

Using H5P Objects in Online Courses

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MACEWAN OPEN BOOKS
EDMONTON



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Introduction

Educators and trainers have been looking for tools to help them effectively organize and present their learning content, as well as easily build learning exercises or evaluations. There are a lot of tools out there, but many are either costly, require a deep learning curve, face hosting issues, or pose huge hurdles for integrating into users' digital ecosystem. These challenges have discouraged educators or trainers from using them, which resulted in less effective teaching and learning outcomes than they had hoped.

The good news is that H5P objects do not have the same challenges mentioned above. The objects are free to use and can be accessed on h5p.org (a paid version on h5p.com provides access to more advanced features or hosting service). In addition, they are easy to use, and the majority of them meet accessibility standards. For now, most of the existing learning management systems (LMS) have integrated H5P objects with plugins or learning tools interoperability (LTI) integration, and many popular, public content-management platforms (for example, WordPress) accept and run them too. On top of these, the most exciting part is that once you create an object, you can reuse it by either duplicating it in the same course or you can download it from a course in a platform and upload it to another course or another LMS or WordPress. This will potentially save educators and trainers many hours of work.

As an instructional designer working at a university supporting faculties developing online courses, I have explored the H5P objects and used some creatively to help achieve the teaching and learning objectives. The easiness and usefulness of them inspired me to share my ideas and examples with colleagues and the public. And this is how this book was created. The majority of the examples were created by myself for online courses at MacEwan University, with a few from other sources, for example, Pressbooks.

It is worth noting that this book does not have a goal of analyzing the features of the objects and aligning them with pedagogical theories or best teaching and learning practices. Instead, it focuses on sharing examples and can be viewed as a resource book.

For ease of use, the book is organized into four chapters: presenting content, engaging with content, assessing learning, and practicing and applying learning. To get the most out of this book, it is recommended that you first skim quickly through the pages to get a general idea of what objects they are. Later, when you need to find an object with a specific function, you will know where to find the example.

I hope you find this book useful, and if you later create objects that you believe could benefit others, and would like to share with the public, feel free to contact me at guanji3@macewan.ca or DigitalScholarship@macewan.ca.

Acknowledgement

The journey of this book started with a passion for simply sharing useful examples with the public, but it became a larger team effort. Everyone involved went above and beyond to contribute their time and expertise to ensure the project was a success. I am appreciative of everyone's care, inspiration, and hands-on support throughout the journey. Thank you to all.

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Technical Information

H5P is an open source plugin that allows users to create interactive content, activities, or quiz questions. It can be added to many existing publishing systems like Moodle, Blackboard, Canvas, WordPress, D2L Brightspace, and Drupal. Most of the time when you install these systems, the integration has been done and the plugin has been added, so you can directly use most of the objects, except a few, for example, Cornell Notes and Questionnaire objects need some technical settings in order to store learners' input.

Users who do not use any of the publishing systems mentioned above have the option to create an account with [H5P.com](https://www.h5p.com) and create and save their objects on its server and embed the object links in any webpage.

For more information on technical requirements and how to get started, visit [H5p.org](https://www.h5p.org).

CHAPTER 1: PRESENTING CONTENT

In this chapter, we will introduce H5P objects that help organize and present content in ways that enhances readability and effectively highlights the inherent relationships among the parts or elements of a concept or knowledge piece.

Accordion (Hide and Show)

Main Uses

An Accordion object can be used to

- organize and present large amounts of content into chunks using titles
- provide a copy of the transcript
- provide additional information, instructions, and resources
- provide Q&A (frequently asked questions and answers)

These uses are beneficial because learners learn better when

- a large amount of information is broken down into smaller pieces for easier processing, for example, content is grouped into topics with titles
- information is provided in alternate formats so learners may find to be easier to process or use at their own pace, for example, reading a transcript (text) vs. listening to an audio or watching a video
- a right-on-time prompt, extra support, or additional resource is provided to meet their different levels of needs
- questions are provided, so they can study and reflect on the content with guiding questions

How to create

[Tutorial](#)

1. Organize content into smaller, categorized chunks, each of which has its own title

Example: Showing a big chunk of content in titled smaller pieces



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=75#h5p-6>

2. Attach a copy of transcript

A transcript is useful when a video or audio clip is long, as some learners may prefer going through the video content by reading the transcript instead of watching it.

Also providing a transcript to video/audio has the following benefits:

- A learner can quickly highlight and copy the transcript into a Word document and search for the content by keyword(s).
- A learner can quickly scan through the transcript and find what they are looking for.
- A learner does not need to be online in order to access the content; instead, they can open the transcript in Word or PDF (if they have saved it into it) and listen to it while on the road or at their own time, on their mobile devices, and offline.

Example 1: Adding transcript for a video or audio clip



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[courses/?p=75#oembed-1](https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=75#oembed-1)

Video 1.1 [Introduction to Citation Styles: APA 7th ed.](#) by [CSUDH Library](#) licensed under [CC BY-NC-SA 2.0](#).



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online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=75#h5p-16>

Example 2: Adding Alt text or long description for a graphic chart or diagram

The figure below effectively outlines a process to engage in an UDL-driven practice; however, it is not accessibility compliant. A text version can be provided in the Accordion format to supplement and resolve the accessibility component.



Figure 1.1 Process to engage in an UDL-driven practice by MacEwan Centre for Teaching and Learning licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=75#h5p-20>

3. Provide additional information, instructor comments, notes, reflection questions, directions to additional resources, or citation or source information

When learners require prerequisite knowledge, the instructor can provide useful links to resources for learners to study or review.

Example 1: Adding reflection questions for content being learned

After watching the following video, click the arrow below it to view the questions and answer them. Watch the video again if you cannot answer the questions.

Note to instructors: If you want to provide a textbox for learners to enter their responses, you can present the video and then add an Essay H5P Object underneath the video.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=75#oembed-2>

Video 1.2 [Oil sands developments, Aboriginal land rights and endangered species](#) by [Linda Duncan](#) licensed under [CC BY 3.0](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=75#h5p-17>

Example: Adding additional resources for a piece of content

The Centre for Applied Science and Technology (CAST) has developed three principles to guide the implementation of UDL and suggest that instructors need to focus on how to:

1. Represent course content (representation)

2. Provide opportunities for student expression of their learning (action and expression)
3. Facilitate student engagement with their learning (engagement)

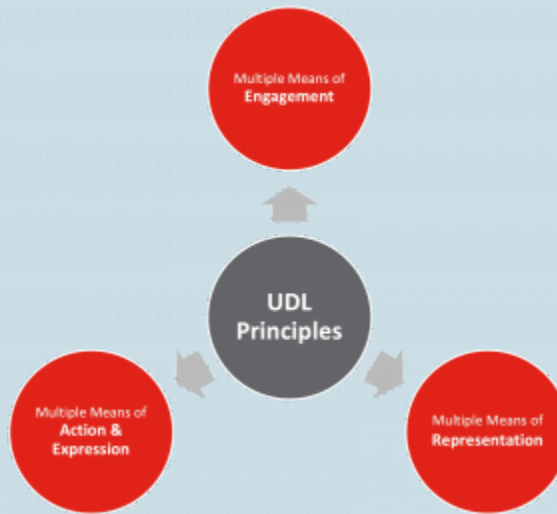


Figure 1.2 *The Three Principles of UDL* by Andrew Stracuzzi licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/).



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=75#h5p-19>

4. Set up a Q&A block

Example

Find your answers to some frequently asked questions.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=75#h5p-42>

Add an Audio Clip or Recording

Main Uses

In teaching, an audio clip is often provided to learners as

- a sample to illustrate a sound or pronunciation for a communication course, language learning course, or a music course
- an alternative format of content, for example, supplementing a text copy

A more advanced use is to provide a tool for learners to record a clip by themselves and listen to it. This is useful for learners to practice and review their own pronunciation and communication skills.

1. Upload an audio clip for learners

Example

In this example, an instructor uploads an audio clip for learners to listen to. As well, an Accordion object can be added below it to provide a copy of the transcript (see the Accordion page).



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=314#h5p-15>

Audio extracted from “[Market equilibrium: Demand and supply curves](#)” video by [Werner Lost](#) licensed under YouTube CC BY license https://www.youtube.com/t/creative_commons

2. Record an audio clip directly

Example

In this example, learners can record their audio clip, play it back, and download it. It is useful for some practices in courses teaching language, communication skills, and presentation skills.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=314#h5p-25>



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=314#h5p-24>

Agamotto

Main Uses

This object can be used to visually

- show the evolution of events, scenes, or development of an object
- compare different stages of development, or have a pre- and post-comparison
- show the process or steps of events
- zoom in and zoom out to view the part or whole of an object—to show the relationship between the parts and the whole

How to create

[Tutorial](#)

1. Multiple layers

Example

In this example, multiple layers are used to show the changes of a region, an area, or event for easier visual comparison and for easier understanding of the change or incident development. Click on the dots on the bottom or grab the square icon of the map to move through the progression.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=87#h5p-18>

2. Zoom in

Example

In this example, the object is used to zoom in and look at the focused point or details. The tool can be useful for presenting the whole and its parts; showing the relationship between the parts and the whole; for example, showing the internal structure of a cell, a part of a machine, a map, and so on.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=87#h5p-23>

3. Sequenced scenes

Example

This tool can be used to show the sequence of an event, process, or evolutionary events, with the ability to add explanations or additional resources for each stage and phase.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=87#h5p-21>

Course Presentation

Main Uses

The Course Presentation object allows instructors to present content and assessments on slides with the possibilities of interactivity. The content may include texts, images, audios, videos, and quiz questions.

Note: There is option under the “Behavior settings” to turn on the Active Surface Mode, which will hide the slide navigation control.

How to create

[Tutorial](#)

1. A classic mode that presents texts, an image, a video, and a quiz on the slides

Example 1



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=196#h5p-73>

2. A classic mode that converts long text-based and image content into slides that save space and show examples side by side

Example 2

This is an excellent example of how we can use the features of the object, such as organizing and grouping content to present them on separate slides. On each slide, we can add elements, such as hotspots to explain specific areas or points of interest, as well as incorporate audio, video, and other media. The features also allow us to compare or display two objects side by side in a graphic format, with connecting lines to highlight changes or relationships.

For this example, a copy of original written content and an H5P object are presented to show the effects.

Original content

The natural minor is a useful starting point when studying all three of the minor scales. We can create a natural minor scale by lowering the third, sixth, and seventh degrees of a major scale by one semitone.

