In the bid to support and encourage the next generation of scientists studying in higher education, a small team set out to develop a pre-orientation learning package entitled Global Perspectives. The aim was to develop an online student portal that explored what it means to be a scientist and varying cultural perspectives as well as providing academic knowledge diagnostic and learning modules for both language and numeracy skills. This student portal would be available to anyone either interested in studying science or those who were recently accepted to study science at university.

**GLOBAL PERSPECTIVES**

Innovation in learning approaches and educational technologies has influenced how we design and develop learning media. Trends in mobile learning, open education resources (e.g. MOOCs) and badges present new ways in which students interact and consume learning media. It was envisaged that this resource would be characterised by these trends in innovative learning.

**INNOVATIVE LEARNING APPROACHES**

- Anytime on any device
- Anywhere for everyone
- Assist cognitive development
- Motivate self-regulated learning

**METHODS**

**AGILE PROJECT MANAGEMENT**

In order to minimise risk of failure and maximise success, the project adopted an agile design and development process, that allowed for flexibility in addressing issues as they arose (Karlesky & Voord, 2008).

**PLATFORM EVALUATION**

The authoring tool and hosting platform were considered driving factors that would determine to what extent the project goals would be achieved.

<table>
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<th>LMS</th>
<th>Cost</th>
<th>Ease of student enrolment</th>
<th>Administration of badges and SCORM compliance</th>
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**OUTCOMES**

- Over 50% accessed the portal
- 25% attempted graded activities
- 7% achieved all badges
- Learned what to expect from studying science at university.

~250 new science students

**DIANA TAYLOR MADONALD HEPERI**

**PLATFORM EVALUATION**

- Selection of CourseSites and Adobe Captivate.
- Commence development: Graphical user interface and 1st learning object.
- LMS deal breaker: Considerable lag time when launching learning object (2 minutes and 30 seconds in total) would compromise student experience (Hohenstein, Khan, Canfield, Tung, & Cano, 2016).
- Impact on development: Items copied from CourseSites into Blackboard Learn did not render correctly and resulted in manual recoding of the graphical user interface.
- Impact on badges: Blackboard Achievements building block not enabled hence adaptive release rules were applied to 14 graded activities.

**COMPANY NAME**

Corporate Open Online Course (Pilli, 2016)

**PLATFORM EVALUATION**

- Compromise on openness
- Cost
- Ease of student enrolment
- Administration of badges and SCORM compliance
- Learning objects
- Mobile compatibility (HTML5 output)
- Custom interactivities