggests ways you can improve how you use technology within your studies. Don't forget these could have further reaching applications for when you graduate and apply for jobs, and just because your modules don't require the use of technology, it doesn't mean you can't.

The original paper-based version of the iTest was created by the Collaborate project, and was itself based on original work by the Cascade project, both run by the University of Exeter. Many thanks to Newman University who developed this online version of the iTest.

For more information about the iTest please see the [Collaborate website](#).

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## Assessment



## Use of technologies

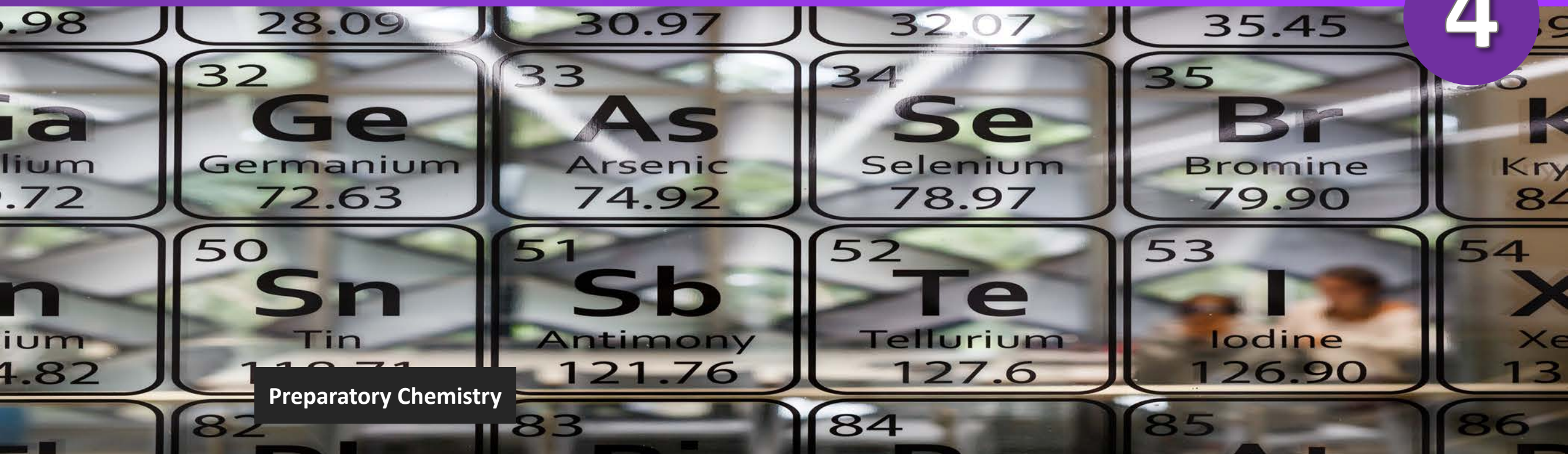
Assessments in this subject are varied and each includes a clear task description and LearnJCU rubric. In this subject, one of the assessment items is an Digiexplanation. For this task, students use Panopto to create digital submissions to LearnJCU. Students are provided with supporting resources to for how to create videos using Panopto and how to submit videos for assessment. Supporting students to create video content contributes to developing their digital skills.

- Assessment item 3 - Digiexplanation**  
 [Description of the assessment]

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- How to create your video in Panopto Capture**
- How to submit your video**
- Access Subject Video Library (Panopto)**
- Drop-Box Digiexplanation**  
 Due date: 29/04/2022 11:59 am

Criteria	HD	D	C	P	F
<b>Sources: The explanation is supported by scholarly sources</b>  15% of total grade	85 - 100% The presentation synthesises information from at least three scholarly sources	75 - 84% The presentation explicitly integrates information from at least three scholarly sources	65 - 74% The presentation explicitly references at least three scholarly sources	50 - 64% The presentation explicitly references at least two scholarly sources	0 - 49% Sources are largely non-scholarly, irrelevant, unreliable, or missing
<b>Content: The presentation provides a clear and accurate overview of the topic</b>  15% of total grade	85 - 100% The presentation is logically structured (with an introduction, body & conclusion) and provides accurate coverage and sophisticated critical analysis of key aspects of the topic	75 - 84% The presentation is logically structured (with an introduction, body & conclusion), and provides accurate coverage and comprehensive discussion of key aspects of the topic	65 - 74% The presentation is structured (with an introduction, body & conclusion) and provides accurate coverage of key aspects of the topic	50 - 64% The presentation provides generally accurate and well organised coverage of most key aspects of the topic	0 - 49% Information in the presentation is inaccurate, disorganised or incoherent
<b>Argument: Information is clear, coherent, and explicitly supported by evidence in the form of APA style citations</b>  15% of total grade	85 - 100% The video contains a sophisticated, coherent, argument where all claims are explicitly and consistently supported by citations in the narration and highly accurate APA style on-screen citations, and a full reference list	75 - 84% The video contains a comprehensive, coherent argument where key claims are explicitly supported by citations in the narration and/or through accurate APA style on-screen citations and a full reference list	65 - 74% The video contains a coherent explanation where most claims are explicitly backed by generally consistent APA style on-screen citations and a reference list	50 - 64% A generally coherent explanation that explicitly draws on evidence and includes references	0 - 49% an explanation that is unclear or lacks supporting references
<b>Use of technology: The presentation demonstrates technical skill</b>  15% of total grade	85 - 100% The presentation demonstrates technical expertise through submission in .mp4 format and seamless integration of text, imagery, automated animations & transitions, audio-visual files and data displays	75 - 84% The presentation demonstrates technical proficiency through submission in .mp4 format and skilful integration of text, imagery, automated animations, transitions, and audio-visual files	65 - 74% The presentation demonstrates technical competence through submission in .mp4 or .ppsx format and use of text, imagery, automated animations and transitions, and audio	50 - 64% The presentation demonstrates technical capability through submission in .pptx or .ppsx format and use of text, imagery, animations, transitions, and audio	0 - 49% The presentation content is wholly or substantially obscured due to technical errors



