

1
00:00:00,000 --> 00:00:06,566
Welcome. In this video, I will introduce you
to the more

2
00:00:06,566 --> 00:00:11,999
advanced features of the Framework builder that
is included with CreatorBasic.

3
00:00:12,000 --> 00:00:20,166
I will do this by creating two applied learning
activities having to do with a consultant and his
deliverables.

4
00:00:20,166 --> 00:00:29,932
We will use a framework for Cognitive Load
Theory, and demonstrate how it can be used to
analyze the consultant's performance.

5
00:00:29,933 --> 00:00:36,866
Later we will add an additional framework,
Gagné's Nine Events of Instruction.

6
00:00:36,866 --> 00:00:45,799
In a previous video, "How to author a drag and
drop applied learning activity," I covered the
introductory-level features of CreatorBasic

7
00:00:45,800 --> 00:00:54,300
including how to start the program, create a
learning activity, and save it for distribution to
learners.

8
00:00:54,300 --> 00:01:00,966
I will briefly review these features, and then show
you how to use the Framework builder.

9
00:01:00,966 --> 00:01:06,199
I will show you how to, 1) Open the Framework builder, 2) Give the framework a
title,

10
00:01:06,200 --> 00:01:12,466
3) Build a framework manually, 4) Commit the framework to a learning activity,

11

00:01:12,466 --> 00:01:16,632

5) Save a copy of the framework's text for people to read,

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00:01:16,633 --> 00:01:22,199

6) Save a copy of a framework's markup tags for reuse in other activities,

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00:01:22,200 --> 00:01:31,533

7) Import and modify an existing framework and, 8) Import a list of terms from which to begin building a framework.

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00:01:31,533 --> 00:01:43,066

Before I begin with the first learning activity, I will point out that creating an applied learning activity is a skill that requires effort and practice.

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00:01:43,066 --> 00:01:53,132

For this reason, it is absolutely essential that you work along with this video, and create the same applied learning activities and frameworks

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00:01:53,133 --> 00:01:57,933

on your own. The most convenient way to do this is to have a

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00:01:57,933 --> 00:02:05,966

copy of the Applied Learning Platform open in a separate browser, and work along pausing the video when needed.

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00:02:05,966 --> 00:02:15,666

I should point out that the Platform will always be launched in your preferred browser, so I have limited the screen capture to only the Platform

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00:02:15,666 --> 00:02:20,932

itself in order to provide more room for the demonstration.

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00:02:20,933 --> 00:02:31,433

CreatorBasic is started by clicking on the "Create an activity" button.

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00:02:31,433 --> 00:02:41,566

There are five sections which are:Core activity elements Presenting Information

22

00:02:41,566 --> 00:02:46,099

Author(s), Contributor(s), Sponsor(s), and/or
Copyright.

23

00:02:46,100 --> 00:02:54,533

A section for the Framework builder,and a section for the Table builder.

24

00:02:54,533 --> 00:03:00,666

I will restore the sections to their original sizes.

25

00:03:00,666 --> 00:03:15,499

The first thing I will do is give this activity a title,
which is "Consultant Scenario 1 - Cognitive
Load Theory"

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00:03:15,500 --> 00:03:37,333

Next, I will change the default term for what
learners will build to "Analysis."

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00:03:37,333 --> 00:03:51,099

I will now paste the Presenting Information into
the box.

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00:03:51,100 --> 00:03:56,433

Let's read it.A consultant was hired to help educators design

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00:03:56,433 --> 00:04:01,066

and develop applied learning activities for training
plant breeders in Africa.

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00:04:01,066 --> 00:04:10,932

The consultant supplied a manual, Introduction
to Applied Learning Activities in Plant Breeding,
that outlined key educational concepts such as

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00:04:10,933 --> 00:04:16,033

Mental Schemas, Context Applied Learning,
Cognitive Load Theory,

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00:04:16,033 --> 00:04:24,633

the Revised Bloom's Taxonomy, and Gagné's
Nine Events of Instruction. Since a free version of the consultant's software

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00:04:24,633 --> 00:04:34,499

was also a deliverable for the project, he
supplied versions of the software that could run
off of a CD or a USB thumb drive.

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00:04:34,500 --> 00:04:41,900

He also provided technical documentation for the
software that explained individual commands in
detail.

