

LEARNING MANAGEMENT SYSTEM USER GUIDE

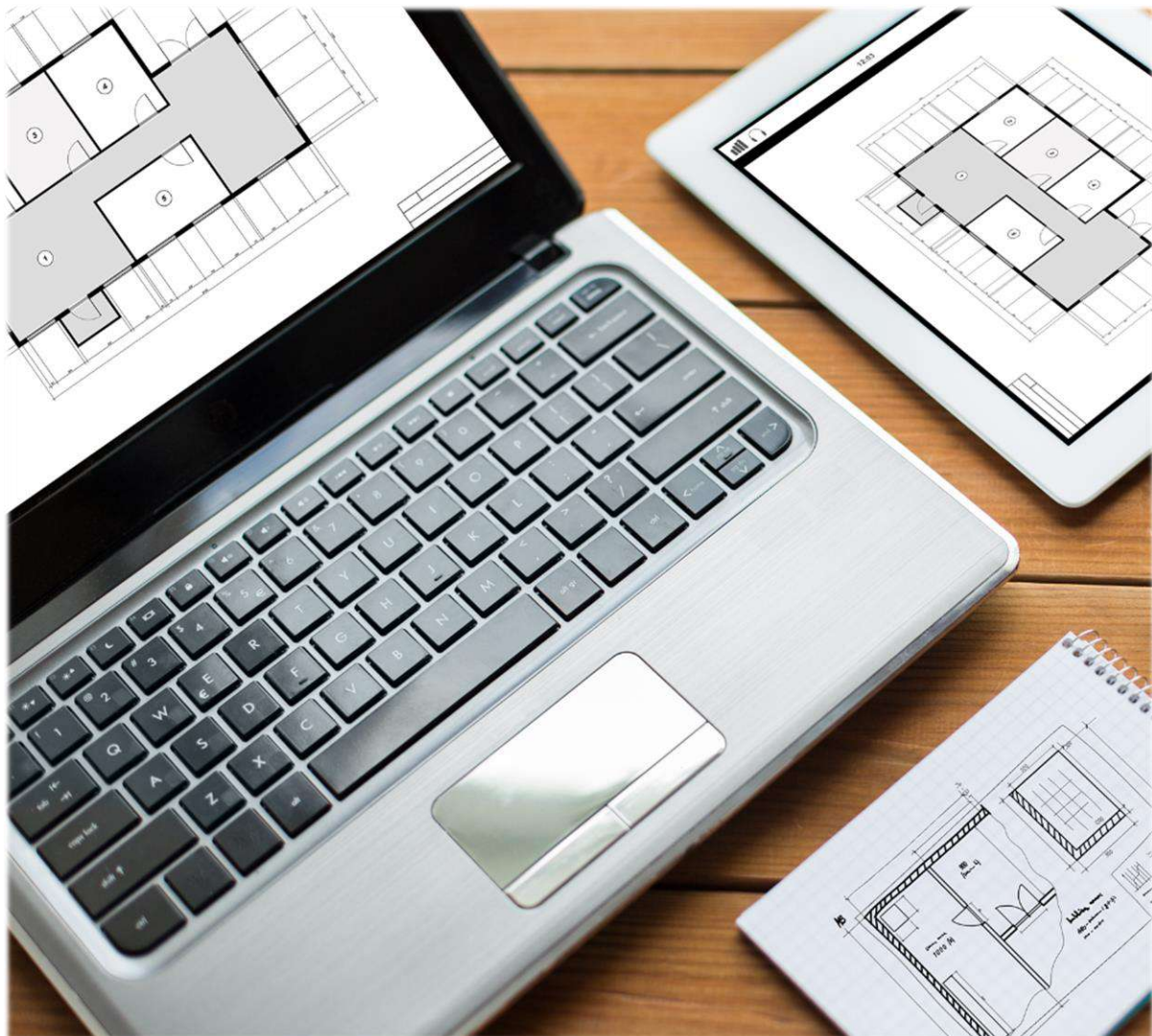


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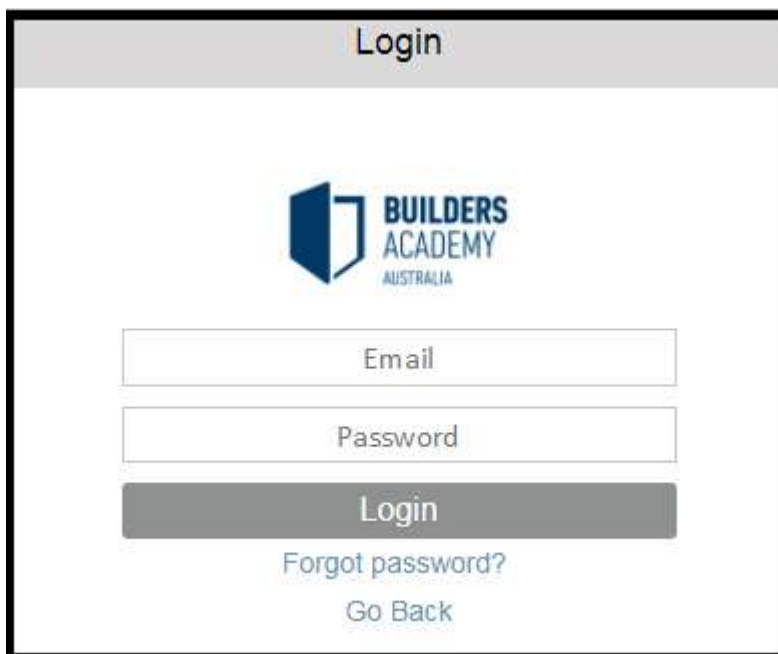
Session 1 – Navigating the LMS

a. Main features of the LMS

This training resource is designed to give you both practical and educational tips to ensure that you have a positive learning experience.

It's important that you get comfortable with your new classroom – the Learning Management System or **LMS** for short. This is where most of the activity in your learning will occur. One of the key skills you will need to develop is the ability to navigate easily and intuitively so that you can find your way around.

The login page is shown as below, you can input your email and password that received from LMS help desk to log into the system. You can reset your password by clicking on “Forgot password”.



In most cases, when first login you will have seen blocks for the following:

- **Courses** – this is where you will find the learning materials, learning activities and assessments.
- **My Profile** – you can add your details and a picture of yourself
- **My Books** – in this section you will find eBooks that will have additional content that is not in the Courses section. These eBooks can be saved, annotated and searched.

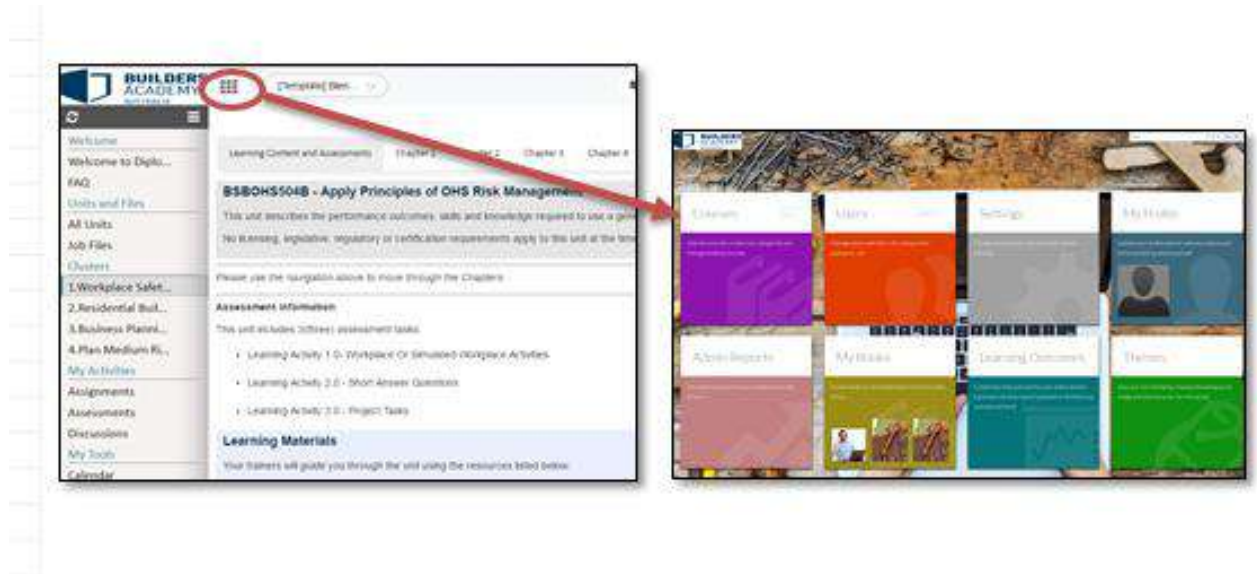


- **My Wall** – This is a bit like a Facebook wall and allows you to communicate, post videos, files and comments

b. The basics of navigation

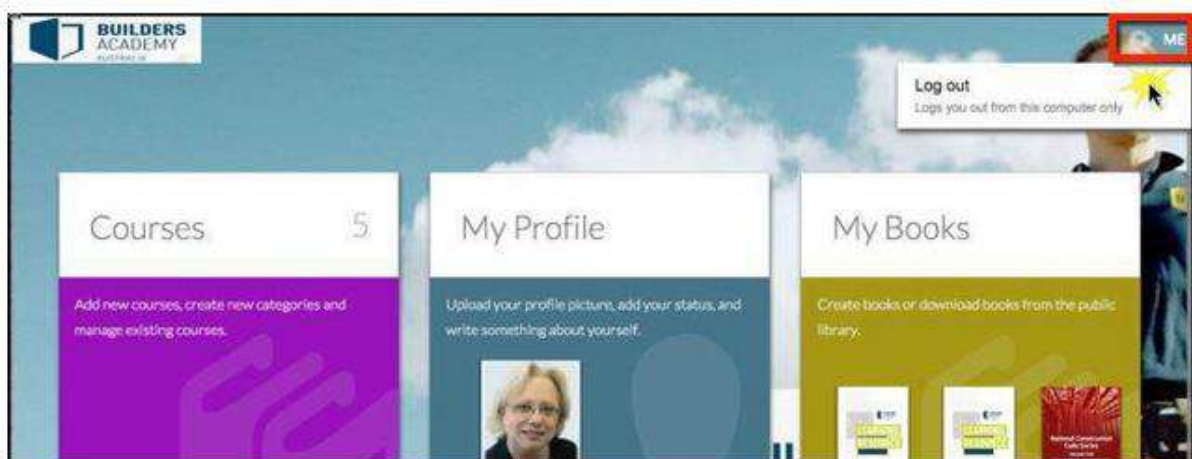
Going back to the desktop

From time to time you will need to go back to the Home Desktop. The 9 dot icon at the top of your screen will take you back there.



Logging out

When you are finished working in the LMS you will want to log out. You can do this by clicking on the Logout Button in the top, right-hand corner of the screen.