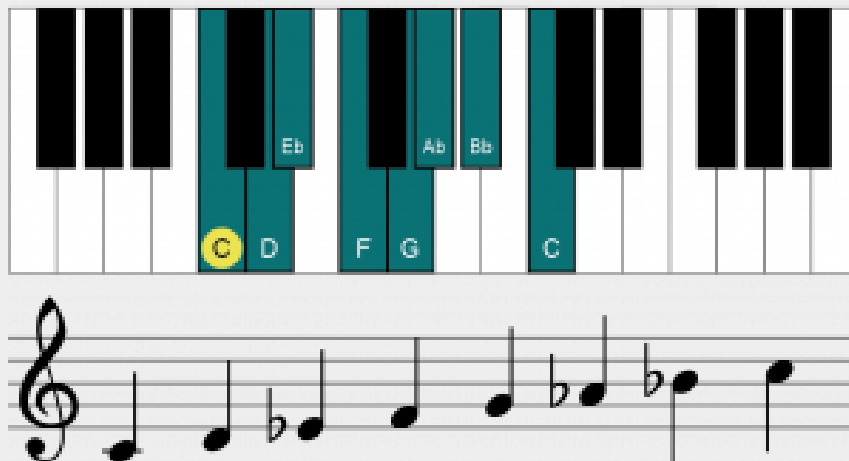


Figure 1.3 [C minor scale](#) by Abigail Graham, in association with MacEwan Open Books, licensed under [CC BY-NC 4.0](#).

In the image, we can see that the E (3rd), A (6th), and B (7th) have all been lowered by one

semitone using a flat. It is worth noting that lowering a note by a semitone won't always involve a flat; sometimes it means moving a note from a sharp to a natural.

Below we can see D major scale with two sharps – one on F and another on C.

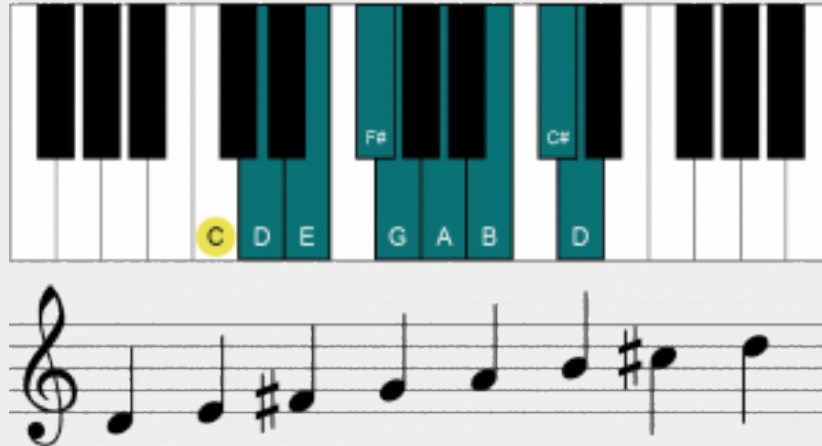


Figure 1.4 *D major scale* by Abigail Graham, in association with MacEwan Open Books, licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

And here's D minor scale. We can see the F#, as the 3rd degree of the scale, has been lowered to a F natural. The B, as the 6th of the scale, has been lowered to a Bb, and the C#, as the 7th of the scale, has been lowered to a C natural.

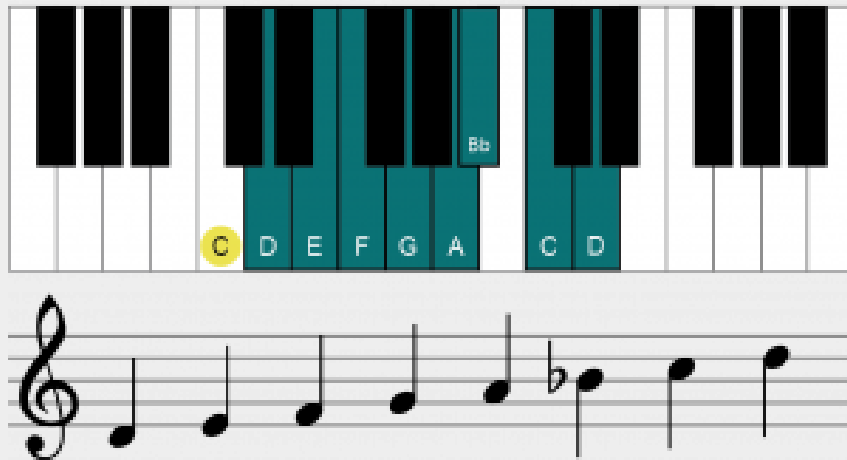


Figure 1.5 *D minor scale* by Abigail Graham, in association with MacEwan Open Books, licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

The harmonic minor scale can be created two ways. The first method is to lower the third and sixth scale degrees of a major scale by one semitone.

Here we have Bb major scale:

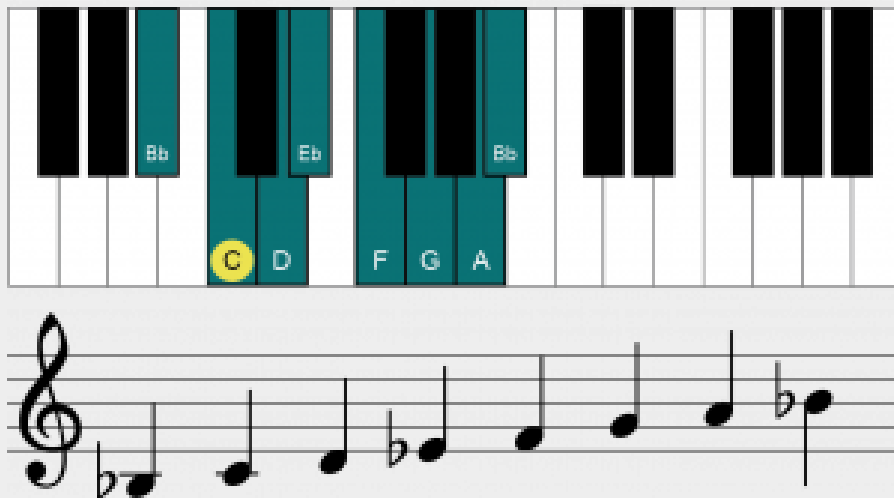


Figure 1.6 *Bb major scale* by Abigail Graham, in association with MacEwan Open Books, licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

And here we have Bb harmonic minor scale. Note the lowered 3rd (Db) and 6th (Gb).

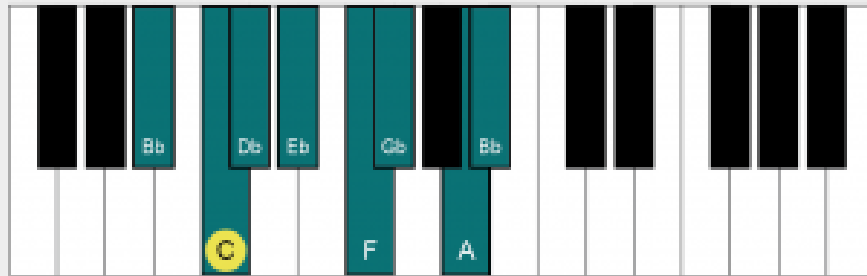


Figure 1.7 [B flat harmonic minor scale](#) by Abigail Graham, in association with MacEwan Open Books, licensed under [CC BY-NC 4.0](#).

The second method is to use Bb natural minor to create Bb harmonic minor. To do this, we simply need to raise the 7th degree of Bb natural minor by one semitone.

Here is Bb natural minor:

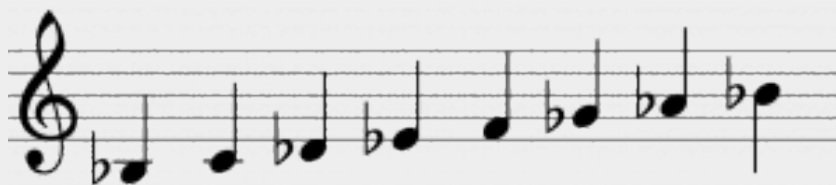
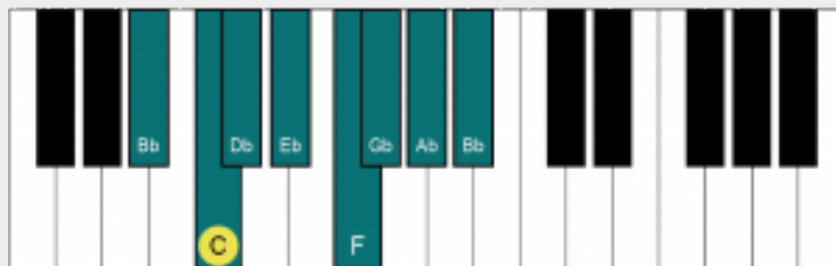


Figure 1.8 [Bb natural minor scale](#) by Abigail Graham, in association with MacEwan Open Books, licensed under [CC BY-NC 4.0](#).

And here is Bb harmonic minor again:

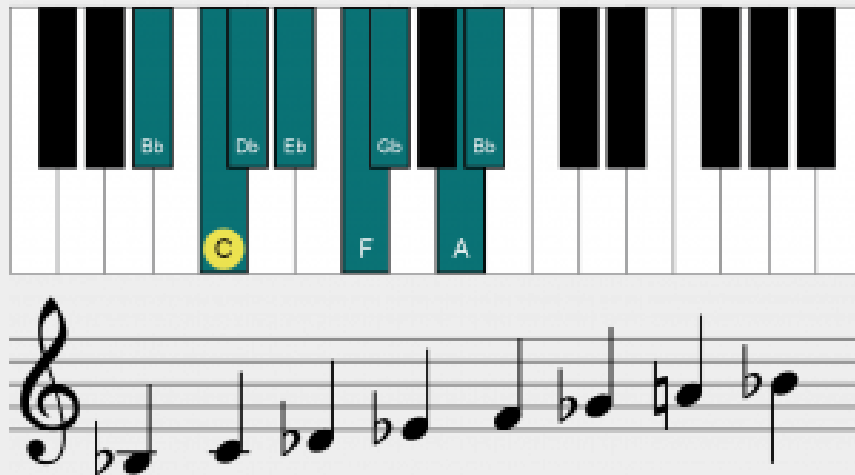


Figure 1.9 *B flat harmonic minor scale* by Abigail Graham, in association with MacEwan Open Books, licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

Converted into H5P Object

Here is how it looks and works in the object. It has more right-on-spot notes/explanations, and it also uses lines to visually show original scale and the new scale created from the original one, side by side.

Note: Click the icon at the bottom right-hand side to view it in full screen mode.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=196#h5p-104>

Column

Main Uses

The Column object is one tool that allows instructors to place almost all of the objects demonstrated in Chapter 1, 2, 3, and 4 on a single page. This means instructors can conveniently present content and engage and assess learners on a single page. Instructors can even create a learning unit in just one single Column object.

