



Updating Course Content

Transform .pptx, .pdfs, and .docs into
Engaging Content with Creator+ in iLearn

Meet the Team



Heather Rippetoe

College of Education &
Human Sciences

Whitson-Hester School of
Nursing

College of Fine Arts



Mallory Matthews

College of Business
Interdisciplinary Studies

Agriculture & Human
Ecology



Lacy Means

College of
Arts & Sciences



Carrie Roberson

College of
Engineering

Session Resources

- Session will be recorded.
- Slide deck will be shared.
- We will be in the chat to answer any questions.
- Book a [consultation](#) with your instructional designer!





Agenda

- Faculty testimonial
- Before and after examples
- Two most used Creator+ features
- “Behind the Page”
- Additional tools I use to maximize Creator+



Faculty Testimonial



What do faculty think?



Dr. Andrea Arce-Trigatti

College of Education and Human Sciences

- I really enjoy using Creator+ in iLearn!
- The elements & practices provide a unique way for students to engage with the course material which offers an **engaging alternative to traditional learning methods** that help bring the readings and content to life.
- I find these activities encourage deeper engagement by:
 - offering a foundation to organize the information in helpful ways
 - allowing students to approach the material from fresh perspectives
 - making the learning experience more dynamic and overall fun!

Faculty adapt content for students.

Lecture Notes



.docs & .ppt



Interactive Pages

D2L | Brightspace



Ask Yourself


Can I create a module and/or a content page in iLearn?

Steps for Creating Engaging Content Pages

1. Draft the content
2. Create a module in iLearn
3. Create a "file" (which is what I call a "content page") in the module
4. Choose a template for the file
5. Type content
6. Add Creator+ elements
7. Save and View as Student



Before & After



What does it look like to transition from a .pdf, .doc, or .ppt to Creator+ content pages?

Example: .doc to interactive content page

Original .doc saved as .pdf in course

CASE STUDY I

A 50-yr-old nonsmoking male was recently invited by colleagues to participate in a 10-km trail run. He reports currently walking 40 min on Monday, Wednesday, and Friday — something he has done “for years.” His goal is to run the entire race without stopping, and he is seeking training services. He reports having what he describes as a “mild heart attack” at 45 yr old, completed cardiac rehabilitation, and has had no problems since. He takes a statin, an angiotensin-converting enzyme (ACE) inhibitor, and aspirin daily. During the last visit with his cardiologist, which took place 2 yr ago, the cardiologist noted no changes in his medical condition.

CASE STUDY II

A 22-yr-old recent college graduate is joining a gym. Since becoming an accountant 6 mo ago, she no longer walks across campus or plays intramural soccer and has concerns about her now sedentary lifestyle. Although her body mass index (BMI) is slightly above normal, she reports no significant medical history and no symptoms of any diseases, even when walking up three flights of stairs to her apartment. She would like to begin playing golf.

CASE STUDY III

A 45-yr-old former collegiate swimmer turned lifelong triathlete requests assistance with run training. His only significant medical history is a series of overuse injuries to his shoulders and Achilles tendon. In recent weeks, he notes his workouts are unusually difficult and reports feeling constriction in his chest with exertion — something he attributes to deficiencies in core strength. Upon further questioning, he explains that the chest constriction is improved with rest and that he often feels dizzy during recovery.

CASE STUDY IV

A 35-yr-old business consultant is in town for 2 wk and seeking a temporary membership at a fitness club. She and her friends have been training for a long-distance charity bike ride for the past 16 wk; she is unable to travel with her bike and she does not want to lose her fitness. She reports no current symptoms of CV or metabolic disease and has no medical history except hyperlipidemia, for which she takes a HMG-CoA reductase inhibitor (statin) daily.

Updated flip cards in course

Select each person to see if medical clearance is needed and why.



Ron

Medical clearance needed for Ron?



Taylor

Medical clearance needed for Taylor?



Yes

John is experiencing constriction in his chest with exertion and this constriction is improved with rest. He often feels dizzy during recovery. A doctor should clear him before continuing exercise.



No

Gina did not mark any conditions in Step 3 and has been participating in planned, structured physical activity for at least 30 minutes at moderate intensity on at least three days per week for at least the last three months.