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00:04:41,900 --> 00:04:50,566

When he dropped the materials off with the
department's receptionist, he told her to make
sure everyone knew that they could contact him

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00:04:50,566 --> 00:04:55,699

if she could not answer their questions.

37

00:04:55,700 --> 00:05:03,200

A week later he received a call from the
receptionist that the links in the Word version of
the manual were broken.

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00:05:03,200 --> 00:05:11,266

After some research he realized that his testing
was using absolute links to resources, rather
than relative links.

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00:05:11,266 --> 00:05:19,099

He corrected this with a pdf version, and sent a
new set of files attached to an email as a zip
file.

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00:05:19,100 --> 00:05:27,233

Two weeks later, the consultant received an
email from a faculty member who was frustrated
that every time he would start the software he

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00:05:27,233 --> 00:05:38,833

would get an error that said, "VerifyError: Error
#1053: Illegal override of z in
mx.core.UIComponent, followed by a list of

42

00:05:38,833 --> 00:05:43,266
unintelligible names of a MovieClip,
SystemManager, and EventDispatcher.

43

00:05:43,266 --> 00:05:52,166
The consultant wrote back saying that he had
double clicked "ALP.swf" and not "ALP.html."

44

00:05:52,166 --> 00:05:58,999
He also added that the instructions for running
the software were included in the Appendix. He
finished his email with,

45

00:05:59,000 --> 00:06:05,233
Best wishes, and feel free to contact me if you
have more problems.

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00:06:05,233 --> 00:06:12,566
Directions: Analyze this consultant's
performance according to Cognitive Load Theory.

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00:06:12,566 --> 00:06:17,166
This scenario does not seem to be going well for
the consultant, the receptionist, or for the faculty
member.

48

00:06:17,166 --> 00:06:19,899
This scenario does not seem to be going well for
the consultant, the receptionist, or for the faculty
member.

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00:06:19,900 --> 00:06:39,466
Let's make the presenting information a little
less bland.
I'll bold "Scenario" and increase the font size.

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00:06:39,466 --> 00:06:45,599
And I'll do the same for "Directions."

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00:06:45,600 --> 00:06:50,900
And I'll do the same for "Directions."

52

00:06:50,900 --> 00:06:55,900
And I will add the attribution.

53
00:06:56,933 --> 00:07:00,533
Finally, let's build a framework.

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00:07:00,533 --> 00:07:05,733
I'll click on the "Framework" button. And I'll give this framework the title, "Cognitive Load Theory."

55
00:07:05,733 --> 00:07:19,266
I'll click on the "Framework" button. And I'll give this framework the title, "Cognitive Load Theory."

56
00:07:19,266 --> 00:07:27,832
Next I will use right-click for Windows or Ctrl+click for a Mac to bring up a context menu,

57
00:07:27,833 --> 00:07:34,033
from which I will choose "Add an entry left justified"

58
00:07:34,033 --> 00:07:42,633
I will type "Intrinsic load."

59
00:07:42,633 --> 00:07:52,133
Notice these check boxes. The entry can be bolded, and the permissions selected for what learners can do once the entry is added to their

60
00:07:52,133 --> 00:07:57,866
analysis. Learners can be allowed to Edit an entry,

61
00:07:57,866 --> 00:08:03,332
Change its indentation, or Remove it.

62
00:08:03,333 --> 00:08:16,666
I want users to be able to edit the entry, change its column, and remove it if they choose.

63
00:08:16,666 --> 00:08:26,199

I should point out that these permissions only pertain to the framework entries that a learner adds to the analysis,

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00:08:26,200 --> 00:08:31,766

not the set of framework entries that are provided with the activity.

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00:08:31,766 --> 00:08:38,232

This will make more sense in a moment when we load this activity into Presenter.

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00:08:38,233 --> 00:08:41,999

You can also include a Note with the entry.

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00:08:42,000 --> 00:08:59,100

I'll enter the definition, "Mental work required to perform a task."

68

00:08:59,100 --> 00:09:01,733

I'll click "Accept."

69

00:09:01,733 --> 00:09:10,566

Notice that clicking on the Note label, reveals the note, and clicking on it again hides it.

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00:09:10,566 --> 00:09:17,599

To edit, I double click on the entry. I'll hit "Cancel."

