

The Inline Interactions module is a custom content display module that is able to interpret the rich semantics of XML derived content and display it in a number of highly functional ways to enhance browsing and learning experiences.

Hundreds if not thousands of interactive objects can be easily added into your course materials and rendered more interactively than would otherwise be possible. It is a very cost-effective way to improve course interactivity and effectiveness.

Activity 11

Imagine that:

- we all carry an invisible backpack with us all our lives
- we have collected what is inside through our experiences of people, places and events.

List up to five contents of your invisible backpack and where they come from. [Click here to see some examples.](#)

Find out how other users of this course have responded to this activity.



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The inline interactions module allows activities to be embedded throughout the course materials that can then record individual responses to study contexts. In this example, access to other student responses to the same question is provided.

Reflection

In this section you have been introduced to a framework for exploring global citizenship. You have had time to explore its core ideas – interdependence and connections with others, the environment, the local and global and past, present and future.

Indicate your agreement or disagreement with the statement below.

The framework presented in this section has helped me to improve my understanding of the idea of 'global citizenship'.

- Disagree strongly
- Disagree
- Don't know
- Agree
- Agree strongly

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Explain your response.

I am unsure of the idea of citizenship at a global level because ...

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Personal reflections can optionally be stored in a digital workbook, and used as a record of study and comprehension.

INLINE INTERACTIONS

Activity 12

The images below illustrate the eight global citizenship skills. Which skill do you think is represented by each image?



g) Self awareness ▼



e) Conflict resolution ▼

- a) Creative thinking
- b) Critical thinking
- c) Collaborating
- d) Communicating
- e) Conflict resolution**
- f) Empathy
- g) Self awareness
- h) Taking action

Other question types can include drop-down selections as shown here.

How to show appreciation

Listen to the recording and practise saying the phrases.

- Congratulations.
- The project went really well.
- It was nice to work with you.
- Let's keep in touch.

 Play all
  Stop
  Download

Practice conversation – Skype call with Amy

Amy calls you on Skype. In the practice conversation below, listen and complete the dialogue.

 Play all
  Stop
  Download




Amy	Hi. I'm really happy we did this project.
You	<input type="text" value="So am I Amy. "/>
Amy	I think the results were really good.
You	<input type="text"/>

Audio and video objects can be added to make best use of the online study medium.

Activity 7

What does fairness mean to you? Complete the table below.

<i>Fair or unfair? If ...</i>	Fair	?	Unfair
a teacher helps every pupil for the same amount of time	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
a teacher gives extra help to pupils who need it	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
someone who works hard earns more money than someone who doesn't	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
someone inherits a lot of money or land or property	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
a few people have more money than some countries	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
many people live in poverty	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
the majority have the right to vote for leaders	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
only a few people have the right to vote for leaders	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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Did you find it difficult to place any of the examples above?	Yes	No
	<input type="radio"/>	<input type="radio"/>

Grid-based activities can record and mark more densely presented assessments.

您认为重要的因素



在本练习中，“文化”指社区或群体的价值观及信仰。通常只有在我们自身的价值观和信仰同其他人产生巨大分歧时，我们才会意识到一些平常认为是理所当然的事物。

练习2

想到一个您目前或曾经是成员的社区或群体。

针对下面的对比陈述，指出该社区或群体属于哪种：

	总是	通常是	两者都有	通常是	总是	选择下列图标，然后把您的选择同全球其他用户的选择进行比较
老年人非常受尊敬	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> 老年人不总是受尊敬 <input type="checkbox"/>
男人和女人有不同的职责	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> 男人和女人有相似的职责 <input type="checkbox"/>
宗教信仰是重要的	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> 宗教信仰是不重要的 <input type="checkbox"/>
团体比个体更为重要	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> 个体比团体更为重要 <input type="checkbox"/>
教育非常受重视	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/> 教育并不是非常受重视 <input type="checkbox"/>

All interactive objects can be quickly re-generated from alternative language versions of the course masters, with no need for e-Learning developer involvement.



Study Planner

Use the simple Study Planner below to log your progress through the Outcomes.

Entering the dates will help you to chart your study time through the Unit, and to look back to see how much study time you put into the Unit. The right-hand column lets you set a level of achievement of the Outcomes – *fully achieved, partly achieved or not achieved*.

It is suggested that you update this Study Planner on a regular basis, e.g. weekly. You may even consider putting the Planner on your study room wall – just to remind you of your progress and key target dates.

Study Plan

Progress date	Outcomes	Achieved?		
		NOT	PARTLY	FULLY
Starting Date <input type="text" value="01-Jan-2016"/>				
Date <input type="text" value="01-Feb-2016"/>	Outcome 1: The Allocation of Resources within the Economy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Date <input type="text" value="22-Feb-2016"/>	Outcome 2: The Theory of National Income	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Date <input type="text" value="07-Mar-2016"/>	Outcome 3: The Role of Government Policy in the UK Market	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planned completion date <input type="text" value="21-Mar-2016"/>				<input type="radio"/>

Show Workbook

Inline interactions can be grouped by content authors, to perform form-like administration functions like this Study Planner.