Example: .pdf to interactive content page

Original .pdf in course

What is Synthesizing?

Summary	Synthesis
Basic research technique.	Advanced research technique.
Pulls together information in order to highlight important points.	Pulls together information not only to highlight the important points, but also to draw conclusions.
Re-iterates the information.	Combines and contrasts information from different sources
Shows what the author(s) wrote.	Not only reflects your knowledge about what the author(s) wrote, but also creates something new out of two or more pieces.
Addresses one set of information (e.g. article, chapter, document) at a time. Each source remains distinct.	Combines parts and elements from a variety of sources into one unified entity.
Presents a cursory overview.	Focuses on both main ideas and details.
Demonstrates an understanding of the overall meaning.	Achieves new insight.

Adapted from Sarah Elaine Eaton (2010)

"Synthesis is about organizing the different pieces to create a beautiful mosaic, a meaning, a beauty, greater than the sum of each shiny piece." Ellin Keene

"Synthesizing is like baking a cake – all the different parts mixed together become a whole new thing." David Harris

"It is bringing together different ideas and facts and weaving them together into a tapestry, something much larger than all the threads." Ellin Keene

Updated sliders in course


What is Synthesizing?

Summary	Synthesis
Basic research technique.	Advanced research technique.
Pulls together information in order to highlight important points.	Pulls together information not only to highlight the important points, but also to draw conclusions.
Re-iterates the information.	Combines and contrasts information.
Shows what the author(s) wrote.	Not only reflects your knowledge about what the author(s) wrote, but also creates something new out of two or more pieces.
Addresses one set of information (e.g., article, chapter, document) at a time. Each source remains distinct.	Combines parts and elements from a variety of sources into one unified entity.
Presents a cursory overview.	Focuses on main ideas and details.
Demonstrates an understanding of the overall meaning.	Achieves new insight.

Adapted from Sarah Elaine Eaton (2010)

Select 'Next' or 'Previous' to progress through quotes about summarizing and synthesizing.

Ellin Keene < 1 / 4 >



"Synthesis is about organizing the different pieces to create a beautiful mosaic, a meaning, a beauty, greater than the sum of each shiny piece."


Example: .ppt to interactive content page

Original slide from PPT in course

TAKING A PULSE

- Using the _____ and _____ fingertips, press firmly but gently on the arteries until you feel a pulse.
- Use a watch with a second hand for accurate timing.
- Count your pulse for _____ seconds (or for _____ seconds and then multiply by two to calculate).
- If you use the lower neck never press on the pulses on both sides of the lower neck at the same time to prevent blocking blood flow to the brain.

http://www.hopkinsmedicine.org/healthlibrary/conditions/cardiovascular_diseases/vital_signs_body_temperature_pulse_rate_respiration_rate_blood_pressure_86_P00006/



Updated “dropdown fill-in-the-blank” and “hotspot” in course

Fill in each blank with the most appropriate word.

Using the and fingertips, press firmly but gently on the arteries until you feel a pulse.

Use a watch with a second hand for accurate timing.

Count your pulse for seconds (or for seconds and then multiply by two to calculate).

If you use the lower neck never press on the pulses on both sides of the lower neck at the same time to prevent blocking blood flow to the brain.

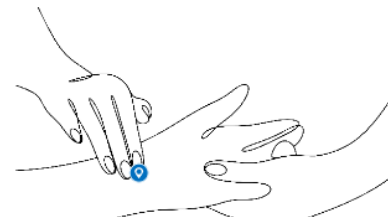
[Check Answers](#)

Note: If you use the lower neck, never press on the pulses on both sides of the lower neck at the same time to prevent blocking blood flow to the brain.

Where to Feel

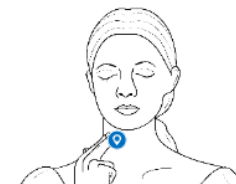
Select each item to learn more.

0/1 Hotspots Viewed



Select each item to learn more.

0/1 Hotspots Viewed




Ask Yourself

Can I use an html toolbar?





What are the
Creator+
options?



What are “elements” and
“practices,” and when do I use
them?

