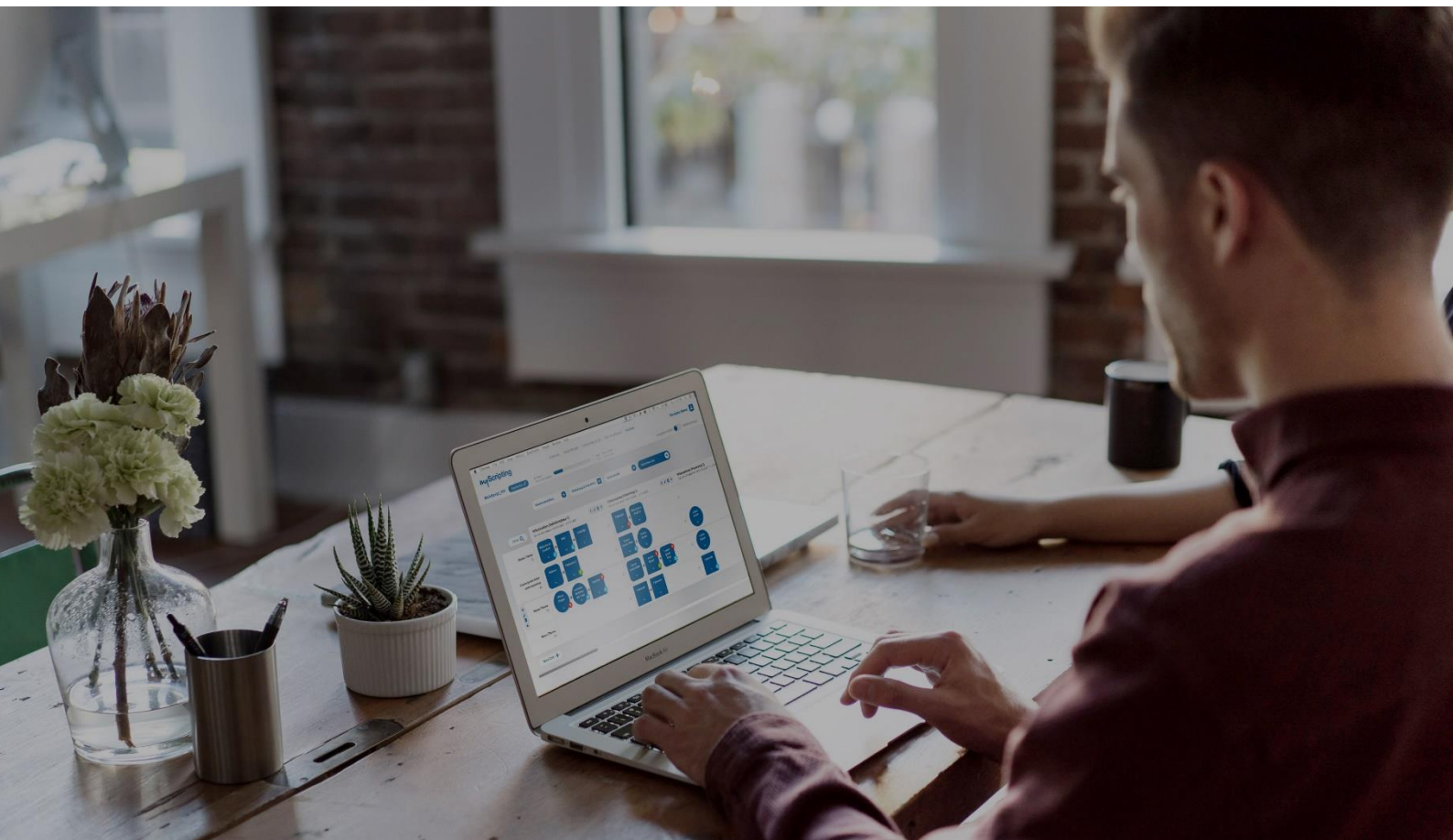


myScripting

Educational Design Assistant



User Manual

Version 2.1

May, 24th 2023

Contents

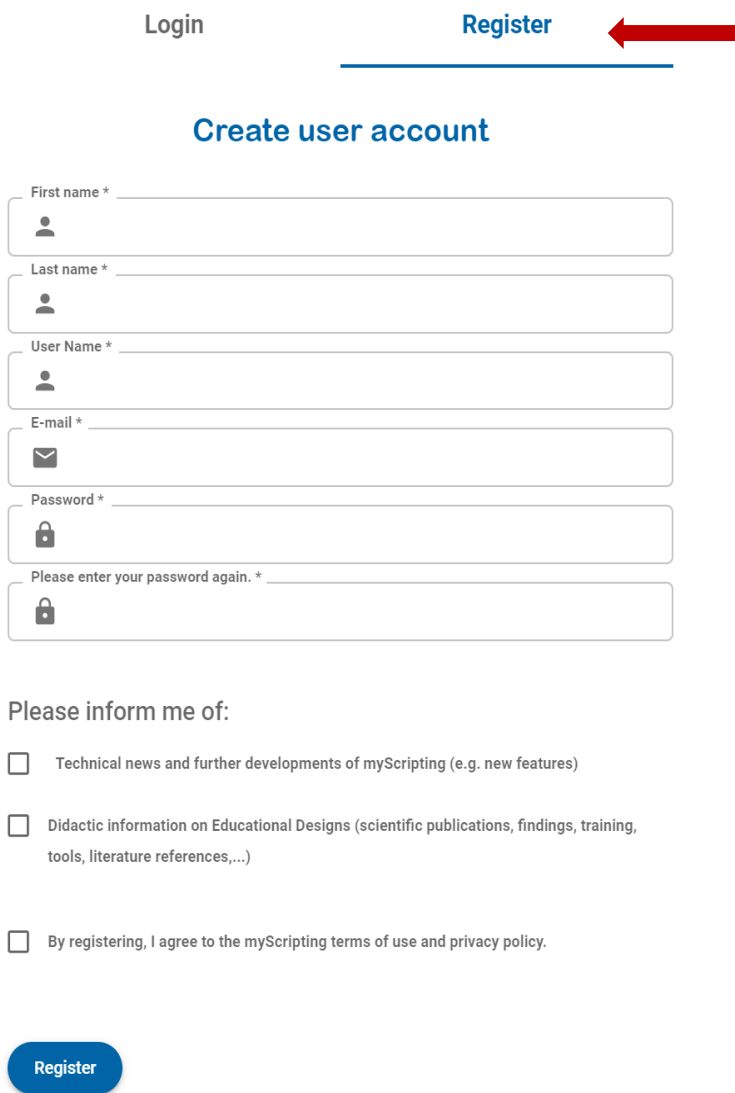
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1. Registration & Login

To access MyScripting, copy the following URL into your browser: myscripting.zhaw.ch. Before using the tool, you need to set up a free account.

1.1. Registration

Create a user account either by clicking the “Register” button at the bottom of the homepage or using the “Log in and off you go” button and selecting “Register” at the top of the login window.



The screenshot shows a registration form with the following elements:

- Two buttons at the top: "Login" and "Register". A red arrow points to the "Register" button.
- A blue underline is positioned below the "Register" button.
- The heading "Create user account" is centered above the form fields.
- Form fields for: "First name *", "Last name *", "User Name *", "E-mail *", "Password *", and "Please enter your password again. *". Each field has a corresponding icon (person, envelope, and lock).
- A section titled "Please inform me of:" with three checkboxes:
 - Technical news and further developments of myScripting (e.g. new features)
 - Didactic information on Educational Designs (scientific publications, findings, training, tools, literature references,...)
 - By registering, I agree to the myScripting terms of use and privacy policy.
- A blue "Register" button at the bottom.

Figure 1 - Creating a user account

Now enter your data, choose a password, and accept the privacy policy. You will receive an email with a confirmation link, which you must activate before your account can be set up. There may be a short delay before you receive this message. Remember to check your spam filter if no message arrives in your inbox.

Please confirm your registration for myScripting ▷ Inbox x

myScripting - Educational Design Assistant <myscripting.zid@zhaw.ch>

Dear John Doe

Please activate the following link: <https://myscripting.zhaw.ch/confirmRegister/eyJhbGciOiJIUzI1NiIsInR5cCI6IkpXVCJ9.eyJ0eXBlljoicmVnaXN0cmF0e>

Afterwards you can log in to myScripting with your selected access data.

Please contact us if you have any questions: myscripting.zid@zhaw.ch

We wish you much pleasure with the tool!

Center for innovative teaching and learning
ZHAW School of Management and Law
<https://myscripting.zhaw.ch>

Figure 2 - Confirmation mail in your inbox

Click on the link in the confirmation message to complete registration. You can log in directly via the link by clicking the “Sign in and off you go!” button.

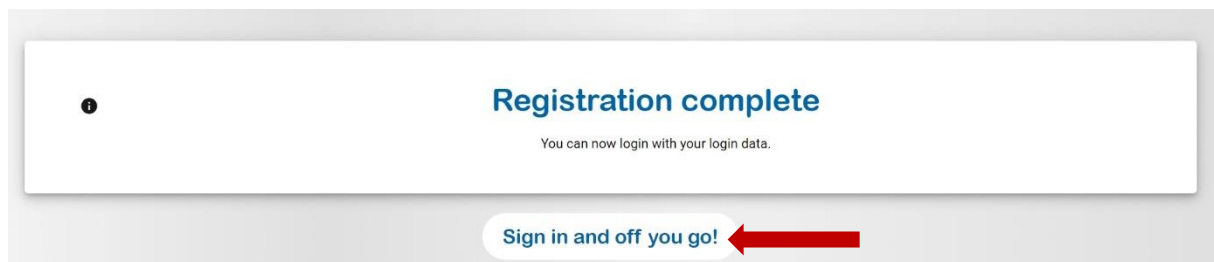


Figure 3 - Registration complete

1.2. Signing in

If you have already created a user account, you can log in on the start page with the "Log in and go" button. There, enter the username or email address you registered with and your password.