With these abilities, you can create a chapter, a module, or a unit in just one stand-alone object, or embed it into a course as a courseware.

Note: [Interactive Book](#) has similar features as the Column object does. Check the object in Chapter 1 and compare them.

How to create

[Tutorial](#)

Example



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=180#h5p-36>

Dialog Cards

Main Uses

The Dialog Cards object has two sides—the front and back. It can be used in the following scenarios:

- present definition: display the term on the front side and the definition on the back side
- present content on the front with elaboration, explanation, additional information, and resources on the back side

How to create

[Tutorial](#)

Using dialog cards to help learners engage with the learning content can be found in [Chapter 2](#). To visit, click the “Dialog Cards” title below.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/dialog-cards-2/>

1. Present definitions or glossary

Example:



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=121#h5p-106>

2. Simply present a piece of information on the front side and then provide additional information or elaborate on the back side, for example, a definition

Example

Look at the following advice on how to avoid contract cheating. Read the advice on the front of the card, click “Turn” to read more information.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=121#h5p-43>

Hotspots

Main Uses

There are two types of hotspots objects we can use: image hotspots and video hotspots.

1. Image hotspots help to illustrate how specific positions or individual events relate to the bigger picture or timeline.

- The tools use spots to show an example or add notes or additional explanation or resources. They provide right-on-spot or right-on-time support to learners.
- The tools use notes and resources together with the targets to avoid scrolling up and down in the content to search for the information, and they help link the relevant information to the targets.

2. Video hotspots objects are called interactive videos. In it, instructors can display a video, choose time stamps on the video timeline, or define spots on the video frames and add additional information, such as a note, link to external resources, or a quiz question.

How to create

- [Tutorial for image hotspots](#)
- [Tutorial for video hotspots](#)

1. Converts a large amount of information into a concise object that not only uses less space but also shows information or points on a timeline

Example 1

A Word document that lists all of the content or explanations for the following entire timeline would be 23 pages.

[See the original written content used in this example](#)

In a lengthy document, learners may lose track of where an incident or event falls on the timeline as they read and may need to scroll up and down to find it. While a hotspot feature like the following example cannot eliminate all challenges, it can visually help learners create a mental map.

The content is presented below with hotspots.

Familiarize yourself with the following timeline of English, including the information/content details provided within the timeline (i.e., you must click on each of the plus-in-the-circle icon by each cell to read the details provided).

If you need to read it in full screen mode, click the rectangle icon at the top-right corner of the timeline image. Press Exit key to exit the full screen mode.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=123#h5p-27>

2. Use hotspots to show examples or samples for the content

Example 2

Click on the plus icon by each symbol to hear the sound of consonants for the standard Canadian dialect.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=123#h5p-25>

Example 3: Hotspots on a video

Hotspots can be placed on a video to make it interactive. The video will pause at designated points on the timeline to display hotspots, allowing learners to click on them and access the information or answer questions. This feature allows an instructor to provide a guided study of the video content. (More information on the [Interactive Video](#) function will be provided in the next chapter “Engaging with Content.”)



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=123#h5p-65>

Image Slider

Main Uses

The image slider can be used to

- present image content in sequence, with the option of providing additional information in **text** for each image as a hover-over, such as image description, explanation, or note
- present samples or examples in chronological order, such as the work of an artist, history events, images of evolution/change, or event development and so on

Note: if you feel hover-over is not appealing, or you need to provide content in the format other than text, then use the **Course Presentation** object. See the [Course Presentation page](#) for examples.

Example

Go through the following slides to see the examples of music rest symbols and explanations for each with mouse hover-over.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=127#h5p-44>

Information Wall

Main Uses

An information wall is a tool for organizing content in a table-like format, using shading to highlight titles and rows for better visibility. On the right side of the row, images can be added to supplement or illustrate the content.

While you could create a table to present the same content with other tools, using the Information Wall can save you a lot of time in formatting the content and positioning pictures.

Note: The content in the left column can be text only with the ability to add links, tables or use bullets, text colour, and background colour.

Example




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Interactive Book

Main Uses

The potential of the Interactive Book object is almost unlimited. It is possible to include almost all of the H5P types of objects in it, for example, text, images, videos, audios, links, slides for content presentation as well as different types of quiz questions for practice or testing. With this capability, even an entire module or training program can be built into one object. The last page in the object will summarize the activity log as well as the scores of assessments received in the object.

Note: It is best that learners click the full screen mode icon  to view the content in full screen and click the three blue lines at the top-left corner to display the pages.

Example 1



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=139#h5p-33>

Example 2

In this example, the cover is turned off.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=139#h5p-32>

KewAr Code

Main Uses

The KewAr Code object allows course designers to include or share simple information, such as contact, events, link to additional resources, location, or phone number, on a QR code. The code can be resized to fit and placed on the page where it is most likely to catch the learners' attention.

The ability of the object to compress the text into a QR code is useful, especially when introducing a topic that requires prerequisite knowledge. In this case, a review or summary of the prerequisite material can be included in a QR code placed alongside the new topic (see example below).

By default, the QR code size is very large, but its dimensions can be adjusted by specifying the size in pixels (px), under the Behavior Settings, for example 250 px, as in the examples below.

1. Share instructor's contact information. Learners can simply click the code to view or they can scan it with their cellphones and add to their contact list.

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=141#h5p-52>

2. Introduce and promote an event, such as a live conference session or an office hour session. After scanning, the event can be added to a cellphone calendar.

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=141#h5p-46>

3. Introduce a video. After scanning the code, learners are directed to an online, hosted video.

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=141#h5p-51>

4. Add new content. After scanning the code, learners can find the text-based content on their cellphone.

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=141#h5p-50>

5. Direct learners to an H5P object that introduces the topic or revisits the concepts taught previously. After scanning, the phone browser goes to the URL of the H5P object.

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=141#h5p-47>

6. Direct to a link. After scanning, the phone browser opens the URL and shows the webpage.

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=141#h5p-48>

Timeline

Main Uses

The Timeline object is a tool that allows you to easily present the history or development of events by just typing in the history dates, history event headlines, and inserting text, links, media (only links to Wikipedia, YouTube videos, XTM, Google maps, Flickr, and SoundCloud are currently supported).

Learners can view the entire timeline with event headlines and scroll to search and locate a specific event or period. The timeline can be zoomed out or zoomed in, allowing learners to see the overall event history or focus on a specific period. Learners can click on each headline to show the content/materials about the event in that period.

A timeline is a great tool for illustrating evolution, historical events, a series of occurrences, or organizational development and growth.

How to create

[Tutorial](#)

Example

The following example demonstrates how lengthy reading material can be transformed into a visual, timeline-based, and easily navigable format. The original material can be found on [the next page](#).

Note: This same content can also be presented using the hotspots H5P object. Visit the page on the link provided below:

[Hotspots](#)

To read or view detailed information about evolution of the English language in each period, place the mouse cursor into the timeline, scroll left or right, click on a time period to display detailed information on the frame above the timeline.

You can also view this in full-screen mode by clicking on the rectangular icon (with four arrows at the corners).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=146#h5p-28>

Timeline of English (page)

The following is the original learning content about the timeline of English; later it was presented in a Timeline H5P object. See the final version on the previous page.

Familiarize yourself with the following timeline of English, including the information/content details provided within the timeline (i.e., you must click on each of the cells to read the details provided and familiarize yourself with them):

LINGUISTIC PERIODS	PROTO-INDO-EUROPEAN	PROTO-CELTIC; PROTO-GERMANIC	CELTIC AND GERMANIC FAMILIES	OLD ENGLISH	MIDDLE ENGLISH	EARLY MODERN ENGLISH	MODERN ENGLISH OR PRESENT-DAY ENGLISH	
YEAR	4000 BCE	1000 BCE	0	500 CE	1100 CE	1500 CE	2000 CE	
PEOPLE	European Copper Age	Celtic tribes reach Britain	Roman Empire reaches Britain	Anglo invasion of Britain	Viking invasion of England	Norman invasion of England	Imperialism and colonization – discovering new people	Global communication and interdependence
OTHER KEY EVENTS			Birth of Christ	Roman withdrawal from Britain	Danelaw established	Printing press	English Renaissance and Age of Exploration	
LANGUAGE CHARACTERISTICS		First Sound Shift (Grimm's Law)		Highly inflected	Grammatical simplification	Influx of French vocabulary	Vocabulary expansion; spelling standardization	The Big Mix
LANGUAGE CHARACTERISTICS			Compounding		Simple negation and interrogation	Great Vowel Shift	Complex negation and interrogation	World Englishes
LANGUAGE CHARACTERISTICS				<i>Beowulf</i>	Chaucer	Shakespeare; the King James Bible	John Milton; Samuel Johnson's <i>Dictionary</i>	Romanticism; Victorianism; Modernism; Post-Modernism

Figure 1.10 Timeline of English by MacEwan Centre for Teaching and Learning licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

Linguistic Periods

Proto-Indo-European

The homeland for the Proto-Indo-European people is thought to have been in modern-day eastern Ukraine and southern Russia, just northeast of the Black Sea.

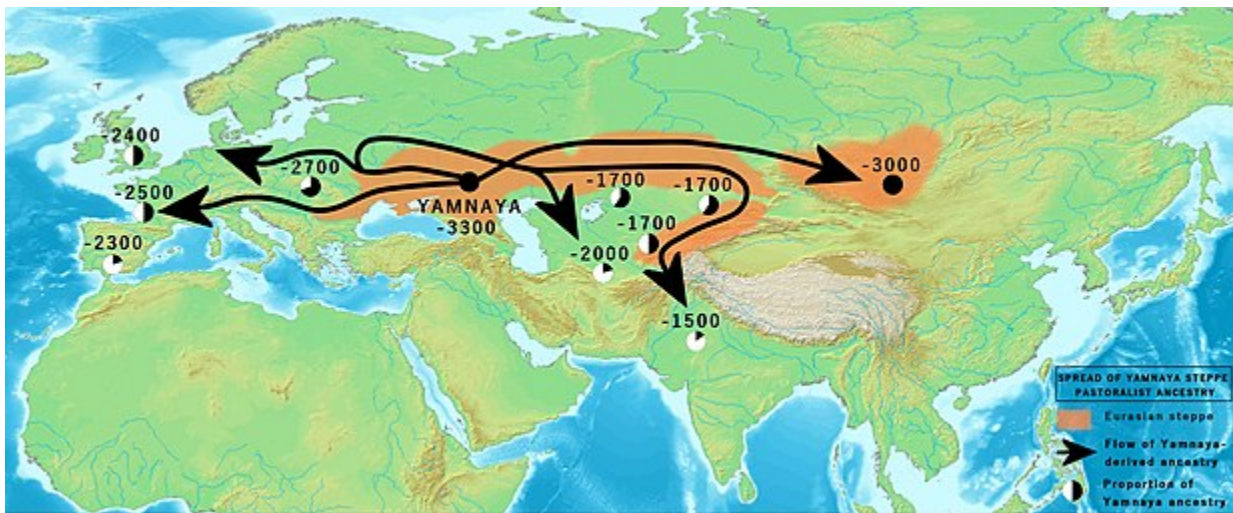


Figure 1.11 *Migration of the Indo-Europeans* by Koba-chan licensed under [CC BY-SA 3.0](https://creativecommons.org/licenses/by-sa/3.0/).