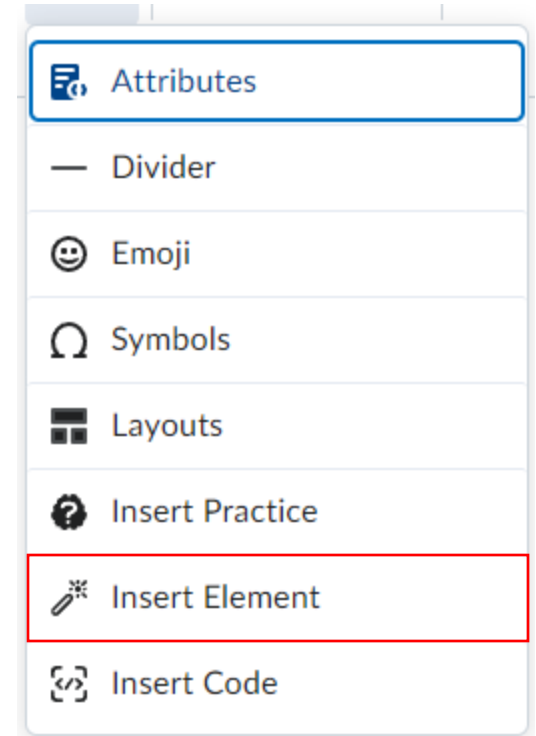
Elements

Creator +

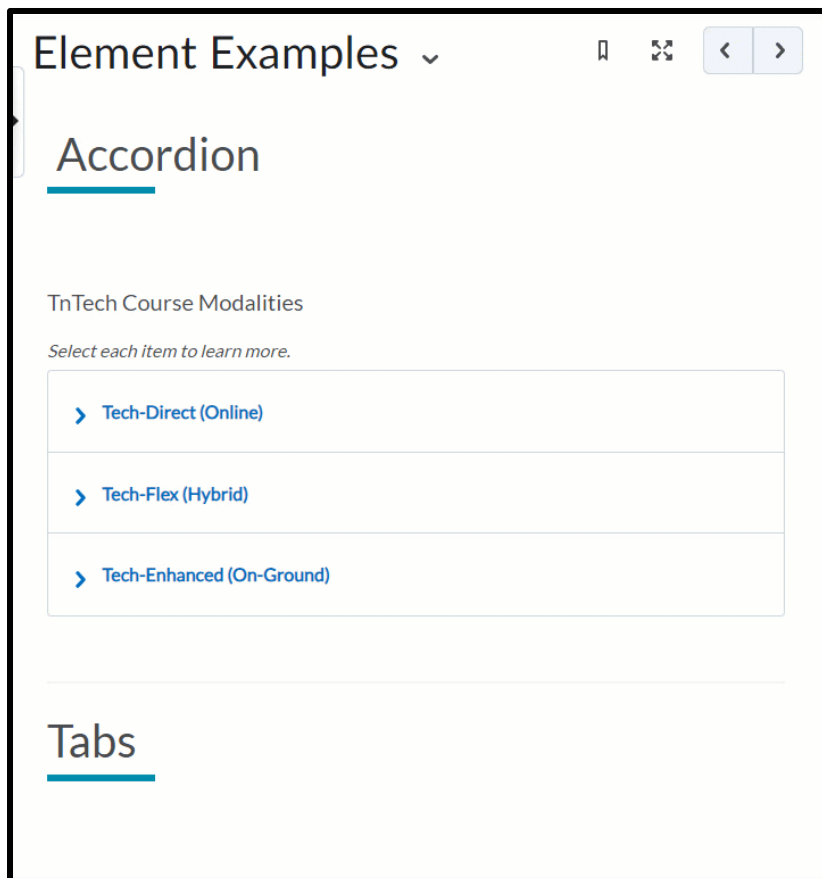


What Elements Do

- Organize information
- Draw attention to a quote or key detail
- Create interactivity for the learner



Element Example:



The screenshot shows a web browser window titled "Element Examples". The page content includes a section header "Accordion" with a blue underline. Below it, the text "TnTech Course Modalities" is followed by the instruction "Select each item to learn more.". There are three accordion items, each with a blue chevron icon and text: "Tech-Direct (Online)", "Tech-Flex (Hybrid)", and "Tech-Enhanced (On-Ground)". Below the accordion is a section header "Tabs" with a blue underline. The browser window also shows navigation arrows and a search icon.

