

interactive

UOnline

e-learning in your hands

Harness the potential of online education
Take full control of your e-learning objectives
Map online content to your current academic framework
Assemble customised online courses with ready-made content
Access comprehensive e - learning analytics and engagement data
Opt for support services including faculty training and online recruitment
Launch your own fully developed online platform to maximise student outcomes

About UOnline

UOnline brings you the opportunity to launch online or blended programmes on your own custom built e-learning platform – with no upfront costs. Featuring academic resources covering an extensive range of subject areas, UOnline lets you access world - class online content which mirrors the academic objectives of your current programmes. The result is a product that gives you the freedom to supplement an existing campus course with additional online material, or even build your own unique online programmes from scratch.

InterActive will guide your faculty through the onboarding process while making optional services readily available as and when you need them, such as platform technical support or online marketing and student recruitment. Whatever you need to make a seamless transition into the online learning environment.

Take your institution online without compromising the School's quality benchmarks and with minimal investment commitment – you won't pay a thing until you start receiving income from enrolled students.

Universities and colleges across the globe have already taken advantage of the countless development opportunities that UOnline opens up, and now you can join them.

The UOnline content creation process

Study areas are identified within a particular subject by the director of academic affairs and programme leaders responsible for content creation within their respective areas of expertise. The library of content therefore serves as a blueprint for further content creation in each subject area. Learning materials are provided to supplement each content area within a prescribed format framework.

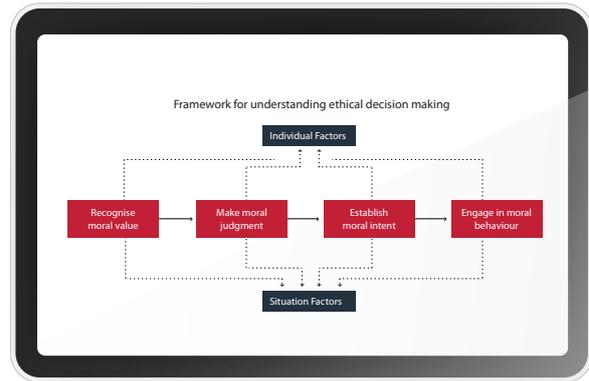
Content features

Dynamic video

InterActive's delivery provides engaging visual content by utilising HD-quality studio production and animated infographics to highlight the key theories for each individual topic. This combination presents a highly effective medium of communication to students, especially visual learners.



Example: HD-quality studio production



Example : Animated infographics to highlight the key theories

The building blocks of InterActive’s videos are as follows:

a) Script – All original video content is written by industry experts who condense a wealth of information into a concise learning segment. The scripts are structured in a manner that facilitates effective learning by adhering to three basic principles:

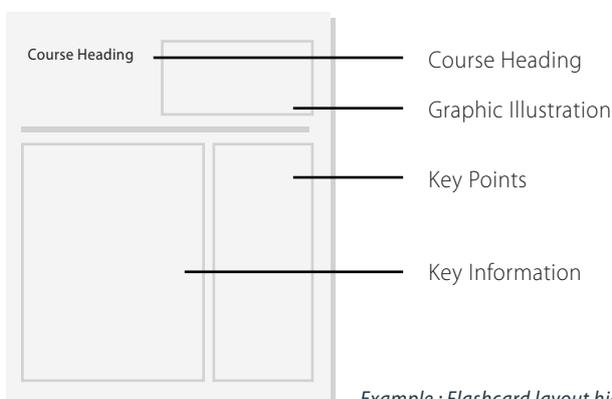
- i. Tell the learner what they will learn in the session
- ii. Familiarise the learner with the relevant concept and provide an example
- iii. Provide a summary of the topic for the learner

b) Recording – recording is conducted in InterActive’s state-of-the-art studios using a roster of professional presenters with past experience at leading broadcasting networks such as the BBC.

c) Infographics – InterActive’s video content combines the presenter’s delivery with visually engaging infographics designed by the content creators to help visually explain the core theoretical framework of each topic.

Flashcards

Flashcards are electronic pdf files, which complement the videos by highlighting key points and providing a transcript of the video recording for the student to read. The flashcards are an effective tool for revision, and also a key medium of retention for learners who absorb information more effectively through reading.



Example : Flashcard layout highlighting key points

Scenarios and question banks

Scenarios are an integral part of the supplementary material. Based on case-study style learning methods, Scenarios allow students to apply theory within a simulated real-world context, which particularly benefits kinaesthetic learners. The goal here is to enhance the learner's understanding of the theory in relation to a specific context or situation.

A question bank will be provided for those topics which contain very specific subject matter. This would be most applicable to subject areas such as accounting, IT, advanced business concepts, etc., where case-studies are not always the most effective way to build upon theoretical concepts.

For more practical subject matters, students will be challenged to perform creative tasks. This will effectively guide the learner through a mini-project and provide a checklist of milestones to measure and ensure progress and achievement. For example, this might involve drawing a sketch or preparing a portfolio for a fashion module, or writing a line of code for a computing course.

Audio extracts from the video delivery

For auditory learners and those 'on the move,' InterActive provides audio extracts in the form of podcasts. A comprehensive library of podcasts will enable students to prepare a stream of playlists that will run consecutively through a pre-selected set of content.