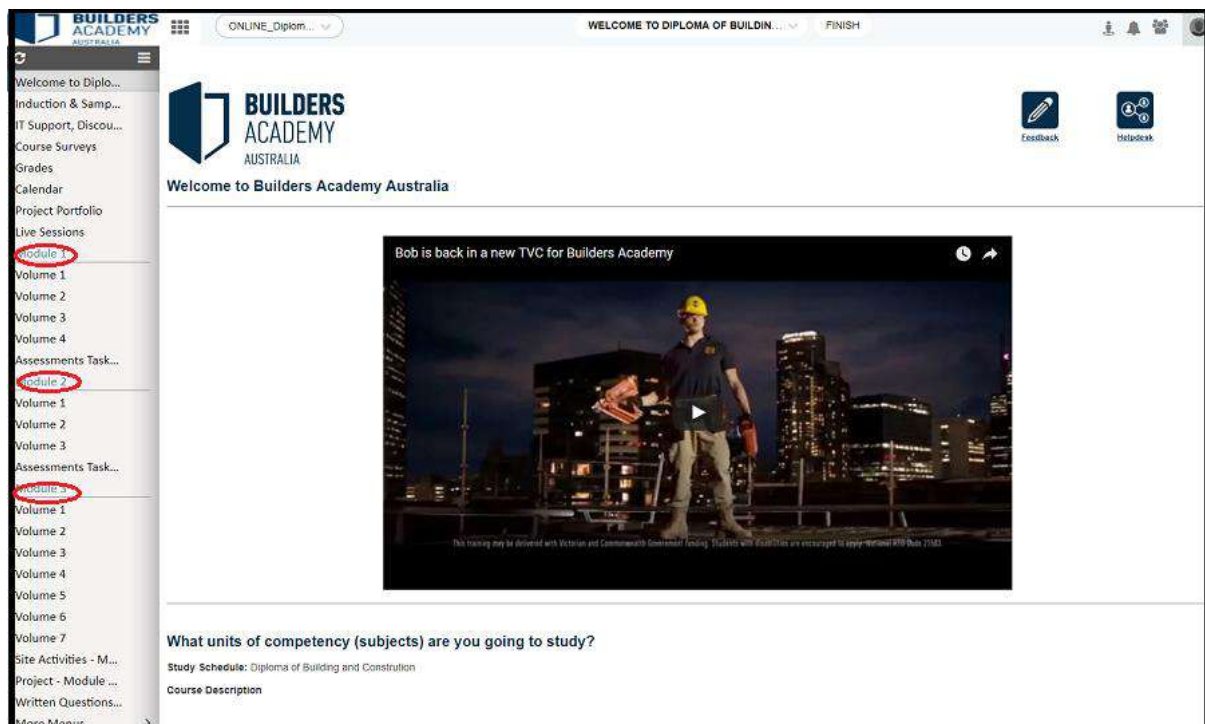


c. Layout of the content, learning activities and assessment

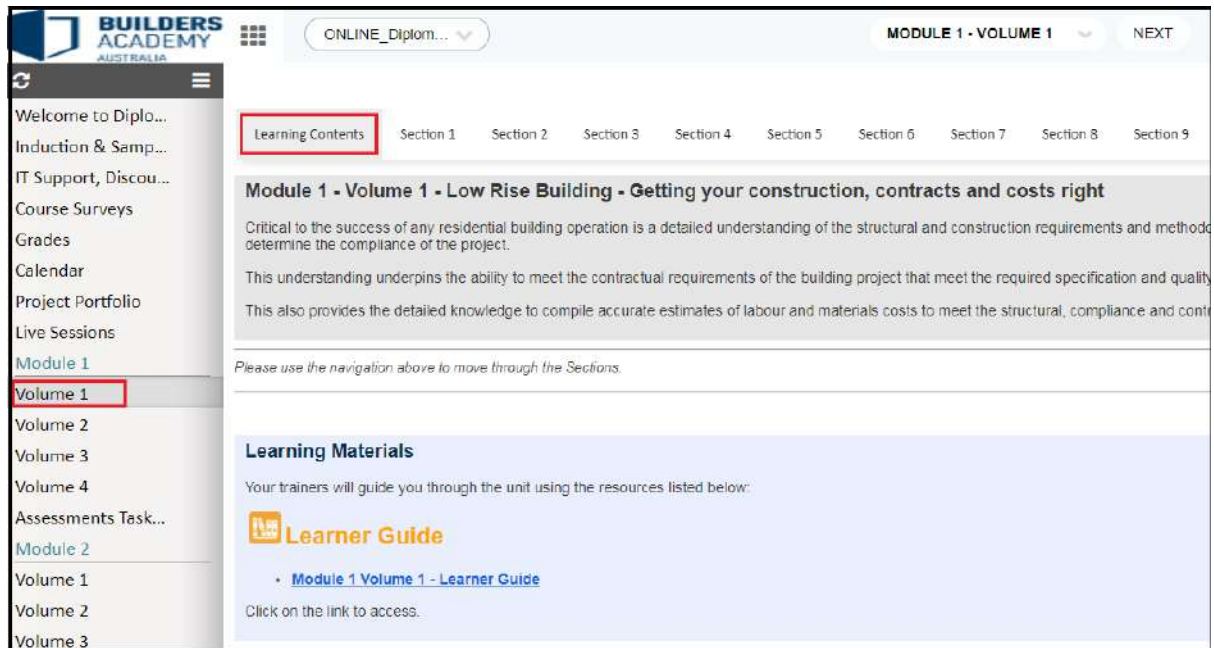
Three types of courses including Diploma, Certificate, and Plumbing are offered in Builders' Academy. For Diploma and Certificate, both Online and Face To Face classes are prepared for students who have experiences as well as students who are not involved in construction before. The structure of each of the course will be illustrated as following, you can check the course type you are enrolled in.

The basic structure of the Diploma Units

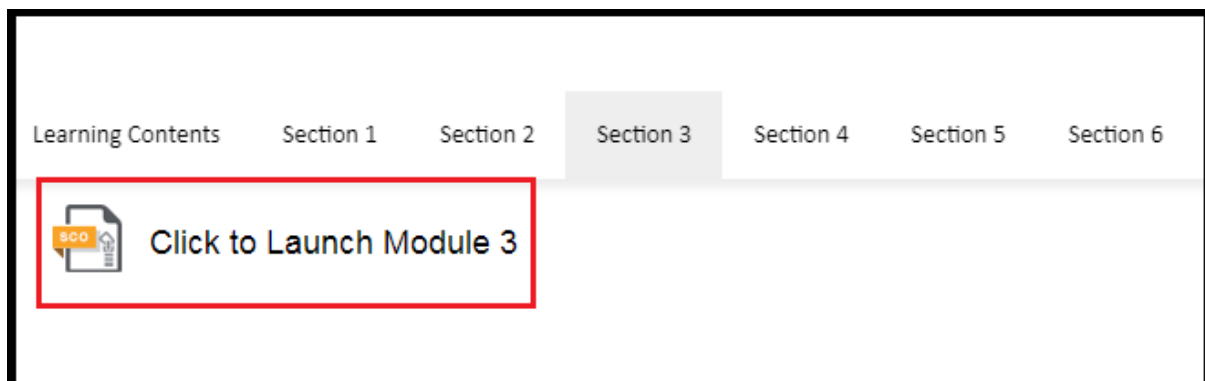
After clicking on "Courses", you can see the courses that you have enrolled in, choose the current unit, if you are enrolled in a Diploma unit, you will be directed to the page shown as below.



A menu bar is on the left hand side, you can click on each section to see the learning resources. There are three modules in the Diploma course, and different volumes under each module, when you click on each volume, you can see the page as below.



There are different sections for each Volume, and learner guide is provided in the Learning Contents for each volume, it contains detailed information about the learning activities and materials. You can also select different sections on the tabs at the top of the page to view the chapters.



For instance, if section 3 is selected, a Scorm file will appear, click on “Click to launch Module 3” will lead you to the following page.

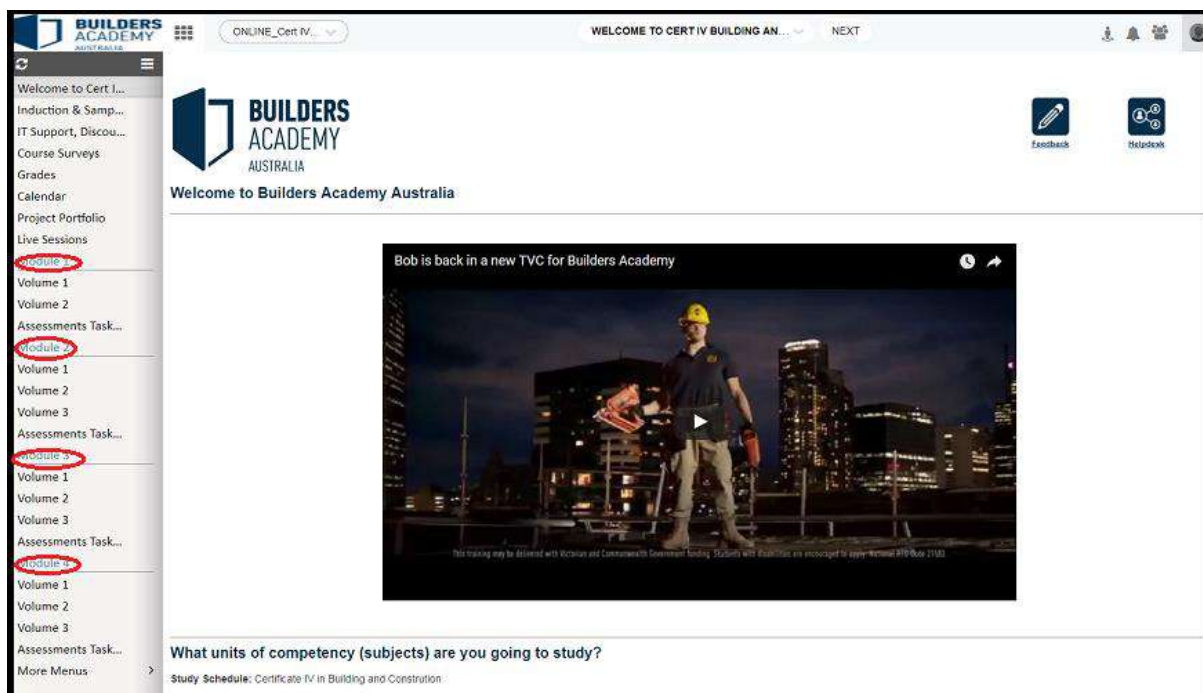


After that, simply click on the Launch button, you can access to the contents of the chapter.

