THE UNIVERSITY OF AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND
EDUCATION AND SOCIAL WORK

Megan Clune
m.clune@auckland.ac.nz

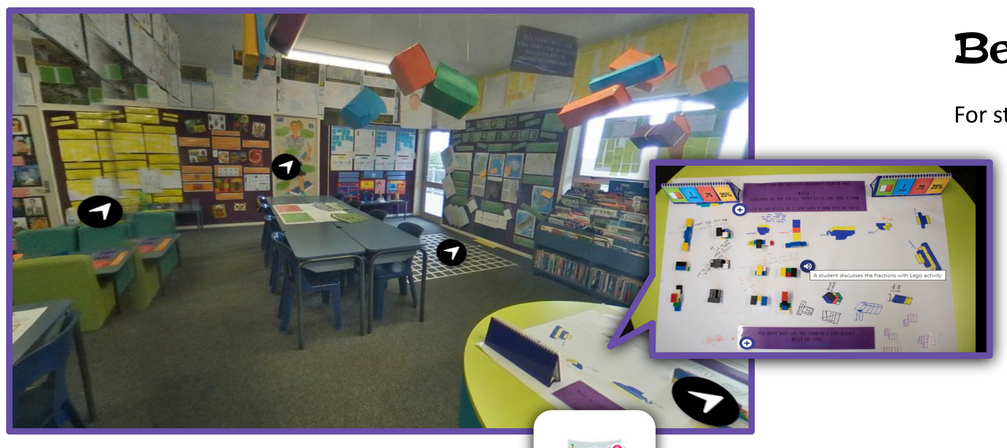
Designing for Learning with H5P

Introduction

HTML5 Package (H5P) is a tool to create interactive content for online coursework. Across the University, online learning is generally limited to the features of CANVAS, however, H5P is able to extend those opportunities and facilitate the creation of online content that engages students and promotes learning (Singleton & Charlton, 2019). Examples of H5P content are:

- Interactive video
- Drag and drop activities
- Flash/dialogue cards
- 360° virtual tours

Additionally, H5P can be used to create both formal and informal assessment tasks. Lecturers can access H5P student analytics through Canvas integration and use this information to identify learner need and inform course content.



Project Team

A total of six lecturers and two learning designers were initially recruited for the project as a cross-disciplinary group. Structural changes and the challenges of moving to remote teaching and learning in early 2020 meant that only four of the original the lecturing team members were able to see the project through.

Objectives

The objectives of this project were to:

- Enrich course content for our students
- Empower participating lecturers to think about different ways of presenting their course content for the online/blended space
- Increase student perseverance and motivation in relation to online/blended courses
- Increase student engagement
- Use H5P student analytics to identify, early on and throughout the courses, students who were not engaging with course work.

H5P Content

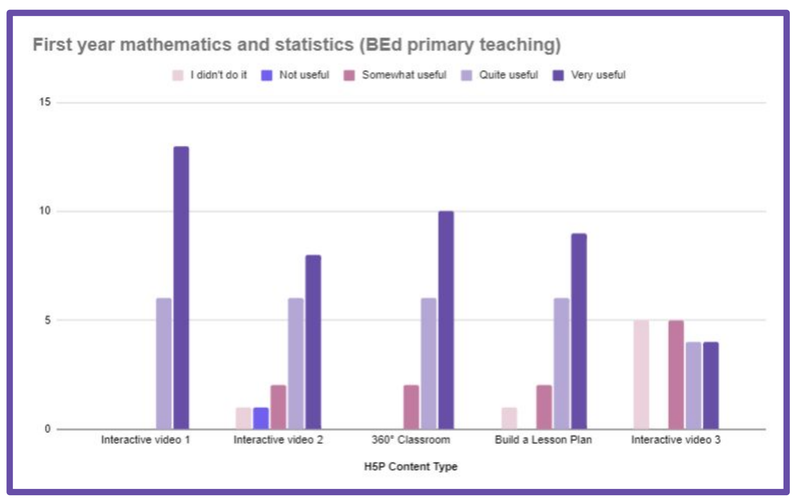
Across five courses, a range of H5P content types were embedded into Canvas:

- Interactive video
- Drag and drop
- Image hotspots
- 360° virtual tour
- Question set

Across H5P content types, the purpose was to:

- Make visible young learners' thinking
- Improve student content knowledge
- Improve student pedagogical knowledge
- Provide information to modify support
- Support assessment task design

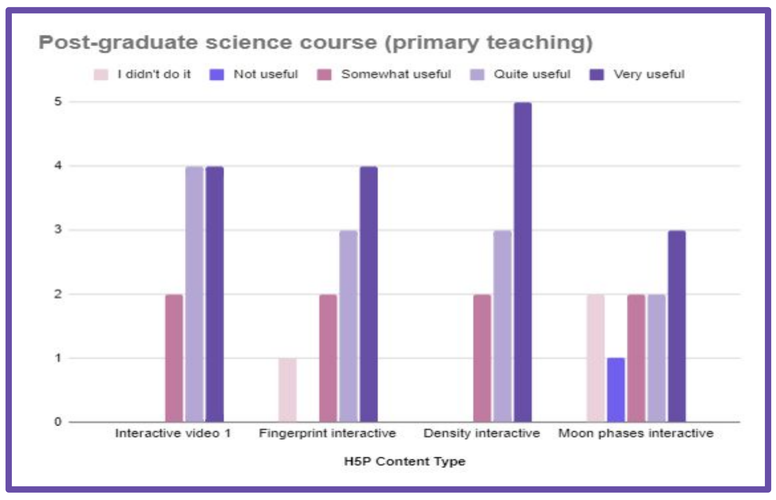
Findings



"Not only did I find these [H5P] activities engaging, they also give you a glimpse of how children think and articulate in each activity."