Accordion

Element Example:

Tabs

Best Practices in Course Design

Select each item to learn more.

Communication	Assessment	Content	Engagement	Accessibility
<p>Share Expectations Early</p> <ul style="list-style-type: none">• Outline communication expectations in the syllabus and in introductory announcement (i.e. will respond to emails within 24 hours).• Provide “netiquette” information in an introductory module or announcement.• Share information on how to turn on iLearn notifications.• Provide clear and timely instructions for each course activity and assignment.• Provide a video introduction of yourself and the course. In addition to introducing yourself, consider including a brief overview of the syllabus or major assignments, or explanation of how labs or office hours work. <p>Communicate Updates Consistently</p> <ul style="list-style-type: none">• Provide a weekly (via video note or written announcement/email if asynchronous) or beginning-of-class update (if in-person) regarding course materials, assignments, class meetings, etc. <p>Provide Opportunities for Instructor-Student and Student-Student Communication</p>				

Tab

Element Example:

Click and Reveal

Course Design

Course Design

Select to learn more.

Learn More

Call Out

No Icon

Click and Reveal

Element Example:

Call Out

No Icon

NOTE:

Please note that this timeline provides a brief overview of significant events in the history of Tennessee Technological University, and there are many more notable milestones and achievements that have contributed to its growth and reputation over the years.

Call Out

Element Example:

Timeline

Left-Aligned

1915: Founding of Tennessee Polytechnic Institute

Tennessee Technological University (TTU) traces its roots back to 1915 when it was established as Tennessee Polytechnic Institute, with a focus on providing practical education in engineering and technology.

1965: Name Change to Tennessee Technological University

In 1965, Tennessee Polytechnic Institute underwent a name change and became Tennessee Technological University, reflecting its expanded academic programs and broader educational offerings.

Timeline

Element Example:

Flip Cards

Select each item to learn more about TnTech Traditions.



Awesome Eagle

[Flip](#)



"Dammit"

[Flip](#)