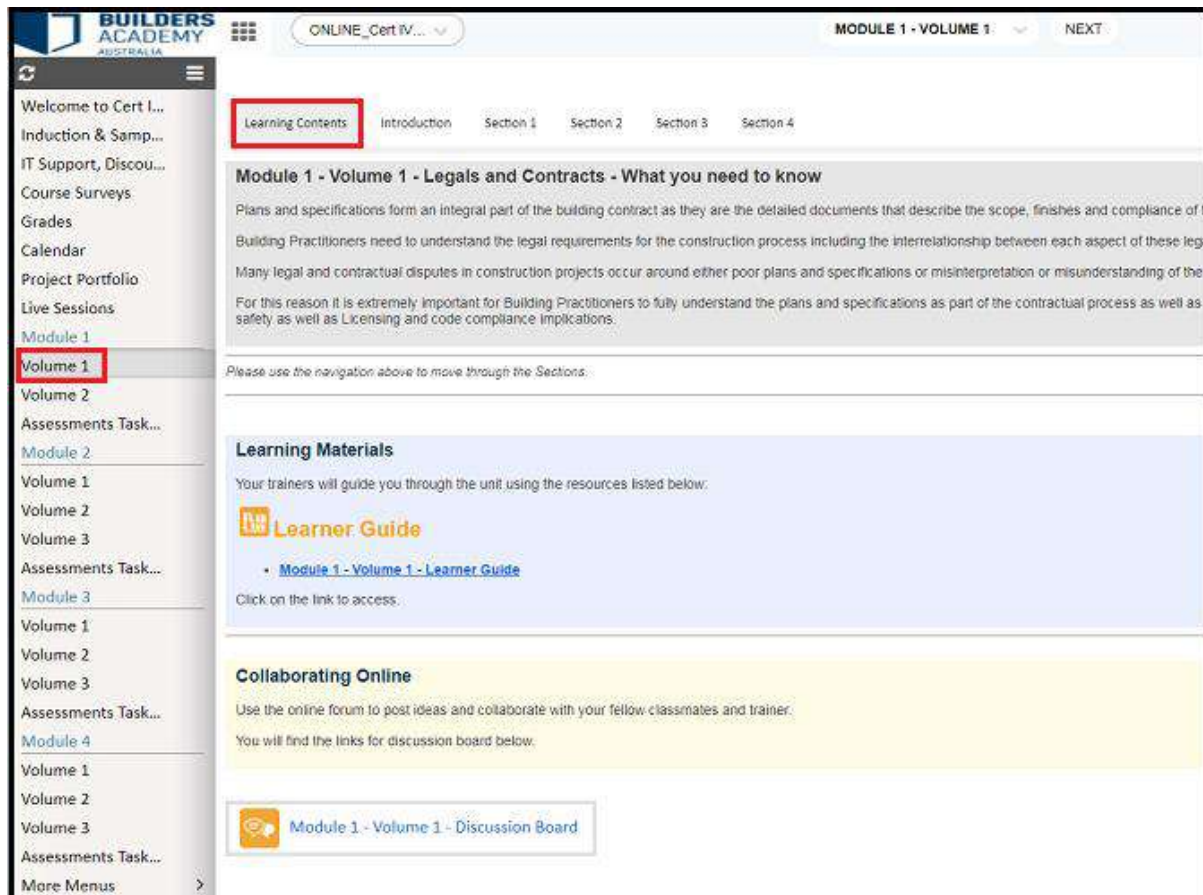
Please note you may be enrolled into Class A or B, the learning contents are all the same, however, the schedule may be a little different, for Class A, students start from Module 1 to Module 3. For Class B, students start from Module 2 to Module 3, and then Module 1, on some occasions, students who have already completed a certificate, do not need to study Module 1 again.

The basic structure of the Certificate Units

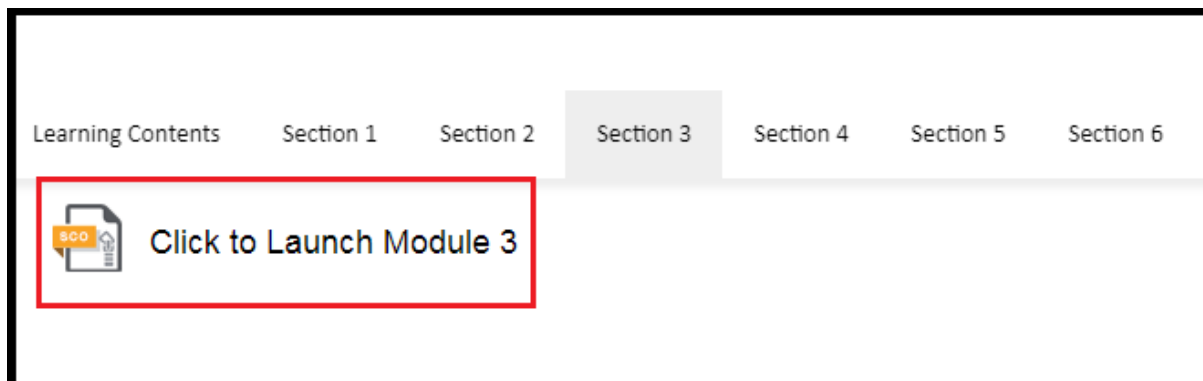
After clicking on “Courses”, you can see the courses that you have enrolled in, choose the current unit, if you are enrolled in a Certificate unit, you will be directed to the page shown as below.



A menu bar is on the left hand side, you can click on each section to see the learning resources. There are four modules in the Certificate course, and different volumes under each module, when you click on each volume, you can see the page as below.



There are different sections for each Volume, and learner guide is provided in the Learning Contents for each volume, it contains detailed information about the learning activities and materials. You can also select different sections on the tabs at the top of the page to view the chapters.



For instance, if section 3 is selected, a Scorm file will appear, click on “Click to launch Module 3” will lead you to the following page.

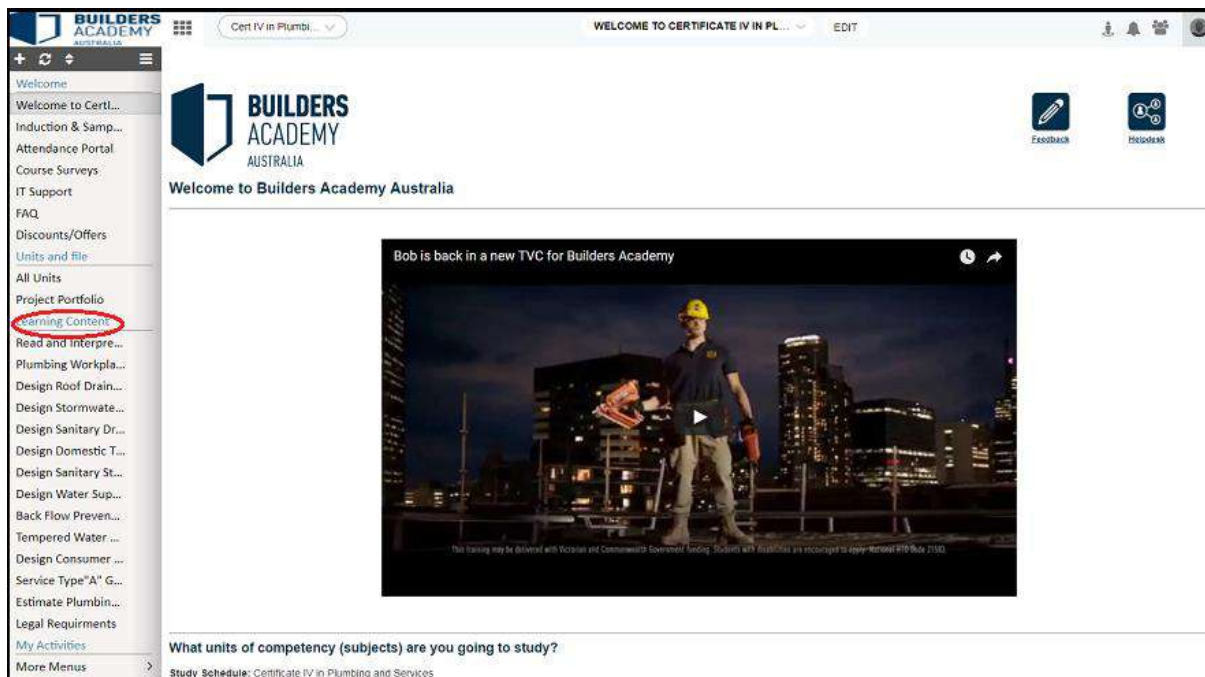


After that, simply click on the Launch button, you can access to the contents of the chapter.

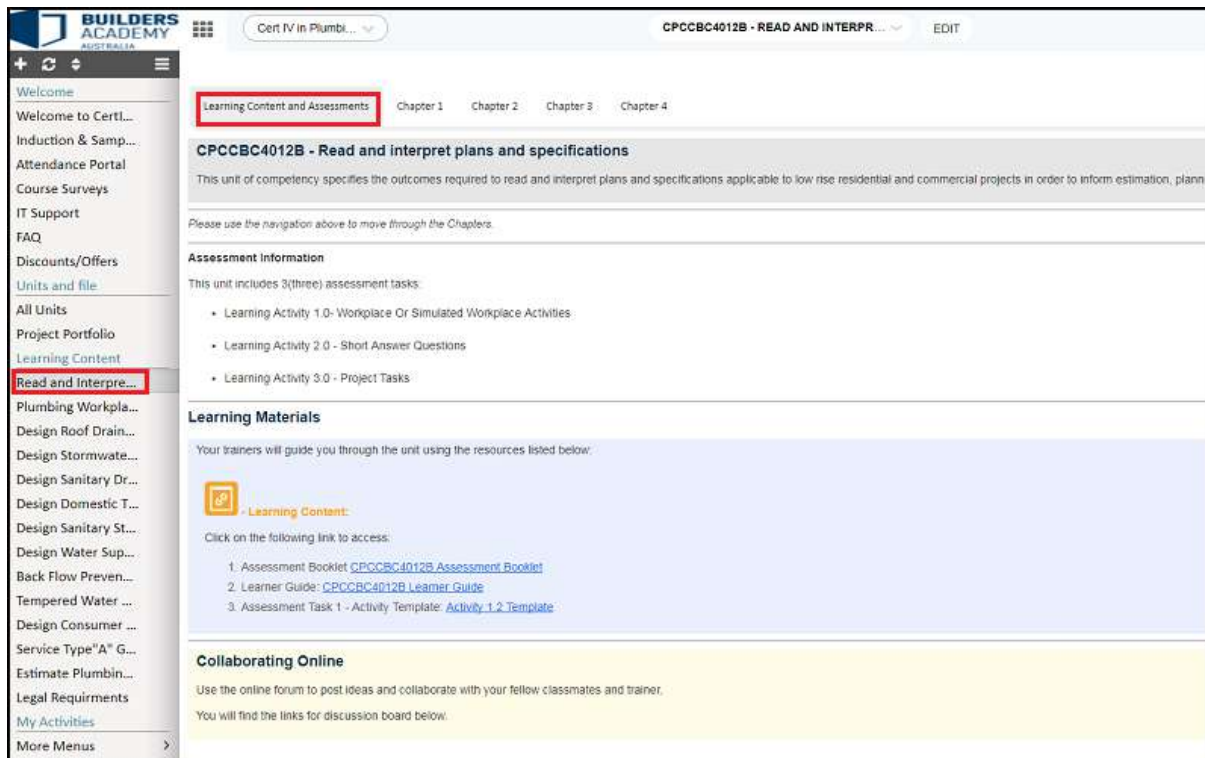
Please note you may be enrolled into Class A or B, the learning contents are all the same, however, the schedule may be a little different, for Class A, students start from Module 1 to Module 4. For Class B, students start from Module 2 to Module 4, and then Module 1.

The basic structure of the Plumbing Units

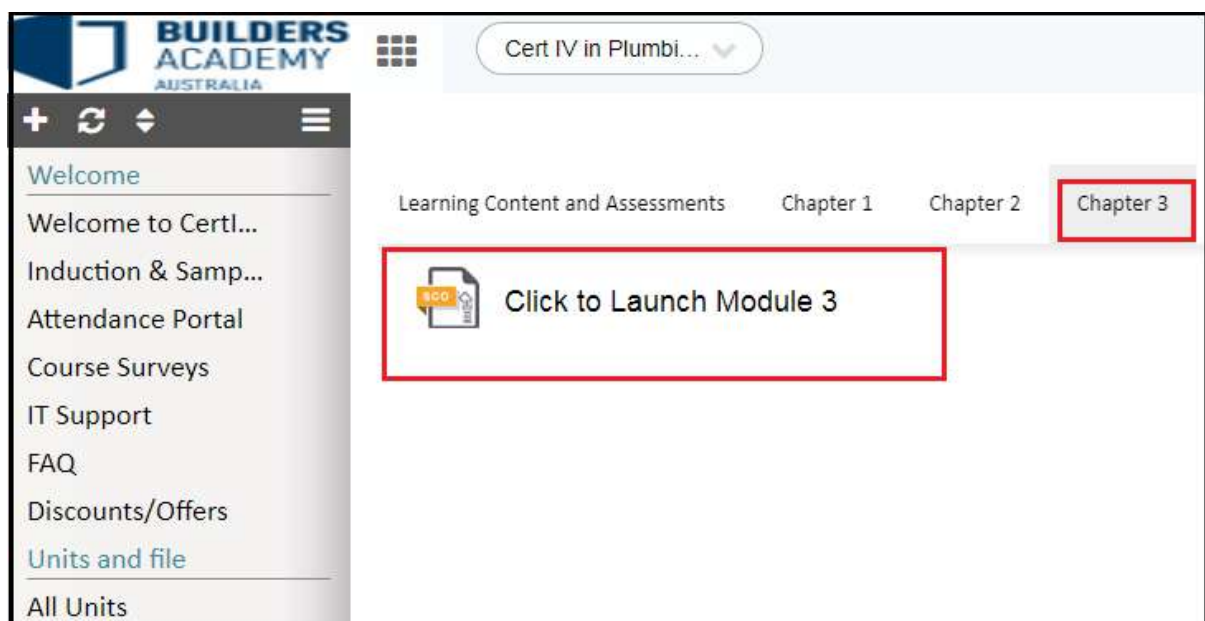
After clicking on “Courses”, you can see the courses that you have enrolled in, choose the current unit, if you are enrolled in a Plumbing unit, you will be directed to the page shown as below.