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00:09:17,600 --> 00:09:27,166

Next, I will enter "Extraneous load." Now it's important to make sure that the entry is highlighted for which I will add another below.

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00:09:27,166 --> 00:09:39,666

I will Right+click, and notice there are more options. I'll go ahead and add an entry left justified, though I could add one that is indented.

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00:09:39,666 --> 00:09:54,266

"Extraneous load." I want learners to be able to edit the entry, change its indentation, and remove it if they wish.

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00:09:54,266 --> 00:10:12,866

Let's go ahead and add a definition. "Mental work that is not directly related to the task." And I'll click Accept.

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00:10:12,866 --> 00:10:13,732

Extraneous cognitive load is all of the distracters from performing a task such as,

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00:10:13,733 --> 00:10:20,366

Extraneous cognitive load is all of the distracters from performing a task such as,

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00:10:20,366 --> 00:10:27,499

unclear or poorly designed manuals, or difficulty in getting answers to questions.

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00:10:27,500 --> 00:10:27,533

And finally, I'll enter "Germane load," which is the Mental work of extending and refining one's schema and reflecting on the general principles

79

00:10:27,533 --> 00:10:37,099

And finally, I'll enter "Germane load," which is the mental work of extending and refining one's schema and reflecting on the general principles

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00:10:37,100 --> 00:10:48,066

of the task. It also includes relating the task to other activities, along with refining the cognitive processes and strategies that were used in the

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00:10:48,066 --> 00:10:59,632

activity.

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00:10:59,633 --> 00:11:15,433

Once again I will let them edit, change indentation, and remove the entry. And let's go ahead and paste the definition.

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00:11:15,433 --> 00:11:27,599

Notice that when I check the "Display entry settings" box, I can see all of the settings at the same time.

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00:11:27,600 --> 00:11:37,900

And all of the notes can be viewed by checking the Display notes check box

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00:11:37,900 --> 00:11:37,966

And all of the notes can be viewed by checking the Display notes check box

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00:11:37,966 --> 00:11:47,299

This brings us to an important distinction between building a Framework and committing it to markup tags as part of an activity.

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00:11:47,300 --> 00:11:54,400

So far, I have only created a Framework in the builder, but have not committed it to the activity.

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00:11:54,400 --> 00:12:01,466

In fact, if I try to Copy this activity to my clipboard I will get a warning.

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00:12:01,466 --> 00:12:07,266

The framework for this activity has been changed and not committed to the activity.

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00:12:07,266 --> 00:12:12,466

Do you want to copy this activity to your clipboard anyhow?

91

00:12:12,466 --> 00:12:19,266

No. I do not. I want to commit the Framework, which I will do by clicking on the "Commit framework to

92

00:12:19,266 --> 00:12:22,666

markup" button.

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00:12:22,666 --> 00:12:30,666

Next I am prompted to make the Framework available for learners to select, or preload.

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00:12:30,666 --> 00:12:40,832

As you may recall if you have already viewed the

video, How to author a drag and drop applied learning activity, the framework entries "Meiosis"

95

00:12:40,833 --> 00:12:45,533

and "Mitosis" were preloaded into the learner's Classification.

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00:12:45,533 --> 00:12:56,499

In addition, their permissions were set to not be editable, to disallow changes in indentation, and not removable. This is because those entries

97

00:12:56,500 --> 00:13:00,666

were preloaded and necessary for completing the activity.

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00:13:00,666 --> 00:13:05,866

In this activity, learners may use these framework entries at their discretion.

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00:13:05,866 --> 00:13:19,666

So, I want the framework available for learners to select, and not preloaded. Checking both options, selectable and preloaded is possible.

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00:13:19,666 --> 00:13:28,432

I'll click "Commit framework to this activity." Now I am ready to save the activity.

101

00:13:28,433 --> 00:13:34,499

I'll click "Copy this learning activity to the clipboard."

102

00:13:34,500 --> 00:13:44,000

And I will confirm with "Copy." Here is my document into which I will paste the markup tags.

103

00:13:44,000 --> 00:13:56,500

104

00:13:56,500 --> 00:14:00,533

I will move this out of the way.

