

***InterLearn* Documentation For Students**

- How to access your *InterLearn* materials
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How to access your InterLearn materials

InterLearn materials are located with the my.monash portal at the following address:

<http://my.monash.edu.au/interactive/interlearn/unitcode/>

For example, the *InterLearn* materials for the unit EDF2105 Teaching Studies A, would be <http://my.monash.edu.au/interactive/interlearn/edf2105/>.

You will need to login to the portal using your AuthCate username and password. (If you are not sure what your AuthCate username and/or password is please refer to <http://www.monash.edu.au/students/computer/>).

Using InterLearn

***InterLearn* navigation**

[interlearn home](#) | [interlearn schedule](#) | [search responses](#) | [interlearn contacts](#) | [forum](#) | [news](#) | [my.monash home](#) | [my.monash logout](#)

At the top of every *InterLearn* page (excluding the forum or news pages) the following links will appear to enable you to navigate easily throughout the materials. These links should always be used in place of the browser's Back and Forward buttons.

- interlearn home (see below)
- interlearn schedule (see below)
- search responses (see below)
- interlearn contacts (see below)
- my.monash home – will return you to your personal my.monash home page
- my.monash logout – will log you out of my.monash

If your *InterLearn* unit includes a discussion forum and/or a news board two additional links will appear.

- forum (see below)

- news (see below)

interlearn home

This screen provides a linear view of all of the *InterLearn* materials for the unit. A sample is reproduced below. The materials are separated into modules, which are represented by the main headings. Your lecturer may choose to provide a description of the module. If so, this will appear above a bullet list of the sections within the module. Click on one of the links in the bullet list to go to the section.

Module 1: Introduction

This laboratory module will give students the opportunity to get to know one another and their tutor, as well being able to discuss what is involved in studying PSY1011.

Learning objectives

By completing the activities in this module, students will:

- become familiar with their personal InterLearn worksite
- get to know their fellow students
- develop their skills in working in groups and using IT

- [1.1: Studying psychology](#)
- [1.2: Using computers in psychology](#)

Module 2: Writing in Psychology

interlearn schedule

This screen provides an overall snapshot of the *InterLearn* materials for the unit, and your progress through the assessable activities. A partial schedule is presented below. The table displays the modules in the first column, and where available the time that it is expected the module will take to complete. The second column is separated into rows for each section within the module, showing the section heading and a link to each of the activities within the section. The third column is an indication of your progress through the assessable activities. Click on any of the links to go to the section containing the activity.

The legal framework for tribunal decision making	Introduction: Computer skills and orientation activities Activities Intro Activity (shared, not assessable) , Intro Activity Part 2 (shared, not assessable)	Assessable activities No assessable activities for this section/topic
	Topic 1: Tribunals and their members Activities Activity 1.1 (shared, assessable) , Activity 1.2 (shared, assessable)	Assessable activities ✘ Activity 1.1 (shared, assessable) ✘ Activity 1.2 (shared, assessable)
	Topic 2: Types and sources of law Activities Activity 2.1 (Individual, non-assessable)	Assessable activities No assessable activities for this section/topic
	Topic 3: Working with legislation Activities Activity 3.1 (Shared, assessable) , Activity 3.1 continued , Activity 3.1 continued	Assessable activities ✘ Activity 3.1 (Shared, assessable) ✘ Activity 3.1 continued ✘ Activity 3.1 continued

Assessable activities that have not been attempted appear as a link with a red cross preceding it. When a response to the activity has been saved, a green tick replaces the cross. Please note that the tick simply represents that a response has been saved, not that it is a complete response or a good response. Where there are no assessable activities for the section, this is noted.

Section/Topic Page

The section page is where you will spend most of your time in *InterLearn*. See below for a sample. The page will begin with introductory information that sets the scene for the activities presented. For example, it may include background information, and links to readings and resources that will help with the activities to be completed.

Psychology 1A (PSY1011)

[<< back](#) [forward >>](#)

Freud's theory of personality

In your studies about personality you will learn about the major theoretical approaches to understanding personality. Each theory is attempting to explain why people have different 'styles' of interacting with the world and other people (see Gray, 2002, Chapter 15). In this section we will focus on Freud's psychodynamic theory of personality as a way of examining the more general issue of the nature of psychological theory.

Activity 3.1.1 Freud's theory of personality

[Shared]

Read Chapter 15 of Gray (2002), focusing in particular on Freud's psychoanalytic theory of personality (pp. 594-599). In the response box below answer the question:
What are two guiding premises of psychodynamic theories? Provide one example of how each premise helps to explain differences in people's personalities. [less than 200 words]

If the section is one of two or more within a module, the “<<back” and “forward>>” links at the top and bottom of each page will be activated. Following either of the links will take you to the section either directly before or directly after the section you are viewing within the module. It is important to use these links rather than the Back and Forward links of your browser.