From here, they migrated north and westward, throughout Europe, and south and eastward across central Asia and all the way to present-day northern India.

Proto-Celtic and Proto-Germanic

As groups of the Proto-Indo-Europeans settled different lands and others continued on their migration, the common language originally spoken by these people started to evolve into numerous different varieties. The tribes who settled in central and northern Europe spoke Proto-Germanic.

Proto-Celtic was spoken by the tribes who continued their migration to the western periphery of the continent and on to what is now called the British Isles.

Celtic

In the first millennium B.C.E., Proto-Celtic split into a variety of distinct languages.

Original versions of the following languages were spoken in distinct regions: Irish was spoken in Ireland, Scots Gaelic in Scotland, Welsh in Wales, Cornish in southwestern Britain, and Manx on the Isle of Man.

Germanic

Around 1000 B.C.E., Proto-Germanic differentiated from other Indo-European languages in its pronunciation of certain sounds, which has been called the First Sound Shift.

The Germanic languages spoken on the western periphery of the continent formed a group called the West Germanic Branch, spoken by the Angles, the Saxons, the Jutes, and the Frisians, who went on to invade Britain beginning around 449 C.E. (see Anglo Invasion of Britain).

The Germanic languages spoken in modern-day Scandinavia formed a group called North Germanic, spoken by the Vikings (Norse) who invaded Britain a few centuries later, around 793 C.E. (See Viking Invasion of Britain).

Old English

From 449 C.E. to 1100 C.E., waves of invasion, migration, and settlement of Germanic tribes from modern-day Denmark and Germany (the Angles, the Saxons, the Jutes, and the Frisians) pushed the Celtic-speaking people to the outlying regions of Britain (Cornwall, Wales, Scotland) and established the Anglo-Saxon people as the main population in Britain. (See the Anglo Invasion of Britain.)

The language (which was constantly changing and evolving) spoken by these people is called Anglo-Saxon, and it formed the base for Old English.

The Norse people from modern-day Denmark, Norway, and Sweden, who spoke North Germanic languages, started to invade Britain in the late eighth century. They settled in the north and east of Britain. (See Viking invasion of Britain.)

Due to the influence of the Norse languages, the vocabulary of Old English was expanded (with the addition of *sk* words like *sky*, *skin*, *skill*, and *skirt*, for example) and the complicated system of inflectional endings on nouns and verbs was simplified or **levelled**.

Middle English

The Middle English period lasted from 1100 C.E. to 1500 C.E.

The biggest change in the language came about from the influx of French vocabulary introduced by the French-speaking ruling and upper classes for the few centuries after the Norman invasion.

Some characteristics of the language were the *thou* series of pronouns being used as well as simple negation and interrogation.

The Great Vowel Shift had begun (but not ended) and the printing press had been invented, which led to some spelling standardization.

Modern English or Present-Day English

Modern English dates from 1650 to the present day.

Modern English is an international language used as a first or second language throughout the world. (See World Englishes.)

The People and Main Events

European Copper Age

The Copper Age was a transitional period between the Stone Age (when most tools were made of stone) and the Bronze Age (when tools were instead made of certain metals, especially bronze). In the Copper Age, stone tools were used alongside early metal ones, often made of copper.

In Europe, the Copper Age lasted for a period sometime in the fourth millennium B.C.E. (that is, sometime between 4000 B.C.E. and 3000 B.C.E.).

Celtic Tribes Reach Britain

Celtic tribes had reached and settled in Britain, including modern-day Ireland, by the late Iron Age, sometime around 300 B.C.E. (which was the period of maximum Celtic expansion).

Roman Empire Reaches Britain

The main Roman invasion of Britain took place in 43 C.E., although, prior to that, smaller incursions had taken place and certain trading and diplomatic relationships had been established between Roman forces and outposts and the Celtic peoples of southern Britain.

Roman forces took control of all of present-day England and Wales but never reached present-day Ireland or Scotland.

In fact, the Romans gave up trying to conquer the Pictish and Celtic tribes in that region, so they built Hadrian's Wall (starting around 122 C.E.) to contain them in the north.

Some Roman soldiers settled in Britain and intermarried with the local Celtic population. They formed a distinct society and called themselves Britons (hence the land was called Britain).

Anglo-Invasion of Britain

Waves of invasion and migration of several Germanic tribes (Angles, Saxons, Jutes, Frisians) from present-day southern Denmark and northern Germany began around 449 C.E.



Figure 1.12 [Anglo-Saxon Migration in the 5th Century](#) by my work licensed under [CC BY-SA 3.0](#).

By this time, the bulk of Roman military hierarchy had abandoned Britain, leaving the people in Britain with no defences and allowing the Germanic tribes to take control of the island fairly easily.

The word *English* comes from *Angles* (hence the land came to be called England).

Viking Invasion of England

Starting in about 793, Viking tribes from present-day Denmark, Norway, and Sweden began invading the eastern shores of Britain.

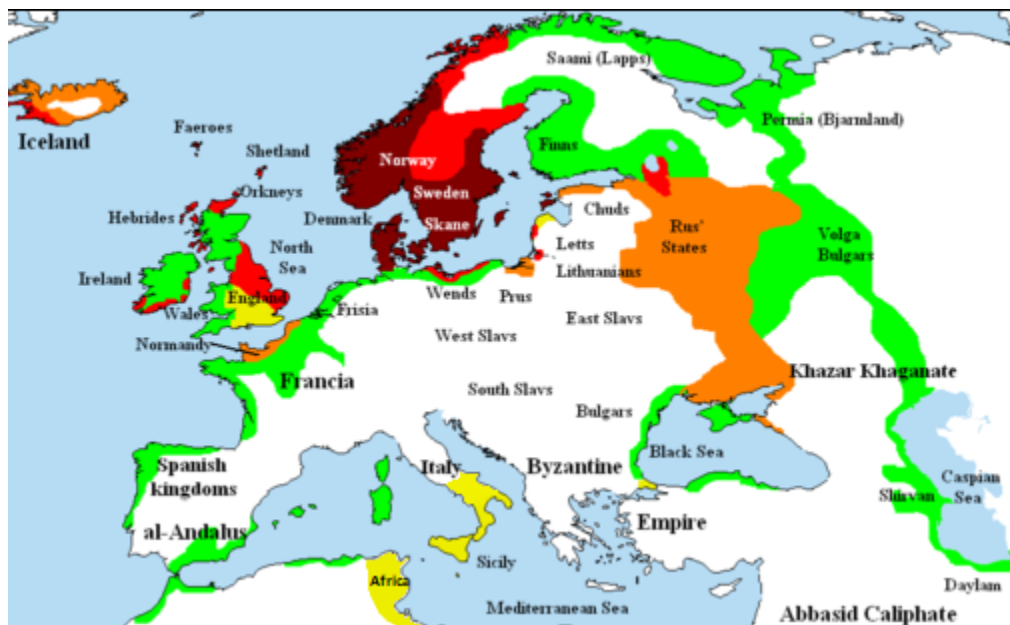


Figure 1.13 [Viking expansion in Europe](#) by Max Naylor under public domain.

A type of peace treaty, the Danelaw was established in 878 and restricted the region in which the Norse invaders were allowed to settle.

Eventually, many of these Scandinavian people settled in Britain and intermarried with the local Anglo-Saxon population thus changing how the language developed in the Old English period.

Norman Invasion of England

In 1066, William the Duke of Normandy (north-central France) and his Norman forces invaded; William the Conqueror, as he came to be known, took the throne as the King of England.

The Normans took control of all government, administration, and church affairs, thus introducing many French words into the vocabulary of English.

French was the main language of the ruling and upper classes for almost four centuries, until the end of the Hundred Years' War.

Imperialism and Colonization; Discovering New People

The years from 1500 to the early 1900s marked a period of exploration, domination, and colonization for England.

England started by establishing plantations in parts of Ireland before extending its reach across the Atlantic and colonizing parts of North America.

Imperial expansion also took place to the east with colonization of Indonesia and India, and eventually to the South Pacific, primarily Australia.

In the late 1800s to early 1900s, England colonized many regions in Africa.

Today's Commonwealth is a grouping of 53 independent nations, most of which were once British colonies.

Global Communications and Interdependence

Modern technology allows for fast and cheap global communications.

Just as ideas, products, and commodities are being shared between nations, so are **words!**

English has borrowed words from all over the globe just as other languages are borrowing English words to talk about our modern world.

Inward Influx of Peoples/Languages

For the first several thousands of years in which people have inhabited the British Isles, much of the linguistic change has been the result of waves of different people migrating to and/or invading the islands (for example, Celts, Romans, Anglo-Saxons, Vikings, Normans).

Outward Expansion and Contact with Societies Around the Globe

For the last 500 years much of the new vocabulary has been due to English-speaking people exploring, conquering, and colonizing places all around the globe.

As these speakers encountered new societies, new animals, new foods, new technologies, and so forth, they needed words to talk about these objects, so they often borrowed the words that the local populations used.

Other Key Events

The Birth of Christ

This event is important for the development of English because, in the fourth century, Christianity became the official religion of the Roman Empire.

Even after the withdrawal of Roman forces from Britain, Christian monasteries were established through the support of Rome in an effort to convert the inhabitants of the British Isles to Christianity.

All of the proceedings of the Church were carried out in Latin. Monasteries were also places of education, thus many Latin religious and educational terms entered the language.

Roman Withdrawal from Britain

By around 410 all Roman troops had left Britain to fight battles on the continent, leading up to the eventual fall of the Roman Empire.

Danelaw Established

In 878, Anglo-Saxon king Alfred the Great defeated the Vikings and established a region in which they were to live and peacefully coexist with the English.

The Black Death

The Black Death (bubonic plague) spread through Europe in the late 1340s and reached England around 1348.

It killed a quarter to a third of Europe's population in the years 1347 to 1350.

England was particularly harshly hit, with 70 percent of the population dying.