105

00:14:00,533 --> 00:14:10,099

Before we look at this activity as it will appear to learners using the Presenter component of the Platform, it occurs to me that I do not want to

106

00:14:10,100 --> 00:14:17,233

have to build this framework again, so I will save it for importing into a new activity.

107

00:14:17,233 --> 00:14:28,066

First, I will copy the text of the framework by clicking on the "Copy Framework Text to clipboard" button.

108

00:14:28,066 --> 00:14:29,099

I can choose to include abbreviations, and if so, the character and the term it represents, or only the single character.

109

00:14:29,100 --> 00:14:39,700

I can choose to include abbreviations, and if so, the character and the term it represents, or only the single character.

110

00:14:39,700 --> 00:14:45,633

I can also choose to include notes or not.

111

00:14:45,633 --> 00:14:53,466

The use of spaces, dashes, or underlines for indentation are options because some course management systems

112

00:14:53,466 --> 00:14:59,766

left justify all entries without regard for the indentation of whitespace.

113

00:14:59,766 --> 00:15:05,299

I will keep the defaults and click "Copy to clipboard."

114

00:15:05,300 --> 00:15:05,333

I will keep the defaults and click "Copy to clipboard."

115

00:15:05,333 --> 00:15:21,699

Next I'll bring in my framework document and paste.

116

00:15:21,700 --> 00:15:35,166

Next I will copy the framework markup to my clipboard.

117

00:15:35,166 --> 00:15:50,166

And I'll paste it into the same document.

118

00:15:50,166 --> 00:16:05,232

Let's test our work. Since I have saved the activity in a Word document, I will erase the Framework markup tags.

119

00:16:05,233 --> 00:16:13,766

And I will Remove all entries from the builder.

120

00:16:13,766 --> 00:16:22,532

There is an important difference between importing a framework markup, and Importing a list of entries.

121

00:16:22,533 --> 00:16:31,233

For now, we want to Import the framework (markup), and I will demonstrate the list of entries option later.

122

00:16:31,233 --> 00:16:36,399

I'll bring in my Framework document into view.

123

00:16:36,400 --> 00:16:45,800

Select all and copy. I should point out that you do not need the human readable text as part of this document,

124

00:16:45,800 --> 00:16:55,033

though it helps people to understand what the framework contains. I'll move it out of view.

125

00:16:55,033 --> 00:17:05,166

Now I will Import the framework...paste...and accept.

126

00:17:05,166 --> 00:17:06,199

By storing the markup tags in a separate document, I can reload the framework without any additional effort.

127

00:17:06,200 --> 00:17:13,100

By storing the markup tags in a separate document, I can reload the framework without any additional effort.

128

00:17:13,100 --> 00:17:18,066

This ability is particularly helpful for sharing and reusing work among educators,

129

00:17:18,066 --> 00:17:23,966

and standardizing material within an institution or an organization.

130

00:17:23,966 --> 00:17:33,266

Next, I'll switch to another window so we can look at the activity we created, and how the Cognitive Load framework can be used.

131

00:17:33,266 --> 00:17:49,099

I'll bring in our saved activity. A learner would receive the activity, open it as it is here, select all, and copy.

132

00:17:49,100 --> 00:17:52,866

I'll move the document out of view.

133

00:17:52,866 --> 00:17:54,966

Switch to a different window

134

00:17:54,966 --> 00:17:55,632

Switch to a different window

135

00:17:55,633 --> 00:18:06,299

And Click "Begin an activity." I'll paste the activity into the box.

136

00:18:06,300 --> 00:18:09,400

And click "Accept imported activity."

137

00:18:09,400 --> 00:18:16,033

Learners will start selecting from the Presenting Information what they think is relevant for

138

00:18:16,033 --> 00:18:23,499

analyzing a consultant's performance from a cognitive load perspective. Let's see...

139

00:18:23,500 --> 00:18:31,033

When he dropped the materials off with the department's receptionist, he told her to make sure everyone knew that they could contact him

140

00:18:31,033 --> 00:18:45,299

if she could not answer their questions. So I think this is relevant. "dropped the materials off with the receptionist."

141

00:18:45,300 --> 00:18:50,400

And see it's now underlined and its in the relevant observations.

142

00:18:50,400 --> 00:18:56,300

I think its also relevant that "they could contact him if she could not answer their questions."