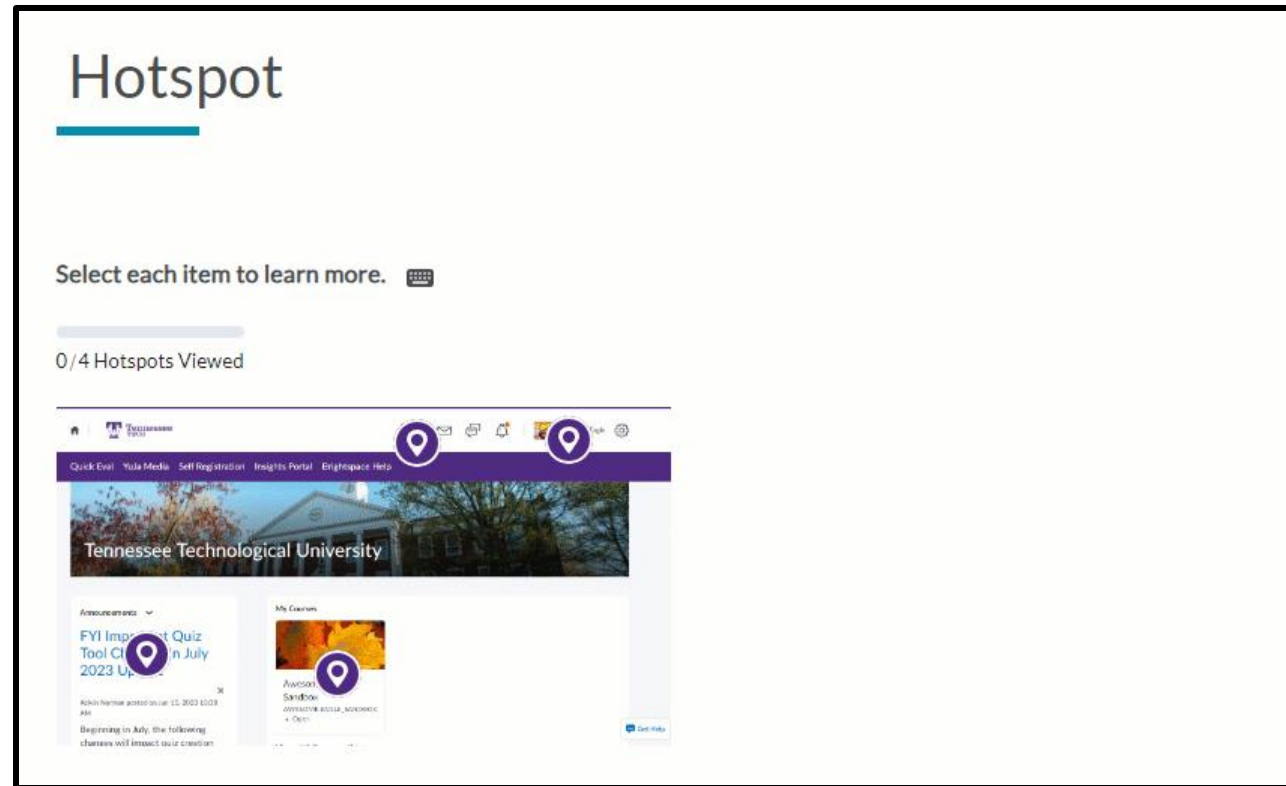


Carillon

[Flip](#)

Flip Cards

Element Example:



Hot Spot

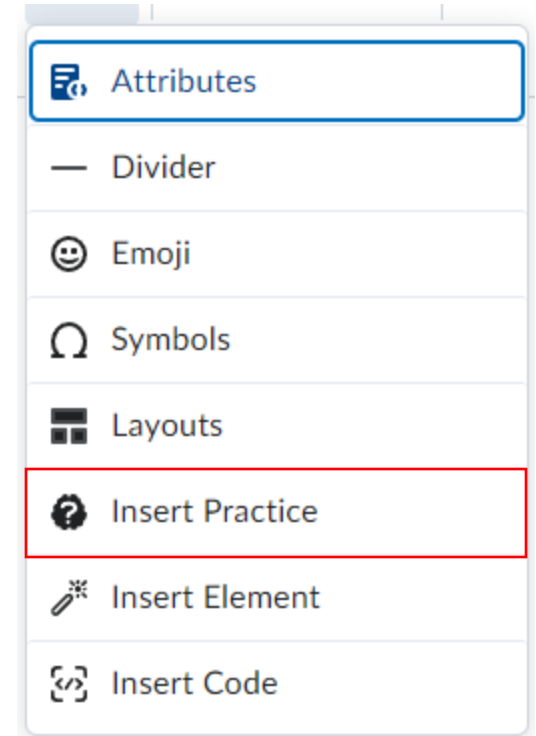
Practices

Creator +



What Practices Do

- Evaluate prior knowledge
- Delve into new concepts
- Recall previously learner material
- Self-Assess learning



Practice Example:

Fill in each blank with the most appropriate word.

Nashville is the capital of .

[Check Answers](#)

Drop Down Fill in the Blank

Practice Example:

Please fill in the blank with the appropriate word. The answer is case sensitive.

Fill in each blank with the most appropriate word.

The capital of Tennessee is

Check Answers

Fill in the Blank

Practice Example:

Which cities are located in Tennessee?

Select all that apply.

Paducah

Albuquerque

Cookeville

Nashville

[Check Answers](#)

Multi-Select

Practice Example:

The Writing Process

Drag any sequence item to drop it in the correct sequence position. You can also tap a sequence item, then tap the sequence position you want to move it to.

1 2 3 4

1	2	3	4
Brainstorming	Outlining	Drafting	Editing
<ul style="list-style-type: none">Organizing thoughts and creating a structure for the writing.	<ul style="list-style-type: none">Reviewing and revising the draft to improve clarity, coherence, and grammar.	<ul style="list-style-type: none">Checking the final version for errors in spelling, punctuation, and grammar.	<ul style="list-style-type: none">Generating ideas and gathering information before writing.

Check Answers

Sequencing

Practice Example:

Knoxville is the capital of Tennessee.

Select "True" if each part of the statement is true.

True

False

Check Answers

True/False

Practice Example:

Tennessee Facts

Drag a sortable item from the menu to drop it in the category it belongs to. Items can be dragged from one category to another or back to the Sortable Items menu.