1.3. Forgotten your password?

If you have forgotten your password, a reset link can be sent to your email address. Click on "Forgotten your password?" beneath the "Sign in" button.

Login


Register

Sign in and off you go!

Username or email address *

Password *

Sign in

Forgotten your password? 

No user account yet? Register now!

Figure 4 - Forgotten your password?

Enter your email address when prompted. If a user account exists for the email address you enter, a confirmation message will be sent.

There may be a short delay before you receive this message. Remember to check your spam filter if no message arrives in your inbox.

Did you request a new password for myScripting? 

myScripting - Educational Design Assistant <myscripting.zid@zhaw.ch>

Hello John Doe

Someone has requested a new password for your access to myScripting.

Please click on the confirmation link below to set a new password:

<https://myscripting.zhaw.ch/resetPassword/eyJhbGciOiJIUzI1NiIsInR5cCI6IkpXVCJ9.eyJ0eXBlljoicGFzc3dvcnRSZXNldCIsImhhdCI6> 

If you do not want to set a new password, you can just ignore this message.

If you have any questions about how to use it, please contact myscripting.zid@zhaw.ch

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<https://myscripting.zhaw.ch>

Figure 5 - Confirmation mail to reset a password

After clicking the link in the confirmation message, you can create a new password and log in directly by clicking the “Sign in and off you go!” button.



Forgotten your password?

Please enter the e-mail address by which you are registered. You will then receive a confirmation e-mail.

Forgotten your password? *

Figure 6 - Password reset

1.4. Changing your profile

To edit your user data, click on your name or the profile icon next to it in the navigation bar at the top.

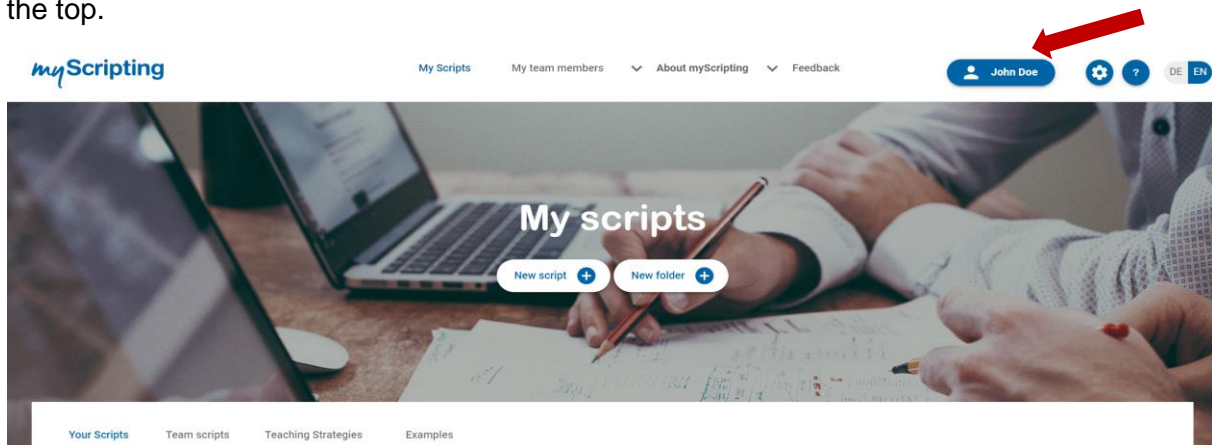


Figure 7 - Changing your profile

2. Script List

The “My Scripts” page displays all the scripts you can access. The scripts are divided into different categories:

- **My Scripts**
Scripts that you have created yourself. You can also share your scripts with other people and give them read or write permissions. This is explained in the section on “Sharing scripts”.
- **Team Scripts**
Scripts that others have created and where you have been given read or write permissions. You can work collaboratively on these scripts.
- **Teaching Strategies**
Scripts provided as templates by the Center for Innovative Teaching and Learning. You can use these as templates for your own scripts.
- **Examples**
Sample scripts from which you can draw inspiration.

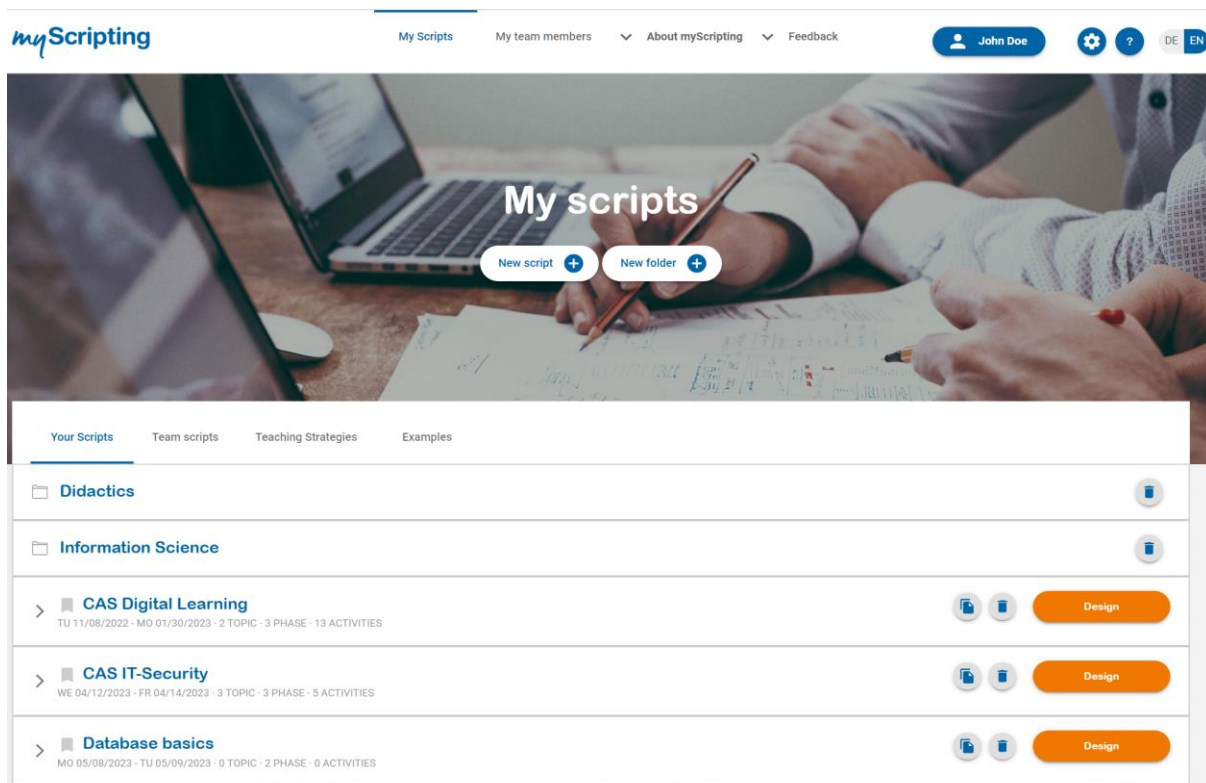


Figure 8 - Script list

2.1. Adding scripts

Scripts are created using the “Add script” button. You must give it a title, but all other details are optional. Below you will find a summary of all the script properties:

- **Target platform**
The name of the learning platform used. myScripting tailors the activities offered by the selected learning system. If you do not use a platform or do not know which one you are going to use, choose “Other”.

- **Workload**
This displays the number of hours scheduled for this course. When specifying your script and individual activity workload, myScripting provides detailed statistics and advises you when the scheduled workload has been exceeded or not reached.
- **Start/End**
The date on which the course starts and ends. This information is for your reference only.
- **Preconditions, learning content,**
Further details about your course such as pre-requisites (information about educational needs and the target group). You can also set links to external sources at this point.
- **Assessment**
Assessment (assessment and evaluation) of the whole course. Additional assessments can be set in each activity.
The assessment form (percentage, points or pass/fail) defines the standard assessment form of the course. This can be defined individually in the assessments of the individual activities.
- **Development status**
The processing status "to be developed", "in development" and "finished" can be assigned to a script, topics and activities.
If you set the development status of a script to "finished", the development statuses of all topics and activities are also marked as "finished" (only applies to the "finished" status).
In the table view you get an overall view.

Learning outcomes

Please define what the participants should have learned upon completing the course. Choose one specific learning objective for each entry. A more detailed differentiation is possible by providing broad and specific goals. In the script, it will be possible to assign individual topics, subtopics, and activities to these learning objectives. The analysis view will provide you with an evaluation and an overall overview.