Question 1

Geoff has just taken out a 25-year repayment mortgage for £100,000 on an annual rest basis. If the interest rate was to remain constant at 6% for the first 12 months and monthly repayments were calculated at £7.20 per £1,000, how much capital would he repay in the first year?

A £1,200

B £1,680

C £1,920

D £2,640



Check



Reset



Reveal

Inline assessment questions can be set and marked immediately for formative assessment purposes. Most of the common assessment question types can be supported including multiple-choice, and true/false.

Exercise: British climate

Read about *the British climate*. You may want to use the Language box above.

Now answer the five questions and decide if each statement is true or false.

Britain has a cold climate.

- True
- ✓ False



Britain has a dry season and a wet season.

- ✗ True
- False



An embedded set of short true/false questions with a self-marking capability.

Drop-down menu (Selection) question

In the sentences below, identify the time of the event by selecting past, present or future from the options list at the end of each one. You might need to use two of the options for one of the sentences.

1. He was born in 1856.
2. Reports are produced frequently now.
3. We will publish all our reports on the Internet next year.
4. We might publish all our reports on the Internet next year.
5. Production was increasing at this time.
6. He has bought a computer.*
 - past
 - present
 - future

 Check  Reset

Example of a drop-down question type added to the page content.

Highlight the answer

In the sentences below, **highlight** the part of each sentence that tells you whether the event is past, present or future.



1. He **was** born in 1856. **past**
2. Reports are produced frequently **now**. **present**
3. We will publish all our reports on the Internet **next year**. **future**
4. We might publish all our reports on the Internet next year. **future**
5. Production was increasing at this time. **past**
6. He has bought a computer. **present** (he now has a computer) & *past* (he bought the computer in the past)

 Check  Reset

Word or phrase highlighting can be used in language learning to highlight grammar items.

Colour can be used effectively to show different inputs in one sole question.

Use of several colours

Find and highlight all the examples you can of expressions for **past time**, **sequence** (including past perfect verbs) and **duration** in the text using a different colour for each.

Also find and highlight one **frequency** expression in the last paragraph.



The Hawthorne experiments

The Hawthorne studies were conducted between **1924 and 1932** at the Western Electric Company's Hawthorne plant near Chicago. At the outset, the company wished to examine the relationship between worker output and workplace illumination. A group of researchers from the American Academy of Sciences ran a series of studies which manipulated illumination levels and recorded output. To their surprise, they found that output seemed to increase both in control groups where illumination was constant and in experimental groups where illumination was lowered.

This failure to relate illumination levels to output led in **1927** to the Company inviting the Harvard Industrial Research Team, under Mayo's direction, to take over.

The Harvard team initially assumed that the principal reason for the failure of the study was that, by confining themselves to one variable, the previous researchers had not in fact been systematic enough. They believed that it was imperative to select a group of workers and place them in isolation, immune to disruption from other employees and departmental routine.

The first series of experiments lasted **for five years**. During that time various changes were implemented: a special group payment scheme was introduced; rest pauses varying in length and spacing were experimented with shorter hours and refreshment breaks were introduced. In all, more than ten changes were tried. Before putting* the changes into effect, they were discussed with the operatives under study; indeed, throughout the study, communication between the researchers and the workers was full and open. Almost without exception, after each adjustment was made, production output rose. After five years a return was made to the original conditions; a forty eight hour, six day week, no incentive, no rest pauses, and no refreshments; output went up to the highest yet recorded.

By this time it had become clear to Mayo and his team of researchers that none of the variables commonly believed to have an effect on production could be used to explain the continual increase in output. What had in fact accounted for these major changes were not the external changes placed upon them; the instrument of change was the group itself. The group had experienced an enormous increase in job satisfaction, partly due to the fact that they had a greater freedom in their working environment, and partly because they had a certain amount of control over their own pace-setting.

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Section 1 : The UK financial services industry

Welcome to the section. Please listen to the audio welcome to find out more about what you will cover in it.

0:09 / 0:31



 View audio narrative

Section 1 begins by providing a broad introduction to the functions of the financial services industry and to the institutions that make up the industry.

The impact of the government on the development of financial services is now greater than it has ever been: some aspects of the involvement of the government are considered in the section.

The aim of this section is to give you an understanding of the UK taxation system, along with a working knowledge of the social security benefits available.



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Accessibility support is inherent, including alternative text narrations for audio and video media objects.

INLINE INTERACTIONS

Diploma in International Public Sector Accounting Standards





Source: [Public Finance International](#)

The module is designed to provide students with a thorough knowledge of the published IPSAS and related documents.