Categories

Cities	Iconic Places	Symbols
SORTABLE ITEMS: 0 / 3	SORTABLE ITEMS: 0 / 3	SORTABLE ITEMS: 0 / 3
drop here	drop here	drop here

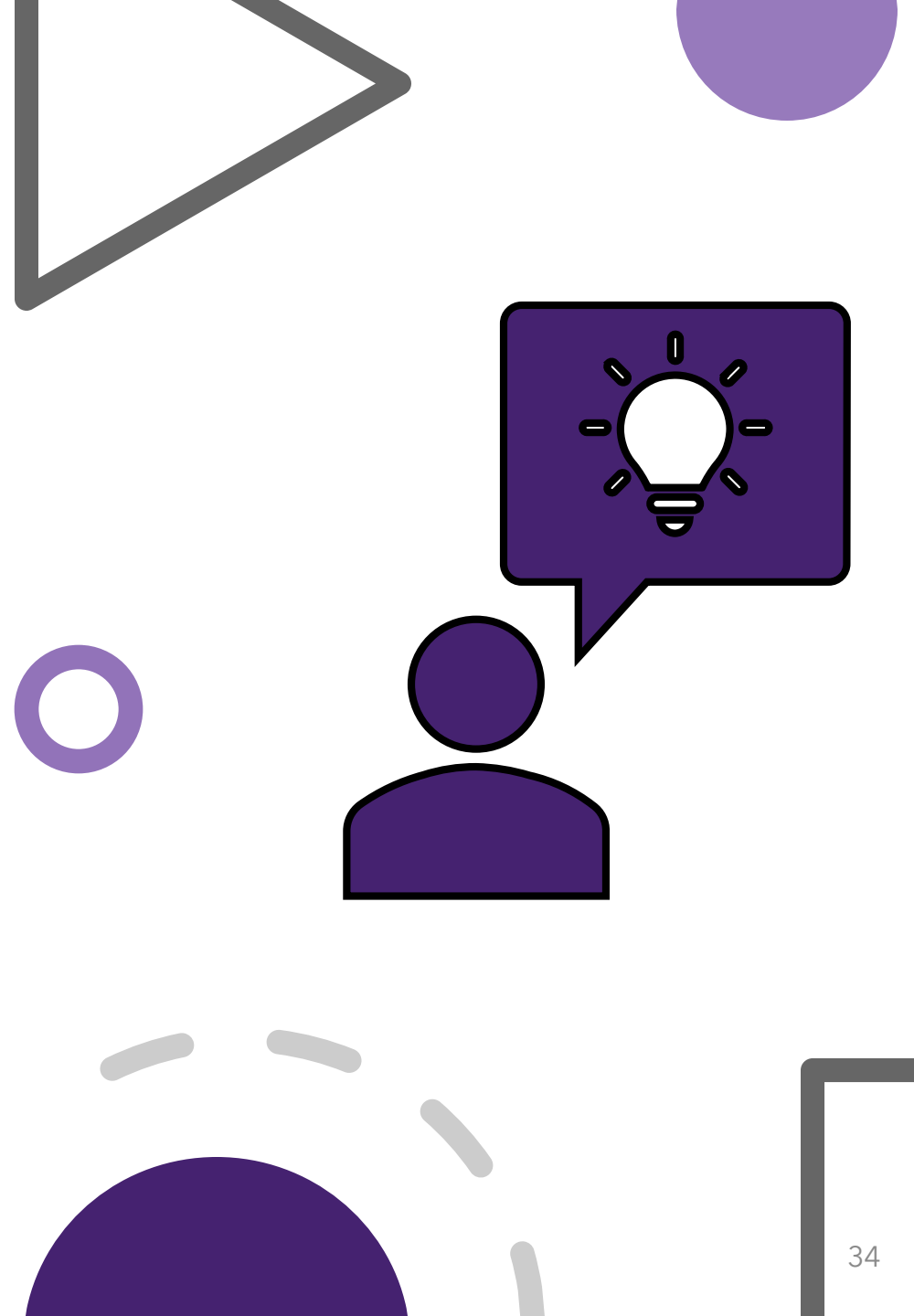
Sortable Items

- Dollywood
- Knoxville
- mockingbird
- Grand Ole Opry
- raccoon
- Cookeville
- tulip poplar
- Nashville
- Graceland

Sorting

? How do I choose which element and/or practice to use?