The screenshot shows the 'CAS Digital Learning' interface. At the top, there is a navigation bar with tabs: 'General', 'Learning outcomes' (selected), 'Tags', 'Notes', 'Feedback', 'Team', and 'Veröffentlichen'. Below the navigation bar, there are two sections for learning objectives. The first section is titled 'Coarse learning outcomes *' and contains a text box with the text 'Participants will be able to systematically plan, implement, and evaluate digital learning environments.' Below this, there are three 'Specific learning outcome *' text boxes: 'Recognizing the didactic challenges of digital learning', 'Develop a didactic design for digital learning', and 'Select appropriate tools for designing virtual learning environments;'. At the bottom of this section is a button 'Add specific learning outcome' with a plus sign. The second section is also titled 'Coarse learning outcomes *' and contains a text box with the text 'Participants will be able to use electronic learning systems and tools in a way that promotes learning.'

Figure 9 - Input of learning objectives (coarse/fine objectives)

Tags

The tags are used to make scripts easier to find.

More information in this tab is:

- Other references
- List of persons to be listed as authors
In the script overview, the name of the person who created the script usually appears. Often, however, a script has more than one author. This information can be entered here.
- Further details about your script

Notes

In this view, the script creation process is divided into three development phases.

- Design
- Production
- Review

For each phase, notes can be stored and the development status can be defined. Feedback can also be given to the individual phases via the "Feedback" tab.

Feedback

To facilitate the work in teams, myScripting offers feedbacks on the previously described development phases. Before this feature can be properly used, you must create a team.

Team

If you want to share a script with individuals, add the individuals at this point. Detailed instructions on the team functionality can be found in Chapter 6 - Teams.

Once you have added team members, it is possible to pass admin status for the script.

Publish

If you would like to make one of your scripts available to the community, e.g. as a template or for feedback, activate the button "Publish as community script".

Attention: Your script will not be immediately visible to all users. It will be checked editorially beforehand.

Publishing scripts is only possible for script admins.

2.2. Editing scripts

You can edit the general information about your script that you entered when you created it at any time by clicking on the title of the script in the list. This will open the input form directly below it.

How to add activities to a script can be read in chapter "Scripting process".

2.3. Deleting scripts

Scripts can be deleted from the script list using the trash icon. After confirmation, the entire script and associated activities will be permanently deleted.

Remember: A script can only be deleted by the person who created it. With write access to team scripts, you can edit a script but not delete it.

2.4. Copying scripts



Scripts can also be copied; for example, you might want to offer the same course in another semester. To do this, click on the copy icon. The copied script will then appear in the script overview and can now be edited independently of the copy template.

2.5. Publishing scripts

If you would like to make one of your scripts available to the community, e.g. as a template or for feedback, click on the "Publish" tab in the editing form and activate the "Publish as community script" button.

Attention: Your script will not be immediately visible to all users. It will be editorially checked beforehand.

Sharing scripts is only possible for script admins. This is usually the person who created the script. However, the ownership of a script can be handed over ("Teams" tab).

2.6. Handing over a script to another person (Script Admin)

In order to submit the ownership of a script, the corresponding person must be recorded as a team member. Open the edit form and switch to the "Teams" tab. Under "Script Admin", select the person to whom you want to hand over the script from the team members.

After handing over the script, you still have access to the script with write permissions.

If you do not see this setting, it is probably because you have not yet added any team members from which a script admin could be selected.

2.7. Handling folders

If you wish to better organize your scripts, you can create a directory structure by clicking on "Add Folder". A folder can have any number of subdirectories. To sort scripts into the folders, simply click on them and drag and drop them onto the directory where you want to store the script.

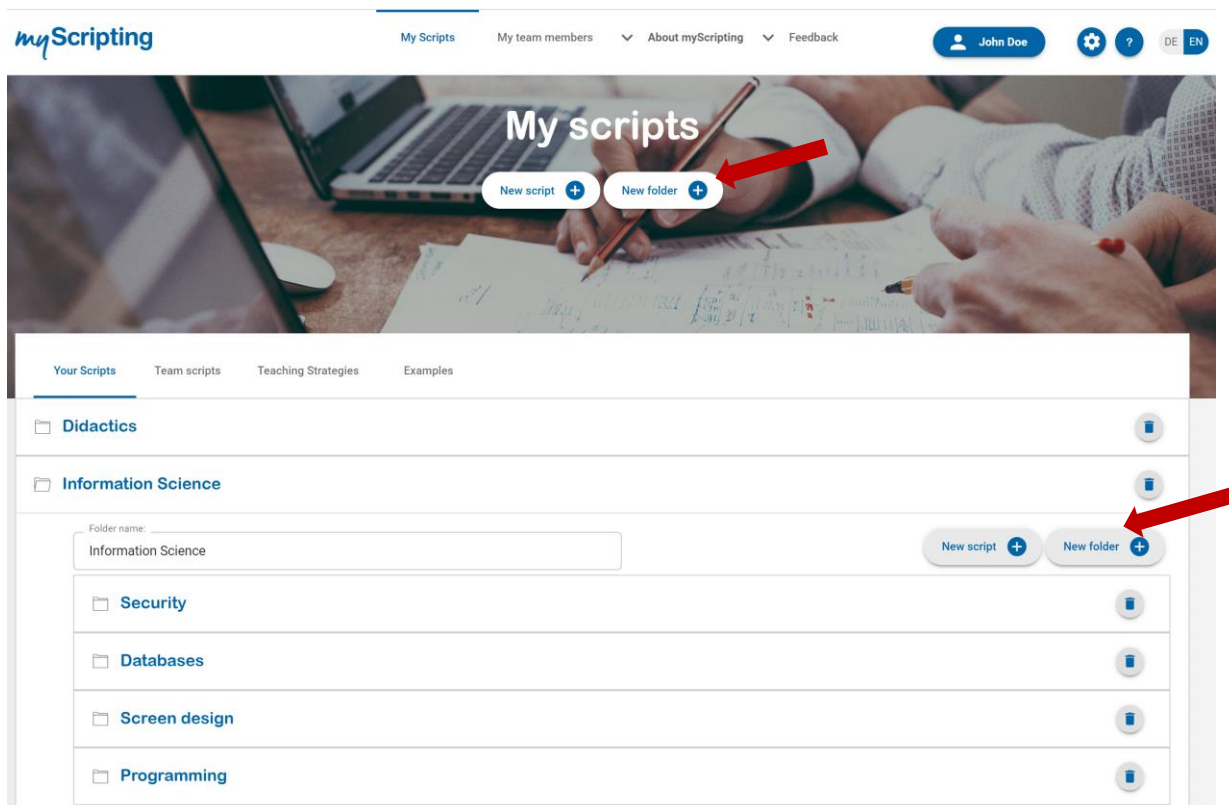


Figure 10 - Folder structure

3. Scripting Process

Start design

This chapter describes the actual scripting process. After you have created a script as described in chapter "Script Overview", you can access the Designer mode by clicking on the "Design" button next to the corresponding script. This is where the creative work with the script begins.

3.1. Designer view

The Designer view is divided horizontally into two areas. The right area contains the detail view, in which information about the script, the learning phases, topics and activities are displayed and edited.

The left area contains the actual work area with the activity view of the current script.

◀ The detailed information on the left can be shown and hidden with the arrow icon.

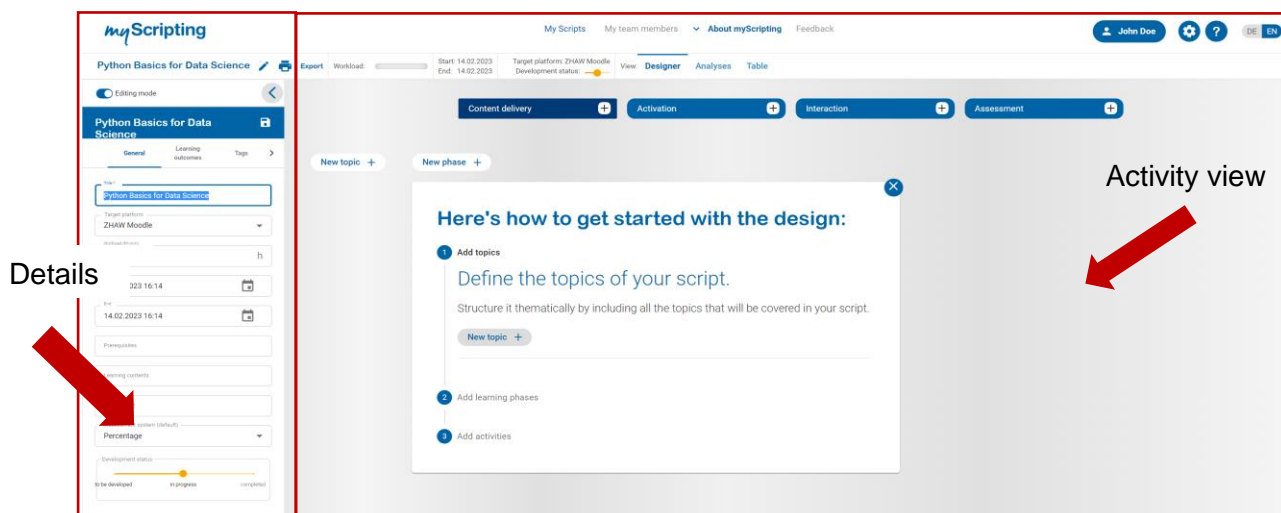


Figure 11 - Designer view

3.2. Topics and learning phases

A script is divided into topics and learning phases. The topics are arranged vertically and the learning phases horizontally.

To add activities to a script, first create at least one topic and one phase. To do this, click on the respective add buttons.