A menu bar is on the left hand side, you can click on each section to see the learning resources. There are different units in the Plumbing course, when you click on each unit, you can see the page as below.



There are different chapters for each unit, and learner guide and assessment booklet are provided in the Learning Contents for each unit, it contains detailed information about the learning activities and assessments. You can also select different chapters on the tabs at the top of the page to view the content of the chapters.



For instance, if section 3 is selected, a Scorm file will appear, click on “Click to launch Module 3” will lead you to the following page.



After that, simply click on the Launch button, you can access to the contents of the chapter.

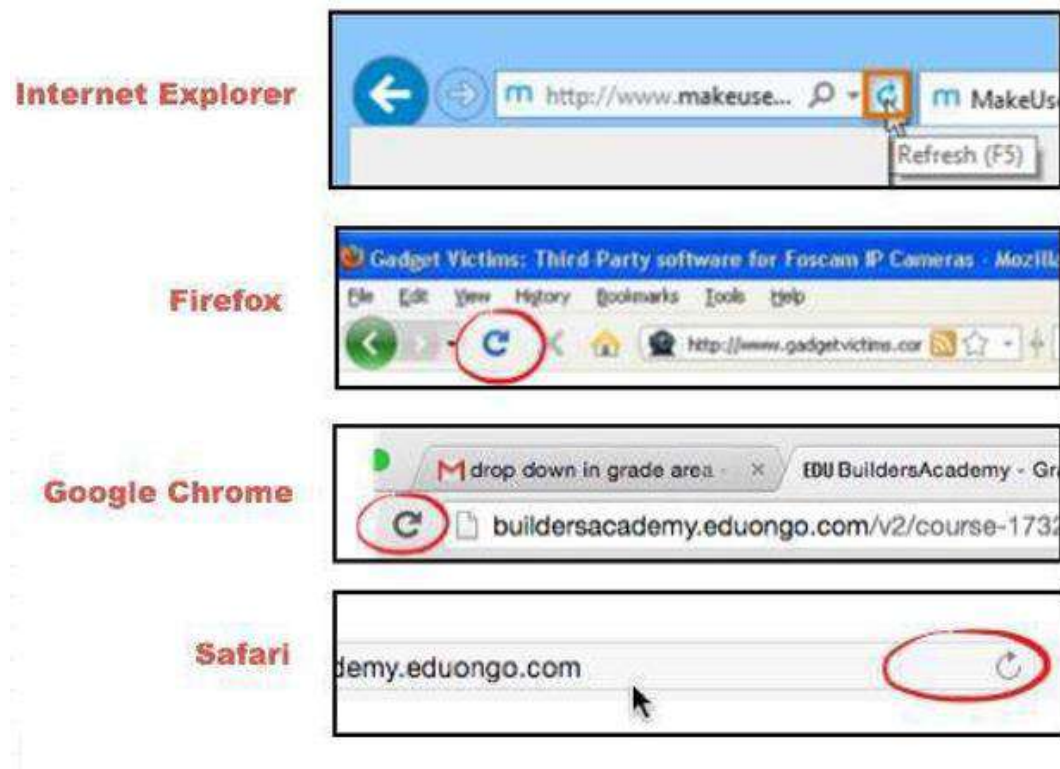
d. Basic Troubleshooting

Sometimes when you are learning online there will be the inevitable hiccups. Here are a few tips that may help if you experience issues.

Some browsers may take a while to refresh and you may think that something has gone wrong. For example, when you click on a link in the Navigation bar you may find that nothing loads into the main screen.



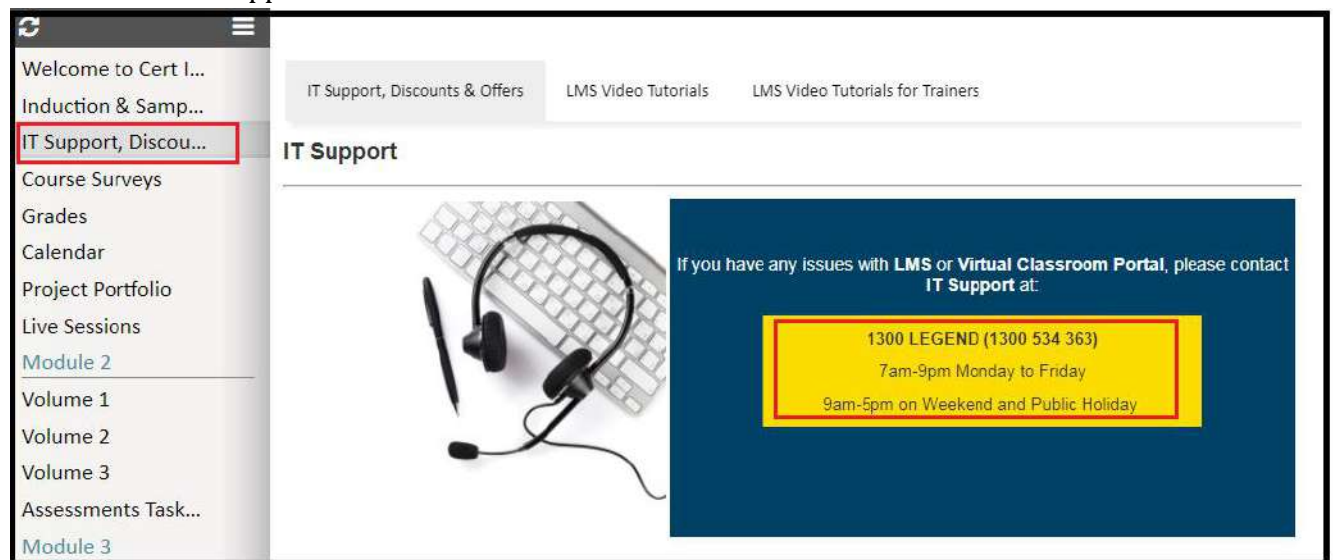
This should resolve if you ‘refresh’ the browser. The following picture will show you how to do this, depending on which browser you are using.



Technical support

If you have any issues regarding LMS, please feel free to contact us via helponline@buildersacademy.com.au

Or Go to our IT support



Session 2 – Communicating with your trainer

a. A variety of options, a variety of tools

Successful eLearning depends very much on good communication: between you and your trainer, and between you and the other students in your class.

In this connected world there are so many options for contacting with each other. Apart from the tools within the Builders Academy LMS you have email, phone, SMS, Skype, Google hangouts, Facebook, Viber, Twitter, and the list goes on and on and on.



As an online student you could easily become overloaded with messages from your trainers and the other students and they, in turn, could miss vital messages from you. So before you start learning online it is important to get a clear idea of the communication tools that will be used in this Course.

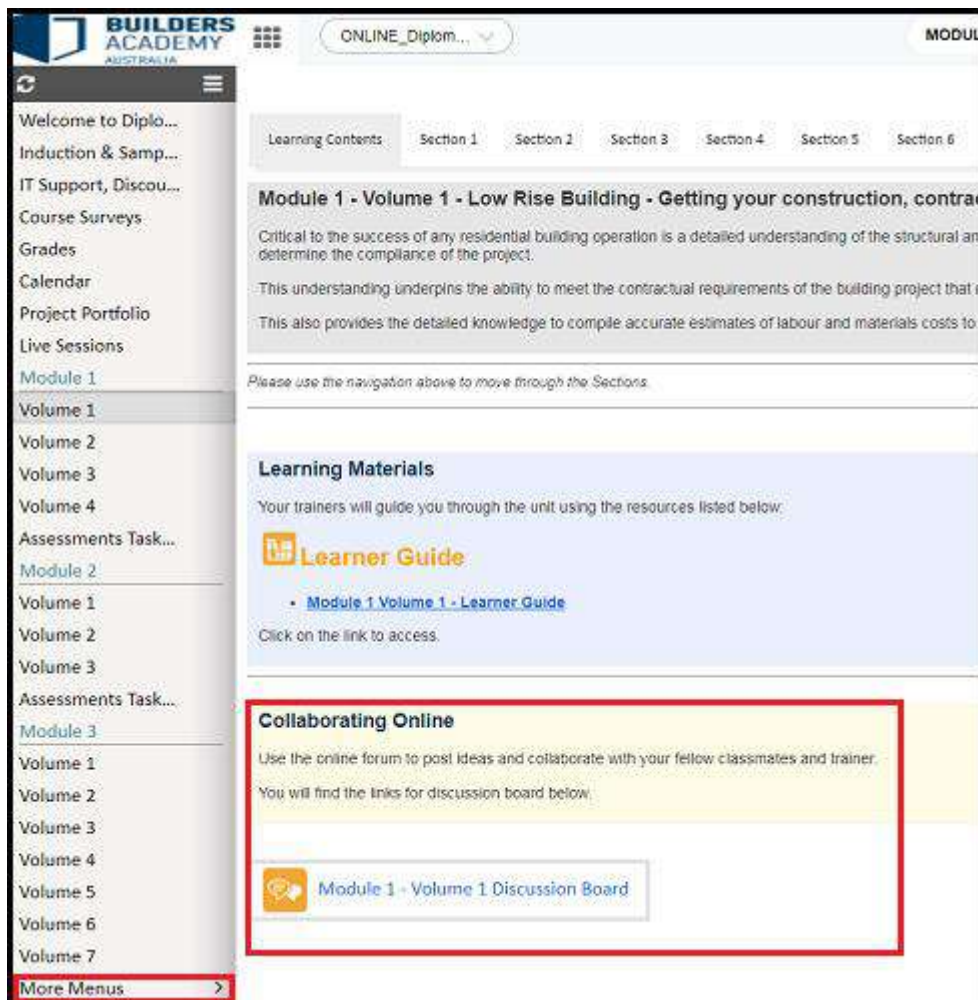
It is important to know about the options available to you in the Builders Academy LMS and we will look at these now.

The communication tools in the LMS can be categorized into two categories:

- **Asynchronous** – Communication is posted but students and trainers can do it at any time of the day (or night) and responses can also be given at anytime.
- **Synchronous** – That means the communication happens in real time. All parties need to be online at the same time.