143

00:18:56,300 --> 00:19:02,766

I think its also relevant that "they could contact him if she could not answer their questions."

144

00:19:02,766 --> 00:19:09,232

From a cognitive load perspective, I think it is relevant that the links were broken.

145

00:19:09,233 --> 00:19:14,199

I will add an observation in my own words, "Links were broken."

146

00:19:14,200 --> 00:19:34,133

I do this by right clicking the mouse button for Windows, or Ctrl+click for a Mac, and selecting "Create an observation."

147

00:19:34,133 --> 00:19:41,266

I will stop analyzing his poor performance here since this is a demonstration video.

148

00:19:41,266 --> 00:19:51,632

Once all of the Relevant Observations are identified, learners would select "Build your analysis."

149

00:19:51,633 --> 00:20:01,599

Learners can either focus their attention solely on the analysis, or they can bring the Presenting Information into view as well.

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00:20:01,600 --> 00:20:07,600

This is done by clicking on the "Show presenting information" button.

151

00:20:07,600 --> 00:20:22,600

The display is a bit cramped due the size of the video capture, so I will do some rearranging.

152

00:20:22,600 --> 00:20:29,500

I'd like to show you a convenience feature. I'll make another observation, but this time I will

153

00:20:29,500 --> 00:20:42,233

first create an entry in my analysis and leave it open for editing.

154

00:20:42,233 --> 00:20:53,199

I'll select, "the instructions for running the software were included in the Appendix."

155

00:20:53,200 --> 00:20:59,500

As you can see, it was automatically added to the opened entry.

156

00:20:59,500 --> 00:21:08,266

It was also added to the list of observations. And the check box is marked signifying that I

157

00:21:08,266 --> 00:21:14,599

have used it in my analysis. I can use each

observation as often as I want.

158

00:21:14,600 --> 00:21:19,633

I would like to keep track of the error paragraph as well.

159

00:21:19,633 --> 00:21:26,033

I will select it.

160

00:21:26,066 --> 00:21:33,999

The background is red because it exceeds the 200 character limit for an entry.

161

00:21:34,000 --> 00:21:51,133

As the message states, it is added to my clipboard, which I will now paste into the note field.

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00:21:51,133 --> 00:21:54,566

I am most interested in this "Illegal override of z"

163

00:21:54,566 --> 00:21:57,666

I am most interested in this "Illegal override of z"

164

00:21:57,666 --> 00:22:17,732

so I will increase the size of the font. I will also add, "I wonder what an override of z error is?"

165

00:22:17,733 --> 00:22:27,066

which I can underline to call it to my attention... and I'll save.

166

00:22:27,066 --> 00:22:34,732

Let's briefly turn our attention to how a learner would begin an analysis from a cognitive load perspective.

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00:22:34,733 --> 00:22:39,499

Let's only think about "Intrinsic load" for the moment.

168

00:22:39,500 --> 00:22:47,933

I'll drag in the framework entry of "Intrinsic load" into my analysis.

169

00:22:47,933 --> 00:22:53,499

Do you see any problems that would be associated with the Intrinsic load?

170

00:22:53,500 --> 00:23:08,833

I do for the receptionist. I'll add an entry, "For receptionist"

171

00:23:08,833 --> 00:23:18,633

And I will drag in this observation. They could contact him if she could not answer their questions.

172

00:23:18,633 --> 00:23:27,433

This is especially true since she was not trained in software, nor was she given a Frequently asked questions sheet.

173

00:23:27,433 --> 00:23:31,033

So, what about Extraneous load?

174

00:23:31,033 --> 00:23:36,833

I'll add the framework entry, "Extraneous load" to the analysis.

175

00:23:36,833 --> 00:23:54,366

And I'll make a new entry, "For faculty." And I will use the same observation again.

176

00:23:54,366 --> 00:24:03,466

So what is an excessive intrinsic cognitive load for the receptionist, is also extraneous cognitive load for faculty.

177

00:24:03,466 --> 00:24:10,732

Of course one could also look at what actions the consultant could take to improve his performance.

178

00:24:10,733 --> 00:24:29,066

I'll make another entry. "Solutions for reducing cognitive load." Lets bring that to the far left.

