

Example *InterLearn* activities

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Undergraduate Education Unit

Activity 5 (Shared) [Semester 1/Week 6]

Visit the list of Global Classroom Project at the following URL <http://www.eduweb.vic.gov.au/public/gc/Search/ListAllProjects.asp> Imagine you have decided to involve your class (you choose the grade level) in one of these projects. Select one of the projects and write a description of the project for the school newsletter. Your description should help parents to understand what the project is about and how the children will participate.

Enter your response (up to 400 words) in the dialogue box below. Now use the Search for other responses to this activity link to find and read responses from others enrolled in the course.

Activity 7 (Shared) [Semester 1/Week 8]

Congratulations on surviving your practice placement. Without mentioning places or people, write something about your experience, especially in relation to the use of technology in the school. Were your expectations met? Did your anxieties dissipate? Are you disappointed with what you experienced or exultant?

Enter your response (up to 400 words) in the dialogue box below. Now use the Search for other responses to this activity link to find and read responses from others enrolled in the course.

Activity 9 (Shared) [Semester 1/Week 10]

We have reached the end of the Learning Technologies Across the Curriculum module. Has your attitude/thinking towards the use of technology in schools changed or has it remained the same? Do you think that the vast amounts of money spent on technology in schools is justified? Give reason for your response.

Enter your response (up to 400 words) in the dialogue box below. Now use the Search for other responses to this activity link to find and read responses from others enrolled in the course.

Undergraduate Psychology Unit

Activity 7.1.1: Training Sniffy the Virtual Rat [individual, assessable]

Using your knowledge of the principles of operant conditioning train Sniffy to press the bar on the back wall to obtain food. Be patient, this can take up to 20 minutes or so. Sniffy has an insatiable appetite, so be generous at the start with the provision of food, then start to systematically use the process of shaping to teach Sniffy to reach his goal.

List (in order) the behaviours you reinforced during the process of shaping to train Sniffy to press the bar to obtain food and input your response in the textbox below [less than 50 words].

Activity 7.2.1 Behaviour therapy [shared, not assessable]

To prepare for the class discussion on the applications of learning principles read Gray (2002, pp. 682-688). As you read about the behaviour therapy techniques, think about how conditioning techniques may have influenced your own behaviour. For example, have you ever had a speeding fine, or tried to change a habit such as smoking? Share your responses with others by typing in your suggestions in the textbox below. [less than 200 words]

Undergraduate Science Unit

Scientific writing (shared, assessable)

Read the two reports written by two first-year science students available at your *InterLearn* SCI1020 Workspace. Describe briefly, for each of these reports, what are the good and bad characteristics of these pieces of scientific writing. Your answer should not exceed 400 words.

Postgraduate Law Unit

Activity 5.1.2

[Shared]

Review the Performance Guide for Interviewing

Consider the extent to which you were able to act (or observed the interviewer acting) in accordance with the criteria set out in the guide. You may also find it useful to consult 'the tactical plan' from 'Legal interviewing: theory, tactics and techniques'.

Recall again an occasion when you have interviewed a client or a potential witness or have watched such an interview take place. Consider how you might use the plan in future to help you in interviewing clients and witnesses.

Comment in the box below on those aspects of the Guide or the plan which you think will best enable you to maintain good habits or improve your ways.

Activity 5.3.4

[Individual]

Review the draft documents you submitted for Activity 5.3.1 in light of both the comments provided by your supervising partner in Activity 5.3.2 and the checklist you have developed in Activity 5.3.3, and redraft your documents if necessary.

In the box below, record the changes you made to your submission and the reasons for them. Email your final documents and checklist to the lecturer.