England's pre-plague population was around 7 million by 1400, the population was only 2 million.

Numerous but less devastating outbreaks of the bubonic plague continued to torment Europe until the 1700s.

England's social structure was greatly affected with the peasant classes gaining upward mobility due to the labour shortage and more available land.

As a result, classes were intermingling much more, which is one suggestion for why the Great Vowel Shift occurred.

Printing Press

Around 1440, Johann Gutenberg invented the printing press in Germany, and it was soon reproduced throughout Europe.

The printing press allowed for mass production of written text. This resulted in

- a much larger percentage of the population becoming literate
- beginning of the standardization of spelling systems.

Hundred Years' War

The Hundred Years' War was actually a series of wars between the House of Valois (based in France) and the Plantagenets (ruling in England) who were battling for the French throne.

The wars lasted just over 100 years (from 1337 to 1453).

The House of Valois won the war for the throne of France, and the Plantagenets were expelled from France.

Afterwards, the close contact that had been maintained between England and France since the Norman Invasion came to an end, and nationalistic sentiments took hold.

English replaced French as the main language of the ruling and upper classes in England.

English Renaissance and the Age of Exploration

The English Renaissance began in the early 1500s and was a period of great cultural and artistic growth.

During the Age of Exploration, which lasted until the early 1700s, many nations in Europe, including England, explored the world by sea in search of trade goods and trading partners.

These periods led to a tremendous enhancement of knowledge that was accompanied by vast expansion of the English vocabulary.

Language Characteristics

The First Sound Shift

When Proto-Germanic evolved from Proto-Indo-European during the first millennium B.C.E., one of the big changes was in the pronunciation of certain consonants (which marks today's Germanic languages as different from other Indo-European languages).

In 1822, Jakob Grimm (of Grimm's fairy tales) hypothesized this change and called it the First Sound Shift.

Here are some examples from English (a Germanic language), Latin, and French (both Romance Languages) to demonstrate the difference.

Sound change	English	Latin	French
[d] to [t]	<i>tooth</i>	<i>dentis</i>	<i>dent</i>
[k] to [h]	<i>heart</i>	<i>cord-</i>	<i>coeur</i>
[p] to [f]	<i>fish</i>	<i>piscis</i>	<i>peche</i>

Highly Inflected

Like German, its modern Germanic-language cousin, Anglo-Saxon had a system of endings, or **suffixes**, placed on noun and verb roots that conveyed grammatical information.

On nouns, the endings would indicate what role the noun played in the sentence (for example, was it the subject, the direct object, the indirect object?, etc.).

On verbs, the endings would indicate information about the subject (such as the number and person of the subject), about the verb itself (such as weak versus strong) and about the event (past, present, future, subjunctive, and so forth).

Since nouns and verbs carried so much information about their relationship within the sentence, speakers did not need to rely on word order to establish those relationships.

For example, in Modern English the noun acting as the subject almost always comes in front of the verb and the noun acting as the object almost always comes after the verb.

The toddler (subject) hugged (verb) the dog (object).

Mixing up the order does not make sense in Modern English (**hugged the dog the toddler*) but would have been fine in Old English.

Grammatical Simplification

Anglo-Saxon was a highly *inflected* language.

As the Anglo-Saxon populations and the Norse populations began to interact and intermarry, the Anglo-Saxon language lost many of its complicated *inflectional* endings that marked grammatical information.

This type of change is called **levelling** (simplification due to languages mixing).

Instead, the word order in sentences became more rigid as a way to indicate which nouns were acting as the subject or the object of a sentence.

Compounding

One trait of Old English, similar to other Germanic languages, was the tendency to put two pre-existing words together to form a compound when a new word was required.

For example, the Old English word for *dawn* was *doegred*, which is a compound of *day* and *red*.

Pronouns

The pronouns *thou*, *thee*, *thy*, and *thine* were used for second-person singular (where we use *you*, *you*, *your*, *yours* today).

Simple Negation and Interrogation

Asking questions (the *interrogative structure*) and negating a statement (the *negative structure*) were done without the assistance of an auxiliary verb such as *do*.

“Goest thou to market?”

“I go not.”

Influx of French Vocabulary

From the Norman invasion of England in 1066 to the end of the Hundred Years' War in 1453, the ruling and upper classes in England spoke French and had very close political and economic ties with France. As a result, many French words entered the vocabulary of the general public as well, especially in domains such as government and administration (for example, *citizen* and *salary*) and high society (such as, *servant* and *royal*).

The Great Vowel Shift

Starting sometime in the 13th century, English speakers started to change the way they pronounced many of the vowels in their language.

By around 1600 this sound shift had stabilized with the result that certain English vowels are pronounced quite differently than vowels of other European languages.

For example, in Italian the letter *i* is pronounced [i], whereas in English it is pronounced [aj] / [aɪ].

The shift was quite systematic in that speakers tended to pronounce the vowels with a higher jaw/tongue position than they had previously done.

The examples below demonstrate pre- and post-shift pronunciation of certain words.

<i>name</i>	[nam] to [nem]
<i>see:</i>	[se] to [si]
<i>moon:</i>	[mon] to [mun]

The tense vowels that were previously pronounced with the jaw/tongue in the highest position (that is, [i] and [u]) were turned into diphthongs pronounced with a low jaw/tongue.

<i>time</i>	[tim] to [tajm]
<i>house</i>	[hus] to [haws]

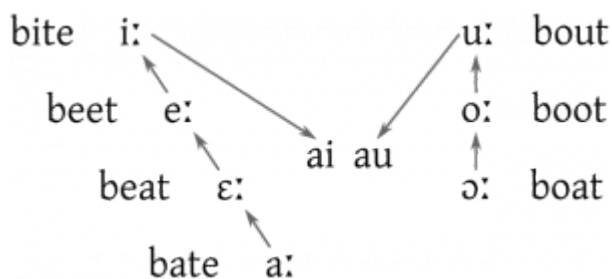


Figure 1.14 Changes in vowels in the [Great Vowel Shift](#) by Goran tek-en licensed under [CC BY-SA 4.0](#).

Certain words resisted the shift:

shift:	<i>meat</i> to [mit]
no-shift:	<i>great</i> to [gret]
	<i>break</i> to [brek]

Since much of the spelling standardization of English occurred before the Great Vowel Shift had finished and since not all words underwent the shift, Modern English has, as a result, a very inconsistent and tricky spelling system.

In Scotland, the degree of vowel shift was quite different, which is one of the reasons why the Scottish accent is distinct.

Spelling Standardization

After the invention of the printing press, the spelling system of English gradually became much more standardized (as opposed to people spelling words according to their own particular accent or preference).

Much of the standardization happened before the end of the Great Vowel Shift. This resulted in some words being spelled, even today, very differently than they are pronounced.

The publication, in 1755, of Samuel Johnson's *Dictionary of the English Language* also aided in standardizing the spelling of English.

Vocabulary Expansion; Discovering New People

The size of the English vocabulary exploded during the Early Modern and Modern English periods out of necessity to accommodate all the new ideas and objects that English speakers encountered during years of the English Renaissance and the Age of Exploration, followed by the periods of Imperialism and Colonization.

Words were borrowed from all corners of the globe and incorporated into the English language.

Complex Negation and Interrogation

By the Modern English period, negation and interrogation had evolved to today's complex structure that requires the involvement of one of the main auxiliary verbs: *to be*, *to have*, or *to do*.

To negate a sentence, the negative word is placed immediately after the auxiliary verb (bolded):

I **am** going to school. becomes I **am** NOT going to school.

I **have** seen this movie. I **have** NOT seen this movie.

I like ice cream. I **do** NOT like ice cream.

Notice that if the basic declarative sentence (a sentence that makes a statement) does not contain an auxiliary verb, the 'dummy' auxiliary *do* is inserted.

To make an interrogative sentence (one that asks a question) out of a declarative, the positions of the subject and the auxiliary verb are reversed:

The student **is** walking to school. becomes **Is** the student walking to school?

You **have** seen this movie. **Have** you seen this movie?

They like ice cream **Do** they like ice cream?

Notice again that the dummy auxiliary *do* is required if the basic declarative sentence does not already contain an auxiliary verb.

The Big Mix

Today's English is a "big mix" of influences from many different languages over the years.

English is still considered to be a Germanic language, since the foundation of the language in terms of its basic grammatical structure and its basic vocabulary is Germanic in origin.

For example, of the 1,000 most common words in English, 83 per cent are of Germanic origin whereas only 11 per cent are of French origin.

However, of the English extended vocabulary, French has been a huge impact on English and, to a lesser extent, so has Latin (via the Church and scientific terms during the Renaissance and beyond).

For example, of the second 1,000 most common words in English, only 43 per cent are Germanic whereas 46 per cent are French and 11 per cent are Latin.

Today, English contains many words borrowed from all over the globe:

For example, *tattoo* is a Polynesian word, *alcohol* is an Arabic word, *kindergarten* is a German word, *kayak* is an Inuit word, and *shampoo* comes from the Indian subcontinent.

World Englishes

Today, English is spoken as a first language in countries all over the world, with numerous different dialects (we will discuss this further in the next module).

It is also the language spoken most often as a second language, which allows it to be a *lingua franca* (a common language that allows native speakers of different languages to communicate without the use of translators).

Two negative consequences of English as a global and dominant language is that some indigenous languages are becoming extinct, and people who do not speak English are at a disadvantage if they want to participate in business or politics at a global level.

Beowulf

Beowulf is a heroic epic poem written sometime between the eighth and eleventh centuries (during the Old English period).

Beowulf is the name of the hero who battles three formidable foes before falling to defeat.

The poem was written in Old English, although the events take place in Scandinavia.

Chaucer

Geoffrey Chaucer (1340 to 1400) is probably the most famous writer of the Middle English period. He is the author of *Canterbury Tales*.

King James Bible, Shakespeare

King James Bible

The King James Bible was published in 1611.

It is largely based on a translation of the Bible by William Tyndale in 1525.

Shakespeare

William Shakespeare (1564 to 1616) is the author of numerous plays and poems written between 1590 to 1613.

He is largely regarded as England's most famous playwright if not the greatest writer in English.

John Milton; Samuel Johnson's Dictionary of the English Language

John Milton

John Milton wrote *Paradise Lost* in 1667.

It is considered one of the greatest works in the English language.

Samuel Johnson's Dictionary of the English Language

The first extensive English dictionary was written by Samuel Johnson and was published in 1755.

One result of its publication was increased standardization of spelling in English.

Romanticism; Victorian; Modernism; and Post-Modernism

Romanticism

The Romantic period occurred during the mid-1700s to mid-1800s.

