COURSE DESIGN FOR MOBILE LEARNING

Theresa Butori, Instructional Designer
University of North Georgia
Learners WANT to engage with course content on a mobile device!
Learners access the online course using their smartphones
Access online components

- MODULES/NAV
- CONTENT
- INSTRUCTIONS
- VIDEOS
- DISCUSSIONS
- GRADEBOOK
1. First, study the materials in this week's lesson.
Course Web Pages

Start Here: Week 1 Agenda

Module 1 - Problem Solving and Sets

This Module discusses the steps to the problem-solving process. These four steps in the process - Understand/Translate to numbers, Select or Devise a plan, Solve, and Interpret or Check the results - are useful when deciding what the key words and phrases are to help you decide which operation to perform to solve the problem. We then check that the solution makes sense and reasonably solves the problem.

Learning Objectives

- Apply a problem solving strategy such as making a list or drawing a diagram to solve word problems
- Given two or three sets, draw and label a Venn diagram to show their overlapping and non-overlapping components
- Solve application problems using Venn diagrams

Learning Resources
Course Web Pages

Start Here: Week 1 Agenda and Videos

Module 1 - Problem Solving and Sets

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Learning Resources

Example Week 1 Module

Add dates and restrictions...

Add a description...

- Upload Files
- Video or Audio
- Create a File
- Create a Link

Part 1 Create an Online Course Workshop
FORMATTING ERRORS

The underlined titles look like hyperlinks

Use bold and headings for titles and avoid underlining text

Lesson 2: Graphs of Lines in a Plane

Assignments - Lesson 2

Reading Assignment

- Section 1.1, 1.2 from the textbook

Homework/Quiz Assignments

Assignment 1 (1.1)
Assignment 2 (1.2)
Quiz 1.2

Click here for WebAssign
### Assignment Submission Folders

#### No Category
- **Participation Activity - SmarterMeasure**
  - Closed Jan 20, 2016 11:59 PM
  - Attachments
    - [SmarterMeasure-Student-Handout-Higher-Ed-UNG](#)

#### Assignment - WEEK 2
- Attachments
  - [Assignment - Basic Terminology & Concepts.docx](#) (19k)

#### Assignment - WEEK 3
- Attachments
  - [Assignment - How information is represented.docx](#)

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**EMBEDDED RUBRIC**

**Rubric Name:** Rubric adapted from Stavredes

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4 (4 points)</th>
<th>Level 3 (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>Clearly states point of view and provides relevant information and examples to support point of view</td>
<td>Clearly states point of view and provides some information to support point of view</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Uses another resource in addition to text to support main ideas</td>
<td>Uses only support for ideas</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISCUSSIONS

Week 2 Discussion Topic

1. First, study the materials in this week’s lesson.

2. Post a reflection of your impressions of IT, how it has affected you (past experiences, etc.), how it play a part in your education, and how it will play a part in your life, career and personally in the future. (Do not write an "autobiography", keep your impressions and experiences on point, no long story telling or editorializing please.)

3. Ask your classmates for a suggestion as to how IT could contribute to your major, career and future plans (as you have stated either in your introduction or in this discussion).

See the Discussion Participation Rubric found in the Grading Rubrics module for details.
these requirements are for you to post and respond to at least 2 other classmates posts.

Rubrics

- Discussion Board Participation - R5

Start a New Thread

Filter by: All Threads

Sort by:

- Most Recent Activity

Initial Post

Student Butori posted Sep 27, 2017 1:48 PM

Subscribe

Actions for Weekly Forums

All discussion posts and responses to each other

0 0 1

Unread Replies Views
Voicethread on a Smartphone

Collaborative Discussions
-Try Voicethread for an audiovisual experience
Use visuals, however limit it to ONE image at a time.
Problem Solving

Watch this video on problem solving in general [8:11 min]
https://www.youtube.com/watch?v=JT1_rzrvGd0
Tips for Videos

Streaming is best, screencasts are easy to record with a microphone and to publish to Youtube

Short and concise, please be sure to limit length to 10 minutes
Screencasts
Take the readiness quiz

Est. Length: 2:00:00    Time Taken: 0:00:26
Student Butori: Attempt 1

Question 1 (Mandatory) (1 point)
Do You Have access to a computer and access to a reliable internet connection?

- True
- False

Save

Question 2 (Mandatory) (1 point)
Are you prepared to invest the time and effort to deliver a course online?

- True
- False

Save

DragNDrop Activity

Drag the items from the bottom to the slots on the right

- Define a set of vocabulary words
- Demonstrate persuasive writing techniques
- Apply critical thinking skills
- Reflect on a series of academic readings
- Compare and contrast two opposing theories
- Debate an historical perspective

Persuasive essay
Multiple Choice quiz or Matching

Compare and contrast essay
Threaded discussion or Chatroom
### Grades

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Points</th>
<th>Grade</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Week 1 Discussion</td>
<td>10 / 10</td>
<td>100%</td>
<td>[Assessment details]</td>
</tr>
<tr>
<td>Week 1 Assignment</td>
<td>- / 100</td>
<td>-%</td>
<td>[Assessment details]</td>
</tr>
</tbody>
</table>

### Objective-based Assessment

**Rubric Name: Discussion Board Participation - R5**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 points</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance - Original Posting</td>
<td>✅ Post is completely relevant to topic</td>
<td>✅ Post is partially relevant</td>
</tr>
<tr>
<td>Clarity - Original Posting</td>
<td>✅ Post is clearly worded and articulated</td>
<td>Post is only partially clear</td>
</tr>
</tbody>
</table>

Close
WRAP-UP
Course Designers, please use a laptop or desktop for designing online components. Always test it out on the small screen.