Quality assurance

The Quality Assurance process for InterActive's content creation consists of a variety of checkpoints and stakeholder involvement in order to screen the content for theory accuracy, format usability, and general suitability.

1. Director of academic affairs and programme leaders create and cross-check the library of content.
2. Content is allocated for creation among faculty, based on subject area expertise.
3. Once submitted, content materials are QA'd by a team of stakeholders comprised of the programme leader, head of content development, and e-learning manager, for accuracy and suitability.
4. Approved materials are reviewed by a team of copywriters for language usage and grammar.
5. Materials that go through an additional design process for electronic use (flashcards, etc.) are QA'd once again by our copywriters and the head of content development.
6. Infographics are QA'd by the head of content development, copywriters, and head of production.
7. Video content is checked upon recording and post-production by the senior producer and head of content production for accuracy and quality.
8. The complete content set is reviewed and approved by the director of academic affairs and e-learning manager prior to being uploaded to the content library.

UOnline and the neurobiology of e-learning

InterActive's content production philosophy marries the latest developments in instructional design with current psychological theories of knowledge acquisition. The following parameters underpinning the core aspects of adult learning drive our content strategy:

1. Memory – short term, long term, and working memory.

The processes of memory and learning are fundamentally related. Our memories are created and recalled via a complex cognitive process involving various neurological regions.

Memory can essentially be thought of as a three-stage process of encoding, storage, and retrieval. Incoming information is retained as short term memory, where it will be quickly forgotten if the process fails to progress beyond this point.

When we learn something new, this new data is initially stored in the short-term memory. Working memory, which operates much like RAM in computing, then encodes this information so that it can be transferred and retained in the long-term memory. However, if there is insufficient time or a lack of learner engagement, the short-term memory is overridden by new incoming information before the transfer to the long-term memory is completed. To counteract these limitations, InterActive has adopted progressive learning methodologies which foster high levels of memory retention.

2. E-learning and the chunking principle.

Information overload is all too common in academia, and working memory only provides a small space in which information can be stored. This means that learners are only able to handle a limited amount of new data before experiencing cognitive overload. Furthermore, research has shown that the capacity of the working memory also depends on the type of information received. For example, it has been proven that we tend to remember more digits than letters, and short word pairings rather than long convoluted sentences. Therefore, it is no surprise that students only absorb a fraction of the information conveyed in long oral lectures and academic presentations, both within the classroom and online. Often the human brain is overstimulated and naturally selects small doses of information for storage. In response to these findings, new learning methodologies have been created to account for such challenges.

One proven strategy to overcome the working memory's limited storage problem is the principal of 'chunking'. Chunking is a psychologically proven method of grouping individual sets of data into larger groups, for the purpose of improving memory retention. Due to its functionality, chunking has been used across many learning pathways in order to promote an increased absorption of information.

By grouping information into categories, lessons are created with content that is more easily absorbed, rather than presenting open-ended concepts. This multiplies the amount of information that can be taken in, and also increases the amount of information that is transferred to the long-term memory.

InterActive's video sessions contain academic content of a very short duration (usually between two and three minutes), which provides for easy information retention. Its offers uncompromising flexibility for programme study, as students can watch a few or more videos at one time. The videos can be combined with any other academic content, providing for a unique and truly customisable learning experience.

3. Core learning principles behind the Its philosophy

Attention

Attention is vital for optimising working memory. The human brain is not optimised to remain attentive for long periods of time and requires regular periods of reduced intensity in order to recharge and refocus. The brain also solidifies newly-formed neural pathways during periods of lower-intensity. When the brain is forced to operate at the extreme ends of its natural limits, concentration levels drop-off, which is the brain's method of enforcing a break.

Distraction

It's therefore important not to overload working memory with unnecessary distractions which drain its processing power. The working memory is a powerful tool, but it's also sensitive to interference. The inclusion of irrelevant graphics, or lengthy blocks of text that don't clearly highlight key points, will result in an inefficient processing of information.

Practice

Working memory is essentially a system of communication. New information is transferred to the long-term memory, and previously acquired information is retrieved in order to help students evaluate the world around them. This system of information recall is also vital for reinforcing new knowledge retention. Activities that require learners to summarise the information they have acquired are therefore essential.

Easily digestible content

Deconstructing lessons into segments, allows the working memory to process information more effectively. Individual learning units that feature a specific goal or objective should be designed to give learners the opportunity to pause between segments so that they can better absorb each piece of new information.

Activating long term memory

The student's working memory attempts to retrieve previously acquired information pertaining to a particular topic by accessing data stored within their long term memory. Every effort to combine short-term memories with existing knowledge held in the long term memory is beneficial to the learning process. This process allows for new information to be added to an existing schema, or existing schema to be altered as a result of new incoming data.

UOnline learning processes

Our online learning methodology therefore brings together:

- Unique and memorable content
- Engaging teaching styles
- Interactive technology
- Professional development
- In-depth programme monitoring

Taking all these points into consideration, it's clear that effective learning is intimately linked to memory retention. Consequently, learning processes must be designed to maximise the efficiency of knowledge acquisition. This can be achieved by fully utilising the working memory, which serves to convert newly acquired information into long-term knowledge. Through a combination of innovative and engaging content delivered in small, manageable content packages, the philosophy behind UOnline content is rooted in the principals of contemporary learning theory in order to achieve this aim.

Contact us

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