Figure 12 - Adding topics and learning phases

The following section gives a brief explanation of the characteristics of topics and learning.

Topics

Topics give structure to script content. You can add the following information to a topic, but this is optional:

- Title
- Outcomes (skills/learning objectives)
- Learning check (quiz/test/project)
- Ideas/Learning experiences (activities/resources)
- Development status
The development status of a topic is defined in the tab "General". For work in teams with different responsibilities (e.g. design, production, review), the corresponding tabs can be used. This makes it possible to leave individual notes for each development phase.
- Learning outcomes
To define the learning objectives of a topic, you can check the corresponding box to ensure that the topic meets the defined objectives.
- Subtopics
If you want to structure the topic even further, you can add subtopics to structure it even more finely. This is described in more detail in the chapter "Grouping activities".
- Development status
For each step of the script design process, you can store notes and define the development status. If you want to provide feedback for individual phases, you can use the "Feedback" tab.
- Feedback
This area displays feedback and discussions from team members.

Learning phases

Learning phases structure a script by time. You can add the following information to a learning phase, but this is optional:

- Individual title (optional)
If you want to assign an individual title to this phase, enter it here. If not, the type of learning phase (see above) will be used.
- Type of learning phase.
Is this a self-learning phase or an attendance event? For an attendance event, a distinction is made between physical and virtual (online) events.
- Workload.
The number of hours planned for this learning phase. If you specify your script's workload and individual activities, myScripting provides detailed statistics and advises you when the workload has been exceeded or not reached.
- Start/End of the learning phase.
These are the dates when this learning phase starts and ends. This information is for your reference only.
- Description
- Development status
The development status of a learning phase is defined in the tab "General". For work in teams with different responsibilities (e.g. design, production, review), the corresponding tabs can be used. This makes it possible to leave individual notes for each development phase.
- Feedback
This area displays feedback and discussions from team members.

3.3. Activities

The selection of activities in your script depends on the platform defined in the script properties. For example, if you have selected "Moodle" there, you will be offered the activities that this learning management system offers.

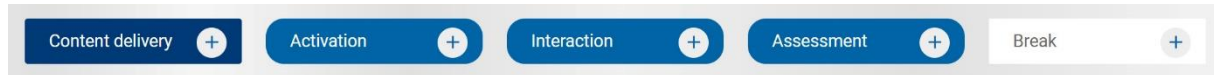


Figure 13 - Activity categories

You will find all available activities in the four selection menus above the topic and learning phases. The dark blue menu lists all activities for content delivery. In the three light blue menus you will find activities for activation, interaction and learning control. The activities have been assigned according to the primary function of a group, but often activities have multiple functions. For example, a forum is activating, is used for interaction and the contributions can also be assessed and evaluated in the sense of a learning control. For this reason, the activities of activation, interaction and learning control are all colored light blue to distinguish them from content transfer.

For all activities, a description including (linked) tool hints is available when clicking on the info button.



With a "click" on the info icon to the left of the activity names, you will receive detailed information about each activity.

3.4. Adding activities to a script

There are basically two ways to add activities. However, it is important that at least one learning phase and one topic have been created beforehand (see previous chapter).

1) Drag activity from the menus

Open the menu of the category from which you want to add an activity.

Click the title of an activity to add it to your script. Drag the activity from the menu and paste it where you want to place it in the script. You can place the activity in front of, on top of, or behind other activities.

Once you have selected the position, the detailed information about this activity will appear in the left pane. All these additional information are optional input fields. A detailed overview of the properties of activities can be found in the paragraph "Properties of activities".

2) Create activity by double-click

By double-clicking on an empty cell - or double-clicking on the arrow behind an activity - you can also create a new activity. This is then of the standard activity type Content delivery > textbook. You can change the type directly in the left pane, if desired.

Note: If no additional information opens, you have probably reduced the size of the details window. Then click on the arrow icon to display this area.

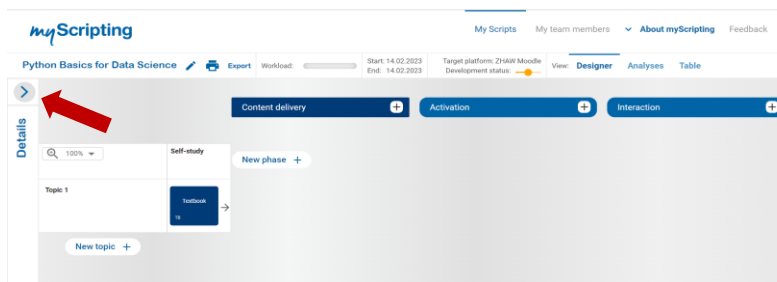


Figure 14 - Fade in the detailed information

3.5. Editing activities

Activities can be edited at any time. To do so, click on the corresponding activity. The detailed information will then open in the area on the left. If no additional information opens, you have probably reduced the size of the detail window. Then click on the arrow icon to display this area.

3.6. Deleting activities

To select one or more activities, simply click on the corresponding activities. In the left detail area you will find a list of the selected activities at the top. If you want to remove one or more activities, you can use the trash icon next to it to delete the selected activities.

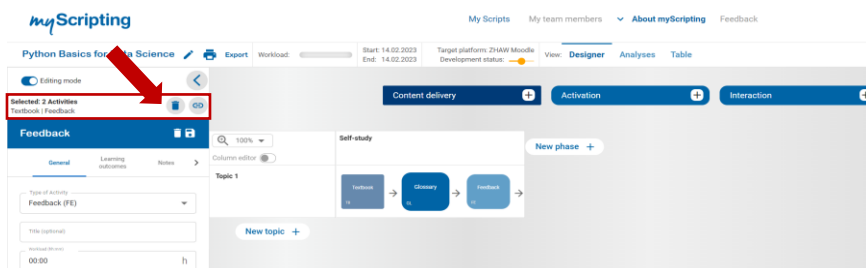


Figure 15 – Delete selected activities

This function is particularly useful if you want to select several activities and group them together, for example. The ability to delete selected activities also allows you to remove unwanted activities quickly and easily.

Note: The Delete key on your keyboard can be used to delete activities even faster.

3.7. Activity properties

You can add the following information to an activity:

- **Activity type**
The activity type was set when you selected it in the menu earlier. However, it is still possible to change this.

- **Your title**
By default, the type of activity is used as a title. If you want to overwrite this, you can use this field to enter your preferred title.
- **Workload**
This indicates the number of hours allocated for this activity. If you specify your script's workload and each activity, myScripting will provide you with detailed statistics and advise you if the planned workload has been exceeded or not reached.
- **Tasks**
Enter an order for this activity. Suggestions for the selected activity type are displayed to the left of the input field.
The quality level of orders is based on the ICAP model of Chi & Whyllie, which is described in Figure 11 - The ICAP Model. Select the quality level. The level "passive" is the default and does not need to be selected.

The ICAP model

The ICAP model (Chi & Whyllie, 2014) addresses learners' varying engagement with learning resources in the four categories of "Passive," "Active," "Constructive," and "Interactive" (see also table). For example, learners may watch an instructional video or read through a text more or less attentively. Thus, passive learning engagement would be achieved through the described learning behavior. If learners continuously try to understand a content by pausing, rewinding, or playing the video at different speeds, or by taking notes on a conversation, this is understood as active learning engagement. If a learning activity is planned in which learners connect and explain the content of the instructional video with their own prior knowledge and experiences or explain content in more detail, this is constructive learning engagement. When learners discuss the content in a learning activity with peers or explain the tasks to other learners, the highest level of learning engagement is reached. This is an interactive learning activity. The model assumes that learning is more successful the materials learners engage with and interact with.

Chi, M. T., & Whyllie, R. (2014). The ICAP framework: Linking cognitive engagement to active learning outcomes. *Educational psychologist*, 49(4), 219-243.

Figure 16 - The ICAP Model

- **Social type**
Specifies whether this is individual or group work. The various symbols are explained in the section on "Symbol explanations."
- **Assessment type**
If there is an assessment for this activity, you can specify here whether it is a formative or summative assessment.
- **Start/End of the activity**
Dates when the processing of this activity starts and ends. This information is for your reference only.
- **Content and tools**
Additional, individual information about this activity is recorded here. Links to external resources can also be provided here.
- **Learning outcomes**

The learning outcomes defined in the script are offered here. To assign a learning objective to an activity, click the respective checkbox.

- **State of development**

State of development



Selecting the developmental stage of activities makes planning easier for you. The development status of an activity is set in the "General" tab. For work in teams with different responsibilities (e.g. design, production, review), the corresponding tabs can be used. It is thus possible to leave individual notes for each development phase.

It is recommended to add the Workload, Social Form and Assessment properties respectively so that myScripting can perform the comprehensive script analysis (see also Activities view).

3.8. Moving activities

Activities can be placed within a script using drag & drop. To do this, click on the desired activity(ies), keep the mouse button pressed and then drag it to the desired place in the script. You can insert an activity before, on top of or after other activities.

Note: If you press the "Ctrl" key during the drag and drop process, you will not move the activity, but copy it.

3.9. Copying activities

Activities can be copied to any position within a script by dragging and dropping. To do this, click on the desired activity(ies) and press the "Ctrl" key at the same time.

3.10. Grouping activities into subtopics

Several activities within a topic can be combined into a sub-topic. This allows you to create sub-topics, for example.

To group activities, select an activity and then click on another activity. The link icon appears in the last selected activity. You can now select as many activities as you want (they will then

turn light blue and become smaller). When you have selected all the activities you want to group, click on the link icon on the left in the details area.