The activities appear after the section introduction. There are three types of activities currently available within *InterLearn*. The first is a direction from the teaching staff to perform a task outside of *InterLearn*. Such an activity requires no direct interaction with *InterLearn*.

The second is a “textbox only” type activity, and requires you to type a response into a textbox appearing below the activity instructions, and to save that response directly to the *InterLearn* database by clicking the “Save response” button. An example textbox only type activity is presented below.

Drill and Kill?

[Shared - Assessable]

In some classrooms, the only use of the computer is to play Maths, spelling, and grammar games when you have finished your work. The games are often, very competitive, accompanied by catchy music and have excellent graphics. However, they rely mostly on a drill and practice teaching strategy and a game format. Teachers who use their computers resources in this way are criticized and the software is often labeled drill and kill. What do you think; is there a place for drill and practice in the classroom?

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.

Last modified: No answer recorded

[Search for other responses to this activity.](#) (Make sure that you save any changes before searching.)

The final type of activity is similar to the “textbox only” type of activity, however it also requires you to post your response to a specified newsgroup. This type of activity is called a “feedback box” type activity. When you have typed your response into the textbox you can save it and submit it to the newsgroup at the same time by clicking the “Send feedback” button, or you can just save it to the database by clicking the “Save response” button. A sample of this type of activity is reproduced below.

You can submit your answer either signed or anonymously.

Last modified: 29-MAY-02 10:29

If you are happy with the response that you have entered into the response box above you can click on the [Send feedback] button below to send your comments to the newsgroup. Otherwise the [Save response] button will allow you to save your response to be sent by you later.

Group: `e1359e9.sci.sci.scil1020.01-02.feedback`

Send anonymously: YES - NO -

Note: Once you have clicked [Send feedback] you will still be able to modify your responses here, but the answer that is there at this time will be the one sent to the newsgroup. You may submit more than one feedback if you so desire.

or

If you just save your response to the database, you can return to and edit it and then send it to the newsgroup by clicking the "Send feedback" button. If you have already sent your response to the newsgroup and you wish to change your response you can, however you cannot remove or overwrite the response you have already sent to the newsgroup. This means that if you edit your response and resend it to the newsgroup there will be two postings sent by you. Your latest response will be the only one saved in the database however.

Where the option has been provided by your lecturer, you may submit your response to the newsgroup anonymously. Note however, that if you choose to do this there is no way that the lecturer will be able to respond directly to any comments you make.

Each activity will have a heading to identify it in the [interlearn schedule] and within the search functions. Beneath the heading will state if the activity is shared or individual, assessable or not assessable, and the start and end dates, if applicable, for making a response. Each activity will include some form of explanatory notes, objectives and/or instructions.

For textbox only and feedback box type activities, responses can be typed directly into the textbox or copied from a word processing application. It should be noted that the portal has a "time out" feature, which means that if you do not "interact" with the page within approximately half an hour you will be required to login again before you can successfully enter and save your response. Unfortunately, typing into the textbox is not considered "interacting" with the page, thus if you think your response will take longer than half an hour to complete, you should save your response intermittently as you go. Alternatively, you can compose your response in a word processing application and copy it into the textbox when it is complete.

Upon completion of the response, the "Save response" or "Send feedback" buttons must be clicked. The button appearing beneath a textbox will only save the response for that activity. Therefore you must complete and save or send your response to each activity one at a time before moving to the next activity or section. Additionally, you must save or send your response before searching for another response or clicking on any other link on the page. If the "Save response" or the "Send feedback" buttons are not clicked before any of these actions, the response will be lost and the activity will have to be repeated.

Activity responses are limited to approximately 400 words (a total of 4000 characters). Where a response is saved that exceeds this limit only the first 4000 characters will be saved. An error message will be returned at the top of the page, followed by a copy of the text that exceeded the 4000 character limit. You can then refer to your original response and amend it to fit within the specified limit.

An activity will be either "individual" or "shared". The former means that only you will be able to view the response, unless it is also assessable in which case the teaching staff will have

access to the response also. “Shared” means that all students listed on the [interlearn contacts] page and the teaching staff will be able to search for and read the response.

Where activities are shared, a link will appear beneath the textbox labelled “Search for other responses to this activity”. This link, when clicked, will produce a screen that lists other students’ responses to the activity.

Activities will be denoted as either “assessable” or “not assessable”. Assessable activities will appear in the progress column of the schedule. Responses to assessable activities can be viewed by the teaching staff of the unit, regardless of whether they are “individual” or not. If the teaching staff record a mark and/or feedback within *InterLearn* for these activities, the mark and feedback will appear on the section page.