I ask myself: What's the learning or performance purpose of the content? What does it help the student know and/or do?





“Behind the Page”

How am I using the html toolbar, the elements, and the practices?

Exercise Preparticipation Health Screening Case Studies

On this page, you will read about how to determine if medical clearance is necessary before beginning exercise. You will read four case activities and make a decision for each person. If you prefer, you may [download a printable .pdf of this activity](#).

When assessing your client's health, you will work through four steps.

Step 1

Symptoms

Does your client experience:

- chest discomfort with exertion
- unreasonable breathlessness
- dizziness, fainting, blackouts
- ankle swelling
- unpleasant awareness of a forceful, rapid or irregular heart rate
- burning or cramping sensations in your lower legs when walking short distance

If you did mark any of these statements under the symptoms, STOP, your client should seek medical clearance before engaging in or resuming exercise. Your client may need to use a facility with a medically qualified staff.

If you did not mark any symptoms, continue to Steps 2 and 3.

Evaluating Steps 2 and 3:

- If you did not mark any of the statements in Step 3, medical clearance is not necessary.
- If you marked Step 2 "yes" and marked any of the statements in Step 3, your client may continue to exercise at light to moderate intensity without medical clearance. Medical clearance is recommended before engaging in vigorous exercise.
- If you marked Step 2 "no" and marked any of the statements in Step 3, medical clearance is recommended. Your client may need to use a facility with a medically qualified staff.

Desired exercise intensity is the final component in the preparticipation screening algorithm. Because vigorous intensity exercise is more likely to trigger acute CV events, versus light-to-moderate intensity exercise, in selected individuals, (20, 29), identifying the intensity at which a participant intends to exercise is important. Guidance is offered in the footnotes of the algorithm on the aforementioned designations as well as what constitutes light, moderate, and vigorous intensity exercise. Additional information on exercise intensity can be found in Table 6.1 of the text.

Step 4: Using the Algorithm

Read the four case studies and then answer the questions below.



Ron



Taylor



John



Gina

This "file" uses a "blank" template.

HTML Toolbar > Insert Link

Creator+ > Layouts (3 column)





Creator+ > Element > Tabs (with images)

Plain text typed into the template.

Plain text typed into the template.









Step 4: Using the Algorithm

Read the four case studies and then answer the questions below.

 Ron	 Taylor	 John	 Gina
<p>Ron, a 50-year-old nonsmoking male, was recently invited by colleagues to participate in a 10-km trail run. He reports currently walking 40 min on Monday, Wednesday, and Friday -- something he has done "for years." His goal is to run the entire race without stopping, and he is seeking training services. He reports having what he describes as a 'mild heart attack' at 45 years old, completed cardiac rehabilitation, and has had no problems since. He takes a statin, an angiotensin-converting enzyme (ACE) inhibitor, and aspirin daily. During the last visit with his cardiologist, which took place 2 years ago, the cardiologist noticed no changes in his medical condition.</p>			

On a piece of paper, complete the table below. You will answer Yes or No in every section except for the Desired Intensity, you will put either Moderate or Vigorous for that question.

Select each person to see if medical clearance is needed and why.

 Ron	 Taylor	 John	 Gina
Medical clearance needed for Ron?	Medical clearance needed for Taylor?	Medical clearance needed for Taylor?	Medical clearance needed for Ron?
			

Creator+ > Element >
Tabs (with images)

Creator+ > Element >
Flip Cards (with
images)


What is Synthesizing?

Summary	Synthesis
Basic research technique.	Advanced research technique.
Pulls together information in order to highlight important points.	Pulls together information not only to highlight the important points, but also to draw conclusions.
Re-iterates the information.	Combines and contrasts information.
Shows what the author(s) wrote.	Not only reflects your knowledge about what the author(s) wrote, but also creates something new out of two or more pieces.
Addresses one set of information (e.g., article, chapter, document) at a time. Each source remains distinct.	Combines parts and elements from a variety of sources into one unified entity.
Presents a cursory overview.	Focuses on main ideas and details.
Demonstrates an understanding of the overall meaning.	Achieves new insight.