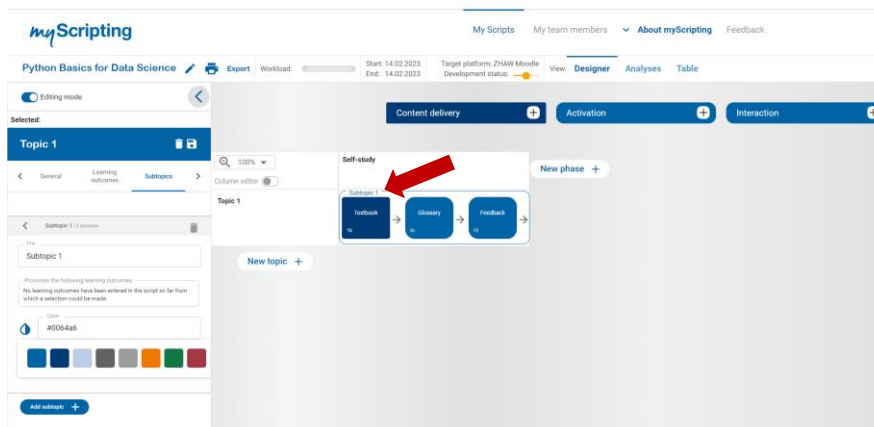


Figure 17 - Creating a subtopic

A frame will surround the grouped activities.

Note: Using the space bar on your keyboard, you can group highlighted activities into a subtopic even faster.

Adding more activities to an existing group

Clicking on the title selects a subtopic. Clicking on another activity and pressing the space bar (or pressing the Group icon in the left pane) adds it to the subtopic.

Changing the title, learning outcomes or group color

To change the name or the frame color, click on the title of the subtopic. The detailed information will now open in the area on the right.

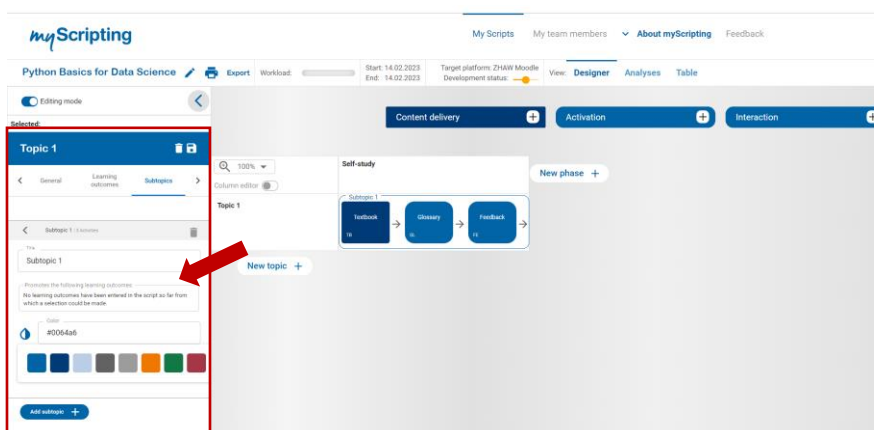


Figure 18 - Editing a subtopic

Removing activities from a group

To remove a single activity from a subtopic, click on the corresponding activity and in the details window on the corresponding icon or the space bar.

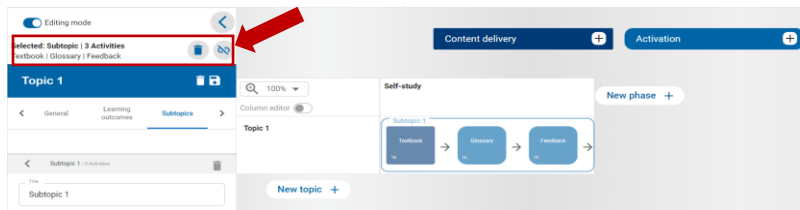


Figure 19 - Remove an activity from a subtopic

Deleting a subtopic

If you want to delete a subtopic and all the activities it contains, you can easily do so by clicking on the subtopic title. This will display the delete icon in the details pane. Clicking on this icon will delete the sub-topic including all the activities it contains.

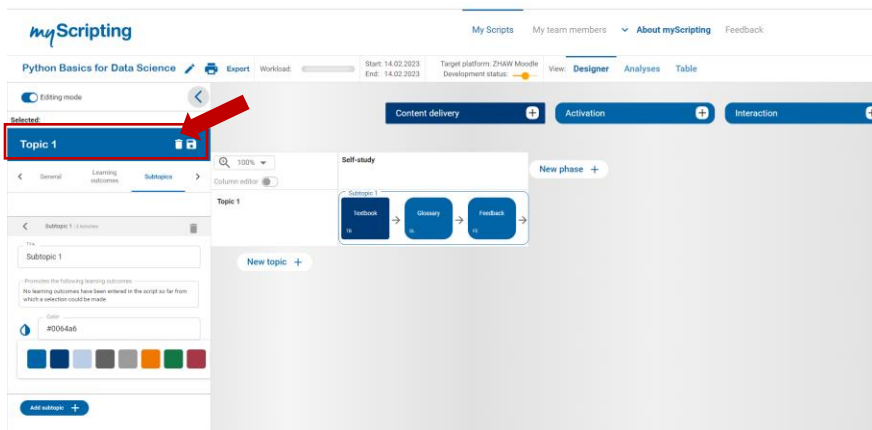


Figure 20 - Deleting a group

Alternatively, you can create subtopics in the settings of the theme in the tab "Subtopics".

Managing multiple subtopics

If you use several subtopics, it may be clearer to edit them in the overview. There you will also get a better overview of all existing subtopics. You will find the administration in the

respective topic block in which you edit it. To do this, click on a topic and the "Subtopics" tab in the details window.

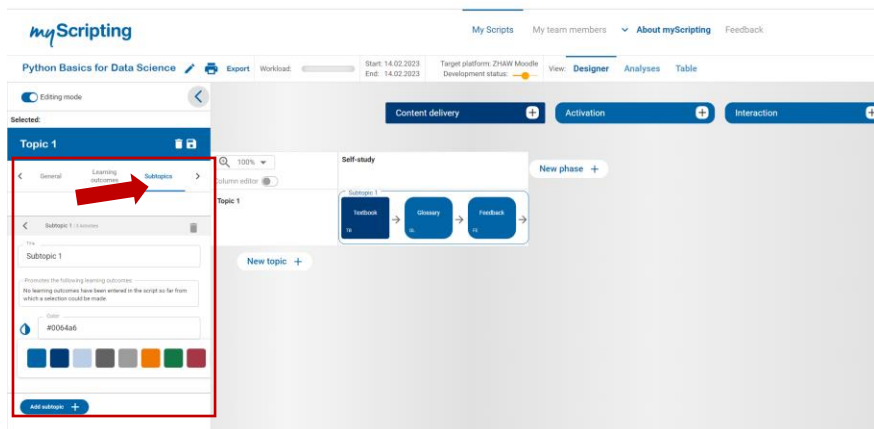


Figure 21 - Management of subtopics of a topic

3.11. Column editor

The column editor can be used to remove empty columns or to create new columns across several themes at once. You can activate the column editor by activating the corresponding slider at the top left of the designer.

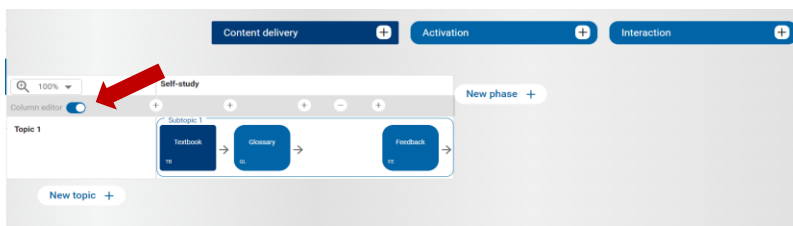


Figure 22 – Activating the column editor

Icons for adding and deleting columns are then inserted above the first line of activities.



Figure 23 – Removing empty columns with the column editor



Figure 24 - Adding blank columns across topics

3.12. Symbol explanations

This section explains the symbols used in myScripting.

Social types

-  Single
-  Pair
-  Small group (3-5 persons)
-  Large group (6-12 persons)
-  Plenum

Assessment type

-  Formative
-  Summative

Tasks

Tasks in myScripting are divided into the following categories according to Chi & Whyllie's ICAP model¹:

-  Interactive
-  Constructive
-  Active
-  Passive

¹ Chi, M. T. H., & Whyllie, R. (2014). The ICAP framework: Linking cognitive engagement to active learning outcomes. *Educational Psychologist*, 49(4), 219–243. <https://doi.org/10.1080/00461520.2014.965823>

4. Views

myScripting offers three views of a script, each of which is described in more detail below.

4.1. Designer view (script editing)

In the designer view, you can add, edit, and delete activities (provided you have write access to the script). The designer view displays the script for the topic and learning phases. In most cases, the activities will cascade in tier form like a waterfall. The workload per learning phase and topic is shown in each case. Colors indicate whether the available workload (target) has been met or exceeded by the planned activities (actual).