179

00:24:29,066 --> 00:24:32,299

I will offer some suggestions, and will be using

180

00:24:32,300 --> 00:24:43,300

shortcut keys such as Ctrl+f to add an indented child, and Shift+f to place an entry in the same column.

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00:24:43,300 --> 00:24:50,966

One way to remember these shortcuts is "C" in Ctrl is for child, and the "S" in Shift is for sibling.

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00:24:50,966 --> 00:25:03,232

Pressing the Enter key saves the entry. I will make sure that the desired entry is highlighted to begin adding related entries.

183

00:25:03,233 --> 00:25:14,066

Ctrl+f for "Conducting seminars" Enter

184

00:25:14,066 --> 00:25:34,366

Shift+f for "Providing instructional videos" Enter Shift+f for "Meet with faculty individually" Enter

185

00:25:34,366 --> 00:25:50,966

Shift+f for "Encourage faculty to work together and give one another feedback."

186

00:25:50,966 --> 00:25:59,132

At this point, it would be easy to forget that my original purpose for this activity was to show you how to create and use a framework.

187

00:25:59,133 --> 00:26:08,399

To finish out this video on frameworks, I will show you how to import a list of terms that can be converted to a framework automatically.

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00:26:08,400 --> 00:26:15,700

I will do so however in the context of a request that I hypothetically received from a colleague.

189

00:26:15,700 --> 00:26:20,133
First we'll switch windows.

190
00:26:20,133 --> 00:26:29,899
She sent me an email saying that she had seen my "Consultant Scenario 1 - Cognitive Load Theory" activity, and found it interesting.

191
00:26:29,900 --> 00:26:36,300
She was teaching a similar class as mine and was combining the section on Cognitive Load Theory

192
00:26:36,300 --> 00:26:39,900
with one on Gagné's Nine Events of Instruction.

193
00:26:39,900 --> 00:26:49,766
She was wondering if I could make the activity more engaging and add Gagné's framework. My dilemma was that I did not have any time to

194
00:26:49,766 --> 00:26:58,399
spare, did not know what she meant by "engaging," and had noticed "Gagné's Nine Events of Instruction in the consultant's manual,

195
00:26:58,400 --> 00:27:09,000
but had not had time to read it. Besides, I had already put a great deal of work into the activity to get it to however good, or not-so-good it was.

196
00:27:09,000 --> 00:27:15,133
My hypothetical response to her was as follows: You are more than welcome to use my activity

197
00:27:15,133 --> 00:27:20,166
and modify it to your heart's content. I have attached it to this email.

198
00:27:20,166 --> 00:27:27,399
All you need to do is load it into CreatorBasic, make your changes, and save it under a different file name.

199

00:27:27,400 --> 00:27:31,866

There is an easy way to enter the framework you are referring to.

200

00:27:31,866 --> 00:27:40,999

First, make a list of the entries in a text file. Then go to the Framework builder, and select "Import a list of entries (text)"

201

00:27:41,000 --> 00:27:46,366

There is also an excellent video on Frameworks available that shows you how to do it.

202

00:27:46,366 --> 00:27:48,532

Best wishes, Rick

203

00:27:48,533 --> 00:27:50,633

I sent the email.

204

00:27:50,633 --> 00:27:54,899

Now I will show you what she was able to accomplish.

205

00:27:54,900 --> 00:28:04,500

I will restart the software and select "Create an activity."

206

00:28:04,500 --> 00:28:10,833

Here is my activity that she received. She opened it, selected all, and copied it to her clipboard.

207

00:28:10,833 --> 00:28:22,566

Here is my activity that she received. She opened it, selected all, and copied it to her clipboard.

208

00:28:22,566 --> 00:28:34,032

Next she selected, "Import a learning activity."

209

00:28:34,033 --> 00:28:47,366

She changed the title to "Consultant Scenario - Cognitive Load Theory and Gagné's Nine Events of Instruction"

210

00:28:47,366 --> 00:29:03,232

She also decided that she liked the term
"Impression" rather than "Analysis."

211

00:29:03,233 --> 00:29:15,199

Then came the Presenting Information. She added..

212

00:29:15,200 --> 00:29:22,600

While some associated with the project were
concerned that mass starvation in Africa will
occur if current increases in the rate of

213

00:29:22,600 --> 00:29:32,000

population and crop production do not change.
Others see Africa as a supplier of food to the
world in the future. Either way, starvation is the

214

00:29:32,000 --> 00:29:40,566

destiny for many who are born, and as yet to be
born if a solution to this problem is not found.