Certification: When you are ready click on the link below to take the exam for certification. Be sure to use Internet

Explorer 11 or Google Chrome: <http://cloud.calibrantest.com/cipfa/welcome.jsp>

 [Introduction to Diploma in International Public Sector Accounting Standards](#)

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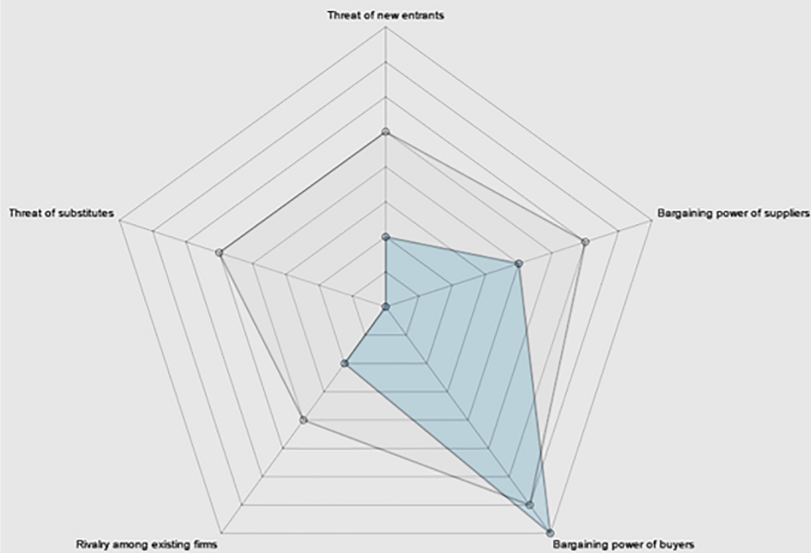
Videos sources form YouTube or your own video streaming server can be embedded easily to both page and assessment contents.

Table 4.1: Illustration of relative attraction of market options: using the Five Forces

Fill in values – range: Low attraction 1, High attraction 10.

Note: to refresh the image type in a new value or use the TAB key to move between the numbers. Refresh will happen automatically on input.

The 5 Forces	Attractiveness of Option 1	Attractiveness of Option 2
Threat of new entrants	<input type="text" value="5"/>	<input type="text" value="2"/>
Bargaining power of suppliers	<input type="text" value="6"/>	<input type="text" value="4"/>
Bargaining power of buyers	<input type="text" value="7"/>	<input type="text" value="8"/>
Rivalry among existing firms	<input type="text" value="4"/>	<input type="text" value="2"/>
Threat of substitutes	<input type="text" value="5"/>	<input type="text"/>



Source: Kaplan

Show Workbook 

Interactive graphs can be included, using publicly available graphing libraries that require no e-Learning development.

The five cases apply to most decisions

The five case approach can be applied to many decisions. Let's take a simple example: imagine that you are considering moving house. Allocate the following considerations to the relevant Business Case.

Planning a new commuting route	<input type="text"/>
Planning for affordability issues as interest rates change	Commercial
Weighing up the pros and cons of houses you are considering	<input type="text"/>
Your future needs and aspirations	Strategic
Your credit rating and 'attractiveness' to a potential mortgage provider	<input type="text"/>

Economic
Financial Management

► Drag and drop the five cases to match them with the statements, then select Confirm.

Confirm

Third-party produced SCORM packages can be played inline using dynamic linking.


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1 Role of an Adviser

- 1.1 Introduction
- 1.2 Ethical Advice
- 1.3 Regulation of Mortgage Advice
- 1.4 The Mortgage Conduct of Business (MCOB) Structure
- 1.5 Mortgage Market Review (MMR) – April 2014
 - 1.5.1 What was the MMR?
 - 1.5.2 What is the Background to This?
 - 1.5.3 What Will it Mean to You?
 - 1.5.4 What Does it Mean to Lenders?
 - 1.5.5 Key Points of the MMR in Depth
- 1.6 Conclusion

Topic 1 : Role of an Adviser

Welcome to this topic. Please listen to the audio welcome to find out more about what we will cover in it.



 View audio narrative

Learning Objectives

After completing the study of this topic you should be able to:

Search the course

Go

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Table of Contents

- Introduction to the Unit
- Studying this Unit
 - Before you start this unit
 - How long will it take to complete this unit?
 - Activities
- Unit Overview
- Support
- Assessment Strategy
- Personal Learning Objectives
- 1 Role of an Adviser**
 - 1.1 Introduction
 - 1.2 Ethical Advice
 - 1.3 Regulation of Mortgage Advice

Page navigation is greatly improved with next and back navigation, search and generated tables of contents.

Benefits

The Inline Interactions module enhances the presentation and use of interactive information.

It enriches learning experiences by making appropriate use of the online medium and capabilities provided by modern Web standards such as HTML5.

It provides a very cost-effective solution to re-purposing large volumes of existing learning materials for more engaging study online.

It supports adaptive content delivery across multiple mobile, desktop and static browsing devices.

Requirements

- Courseworker xml production and packaging.