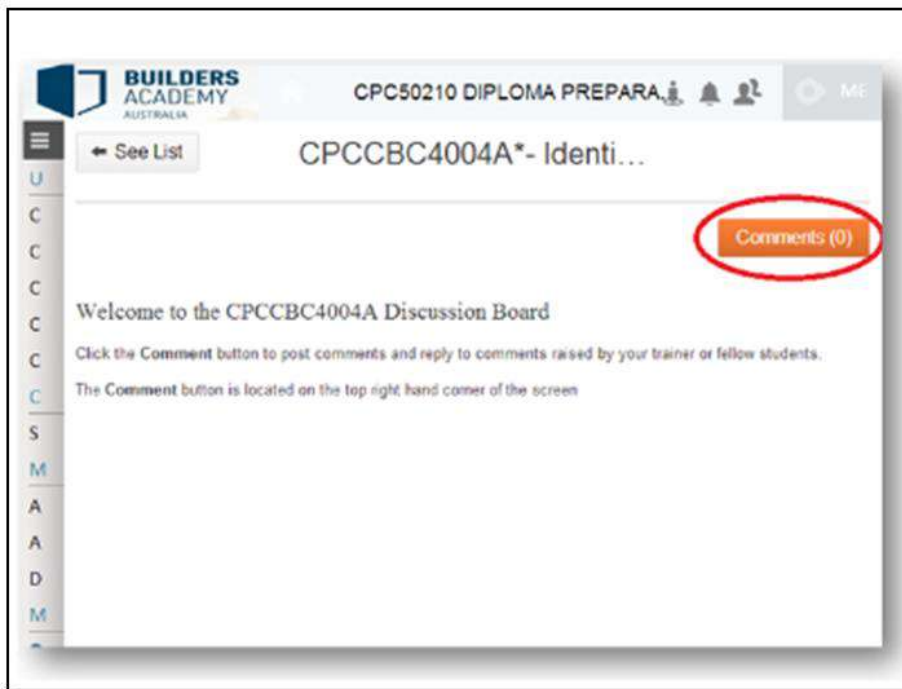
b. Discussions

Throughout this Course you will be expected to participate in online Discussions. Links to the discussions are located throughout the learning materials and are directly linked to the content or topic. These discussion spaces will enable you to share your learning, experiences and insights, and to learn from others in the Course.



Normally you would access the discussions as you work through the content, however you can also access **ALL the discussions for the Course** from the left hand navigation bar by clicking on “More Menus” and then “Discussions”.

When you select a link to a discussion you will first be taken to a screen where the discussion task may be outlined. To actually participate in the discussion you have to click on the Comments button.



c. My Wall

You can also use My Wall to send information that is relevant to all trainers and students, in any of your course, such as an Expo, an update to a building regulation, a TV show to watch etc. This tool is located on LMS Desktop.

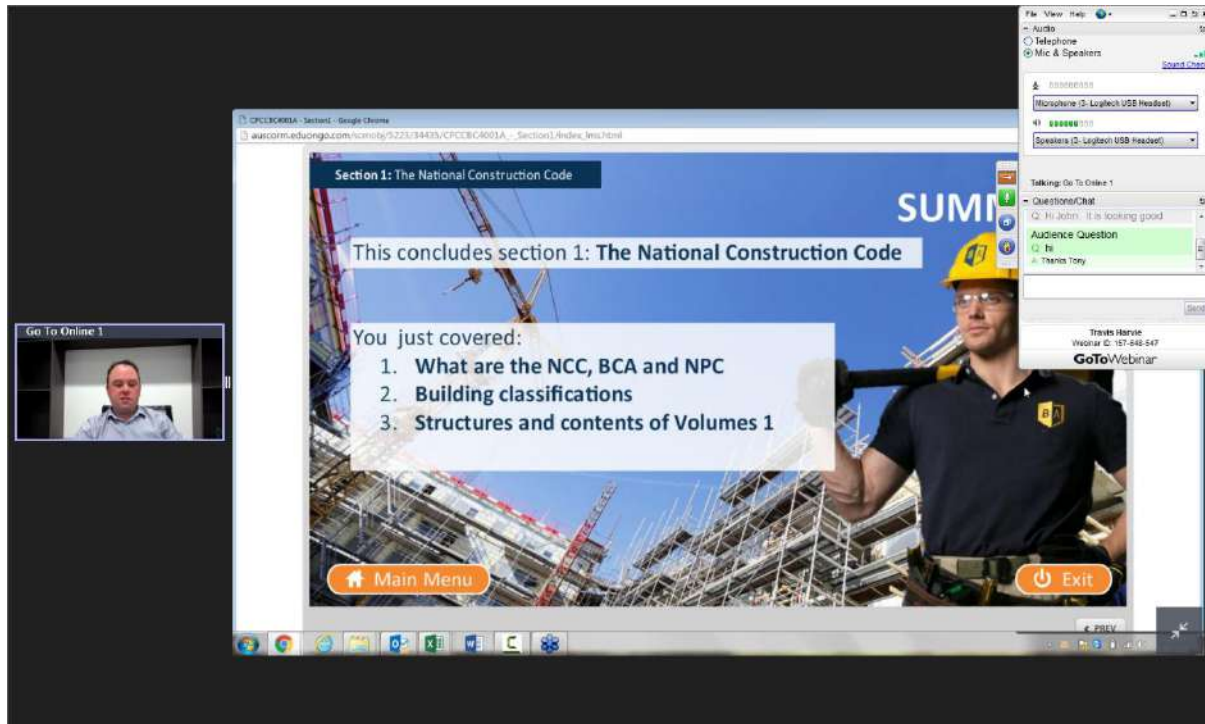


d. Other external communication tools

Other communication tools like SMS, Twitter, Facebook and Skype may also play a part in the overall communication you have with your trainer and other students, however it is important that they are not overwhelmed with too many options. Remember that interactions that take place within the LMS are recorded and managed in one space and can assist in verifying that you have been engaged in the learning.

Session 3 – Virtual Classroom

a. What is a virtual classroom and why would you use it?



A *virtual classroom* is a private, dedicated, online meeting space for synchronous (real-time) learning activities between trainers and groups of students. Using this space will give you the opportunity to work together with your trainer and the other students in 'Real time' and to give you the chance to share your ideas, ask questions, interact with the other students and learn more.

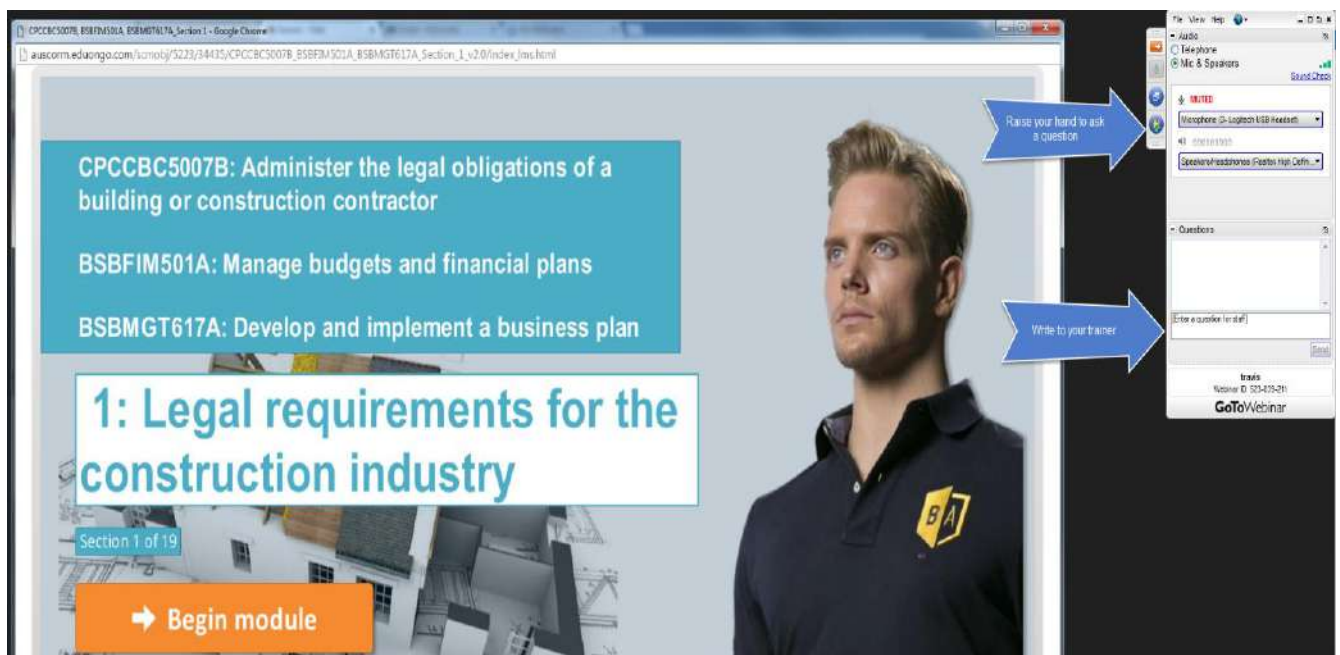
It is anticipated that the virtual sessions will include some or all of the following:

- A chance to meet regularly on a weekly basis with each other at a pre-determined time.
- Delivery of the course content just like it would be delivered in a face to face context.
- Provide **an opportunity for a Q&A session** where you can ask the trainer about issues of concern or to clarify some of the areas of your learning
- A dedicated session to address **issues concerning assessment**
- An opportunity for **you to show and discuss examples of work** that you are doing
- **Listen to a specialist guest speaker** who has been invited to join the class online and share their area of expertise.

b. The layout and features of the virtual classroom

The Go to Webinar Virtual classroom include the following elements:

- Your trainer and all the students can **login at the same time together**
- **Text chat** – you can type in real time to your trainer and other students
- **Audio and video** – participants can contribute with a microphone/video and speakers
- **Shared whiteboard** – a blank screen where trainer and students can share information, brainstorm, write comments, and upload pictures/diagrams in real time.
- **Presentation of content** –the whiteboard space can be used to upload a presentation in PPT, PDF or Word so that your trainer can give a short tutorial or lecture to the students
- **Recording** –sessions are recorded and the link to the recording is provided in the LMS after the session has concluded. Students can revisit the session if you want to, or those who missed the session can view it later.



Go to Webinar interface

c. How and where do you login to the Virtual Classrooms?

The link to the virtual classroom is available on the LMS.

Make sure you note the times and dates of these sessions in your diary or electronic calendar, and try to be online at least 10 mins before the session to get set up and check your settings.

Use the below link to access the online attendance system where you will sign in your attendance to receive the link to the virtual classroom.

<http://builders.solvedigital.com.au/login.php>

Or you can locate these sessions in the left-hand navigation bar under 'Live Sessions'.



BUILDERS ACADEMY AUSTRALIA

ONLINE_Diplom...

Welcome to Diplo...
Induction & Samp...
IT Support, Discou...
Course Surveys
Grades
Calendar
Project Portfolio
Live Sessions
Module 1
Volume 1
Volume 2
Volume 3
Volume 4
Assessments Task...
Module 2
Volume 1
Volume 2
Volume 3
Assessments Task...
Module 3
Volume 1
Volume 2

GoToWebinar
by CITRIX

Use the control panel to engage and monitor your attendees.