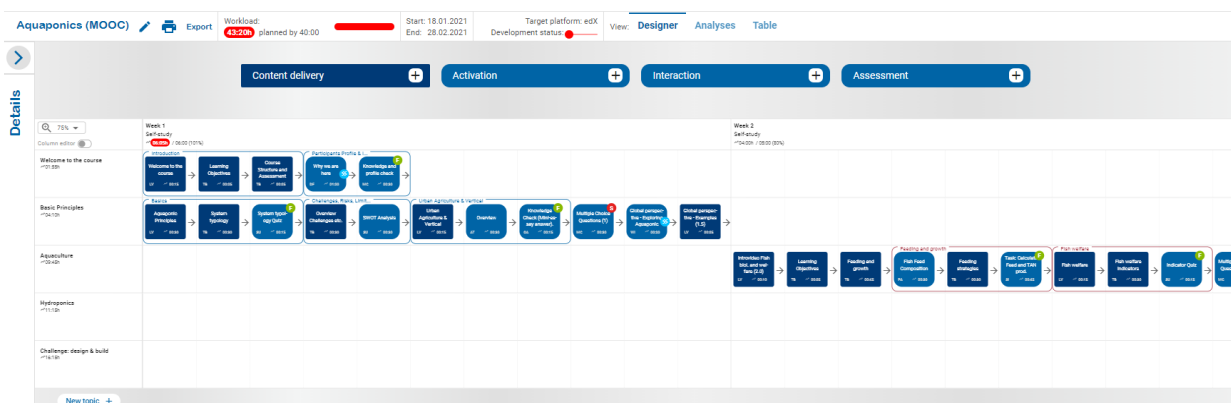


Figure 25 - Designer view

4.2. Analyses view

In the activities view, all activities in the script are displayed as an overview. This can be helpful, especially when your scripts have many topics, phases, and activities. Time references are omitted in favor of a better overall view of existing activities.



Figure 26 - Activity view

It is not possible to edit activities in this view, but you will receive a detailed breakdown of your scripts. Script analysis shows the ratio of asynchronous to synchronous learning and the proportions of various activities in relation to workload. It also shows the number of activities with peer learning and whether an assessment is formative or summative. Clicking on the respective analysis information will reveal even more detail.

4.3. Table view

In the table view, all activities are clearly listed as a table. This view is suitable for conducting lessons and can also be printed. A search function is also provided.

myScripting My Scripts My team members About myScripting Feedback Claude Müller

Aquaponics Workload: 22:00h planned by 25:00 Start: 01/18/2021 End: 03/01/2021 Target platform: edX Development status: View: Designer Analyses Table

Aquaponics

Details about the script

Time period: Mo 01/18/2021 - Mo 03/01/2021
Target platform: edX
Prerequisites: Basic understanding in Natural Sciences
Learning contents: Aquaponics a continuous trend that attracts a lot of attention around the globe. But how exactly does an aquaponic system work and more important what knowledge do i need to successfully run an aquaponic system?
In this course you'll get answers to these questions. The broadly based curriculum gives participants an overview of all important topics in the field of aquaponics. Aquaponics is a circulation technology based on a broad knowledge base: from water chemistry, fish and plant physiology to

Topics

- Basic principles
- Aquaculture Part 1
- Aquaculture Part 2
- Hydroponic Part 1
- Hydroponic Part 2

Learning phases

- Self-study (Week 1) -> 06:05h / 06:00h
- Self-study (Week 2) -> 04:00h / 05:00h
- Self-study (Week 3) -> 05:45h / 06:00h
- Self-study (Week 4) -> 06:00h / 06:00h

more...

Details
 Design
 Production
 Review
 Implementation

Title	Topic	Activity	Workload	Group size/type	Assessment
Self-study (Week 1)					06:05h planned by 06:00 (101%)
Welcome to the course (1.0)	Basic principles / Introduction	Learning Video	00:15h	Individual	None
Learning Objectives	Basic principles / Introduction	Textbook	00:05h	Individual	None
Course structure and assessment	Basic principles / Introduction	Textbook	00:05h	Individual	None
Knowledge and profile check	Basic principles / Introduction	Other	00:30h	Individual	formative assessment (Percentage)
Why we are here	Basic principles / Introduction	Discussion in a Forum	01:00h	Large group (6-12 persons)	None
Aquaponic Principles (1.1)	Basic principles / Basics	Learning Video	00:30h	Individual	None
System typology	Basic principles / Basics	Textbook	00:30h	Individual	None
System typology Quiz	Basic principles / Basics	Voting / Survey	00:15h	Individual	formative assessment
Overview Challenges etc. (1.2)	Basic principles / Challenges, Risks, Limitations	Textbook	00:30h	Individual	None

Figure 27 - Table view

4.4. Details

By default, only part of the information is displayed in the table view for reasons of clarity. You can expand the display with the "Details" button. It is also possible to display only the detailed information (notes and development status) of individual phases of the production process.



Figure 28 – Details switches in the table view

5. Export

Scripts that you have created with myScripting can be exported in various formats. There are currently two options available - exporting to Moodle and to Word.

You will find the export function in the top left corner of the Designer next to the title of your script.

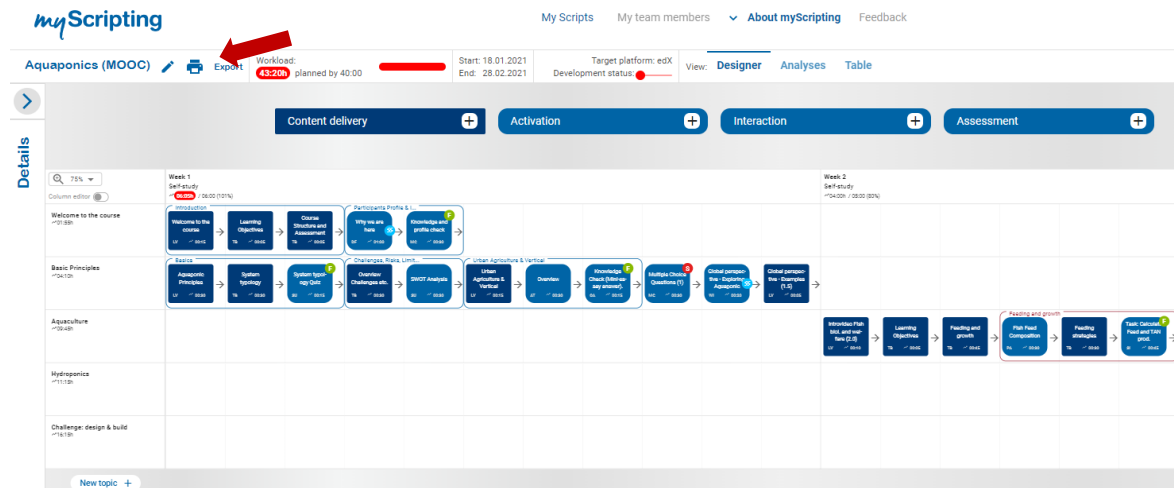


Figure 29 - Export

5.1. Export to Moodle

When you export a script to Moodle, a backup file with the extension .mbz is generated. You can import this file into Moodle using the Restore function.

In the export wizard, select which information from your script should be included in the export file.

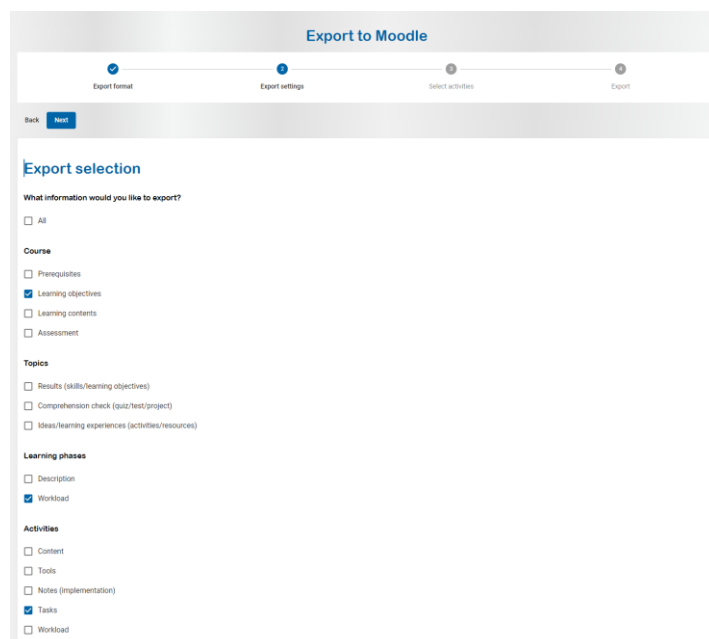


Figure 30 - Moodle export information selection

In the last step, click on "Export now". Save the .mbz file locally on your computer and then import it into your Moodle course as follows:

1. Click on Restore in the course settings.
2. Select the export file you just saved.
3. Click the "Restore" button and follow the further instructions from Moodle.