215

00:29:40,566 --> 00:30:03,432

She also added the Objective for this scenario.
Let's make the appearance of Objective
consistent with the other headings.

216

00:30:03,433 --> 00:30:09,799

She then finished by changing the Directions to:

217

00:30:09,800 --> 00:30:17,400

What is your impression of this consultant's
performance according to Cognitive Load Theory
and,

218

00:30:17,400 --> 00:30:35,400

the first seven of Gagné's Nine Events of
Instruction. And added, "What are your
suggestions for improvement?"

219

00:30:35,400 --> 00:30:45,333

Then she changed the attribution to her name
and her institution, and the funding agency that
supported her work.

220

00:30:45,333 --> 00:30:48,633
I will leave it blank.

221

00:30:48,633 --> 00:30:55,999
The only thing left for her to do was to build the combination of Cognitive Load and Gagné's framework.

222

00:30:56,000 --> 00:31:00,966
So she clicked on "Framework."

223

00:31:00,966 --> 00:31:09,966
Even though the Cognitive Load Framework is already associated with this activity, it cannot be added to.

224

00:31:09,966 --> 00:31:19,932
It must first be reloaded into the builder, and when Gagné's is added to the builder, both will be committed to the activity as one.

225

00:31:19,933 --> 00:31:25,666
The first step was to recover the Cognitive Load Framework from the markup tags.

226

00:31:25,666 --> 00:31:31,299
By doing this, she did not have to have my original cognitive load document.

227

00:31:31,300 --> 00:31:38,300
She selected all and copied them to her clipboard.

228

00:31:38,300 --> 00:31:46,233
At this point, she could save these tags in a separate document if she wanted to use them again in the future without the added Gagné's

229

00:31:46,233 --> 00:32:00,966
entries. Next she imported the Framework markup tags into the builder.

230

00:32:00,966 --> 00:32:19,666

Then she retrieved her list of Gagné's entries. Selected all and copied

231

00:32:19,666 --> 00:32:32,532

Then she clicked on the "Import a list of entries (text)" button.

232

00:32:32,533 --> 00:32:44,499

Next she changed the title by adding " and Gagné's Nine Events of Instruction."

233

00:32:44,500 --> 00:33:12,933

So let's make this a little more presentable.

234

00:33:12,933 --> 00:33:20,566

So let's make this a little more presentable.

235

00:33:20,566 --> 00:33:24,299

Then she saved the activity.

236

00:33:24,300 --> 00:33:26,366

Whoops

237

00:33:26,366 --> 00:33:35,299

It's always important to remember, you've got to commit the framework.

238

00:33:35,300 --> 00:33:40,333

And we want to make it available for learners to select.

239

00:33:40,333 --> 00:33:40,766

Now we can save the activity.

240

00:33:40,766 --> 00:33:46,032

Now we can save the activity.

241

00:33:46,033 --> 00:33:56,099

And she can add it to another document.

242

00:33:56,100 --> 00:34:06,166

And this is what learners would receive.

What they would do is select all and copy.

243

00:34:06,166 --> 00:34:11,132

Now let's go to Presenter and see what this looks like.

244

00:34:11,133 --> 00:34:13,466

Begin an activity.

245

00:34:20,100 --> 00:34:27,500

Here is the added Presenting Information.Go to "Build your impression."

246

00:34:27,500 --> 00:34:36,133

And now you can see this added framework. Both are in place.

247

00:34:36,133 --> 00:34:39,033

And now you can see this added framework. Both are in place.

248

00:34:39,033 --> 00:34:44,433

Several features of the Applied Learning Platform were demonstrated in this video:

249

00:34:44,433 --> 00:34:53,533

1) The ease of creating, modifying, and reusing a framework.2) The ease of storing a framework for later use.

250

00:34:53,533 --> 00:34:58,733

3) The ease of sharing and modifying applied learning activities.

251

00:34:58,733 --> 00:35:07,533

I really want to encourage you to practice using the software, and to work with a colleague so you can receive and give quality feedback.

252

00:35:07,533 --> 00:35:16,633

That's it for this video.Thank you for watching, and have a great day.