A “start date” and/or a “due date” can be set for an activity. Where a start date is set no textbox will appear until the date has passed. After a due date has passed the textbox will be replaced by the last saved response. Responses cannot be edited after the due date. If an extension is required, you must contact the teaching staff.

Where a response is composed in a word processing application (for example, Microsoft Word) and copied into the *InterLearn* textbox, additional blank spaces after the response must not be included. Additional spaces may result in the textbox limit being exceeded and an error to be reported. Further, you should not spend time using the formatting options available (for example, bold or italic) as these will be lost when the text is copied to the *InterLearn* textbox.

Search Responses

All students can search the responses to shared activities. The search responses screen is reproduced below and provides four types of search.

1. Search for all responses made to one shared activity by all students.
2. Search for all responses made by one student to all shared activities.
3. Search for the response made by a given student to a given activity.
4. Search for a keyword within responses made to a given activity.

Search for responses

Please select from select on of the following options:

1. Search for all available responses to the activity:

2. Search for all available responses submitted by:

3. Search for the response saved by to the activity

4. Search for all available responses to the activity that contain the word/phrase

In each case, the appropriate student name (or username where the student name is not provided) or activity must be selected from the relevant drop down box (or boxes if using option 3). In the case of option 4, the word to be searched for must be typed into the textbox provided. In order to perform the search, the “search responses” button at the end of the search option being used must be clicked.

The keyword search in option 4 is case sensitive and will return only responses that contain the exact word or words as they were typed into the textbox. Responses containing variations of the word, for example “shoes” when the keyword given was “shoe”, will not be returned, nor will responses in which the word was incorrectly spelt.

Search Results

This page displays the results of the requested search. The page will begin by stating the total number of responses that contained the search criteria, followed by the matching responses. Each matching response indicates the name and username of the respondent, their response, and finally the name of the activity and the date and time it was saved. The responses are displayed with the oldest (or first completed) response at the start, and a solid line separates each response. A sample of a search result is shown below.

Search results

Total number of responses matching your criteria: **8**

Below are listed the responses that you are available to be viewed

DebbyRoyna (droy1) responded:

As tribunal members we have a responsibility to ensure that the applicant understands both the process and the decision. We can inform ourselves of the applicant's understanding by asking the applicant their understanding of what the order given means and ensuring that they have an opportunity to clarify anything of which they are not sure. At all times during the hearing process tribunal members should ensure that they do not use jargon of any sort e.g. medical or legal terms and speak in plain english.

[Activity: Intro Activity (shared, not assessable), 20-MAR-02 16:25]

Mark Pedisk (mped2) responded:

It is paramount that the decision making process as well as the final decision made by the Tribunal needs to be easily understood by the applicants. Responsibility for this rests on the Member/s conducting the hearing. They should check the applicants level of comprehension, being aware that applicants may have difficulties with language, culture and context of the hearing. The Tribunal should ensure ample opportunities by

interlearn contacts

This screen lists the names of all staff and students for your group within the unit. If you click on a name, or username for students who's name is not available, an email composition screen within the my.monash portal will be opened, enabling an email to be sent directly to that person.

In units in which tutorial or other kinds of groups have been created, only members of the current user's group will be displayed. That is, if a student in Tutorial Group A views the contacts list, it will list the staff associated with that tutorial, and the names of the other students in Tutorial Group A. Where there are no tutorial groups created, you will see all other students enrolled in the unit and all staff associated with it.

The list of staff may include University and/or Faculty technical staff involved in the maintenance of *InterLearn*. Such staff will not be permitted to view student responses for any reason other than testing of the software.

Forum

This is an optional part of *InterLearn*. If your lecturer has included it this screen displays a discussion forum in another part of the portal. When you view the discussion forum the *InterLearn* navigation will be replaced by the standard portal navigation. Students can view and post articles to the discussion forum. To view an article, simply click the heading. Full instructions on how to navigate and participate in the forum can be found in the document entitled "Guidelines on using newsgroups with the my.monash portal".

News

This is an optional part of *InterLearn*. If your lecturer has included it this screen will display a news forum in another part of the portal. As with the discussion forum, the *InterLearn* navigation will be replaced by the standard portal navigation when you view the news. While students can view articles on the news forum, only teaching staff may post an article. The purpose of the news forum is for staff to inform students of pertinent information. To view an article, simply click the heading. For complete instructions on how to use newsgroups within the portal see the document entitled "Guidelines on using newsgroups with the my.monash portal".

Where to get help.

If you are having any difficulty with using *InterLearn*, you should first contact your tutor or lecturer. If they are unable to help, you can contact the my.monash portal enquiries team at <http://my.monash.edu.au/feedbackform.html>.