5.2. Export to Word (Syllabus)

When exporting to Word, there are three different options to choose from:

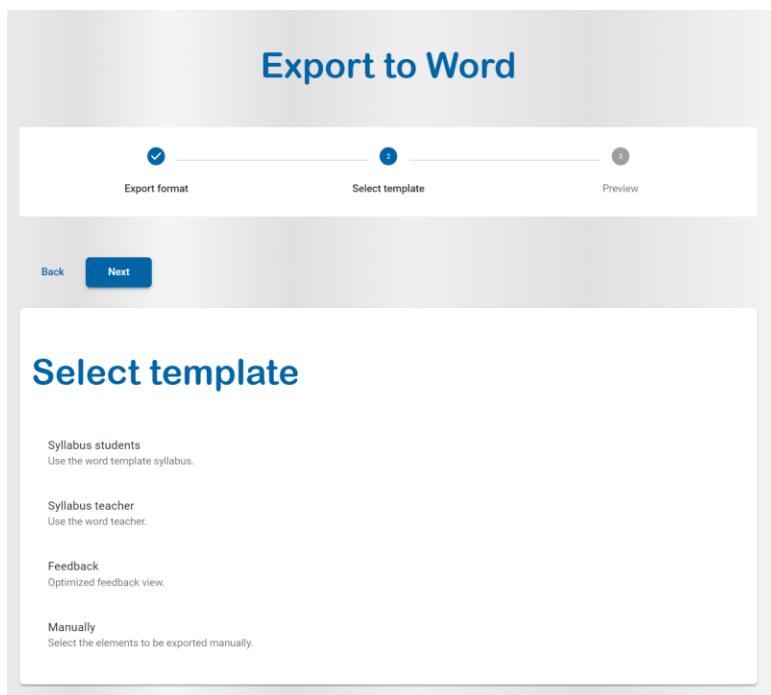


Figure 31 – Word export templates

Usually, one of the two options "Syllabus students" or "Syllabus teacher" is sufficient for you at this point. These templates contain the information suggested by the Centre for Innovative Didactics for the export. You can see exactly what these are in the next step, the preview.

When you export the Feedback template, you get an overview of the parts of your script for which feedback was given.

If you need other options, use the "Manually" template. This creates an individual Word document from all available information about your script.

Export to Word


✓ Export format ✓ Select template ✓ Preview

Back **Export now**

Export settings

cas_digital learning 2021_2 (Spielwiese) .doc
Filename

Preview



CAS Digital Learning 2021/2 (Spielwiese)

Head	Claude Müller	
Start/End:	We 25.08.2021 - Tu 31.05.2022	Workload: 300.00h
Description		
Prerequisites		
Learning objectives	Im CAS Digital Learning werden die folgenden Ziele angestrebt. Die Teilnehmenden können -digitale Lernumgebungen systematisch planen, durchführen und evaluieren, -elektronische Lernsysteme und Tools lernfördernd einsetzen, -digitale Lernressourcen konzipieren, erstellen und anhand von Qualitätsmerkmalen beurteilen, -Lernende in Onlineleerphasen angemessen betreuen, -formative und summative Lernkontrollen digital gestalten, -rechtliche Rahmenbedingungen und relevante Datenschutzbestimmungen einhalten.	
Learning contents		
Assessment	Assessment system (default) Summative assessment 0 Percentage max. 98 Points (max. 98)	

Learning organisation

- **Virtual presence event (Kick-off)**
We 25.08.2021 We 25.08.2021
Workload: 03.00 h
- **Self-study (Online Mediendidaktik)**
We 25.08.2021 Su 19.09.2021
- **Virtual presence event (Webinar "Befunde Digital Learning")**
Th 02.09.2021 Th 02.09.2021
Workload: 01.00 h
- **Self-study (Systeme und Tools)**
Mo 13.09.2021 Su 31.10.2021

Figure 32 - Word syllabus export preview

To save your Word document locally, click on "Export now" at the top.

6. Teams

myScripting offers script sharing for collaborative work. To use this function, first create a team network and assign reading and writing rights to members.

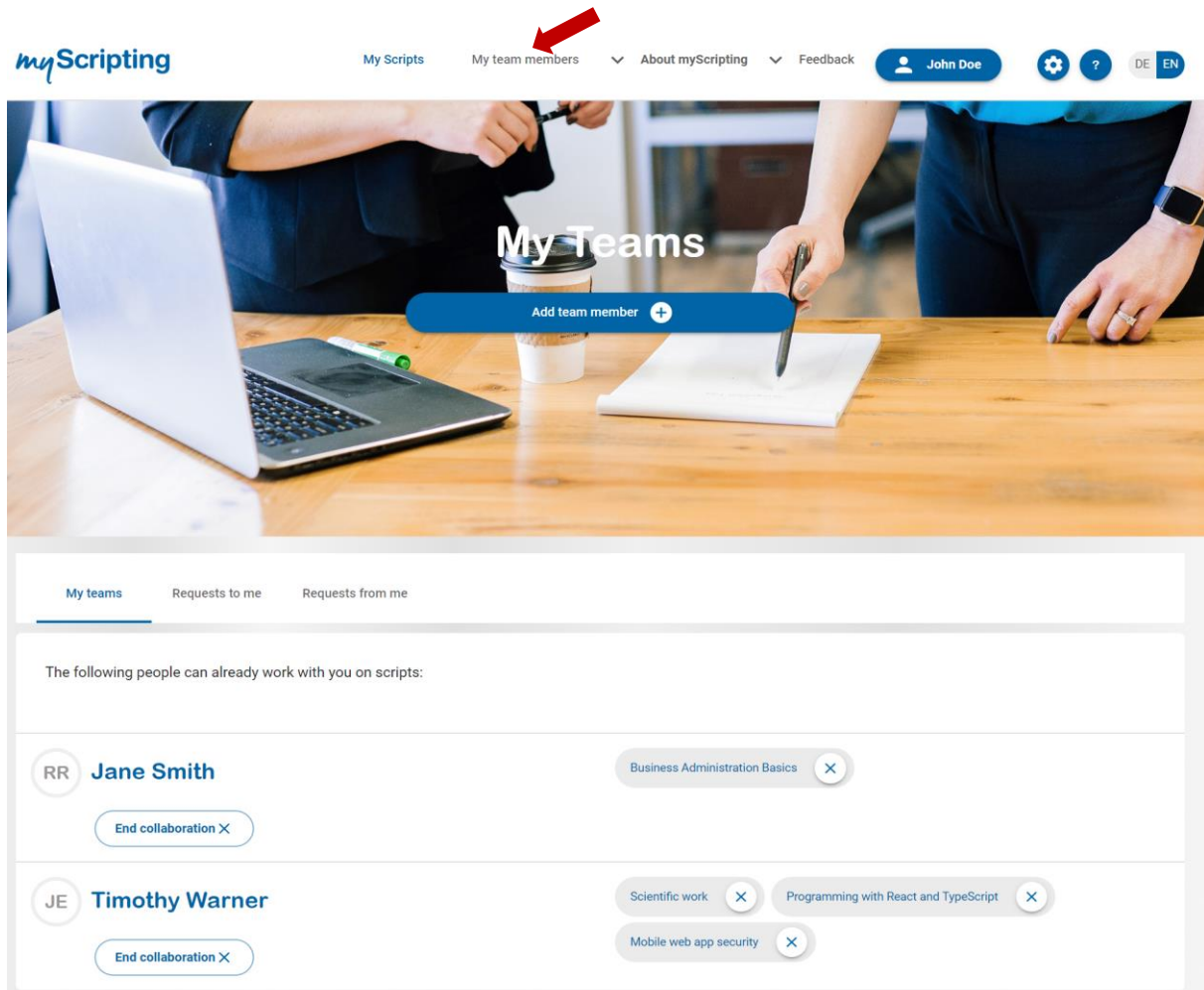


Figure 33 - Team overview

6.1. Creating teams

Click on “My teams” in the menu bar at the top for an overview of the myScripting members you are networked with. You can add a new team member by clicking the “Add team member” button.

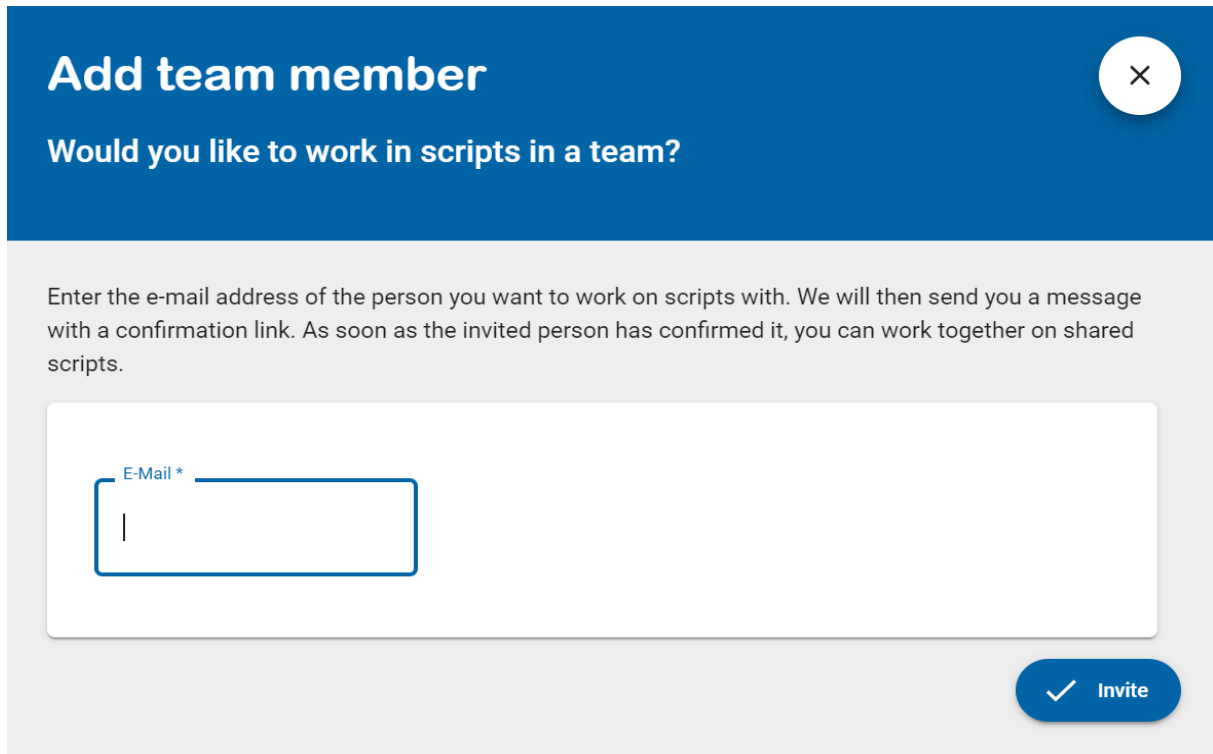


Figure 34 - Adding a person to a team

Enter the email address of the person you want to invite, and a message will be sent to this address. If the person being invited already has a myScripting account, they can click on the link in this message. If not, he/she can register for myScripting using this link.