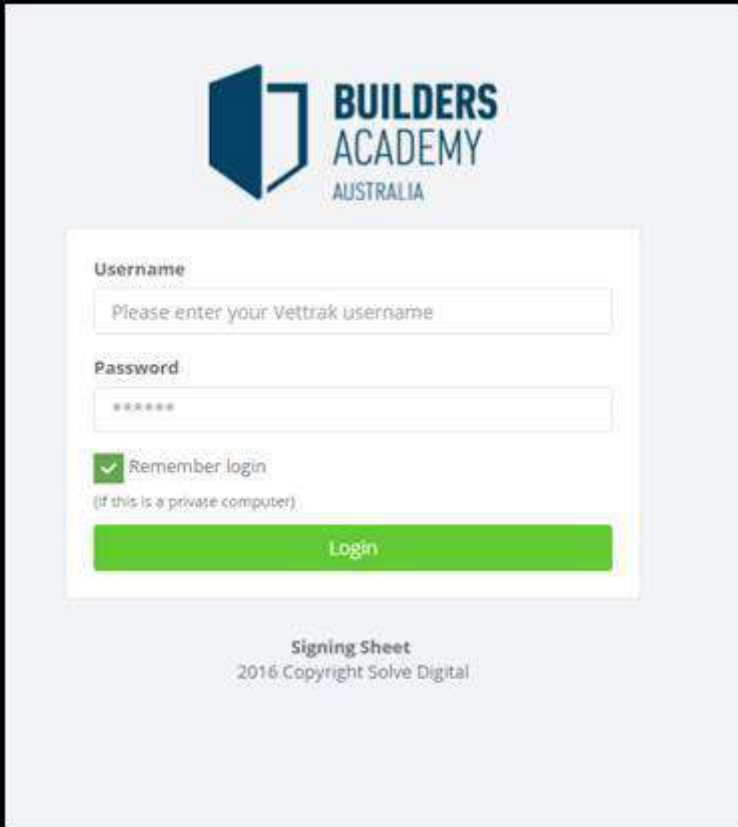
Audio Mode: ☒ Use Telephone ☐ Use Mic & Speakers

Virtual Classroom Link:

Please sign in to the online portal to obtain the link for the virtual classroom. Click on the link below

<https://rtoplus.buildersacademy.com.au/login.php>

After clicking on the link, you will be directed to the following page.



The login screen for Builders Academy Australia features the organization's logo at the top. Below the logo is a login form with the following elements:

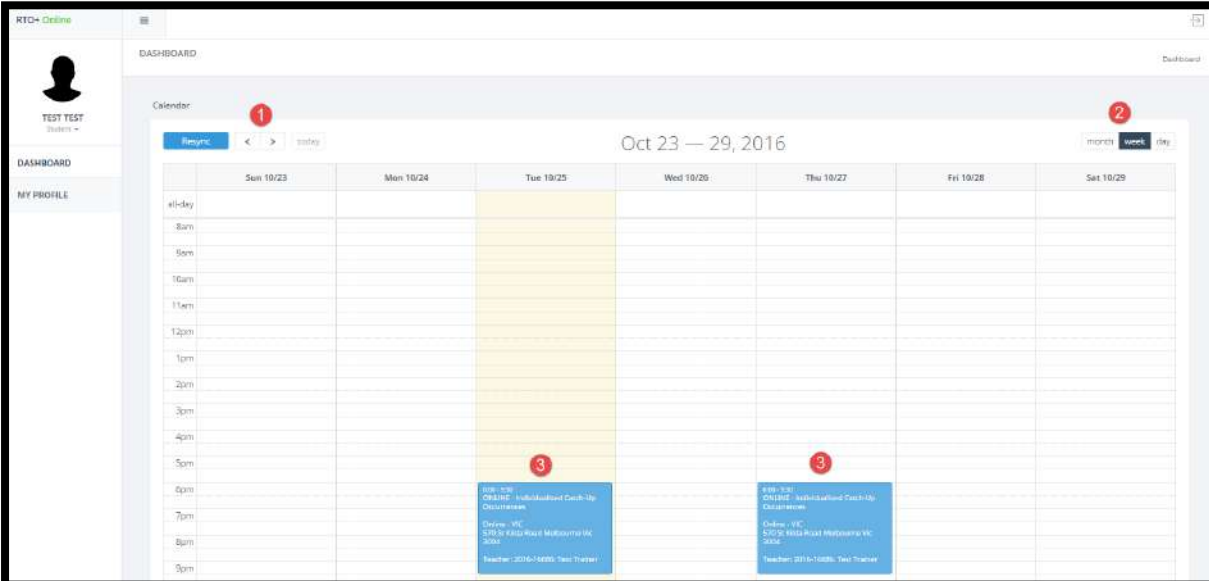
- Username:** A text input field with the placeholder text "Please enter your Vettrak username".
- Password:** A password input field with masked characters (*****).
- Remember login:** A checked checkbox with the label "Remember login" and a subtext "(if this is a private computer)".
- Login Button:** A prominent green button labeled "Login".

At the bottom of the screen, the text "Signing Sheet" and "2016 Copyright Solve Digital" is displayed.

You can use your attendance portal Username and Password received from emails to login into the attendance sheet. Your dashboard will load. This is to be used as a schedule to outline what days and times your classes are running.

On the dashboard you have the following functionality:

1. Change the date of the view by clicking the arrows forward or back
2. Change the view from month, week or day
3. The classes you have scheduled in the view that you have chosen

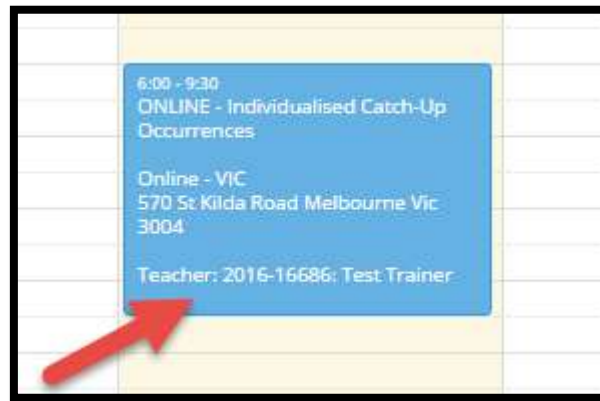


The dashboard screenshot shows a user interface for managing a schedule. On the left is a sidebar with a user profile icon and labels for "TEST TEST", "DASHBOARD", and "MY PROFILE". The main area is titled "DASHBOARD" and features a "Calendar" section. The calendar is set for the week of "Oct 23 — 29, 2016".

Three numbered callouts highlight key features:

- 1:** Navigation arrows (back, forward, today) to change the date of the view.
- 2:** View toggle buttons for "month", "week", and "day".
- 3:** Class schedule entries. Two blue boxes represent classes: "8:00-10:00 ONLINE Individualized Coaching Discussion" and "4:00-5:00 ONLINE Individualized Coaching Discussion". Each box lists the teacher as "2016-14896, Test Teacher".

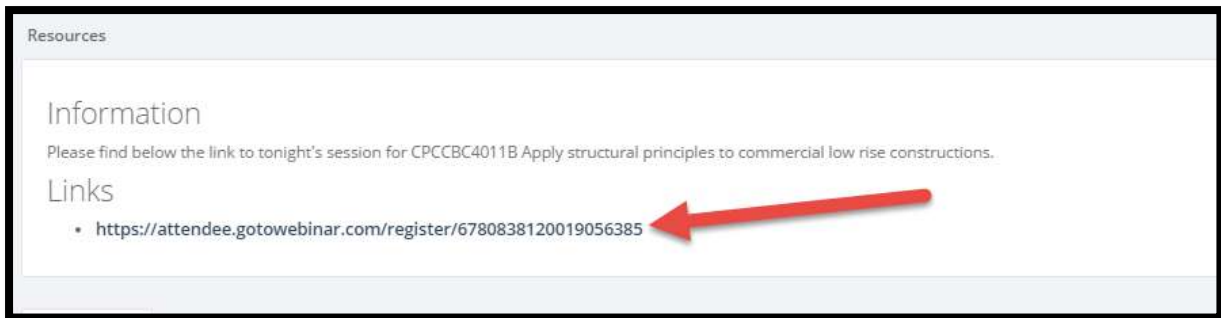
To sign in for your class and to see the link to register for your webinar click on the blue box for the date of your class.



This will load the attendance sheet for that class. It will outline the following information:

1. This information will be available once you have signed in for the class. The link to your webinar will show here once you have signed in.
2. Units being delivered in the session
3. Sign with your mouse or touch screen device to enter your signature to receive the link to the webinar.

Once you have signed the attendance sheet and click on “I agree”, the link to the webinar will be available, click this link to register for your webinar.



Within 48 hours the webinar recording will be available for you to watch. To view the recording log back into the attendance portal and click on the date of the session. A new link will be available for you to copy and paste into your browser and watch the recording. You can also watch the past recordings by selecting previous dates and sessions.



d. Getting your audio set up for the virtual classroom

Making sure that you have your audio working is an important first step in using a Virtual Classroom. It is critical that you test this first so that your communication with your trainer and the other students is successful and doesn't create too many frustrations. Go to Webinar seems to work better with a headphone/microphone set. Avoid using your built-in computer microphone as it seems to create echoes.



Session 4 - Being a virtual classroom student

a. What's it like to be an virtual classroom student?

Online learning has numerous advantages, and some obvious disadvantages too. One of the advantages that is cited most often is the ability to study from your home, office or on the road.

Listed below are some tips for effective virtual classroom learning.



Tip 1 – Become familiar with the Learning Management system, Go to Webinar and the course structure.

Once the course gets going, review the introductory materials, check assessment information, requirements for discussion topics, etc. Look at these things at the beginning of each week as well to keep on track with what is happening during that week.

Tip 2 - Plan weekly study times

This will involve working through the learning content and activities, participating in discussions and completing assignments. Plan to put aside time to do the asynchronous work (reading the content, watching videos, completing activities, researching, and place appointments in your diary for the synchronous sessions in GoToWebinar.

Tip 3 - Log onto the course a minimum of three times per week

Logging onto the course home page consistently each week is associated with greater success for online students, according to several studies on online student success. Get into the habit of checking in consistently, even daily if you can manage it, to read discussion posts, check for trainer announcements and/or review course materials. While you are logged on, get involved and be an active participant in discussions. By logging on consistently each week, reading and responding to classmate postings, you will begin to feel part of a community, and enhance your learning experience at the same time.

Tip 4 – Ask questions

Your trainers are there to help. Don't allow the relative anonymity of the virtual space in online learning to be a barrier. If you have a question about course content or need clarification on a difficult concept – ask.

Tip 5 - Make connections with the other students.

Connecting with other online students and building a learning community is easier than you might think given all of the social tools and applications available today. Reach out to one student, send an email to ask a question, or create a Facebook group for your class, and even create a small study

group. If you are assigned to a group project, try Google Docs, which is a terrific collaborative tool, or try Skype or Google Hangouts applications that allow you to video chat and discuss in real time, even share documents and Web pages.

b. Participating successfully in discussions

The discussions in your virtual classroom course play a central role in the learning experience for the students.

There are no black and white rules as to the best way to participate in the online discussions, but it is useful to consider some of the following:



Take time to participate: This is a shared learning environment and the discussions are integral parts of forming a successful learning group. They also form part of your assessment. Try not to lurk in the cyberspace background. It is not enough to login and read the discussion posts of others. In order for the online environment to be successful, **everyone** must contribute.

Encourage Others: You may have more experience with online discussion spaces than the other students in the class. Respect and encourage their contributions.

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

Be Succinct: Everybody involved in this online course is going to be busy so they won't have time to read through long ramblings in the discussions. So stay on the subject and concisely give your opinion or share your experience. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs. Being misunderstood is quite common in online discussions; avoid the miscommunication trap by double-checking everything that you write. The best way to test your messages make sense is to read them aloud before you send them; this way, you will be able to see if they make sense.

Use Standard Writing Style: Try to write in Plain English, avoiding slang and overly informal language. Also avoid using some of the abbreviations that you may be used to using in text and SMS. The discussion space is supposed to be a friendly and inviting place, but remember it is also an educational space and your contributions will be counting towards your final assessment. Finally, don't type in all caps; writing in all capital letters is regarded as shouting, and could be considered rude.

Cite Your Sources: If your contribution to the discussion includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.