Adapted from Sarah Elaine Eaton (2010)

Select 'Next' or 'Previous' to progress through quotes about summarizing and synthesizing.


Stephanie Harvey < 4 / 4 >



"Summarizing is a part of synthesis. You can't synthesize if you don't know how to summarize."

HTML Toolbar >
Insert Table 

Creator+ > Element >
Carousel

HTML Toolbar
> Insert Link 

[Download a printable .pdf of this content.](#)

BLOOD PRESSURE CATEGORY	SYSTOLIC mm Hg (upper number)		DIASTOLIC mm Hg (lower number)
NORMAL	LESS THAN 120	and	LESS THAN 80
ELEVATED	120-129	and	LESS THAN 80
HIGH BLOOD PRESSURE (HYPERTENSION) STAGE 1	130-139	or	80-89
HIGH BLOOD PRESSURE (HYPERTENSION) STAGE 2	140 OR HIGHER	or	90 OR HIGHER
HYPERTENSIVE CRISIS (consult your doctor immediately)	HIGHER THAN 180	and/or	HIGHER THAN 120

heart.org/bplevels

HTML Toolbar >
Insert Image

Blood Pressure Categories

Sorting Instructions

Categories

- Normal (Sortable Items: 0 / 1)
- Elevated (Sortable Items: 0 / 1)
- High Blood Pressure (Hypertension) Stage 1 (Sortable Items: 0 / 2)
- High Blood Pressure (Hypertension) Stage 2 (Sortable Items: 0 / 2)
- Hypertensive Crisis (consult your doctor immediately) (Sortable Items: 0 / 2)

Sortable Items

- Higher than 120
- Higher than 180
- Less than 120
- 80-89
- 90 or higher
- 140 or higher
- 130-139
- 120-129

Check Answers

Creator + >
Practices >
Sorting

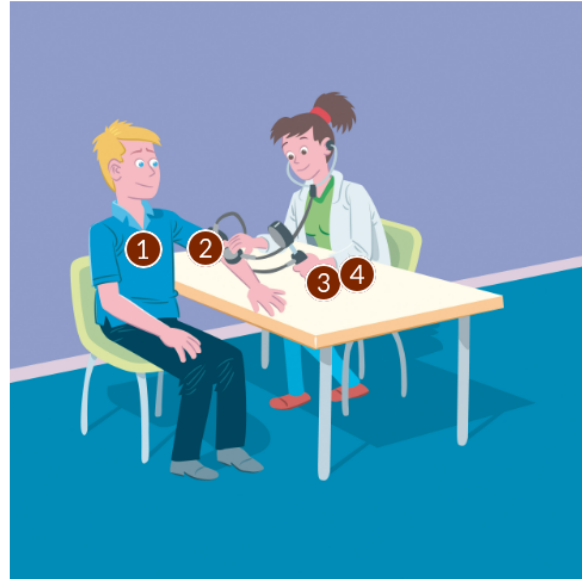
Select each hotspot to learn more.

0/4 Hotspots Viewed



Creator + >
Elements > Hotspot

Taking a Blood Pressure



Creator +>
Elements > Hotspot

Taking a Blood Pressure

Before beginning, have the client ...

Fill in each blank with the most appropriate word.

... rest quietly for to minutes before taking a measurement. Sit in a comfortable chair with back support and legs and ankles uncrossed. Sit still and place their arm, raised level with their , on a table or hard surface. During the procedure, expose the upper arm. Ask about the blood pressure range of the client. Make sure the cuff fits. Find the pulse. Place cuff inch above artery with artery arrow point to brachial artery. Wrap deflated cuff securely around arm, allow for to fingers gap between cuff and arm.

Check Answers


Finally, practice to improve your skills!

Plain text typed into the template.

Creator +>
Practices >
Dropdown Fill-in-the-Blank



Tools I use to
re/create
content
pages



Am I really just using
Creator+?

Additional tools I use to create interactive pages



ORIGINAL CONTENT
FROM INSTRUCTOR



AI



STOCK PHOTOS



Ask Yourself

Where would I like to begin?



Thank
you!

Questions,
Comments,
Concerns?

[Feedback Survey](#)

Book a [consultation](#) with
your instructional designer

Next Week's Session:
Alternative Grading Practices

[Register](#)