## CH1020 Preparatory Chemistry

This subject is a preparatory chemistry subject designed to meet the requirements of JCU, in particular for the B.Sc. Completion of this subject satisfies the chemistry entry requirements for many JCU degree programs.

Content includes chemistry as a science discipline; matter and atoms; elements and the Periodic Table; chemical bonding; molecular shapes and polarity; introduction to organic compounds and structure; moles; reaction stoichiometry; limiting reagents; concentrations; intermolecular interactions; gases; phase transitions and heat capacity; reaction kinetics and enthalpy; fuels and energy; chemical equilibrium; acids and bases; redox reactions.

### LEARNJCU SITE DESIGN HIGHLIGHTS



**Subject orientation**



**Learning design**



**Assessment**



**Media content**



## Subject orientation

The subject coordinator has provided valuable information that introduces students to the subject, highlights key activities and provides an overview of the learning sequence used in the subject in diagrammatical form. This consistency supports students to understand workload expectations and predict weekly progress. A short lecturer-created welcome video using Panopto introduces the teaching staff and establishes the teaching presence.

Hi Everyone

Welcome to CH1020 Preparatory Chemistry.

My name is [Murray Davies](#) and I am the lecturer/coordinator/facilitator for CH1020 Preparatory Chemistry. As the facilitator I am the one to answer all your questions about the subject as a whole.

Can I ask students to PLEASE use your JCU email account for all correspondence.

Also, please put the subject code CH1020 in your subject of the email.

Below is where you will find all the necessary information about the subject.

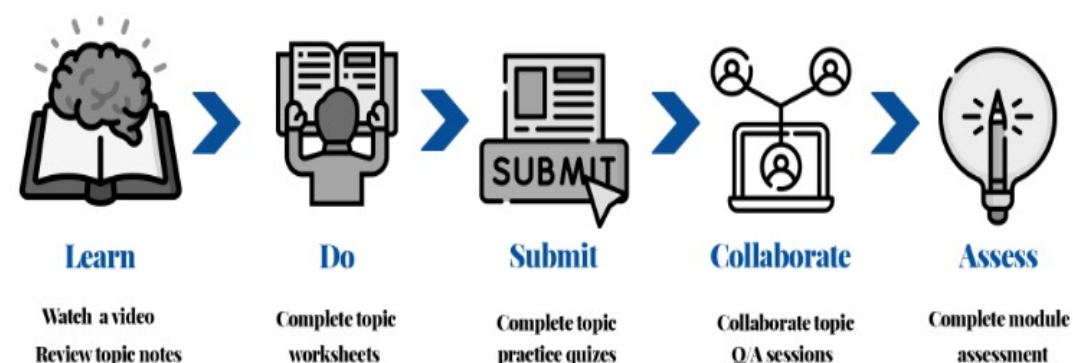
For many of you CH1020 will be the first university subject that you have taken. University is different to school where the onus is on you to learn the subject content. This means you need to find a study routine that works for you. Getting organised is key to this objective.

This subject content is split into **11 lecture content topics**. You will be asked to complete a number of learning activities that are designed to teach you the material described in each topic and then check your understanding of that topic. There are **4 components to the overall assessment**:

- an **online quiz** at the end of Topics 1-10, coupled with an **attendance mark** at the face-to-face tutorials (5 % each)
- **three in-class tests**, the first covering Topics 1 and 2, the second topics 3 and 4 and the third covering Topics 5, 6 and 7. The total of these three tests is 20%.
- **Four Practical experiments**. These are assessed by filling in the laboratory laboratory manual and a short online quiz at the end of the practical session). The total is 20%.
- A **final closed book examination** worth 50%.