"Doing these [H5P interactive] activities as a learner myself, has enabled me to see how I might extend the learning of the students in my own classroom, especially when learning remotely"

"These [H5P interactive tasks] helped me relate what I was doing in our learning to classroom situations"



"[H5P interactive tasks were] very helpful in engaging in real life scenarios. Drag and drop building a lesson plan was great in that I wasn't having to concentrate on the wording structure just the content structure for first year learning."

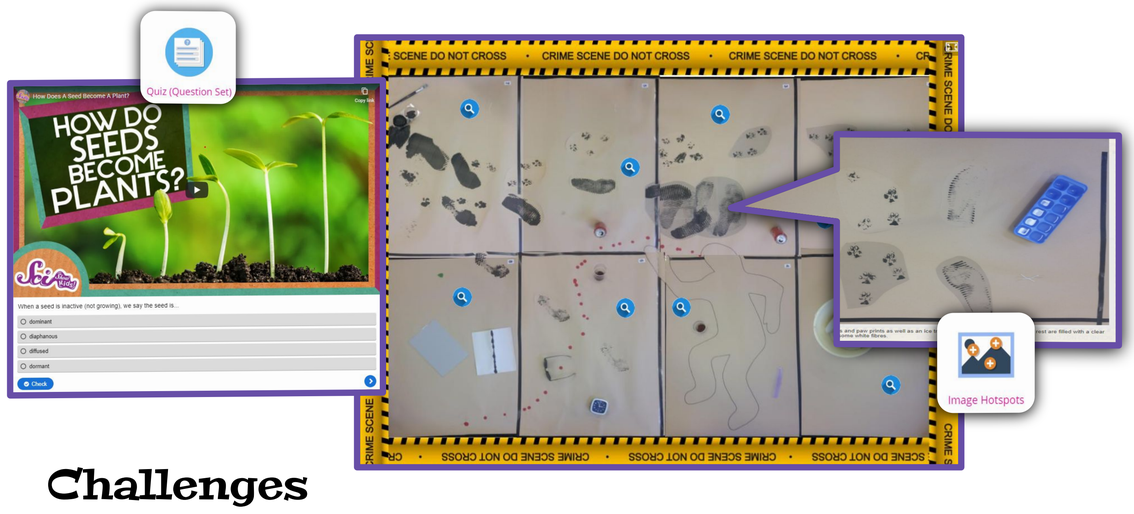
Benefits

For students:

- Increased engagement
- Facilitated an immersive experience
- Provided rich, meaningful, engaging and multimodal online learning experiences
- Scaffolded understanding of pedagogy and practice
- Provided connections between theory and practice

For lecturers:

- Provided access to student analytics to better support students in their learning
- Facilitated the modelling of effective practice through H5P task design
- Instrumental in successfully creating online facsimiles of what were originally intended to be immersive face-to-face learning experiences that were moved online due to lockdowns
- Tasks are reusable and easily modifiable
- Provided an opportunity to see how face-to-face content could be adapted or redesigned for online use.



Challenges

For students:

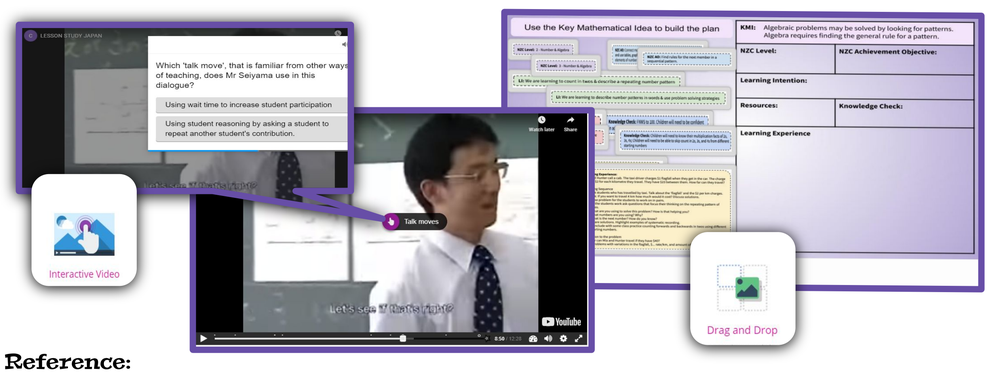
- It was a new tool that required some getting used to especially with the range of content types

For lecturers:

- Initial content creation was time consuming
- Modifying content will require continued time commitment
- The lack of good quality video/audio and photographic resources relevant to course design constrained task design

Going Forward

As a team, we are committed to further developing the use of H5P for both effective teaching and learning. Based on anonymous survey data, we have already identified areas for improvement with the way in which the tool is currently used and how its use may be extended. Having seen the capability of H5P in combination with other strategies trialled this year to support online/blended learning, two of the 'face-to-face' courses involved in this project will now be offered in hybrid mode in 2021. The original project team of six lecturers have indicated their eagerness to recommit to working together in 2021.



Reference:

Singleton, R., & Charlton, A. (2019). Creating H5P content for active learning. *Pacific Journal of Technology Enhanced Learning, 2*(1), 13-14. https://doi.org/10.24135/pjtel.v2i1.32

Acknowledgements

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