It was a reaction to the Industrial Revolution: back to nature and instinct was regarded as being superior to the machine and civilization.

Famous Romantic writers include:

- Sir Walter Scott
- Mary Shelley
- Jane Austen
- William Blake
- Oscar Wilde
- William Wordsworth
- John Keats

Victorian

The Victorian era lasted from 1837 to 1901.

The novel was the main literary form.

Authors could write for the public as opposed to for an aristocratic patron; they could suit the tastes of the common person.

Famous Victorian writers include:

- Bronte sisters
- George Elliot
- Charles Dickens
- Thomas Hardy
- Robert Louis Stevenson
- Lewis Carroll

Modernism

The Modernist period was the first half of the 20th century, to the 1970s.

Modernism was a reaction to conservative Victorian attitudes of absolute truths and values.

Famous Modernist writers include:

- James Joyce
- William Butler Yeats
- Joseph Conrad
- Virginia Woolf
- T. S. Eliot
- Ernest Hemingway

Post-Modernism

The Post-Modern period began in the late 1970s.

Post-Modernism absorbed the avant-garde values of and was a reaction to Modernism.

Some famous Post-Modern writers include:

- William Burroughs
- Kurt Vonnegut
- John Barth
- Don DeLillo
- Kathy Acker
- Paul Auster
- Thomas Pynchon

Content adapted from the “Introduction to Human Language” course by MacEwan University in association with the MacEwan Centre for Teaching and Learning.

Virtual Tour

Main Uses

The Virtual Tour object is a tool that enables instructors to create a virtual tour of a site by adding spots and directions. On spots, instructor can add text, an image, or a video via a hotspot to provide more information. Questions can be added, too. Learners are able to move around on the site by using the mouse.

This tool is useful for touring an outdoor site or an internal structure of a building, for example, a museum, studio, for presenting information. It can also be used to recreate a scene, for example, a criminal site. The tool teaches learners how to observe, identify spots or clues, and analyze them.

How to create

[Tutorial](#)

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=134#h5p-102>

CHAPTER 2: ENGAGING WITH CONTENT

In this chapter, we introduce some H5P objects that enable instructors to create structured activities that require learners to engage with the content, for example, by either responding to questions or completing a task. This helps learners focus on what instructors expect them to master with the content. Some activities can even help learners analyze and reflect on the content or apply their learning.

Audio Recorder

Main Uses

The Audio Recorder object is useful in an activity that helps learners practice their pronunciation and speech, for example, in a language course, an English as a Second Language course, or a course that teaches a foreign language.

It is also useful in music courses in which learners can learn the concepts first and then play the tone. A sample clip can be provided for learners to compare.

A course that teaches customer services or communication skills can use this tool too, especially when a tone is crucial. For example, in a course that trains nurses or front desk staff how to greet or ask questions in a tone that sounds friendly and caring, learners can record their own greeting and compare it to a sample, or a cashier in a clothing store can record their responses to a customer who complains about a product they bought and asks for a return and full refund.

Example

Listen to the pronunciation of the consonants in the chart above by clicking the plus icon by each and use the recorder tool below to record your pronunciation.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=101#h5p-25>

Another option

Alternatively, audio clips can be uploaded and inserted to the content for learners to play.

Consonant p



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=101#audio-101-1>

Consonant b



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=101#audio-101-2>

Consonant t



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=101#audio-101-3>



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=101#h5p-24>

“Consonant p,” “Consonant b,” and “Consonant t” audio files by MacEwan Centre for Teaching and Learning are licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

Branching Scenario

Main Uses

The Branching Scenario tool, as the name suggests, presents a scenario (for example, a case), and then the learner collects and analyzes the information, makes decisions, and chooses an action. Different acts bring the learner through different paths that reach a destination, for example, a diagnosis, a conclusion, a decision, and so on. In a branching activity, learners engage with the content presented in the case, simulator, or a scene and apply their critical thinking and decision-making skills.

This tool can be used in some courses or activities that allow learners to practice skills in customer services, healthcare provision, policing or security enforcement, communication, conflict resolution, ethical decision-making, policy implementation, and so on.

How to create

[Tutorial](#)

Example 1

This example demonstrates how a healthcare provider recommends treatment plans based on a patient's information. Click on the "Start the course" button, and then click the double-arrow icon in the top-right corner to move to the next slide.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=32#h5p-29>

[Dental Office Case Study](#) by bmetcalf licensed under [CC BY 4.0](#).

Example 2

This example uses video recordings to show the interaction between a front desk staff and a client and asks learners to watch them and respond to questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=32#h5p-30>

[Client with Anxiety](#) by Marie Rutherford, Kim Carter, Connie Stevens, & Camila Redondo licensed under [CC BY-NC-SA 4.0](#).

Example 3

This example uses questions for learners to answer and determine whether they have made multiple submissions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=32#h5p-35>

Cornell Notes

Main Uses

Cornell Notes system is a well-established way of taking notes in a structured way that is now supported by H5P. Students can follow the Cornell method to directly attach their notes and ideas to a text, a video, or an audio file and retrieve their documentation later on. It works best when the function for saving the content state is enabled so that student's answers are kept. (h5p.org, n.d.)

To explore note taking and Cornell note-taking system, visit the following two links.

- <https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/>
- <https://canvas.cornell.edu/courses/1451>

Using this object, an instructor can first present learning materials in the format of text, audio, or video and then provide three textboxes for learners to enter their notes and save a copy. It helps learners study with guiding questions, reflect on learning, or summarize the material.

It can also be used for a case study activity, for example, an instructor can

- present a patient's vitals in text or a video and ask learners to enter their analysis and diagnosis in the boxes
- present a recording of a conversation between a manager and an employee, or between a store front desk staff and a customer, and ask learners to analyze it and write down the strengths and weaknesses of approaches being used

1. Reflect on an audio clip or text-based content

Example 1



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=248#h5p-56>

2. Reflect on a video with customized reflecting questions

In this example, we can change the title of each note heading and the requirements or questions under it. You can customize for each activity.

Example 2



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=248#h5p-59>

Dialog Cards

Main Uses

In Chapter 1, we introduced the Dialog Cards object and shared two examples of presenting content on both sides of the cards.

Here we introduce another use of dialog cards that engages learners with the content by asking a question. The dialog card presents content and questions on the front side (in the format of text, image, audio), often with a tip, and the back side provides the answer, with a tip as well.

To view the examples in Chapter 1, click the “Dialog Cards” title below.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/dialog-cards-1/>

How to create

[Tutorial](#)

Present content and/or question on the front side and then provide answer on the back side, with tips for both sides.

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=143#h5p-26>

Essay

Main Uses

In this tool, content can be presented in text, audio, or video format (or a combination of formats) and learners are asked to respond in a text box.

Options you can use include:

- providing prompt to help learners to start with
- providing sample answers
- specifying multiple keywords and the tool will examine learners' response by keywords (For each keyword, you can give variations of that keyword.)
- awarding a score or point for each keyword being matched
- providing feedback for each keyword being matched, or being missed

If there are multiple essay-type questions, they can be put on a Question Set object, one question on a single slide, or you can create one H5P object for each question and list them vertically. To see an example, visit [Chapter 3](#), or click the “Essay” title in the following block.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/essay-2/>

How to create

[Tutorial](#)

1. Present content first and then ask learners to pause and reflect on it

Example



An interactive H5P element has been excluded from this version of the text. You can view it

online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=258#h5p-60>

2. Present an image, audio, or video and then ask learners to reflect or respond to questions

Example 1



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=258#h5p-61>

Example 2

In the following example, a video is presented with hot spots explaining scenes on it, then learners are required to answer some essay-type questions (put on a Question Set). For each question, feedback is provided.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=258#h5p-65>

Now based on what you just watched in the video, answer all of these questions in the following blanks. (Click the circles at the bottom or the arrow to turn to another slide/question.)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=258#h5p-93>

3. Ask learners to rewrite sentences

Example

Rewrite the following sentences to improve clarity. (Essay question is put on a Question Set in order to have multiple essay questions in one space.)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=258#h5p-94>

Flashcards

Main Uses

The Flashcards tool allows instructors to create short questions accompanied by images, where learners type their answers into a blank textbox for evaluation. For answers, it allows instructors to provide alternative solutions and alt text for the image being presented as well as provide tips for each question.

Note: This tool looks like the Dialog Cards tool, but it allows learners to enter answers while the dialog cards does not.

See examples of [Dialog Cards in Chapter 1](#).

How to create

[Tutorial](#)

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=262#h5p-88>

Interactive Video

Main Uses

The Interactive Video object enables instructors to present a video to learners and at the same time locate some spots on the timeline and add either hotspots (pop-up text) or quiz questions (multiple choice, fill in the blank, drag-and-drop questions, and so on). These functions help engage learners with the content being presented.

How to create

[Tutorial](#)

1. Add questions or quizzes to a video, which require learners to answer them and move on

Example

This example shows how an instructor uses a video to show a musical performance, where a question is first embedded before introducing the sheet music.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=274#h5p-40>

2. Add hotspots to a video to explain the content, provide additional resources (image and link), or give prompts

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=274#h5p-65>

Structure Strip

Main Uses

The Structure Strip object can be used for the following two purposes:

1. Engage learners by asking them to study the content being presented above it and then enter their responses to questions or complete tasks, for example, to identify or summarize the similarities and differences.
2. Ask learners to apply knowledge or skills learned to create a report or document steps of a project (for example, a research or study).

Note: For example, if you see box 1 as the baseline, you can set the length of box 2 as 1.5 times longer; and box 3 as 2 times longer, depending on how long you predict the answer would be for that box.

On this page, we share an example for the first purpose. To see examples for the second purpose, visit [Chapter 4](#) or click the “Structure Strip” title in the following block.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/structure-strip-2/>

Present content for learner to study and then ask them to answer questions

Example



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=272#oembed-2>

Video 2.1 [We all worry about the threat of terrorism but should we? | Stephen Coleman | TEDxCanberra](#), by [TEDx Talks](#) licensed under [TED Talks Usage Policy \(CC BY-NC-ND 4.0\)](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=272#h5p-107>

Note: You can also use the Documentation Tool to create a similar activity. Click the title “Documentation Tool” in the following block to see examples.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/documentation-tool/>

Summary

Main Uses

In Summary H5P objects, an instructor can present learning content in the form of a chart, image, video, or audio, and ask learners to read a series of statements and select one that accurately describes or summarizes the content. The object has an information icon for instructor to provide hint or additional information or direction to some additional resources. After submission, it will show whether the answer is correct or incorrect.

Summary objects helps engage learners by encouraging them to study the content carefully, put in more effort, and apply critical thinking.