Each lecture topic has a Topic work-through page, which were designed with a self-directed learning approach. There are five phases: **LEARN - DO - SUBMIT - COLLABORATE - ASSESS**. Once you've read through the lecture material and watched the lectures (either live or the the lecture recording) and attempted the practice questions for the Topic, you should attempt the Topic quiz. Students must achieve a mark of 7/10 for the quiz to count mark wise to the total and students are allowed 3 attempts to achieve that mark.

## Student Learning Sequence



### Introductory Video for CH1020

Sorry about the page format - I did this at home and did not realise until I had finished.

CH1020 SP1 2022 Townsville Subject Information Video

### General Information SP1 2022

Subject Coordinator:

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College of Science and Engineering  
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JCU Townsville Campus  
Ph. +61-7-4781-4523 , (07) 4781-4523  
E-Mail. [Murray.Davies@jcu.edu.au](mailto:Murray.Davies@jcu.edu.au)



## Learning materials

Learning materials are arranged using folders named by topic and follows a consistent and logical format:

**Learn – Do – Submit – Lecture – Collaborate – Assess.** This consistency supports students to understand workload expectations and predict weekly progress.

### CH1020 Learning Materials

Visible to students

The lecture recordings are in here. Each topic has separate lecture notes (PDF) and there is a combined set of lecture notes for the whole subject. Each topic also has a prac with feedback (answers)

#### Chemical Numeracy

Visible to students

This folder contains a file explaining some of the mathematical concepts important in CH1020. It is not compulsory to read these notes, but it is strongly recommended. There is a practice quiz on the content. (not examined)

#### Introductory Information

Visible to students

#### Introduction and Topic 1: Matter: Types and Forms (Atoms & Elements)

Visible to students

#### Topic 2: Electron Configuration, Chemical Bonding, Types of Compounds & Mixtures

Visible to students

#### Topic 3: Chemical Bonding, Polarity and Molecular Shape

Visible to students

#### Topic 4: Organic Chemistry

Visible to students

#### Topic 5: Measurement units, moles, stoichiometry and concentrations

CH1020: Preparatory Chemistry

Topic 2: Patterns in the Periodic Table

Presented by Dr Murray Davies

JAMES COOK UNIVERSITY AUSTRALIA

#### Topic 2: Preliminary Warm-Up Activity

The periodic table as we know it has relatively consistent form. It is by no means the only arrangement of the periodic table out there. Your mission, should you choose to accept, is to scour the internet for other examples of the periodic table, then picking one, assess what its strengths and weaknesses are.

### PERIODIC TABLE OF THE ELEPHANTS



(This is not a compulsory activity, it is suggested as something that people might find fun and interesting)

#### Key Activities

In this topic you will undertake the following learning activities:

1.  Read the lecture notes, attend the live lectures and watch the lecture recordings (if required) on topic 2.
2.  Attempt the tutorial questions and attend the tutorial sessions.
3.  Complete the concept check questions that follow each lecture recording and the topic practice questions to check your understanding
4.  Complete the Topic 2 quiz (assessment folder) and achieve a score of 7/10 or above for that quiz

#### Learn

• Watch the following video recordings below to assist your learning about the periodic table, and the reasons why atoms bond with one another.

• Complete the **topic 2 tutorial worksheet** (alongside the lecture recordings) and is the 'Do' activity. You may fill it out while watching the recorded tutorial video or attempt the questions first and then assess how you are doing by watching the videos. Note: the worked solutions to all tutorial questions are in a file with the entire set of tutorial questions in the "Whole Subject Materials" folder.



## Learning activities & interaction





## Use of technologies




## Learner support


Information about what students can expect in laboratory practicals is provided in a separate folder. Content within is logically organized and includes information about safety and induction. Students can access a 'virtual laboratory walk-through' video created using a 3D camera. This interactive resource provides students with a valuable introduction to the laboratory environment using a virtual reality tool. *Note: The Create Team in LTSE have 3D cameras.*

-  Practicals ^  
This folder contains the laboratory manual and a few other documents relating to the practicals. Students need to print out the lab manual. I suggest that DO NOT bind it together permanently but rather use clips to keep things organised.


-  CH1020 lab manual SP1 2022.pdf A ...  
This is the laboratory manual for the CH1020 practical experiments. Please read through the experiments prior to the practical sessions. Each experiment is assessed, in part, by an online quiz and on the basis of completion of the lab manual.

-  Use of Volumetric Glassware

-  Practicals/Online Safety Induction  
You must complete the DTES online safety induction via the link (<https://dtes-inductions.jcu.edu.au/login.php>) BEFORE you enter the laboratory on campus."

-  Lab Induction Slides

-  Virtual laboratory walk-through →  
This link will allow you to virtually walk through the first year laboratory.

-  ch1020 pracs SP1 2022.pdf