Respect Diversity: Studying online means that you are more likely to meet people from all parts of Australia and even the world. It can be an ethnically rich and diverse, multi-cultural experience. So it is really important to use no language or state sentiments that could be construed to be offensive toward others in the class or the community. Racists, sexist, and homophobic comments and jokes are unacceptable.

No Flaming! Unfortunately discussion spaces have occasionally been used to rant and scream at others' opinions. Criticism must be constructive, well meaning, and well-articulated. Rants directed at any other student or at the trainer are simply unacceptable and will not be tolerated.

Report Technical Glitches: Discussion spaces are electronic and rely on technology working. They sometimes break despite the best of intentions. If for any reason you experience difficulty participating, please call, email, or otherwise inform technical support of the issue. Chances are others are having the same problem.

Lastly, Remember: You can't take back a posting. Once you've hit the send button, your words will be available to everyone and cannot be retracted.

Session 5 – Assessment of your learning

a. Assessment and feedback on activities and tasks

Assessment and feedback is critical to the learning process. In this online course you will be undertaking a number of **assessment activities**, which will lead to the final 3 formal assessment tasks. More about these final tasks in the next two pages.

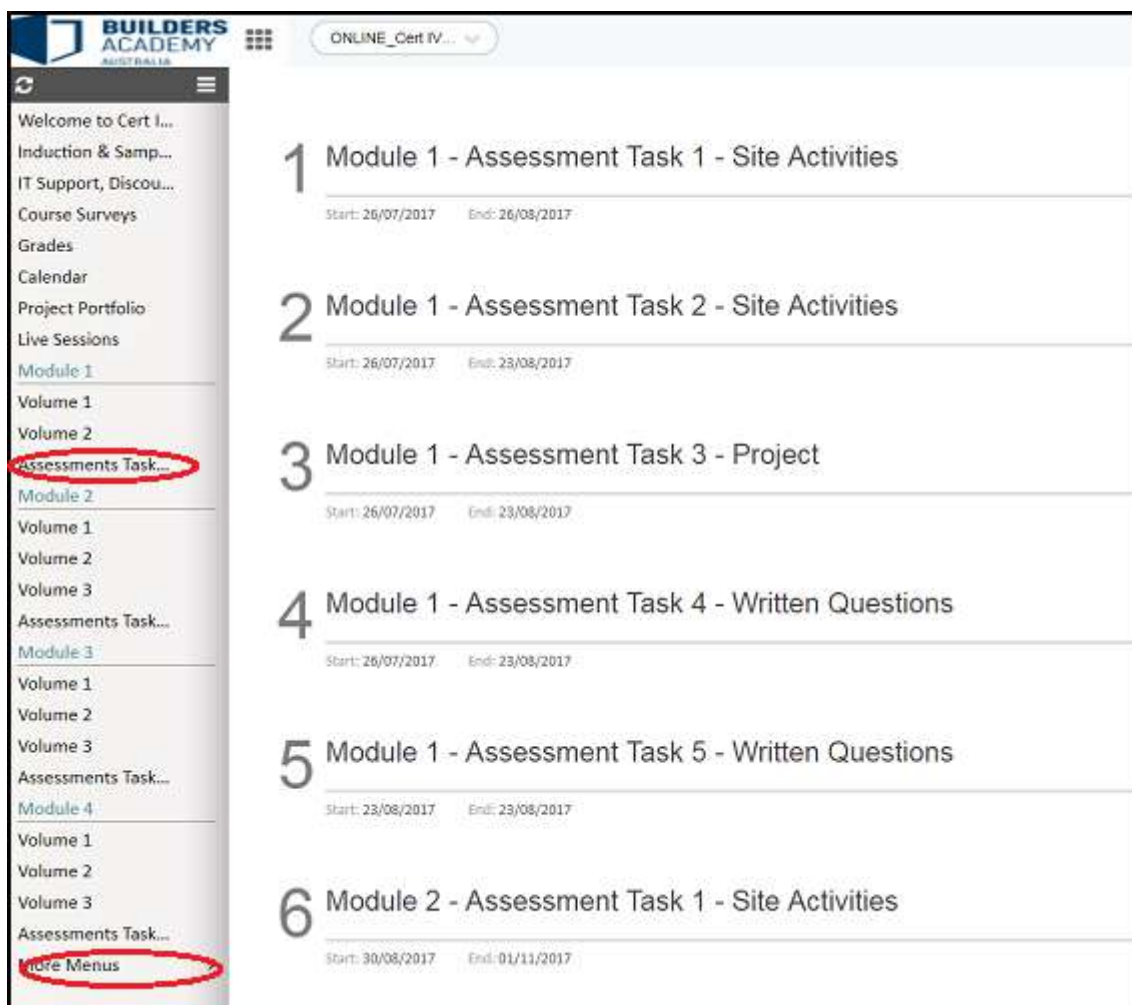
Assessment activities – are also woven through the learning materials but these activities are gradable and when you have completed them all they will contribute to a major assessment, Task 1 – Site Activities. You will learn more about these when we look at Assessment 1 in detail.

b. The types of assessment task in each Unit

All the assessment tasks for the Diploma will be managed and assessed within the LMS. In each Unit of the Course there are **3 formal, final assessment tasks**:

- **Assessment 1- Site Activities / Case Studies**
- **Assessment 2- Written Assessment**
- **Assessment 3 – Project's / Presentations / Role Plays**

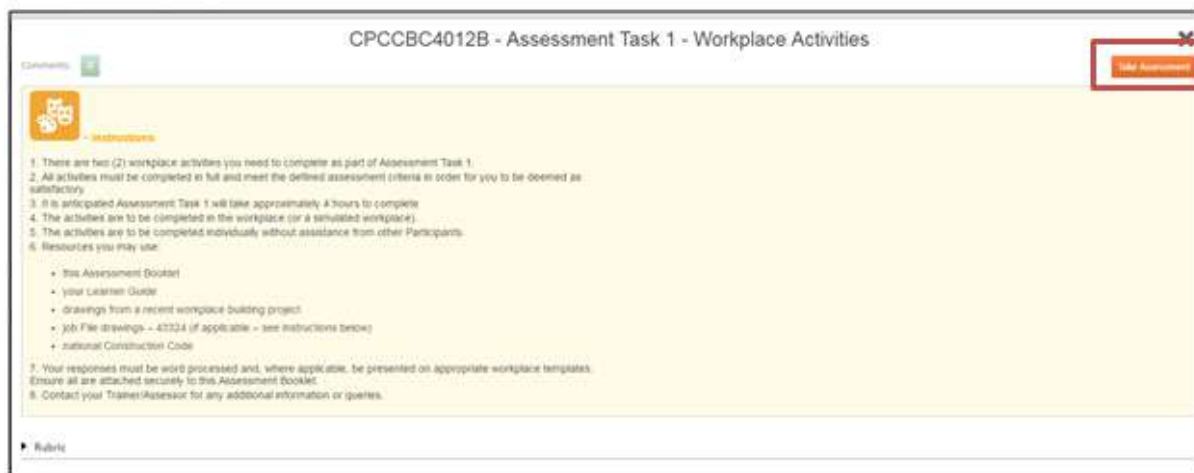
Each task has been set up in the LMS Grade book. You can access the assessment task from the left hand navigation bar, or click on “More menus” and then “Assessment” to access all assessments.



c. Assessment 1 – Site Activities / Workplace Activities / Case Studies

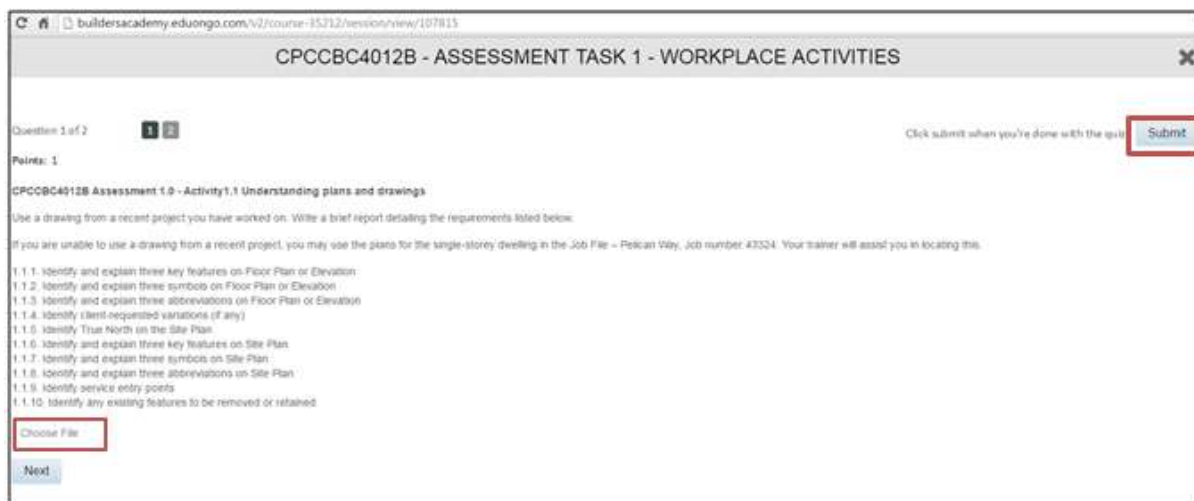
This assessment will be observed and assessed by the trainer as you successfully complete a number of ongoing Assessment Activities embedded in the content throughout the Unit.

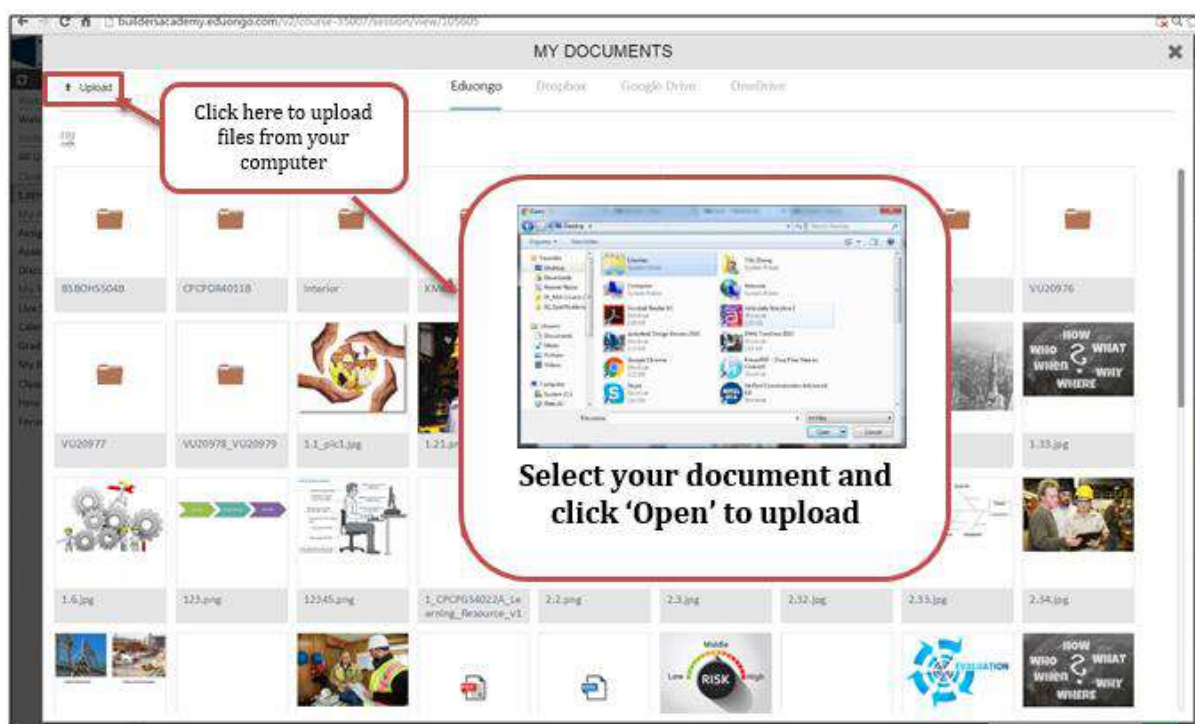
You can access all these assessment activities by clicking on the Take Assessment button on the top right of the page.