How to create

[Tutorial](#)

1. Summarize content presented on a chart or an image

Example

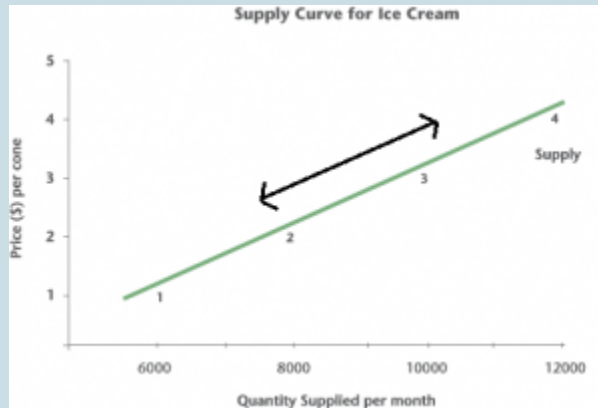


Figure 2.1 Supply curve for ice cream by MacEwan Centre for Teaching and Learning licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=30#h5p-53>

2. Summarize content presented on a video

Example



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=30#oembed-1>

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=30#oembed-1>

Video 2.2 [Market equilibrium: Demand and supply curves](#) by [Werner Lost](#) licensed under [CC BY 3.0](https://creativecommons.org/licenses/by/3.0/).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=30#h5p-54>

3. Summarize a case study

Example

Mini-Case: The Boss's Daughter

It is another bright and sunny spring morning. As you arrive at the office, your spirits are high, and you are looking forward to another productive day working for ABC Environmental Services. You find it hard to believe that it has been nearly a year since you joined ABC as a human resources business partner. The company was a start-up only three years ago and has now grown to over 100 employees in three locations. Working as an HR generalist in a department of two, you had the opportunity to work closely with your manager, Colleen, on developing and introducing a number of policies and procedures, including a Code of Conduct and Ethics that you have nearly completed writing. Once you get settled in at your desk, you head over to the staff lunchroom as you do every morning to get your morning coffee. As you approach the lunchroom, you overhear two employees having a lively conversation about the summer intern position that you are recruiting for:

"Did you see Kendra yesterday morning? I thought she was here just to visit her dad like she has so many times before. But then she went into the boardroom with Colleen and Kevin, and I realized that she was being interviewed for a job here. I bet it is the summer intern position."

"Wow. I had no idea. Obviously, she will get the job then—one of the perks of being the CEO's daughter. I wonder if she even has the qualifications for the job. Well, I suppose that does not matter..."

When you get back to your office, you open the file on the summer student intern position and see that Colleen and Kevin, the VP of Operations, have in fact selected Kendra Johansson as the top candidate for this position. On your to-do list today you see that you are assigned to conduct reference checks, and, if they are satisfactory, to offer Kendra the position.

You notice that Kendra and the CEO have a different last name, and the only evidence you have that there is any relationship between them is the conversation that you overheard. The new Code of Conduct, which you are helping to prepare, talks about conflicts of interest, nepotism, and working with relatives; however, the policy is not yet in effect and no one other than yourself has reviewed it.

You decide to approach Colleen about the information that you overheard. Colleen advises you that Kendra is the CEO's daughter, but the CEO was not involved in any way in the recruitment process, and she is qualified for the position. She also seems surprised and annoyed that staff would be aware of Kendra's relationship and gossiping about it in the office.

Case Source: HRMT 212, Module 2, MacEwan University (2024)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=30#h5p-55>

CHAPTER 3: ASSESSING LEARNING

This chapter showcases those H5P objects that can be used to assess learning—from testing on information retrieval, analysis, reflection, sorting, summarizing, matching, and pairing to creating reports, plans, and proposals.

Drag and Drop

Main Uses

A drag-and-drop activity is common in assessing learning. This tool has a wide range of uses when instructors want learners to

1. identify the objects or areas on an image
2. categorize or attribute objects, statements, or terms to certain groups of concepts
3. match two groups of items or objects

Note: If all of the choices to be dragged are images, the activity can use Image Pairing object. See examples on the [Image Pairing page](#).

How to create

[Tutorial](#)

1. With no background image, define areas/boxes on a white background and drop text or images into boxes

Example 1: Drag images into boxes



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=190#h5p-38>

Example 2: Drag texts into boxes that represent groups or categories



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=190#h5p-84>

Example 3: Drag texts into boxes that describe or define the objects on the image



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=190#h5p-75>

2. Insert an image as the background and define areas on the image to drag and drop objects (text or images) onto them.

Example 1



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=190#h5p-76>

Example 2



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=190#h5p-79>

Drag the Words

Main Uses

The Drag the Words tool is similar to the [Mark the Words tool](#) except in this tool, any of the available choices cannot be reused; once a choice is dragged into a blank, it is not available for dragging and dropping into another blank. For that reason, every choice must be different from the others.

Note:

1. Only texts are allowed.
2. You can add additional choices as “distractors,” which means you can provide more choices than what is needed.
3. You can add a tip for each question.
4. You can add feedback for correct or incorrect answers.

How to create

[Tutorial](#)

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=469#h5p-86>

Essay

Main Uses

Uses and examples of the Essay object have been introduced in [Chapter 2](#). To check them out, click the “Essay” title in the following block.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/essay-1/>

If there are multiple essay-type questions, they can be put on a Question Set object, one question on a single slide, or you can create one H5P object for each question and list them vertically.

Example: Create multiple essay-type questions in an object, each one on a slide



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=461#h5p-82>

Fill in the Blanks

Main Uses

The Fill-in-the-Blanks questions are one of the most commonly used types for assessing learning. It can be used as a way to assess the learners' understanding of an entire block of content, a concept, a module, unit, or topic. Additionally, due to its ability to add an image, video, or audio clip on top of the questions, it can be used to test the learners' comprehension of a chart, diagram, a video, or podcast clip.

There are two versions of fill-in-the-blanks questions available: simple and complex. In the complex version, an instructor can have a drop-down list of choices for learners to choose from.

How to create

[Tutorial](#)

1. Simple fill in the blanks

Example

This example shows the classic, traditional look-and-feel of the fill-in-the-blank question. For each blank, learners need to type in their answers, which may be different in letter case form, or is a variant of, the correct answer. To avoid being graded as an incorrect answer, instructors need to provide as many possible variants of accepted answers for each blank. Additionally, a tip or prompt can be provided for each blank as well. On top of the questions, instructors can add an image, video, or audio clip.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=429#h5p-3>

2. Complex fill in the blanks

Example

In this example, for each blank, a drop-down list of options/choices is provided for learners to select from.

This feature does not allow learners to enter their own answers—thus it prevents situations where a correct answer might not match the list of accepted variants set by the instructor. This is particularly helpful when grading questions.

Same as the simple version, an image, video, or audio clip can be provided on top of the questions.

Note: Instructor can provide feedback or a note for each choice to help learners understand why it is correct or incorrect.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=429#h5p-63>

Flashcards

Main Uses

The Flashcards tool allows instructors to create a series of short-answer questions—for each, an image is presented and learners type their short answer in the blank textboxes, which is graded. For answers, it allows instructors to provide alternative solutions, alt text for the image, as well as tips for each question.

Note: This tool is different from the Dialog Cards tool, in that the Dialog Cards tool has a front and back side. The front side presents the material (text, image, audio, etc.) and a question, and the back side presents the answer. Learners do not have to enter their answers.

To see examples of [Dialog Cards in Chapter 1](#).

How to create

[Tutorial](#)

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=365#h5p-88>

Find the Hotspots

Main Uses

The Find the Hotspots tool can be used to create an image-based exercise or quiz question that has multiple predefined areas (spots), and learners are asked to find them. Feedback can be provided with different spots.

Example

In this example, learners are presented with a sample incident report (as an image) and are asked to identify places that do not meet the incident reporting requirements.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=463#h5p-81>

Show/Hide Answer



101 STREET APARTMENTS INCIDENT/INFORMATION REPORT

RESIDENT(S) INVOLVED: DOE, John FPS#: 123456A

DATE & TIME OF INCIDENT: 2011.01.10

CASEWORKER(S) ON DUTY: Brittany Alica

STATUS OF RESIDENT(S): Statutory Release

NATURE OF THE INCIDENT:

<u> </u>	Unlawful at Large – Federal (DP, FP, SR, LTSO)
<u> </u>	<u>Violation of Standard or Additional Conditions – Federal (DP, FP, SR)</u>
<u> </u>	Breach of LTSO Standard or Additional Conditions (LTSO Residents Only)
<u> </u>	Absent Without Leave (IRCS Resident Only)
<u> </u>	Violation of Standard or Additional Conditions (IRCS Resident Only)
<u> </u>	Assault
<u> </u>	Drunk and Disorderly
<u> </u>	Medical Emergency
<u> XXX </u>	Criminal Code Violation
<u> </u>	Information Report
<u> XXX </u>	Other <u>Possession of pot</u>

DESCRIPTION OF INCIDENT AND ACTION TAKEN:

At approximately 0620 hours staff members ONE and TWO completed a security round and detected an unusually strong odour similar to deodorant in DOE's suite. Staff were suspicious. To note, both staff members had observed DOE awake all night and found this to be unusual for DOE as he typically goes to bed early due to sleeping medications.

At approximately 0645 hours staff member THREE arrived on shift. The above information was relayed during shift change and staff member THREE completed a security round at approximately 0700 hours. During the 0700hrs security round an odour of marijuana could be detected in DOE's suite. Immediately upon completion of the security round, staff member THREE and staff member ONE proceeded to DOE's suite and performed a search of his property. Of note, when asked to leave the suite DOE was non-compliant with staff direction and procedures and attempted to take his wallet with him, attempted to argue

Figure 3.1 Sample incident report containing six errors by MacEwan Centre for Teaching and Learning licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

Image Choice

Main Uses

The Image Choice question is similar to a multiple-choice question in that instructors present choices with only one choice being the correct answer. However, this tool uses an image format, and the ratio of the images as well as the layout can be customized.

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=331#h5p-67>

Image Pairing

Main Uses

Using the Image Pairing tool, instructor can create two lists of images, and learners are asked to drag one image from one of the lists and drop it over another image in another list.

This tool can be used to test learners' understanding of the relationship between the objects in the two lists, for example, characteristics of an item or object, members of a category or group, performance or actions, and so on.

How to create

[Tutorial](#)

Example

The following exercise is testing learners' understanding of raising or lowering a note by a semitone with accidentals and their understanding that there are multiple names for a same pitch.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=188#h5p-39>

Image Sequencing

Main Uses

The Image Sequencing object is very useful in testing learners' understanding of the correct order of a series of actions, steps, phases, or procedures of a project or plan; for example, the evolution/development stages of a natural phenomena or the order of an object's structure layers.