Remember: If someone you want to invite is already registered with myScripting, be sure to use the same email address when asking them to join a team. If there is a conflict of email addresses, that person cannot be identified from their existing account.

An overview of the requests you have sent can be found under “Requests from me.” The blue circle shows the number of invitations you have sent to other people that have not yet been confirmed.

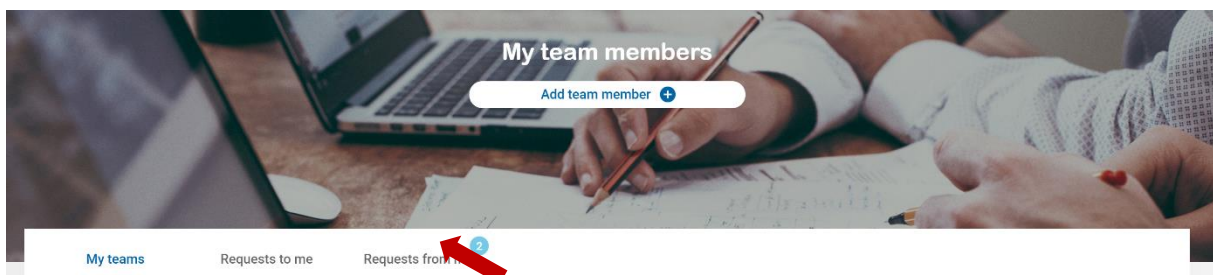


Figure 35 - Team members

When a team request has been confirmed, you will see this in your team overview.

6.2. Collaborative work on team scripts

You can share your scripts with other people, but for privacy, you must first network with your team members, as described in the section “Creating teams.”

Click “Select team member” beneath the script you want to share with your team.

By default, the person you add will have read permissions, and this is confirmed by the eye icon next to the name. If you want to grant write access to the script, click on this icon, and it will change to a pen icon.

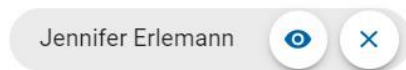


Figure 36 - Read permissions

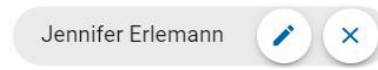


Figure 37 – Write permissions

Once you have assigned the appropriate permissions, your team members will find the shared script under “Team scripts.”

You can revoke permission by clicking the “x” next to the individual name.

6.3. Terminating collaboration with a team member

To stop working with a person permanently and remove their access to all scripts, click the “end collaboration” button under the person’s name in the team overview. When you confirm this operation, all existing permissions granted to and by this person are revoked.

7. Templates

myScripting offers you two types of templates to use as a basis for your scripts: teaching strategies and community scripts.

7.1. Teaching strategies

Teaching strategies are templates developed by the Center for Innovative Teaching and Learning. You can find these in the script overview (“Your scripts”) under “Teaching strategies.”

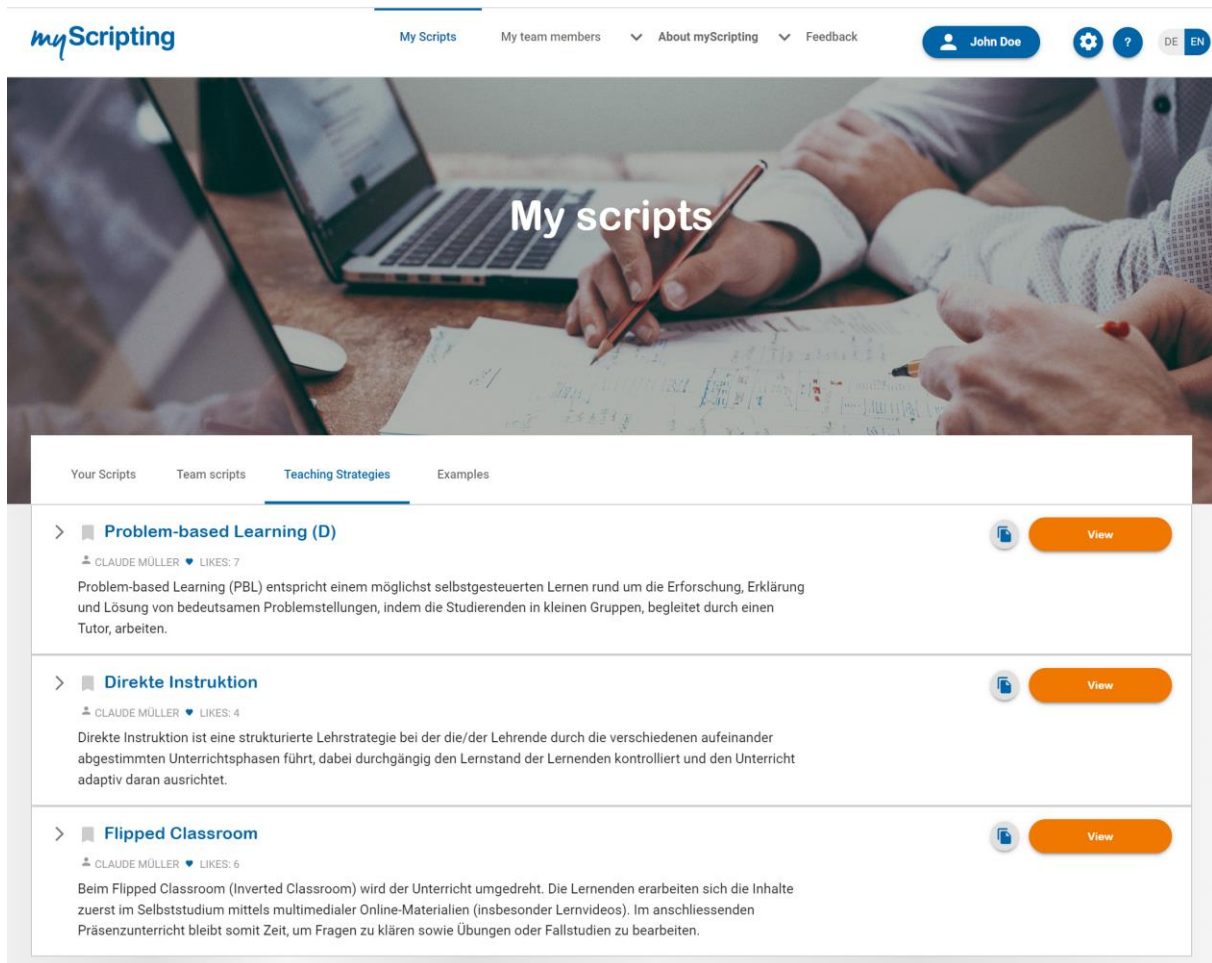


Figure 38 - Teaching strategies

7.2. Examples

Examples are scripts that other myScripting users have created and shared. You can find these scripts in the script overview (“Your scripts”) under “Examples”.

You can use both types of template as a basis for your own scripts. To do so, click on the copy icon in the overview. A copy of the template will be created and stored in “Your Scripts.” From here, you can access and edit it.

If you have created a script yourself that you would like to share with the community, e.g. to gather feedback, you can set this in the edit form in the "Publish" tab.

8. Social Interaction

Teaching strategies and community scripts can be “liked” by clicking on the heart icon. A colored heart is an indication that you have already given a positive rating to the corresponding script.

DelftX: Production Process Example

MINNA KOPONEN  LIKES: 23

Figure 39 – “Liking” a script

DelftX: Production Process Example

MINNA KOPONEN  LIKES: 23

Figure 40 - An already “liked” script

9. Changing the System Language

By default, myScripting is provided in German. Use the language switch in the upper right corner to change to English.



Figure 41 - Language switch

10. Feedback

We are continually striving to improve myScripting, and we would appreciate your feedback to help us. To contact us, use the menu item “Feedback” in the upper navigation bar.

To enable us to respond as quickly as possible, please indicate whether your message is content-related or concerns a technical issue.

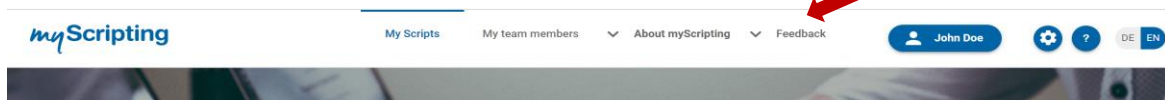


Figure 42 - Feedback