How to create

[Tutorial](#)

1. Arrange the objects or steps in a specified order

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=329#h5p-66>

2. Order the steps to resolving an issue or problem

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=329#h5p-89>

3. Arrange objects (or historic events) in a chronological order

Example



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=329#h5p-108>

4. Arrange images in order to demonstrate a natural phenomena

Example

Watch the following video and then complete the following exercise.



One or more interactive elements has been excluded from this version of the text. You can view

them online here: <https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=329#video-329-1>

Video 3.1 [The Anatomy of a Raindrop](#) by NASA's Goddard Space Flight Center/NASA SVS under [NASA Images and Media Usage Guidelines](#).



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=329#h5p-109>

Mark the Words

Main Uses

The Mark the Words tool is mainly used for learners to complete a sentence by selecting the correct answer from multiple choices.

Note:

1. Only texts can be listed as the choices.
2. Only single words can be listed as the choices, not phrases.

How to create

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Example 1



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=475#h5p-31>

Example 2



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=475#h5p-37>

Multiple Choice

Main Uses

Multiple-choice questions is the most commonly used format used by many instructors. These questions require learners to

- simply retrieve pieces of knowledge from memory
- analyze information and make a conclusion
- review/study a case/scenario and choose a correct action

How to create

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Notes about the Question Types

H5P object uses different terms for what we call multiple-choice questions. It has a specific object – Single Choice – for the question that only has one correct choice. It has another object – Multiple Choice – for a question that has multiple correct answers.

The table below shows when to use each.

Description	Icons to list the choices	Common term	H5P term	If you need to have multiple questions in an object
Only one correct answer	Radio	Multiple Choice	Single Choice (only has one question in an object)	Use either of the following <ul style="list-style-type: none">• Single Choice Set object*• Question Set object
Multiple correct answers	Checkboxes	Multiple Answer	Multiple Choice (only has one question in an object)	Use only the <ul style="list-style-type: none">• Question Set object

*** Note:** In a [Single Choice set](#), you can only use text, no media is allowed. Also in a question, it can only tell the learners whether their selections are correct; no written tips or feedback can be provided to learners.

In both Single Choice and Multiple Choice types in these H5P objects, you can

- present the stem question ONLY in texts
- add an image, a video, or audio clip (under the Media section) to be above the question
- provide a tip or hint for each choice (shown via a blue information icon at the end of the choice)
- provide feedback whether a choice is selected or not selected
- choose whether to randomize the choices (Under the Behavioral Settings section)

For multiple-choice questions (with multiple correct answers), you can choose to either give a point for the whole task or for each choice correctly selected.

1. Single Choice type

Example 1: With no media



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=477#h5p-96>

Example 2: Add an image



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=477#h5p-97>

Example 3: Add a video



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Example 4: Add an audio clip



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=477#h5p-99>

2. Multiple Answers type (Called Multiple Choice in H5P)

In this type, same as the Single Choice type, you can also add an image, audio, or video clip.

Example 1



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online here:

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=477#h5p-92>

Example 2

In the following example, a case is presented and learners choose multiple correct statements.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=477#h5p-5>

Sort the Paragraphs

Main Uses

The Sort the Paragraphs tool can be used to assess learners' understanding of a particular subject, for example, the steps, series, phases, stages, or procedures of a project; layers of a structure; actions of a task; tasks of a plan or operation; the order of numbers with certain characteristics; stages or timeline of an event development or process; or the order of components in writing certain types of communication, and so on.

The tool can also be used to create a list of items or actions based on the degree of urgency or priority, as shown in Example 2 below.

This tool can only be implemented with text.

Example 1



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=458#h5p-95>

Example 2



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=458#h5p-83>

Speak the Words

Main Uses

The Speak the Words tool uses Google Chrome browser's speech/voice-recognition engine to recognize a learner's answer and compares it with the correct answers (that is, the multiple accepted answers provided by the instructor).

It has two main uses:

- answering questions in a voice (the answer is best to be a fixed with no variants)
- practicing pronunciation

In order to use this tool, the learner **must use the Chrome browser** and allow it to use the device's microphone.

Note: Instructors can choose or specify the language or speech input engine that Google provides (e.g., Chinese, Mandarin (region), English (Canada), or English (US), Hindi, Danish, etc.), so it can recognize the learner's speech and turn it into text of that language, and the object compares the text with the answer provided by the instructor.

If multiple questions or practices are needed, you can use the "Speak the Words Set" object. See [example on h5p.org](#).

1. Providing an answer in response to a scene or case

Example

In this example, the learner reads the case or scenario and records their response (answer) by using the microphone.

Note: This tool allows the option to present the case or scenario in an image or a video or audio clip, which can be inserted under Media in the setup (not illustrated).



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=489#h5p-71>

2. Practicing pronunciation

Example

In this example, the learner reads the words by using a microphone. The speech-recognition engine will recognize the input, turn it into words (in the back end) and compare the words provided in the answer field by the instructor, and then give feedback.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=489#h5p-72>

True/False

Main Uses

A True/False question is a quick way to assess learners' understanding of a concept, their grasp of facts, or their analysis of the information provided in the question, such as a case scenario.

It is recommended that feedback should be provided to guide learners on why their answer was incorrect and give further resources to study or the next steps to follow up.

How to create

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1. A regular true/false question is text only, with no images or media

Example



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=493#h5p-90>

2. Present a form of media for learners to review or study and then ask them a question

Example

In this example, learners analyze the photo and make a conclusion based on the knowledge they just learned. There is feedback for answering it correctly or incorrectly as well.

A suitable video could also be used in place of an image.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=493#h5p-91>

Question Set

Main Uses

The Question Set object is a tool that can be used to create a quiz using many types of questions, such as multiple choice, fill in the blanks, mark the words, drag the words, true and false, drag and drop, essay, and image choice.

In the following, we reuse many of the question-type examples to put together a quiz.

How to create

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Example



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=540#h5p-105>

Single Choice Set

Main Uses

The Single Choice Set allows instructors to easily create multiple questions in a set, each with a single correct answer. It allows only text with no media of any type. In completing them, each question has to be answered before the next question is presented. Once each question is answered, it gives feedback immediately on whether answer is correct or not; however, no additional written feedback can be provided to learners.

Note: If media or written feedback is needed for the questions, you can use the [Question Set object](#) and add questions as [Multiple Choice](#) type.

How to create

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Example



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=594#h5p-100>

CHAPTER 4: PRACTICING AND APPLYING LEARNING

This chapter shows some examples of using the H5P objects in creating activities for students to practice and apply their newly learned knowledge and skills.

Some of the examples in Chapter 3 are also relevant to practicing and applying learning, such as Speak the Words and Structure Strip.

Audio Recorder

Main Uses

The Audio Recorder tool allows learners to record their own voice right on the webpage and they can play it back instantly or download and save the recording.

This tool allows learners to practice their pronunciation and directly compare it with the original audio clip on the page.

Example

This tool allows learners to record their audio clip, play it back, and download it. It is useful for practice in courses teaching language, communication skills, and presentation skills.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=411#h5p-25>



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=411#h5p-24>

Dictation

Main Uses

The Dictation tool allows the instructor to present samples of recordings, either of music, voice, or any type of sound, and ask learners to identify or recognize them or make an assessment. Depending on the purpose, it can be used for practicing or testing learners on the listening but also to check spelling skills.

In addition to the examples shown below, other possible uses could be:

- Listening to the sound of breathing or a heart beat and diagnosing respiratory disease or cardiovascular disorders
- Listening to sound of birds or animals and identifying the bird or animal
- Listening to a clip of a conversation between a customer support and the customer and identifying areas for improvement

1. Play sample musical recordings and recognize note patterns and scales

Example

In this example, learners play the music recording clips and identify the type of minor scales.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=345#h5p-70>

2. Use it in language courses for learners to practice their listening and spelling skills

Example

In this example, learners listen to the sentence and then type in what they have heard into the textbox beside it.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=345#h5p-13>

Documentation Tool

Main Uses

The Documentation tool has a variety of uses because of its flexibility in adding text, images, and text input boxes.

Examples of use include:

- recording or saving answers to study questions
- using a practice exercise to create a report, plan, or proposal, a project or similar document based on the layout of the elements or components
- analyzing a case by answering questions

How to create

[Tutorial](#)

Example 1: Recording answers to chapter study questions

To view the left-hand side list of the page, click the three lines at the top-left corner.



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=375#h5p-57>

Example 2: Setting goals with a client



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=375#h5p-62>

Example 3: Recording a project plan

See the [example on H5P.org](#)

More examples

Some other examples can be found in some open educational resources in Pressbooks. Right click the link icon or title “H5P listing” in the following to view some examples in a new tab or window.

<https://ecampusontario.pressbooks.pub/learner/h5p-listing/>

Speak the Words

Main Uses

The Speak the Words tool uses Google Chrome browser's speech/voice-recognition engine to recognize a learner's answer and compares it with the correct answers (multiple accepted answers provided by the instructor).

For its main uses, requirements, and examples, visit [Chapter 3: Assessing Learning](#), or click the title "Speak the Words" in the following block.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/speak-the-words-1/>

Structure Strip

Main Uses

The Structure Strip object can be used for the following two purposes:

1. Engage learners by asking them to study the content being presented above it and then enter their responses to questions or complete tasks, for example, to identify or summarize the similarities and differences.
2. Ask learners to apply knowledge or skills learned to create a report or document steps of a project (for example, a research or study).

Note: When setting up the object, there is a length setting for each textbox, based on a baseline. For example, if you see box 1 as the baseline, you can set the length of box 2 as 1.5 times longer; and box 3 as 2 times longer, depending on how long you predict the answer would be for that box.

On this page, we share two examples for the second purpose. To see examples for the first purpose, visit [Chapter 2](#) or click the “Structure Strip” title in the following block.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/structure-strip-1/>

1. Ask learners to prepare a research study proposal draft

Example



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=571#h5p-69>

2. Ask learners to create a plan with long-term and short-term goals

Example



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<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/?p=571#h5p-68>

Note: You can also use the Documentation Tool to create a goal-setting activity. Click the title “Documentation Tool” in the following block to see the example.

<https://openbooks.macewan.ca/using-h5p-objects-in-online-courses/chapter/documentation-tool/>

Versioning History

This page provides a record of edits and changes made to this book since its initial publication in the MacEwan Open Books collection. Whenever the authors make edits or updates to the text, they provide a record and description of those changes here.

If the change is minor, the version number increases by 0.1. If the edits involve substantial updates, the version number goes up to the next full number. The work presented on our website always reflects the most recent version.

Version	Date	Change Details