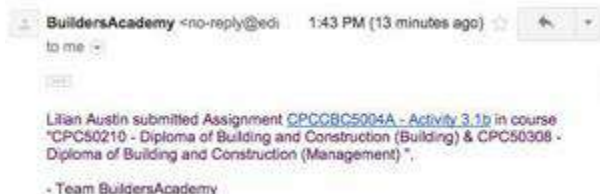
Some of these activities will require you to type into a text box in the same way as you learnt about earlier for learning activities.

Other assessment activities will require you to upload some files (Word doc, Images, Excel files etc.) Click on the choose file button to upload files.

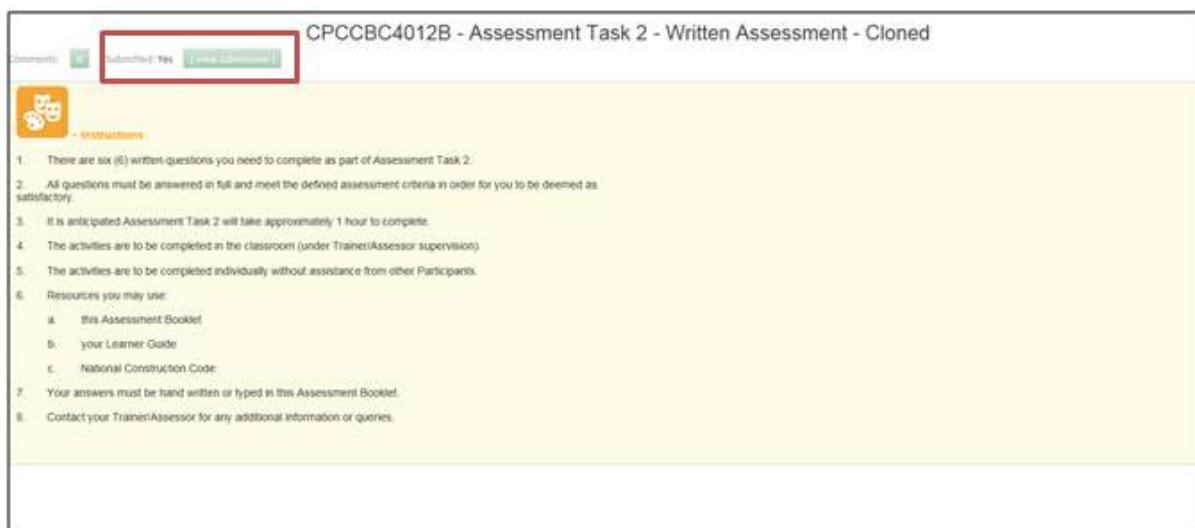




You will receive a notification in your email to verify that you have submitted.



You can also check that submission back in the LMS. You will be able to view what you submitted and also see the Green line and 'Completed' statement.



d. Assessment 2 - Written Questions

You will complete this major assessment at the end of the Unit via the Assessment Link. This task requires written answers to a series of questions. For technical reasons it has been set up in the LMS using the Quiz tool so you will be prompted to take a Quiz. It is however not a formal quiz, but a short answer written assessment. There will be spaces and boxed for you to type in your answers.

The screenshot displays the Builders Academy LMS interface. On the left is a navigation menu with options like 'Welcome to Cert I...', 'Induction & Samp...', 'IT Support, Discou...', 'Course Surveys', 'Grades', 'Calendar', 'Project Portfolio', 'Live Sessions', and a list of modules (Module 1, Volume 1, Volume 2, Assessments Task..., Module 2, Volume 1, Volume 2, Volume 3, Assessments Task..., Module 3, Volume 1, Volume 2, Volume 3, Assessments Task..., Module 4, Volume 1, Volume 2, Volume 3, Assessments Task..., and More Menus). The main content area shows a list of assessment tasks:

- 1 Module 1 - Assessment Task 1 - Site Activities (Start: 26/07/2017, End: 26/08/2017)
- 2 Module 1 - Assessment Task 2 - Site Activities (Start: 26/07/2017, End: 23/08/2017)
- 3 Module 1 - Assessment Task 3 - Project (Start: 26/07/2017, End: 23/08/2017)
- 4 Module 1 - Assessment Task 4 - Written Questions (Start: 26/07/2017, End: 23/08/2017)
- 5 Module 1 - Assessment Task 5 - Written Questions (Start: 23/08/2017, End: 23/08/2017)**
- 6 Module 2 - Assessment Task 1 - Site Activities (Start: 30/08/2017, End: 01/11/2017)

CPCCBC5004A - ASSESSMENT 1.2 - WRITTEN QUESTIONS

Question 1 of 18

1
2
3
4
5
6
7
8

Click submit when you're done with the quiz

Submit

Points: 1

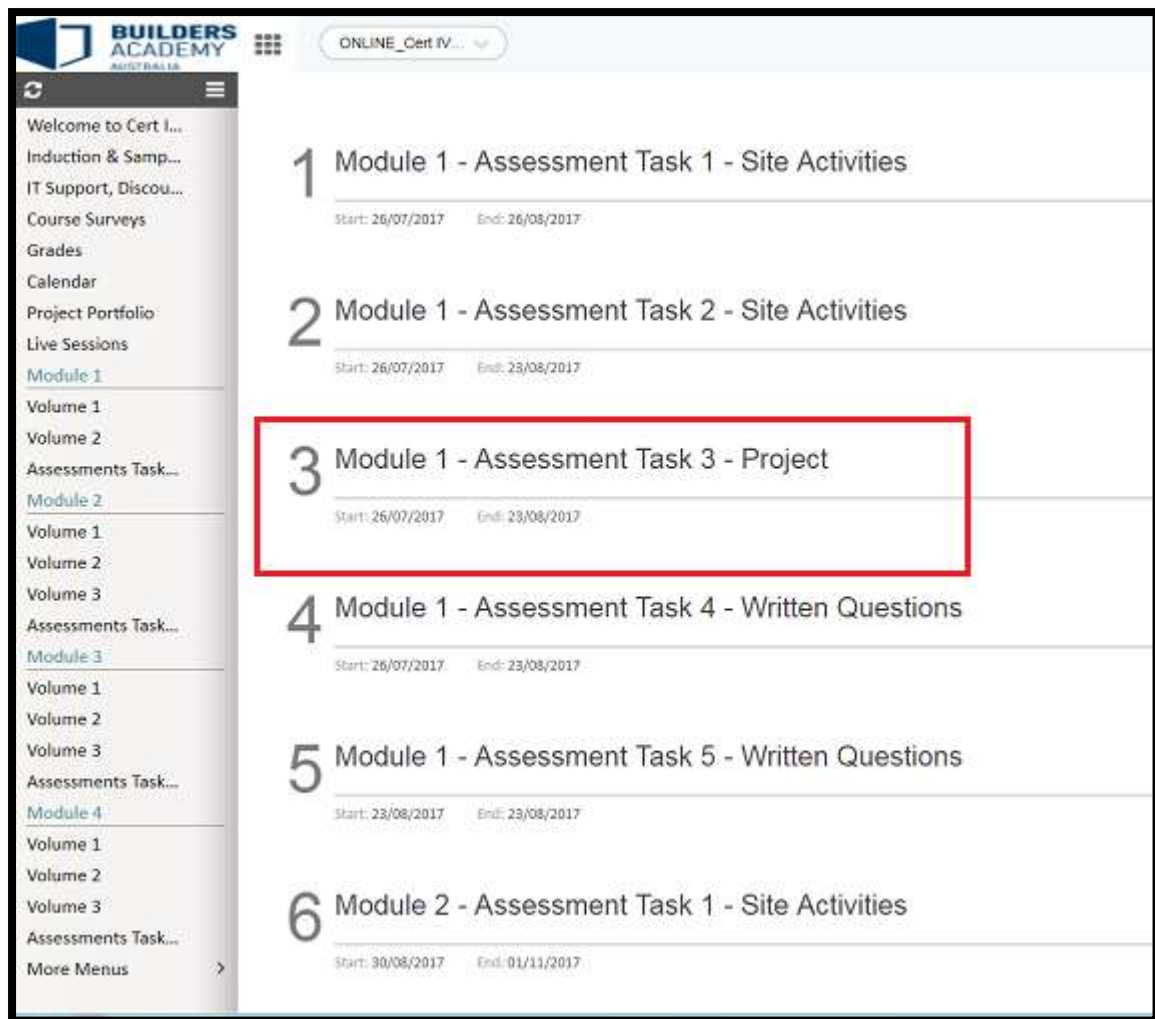
CPCCBC5004A - Asst 1.1 - Q1:

The table below provides a list of materials that have unique properties which make them more or less suitable for particular applications. Give 2 properties (1 and 2) for each material in the following categories:

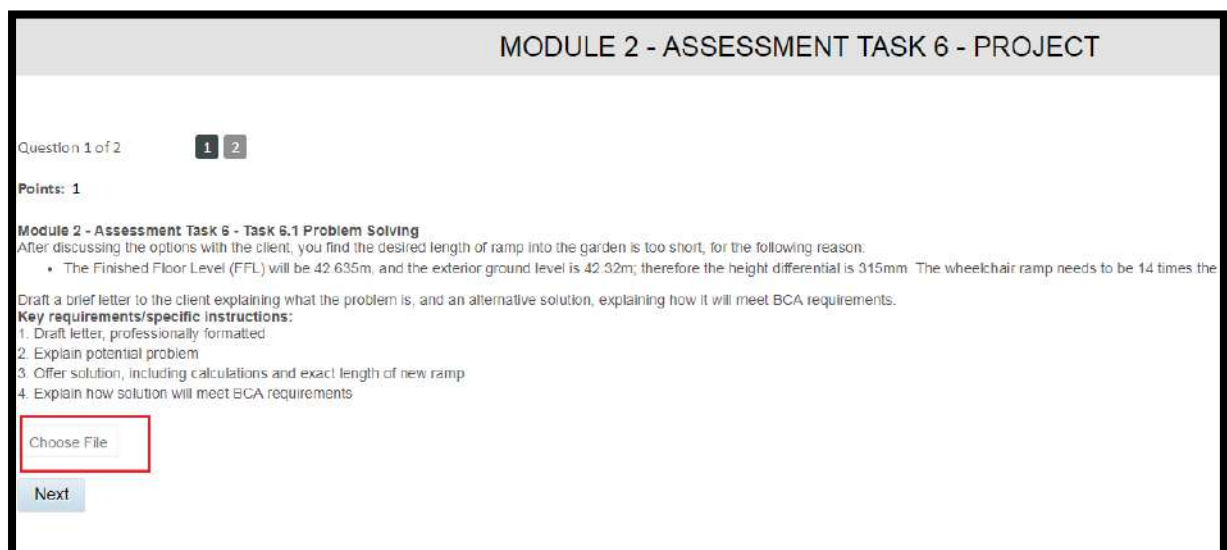
MATERIAL	USE	TRANSPORT TO SITE	HEALTH/SAFETY WASTE DISPOSAL	THERMAL PERFORMANCE	STORAGE
TIMBER 1					
TIMBER 2					
CONCRETE 1					
CONCRETE 2					
STEEL 1					
STEEL 2					

e. Assessment 3 - Project

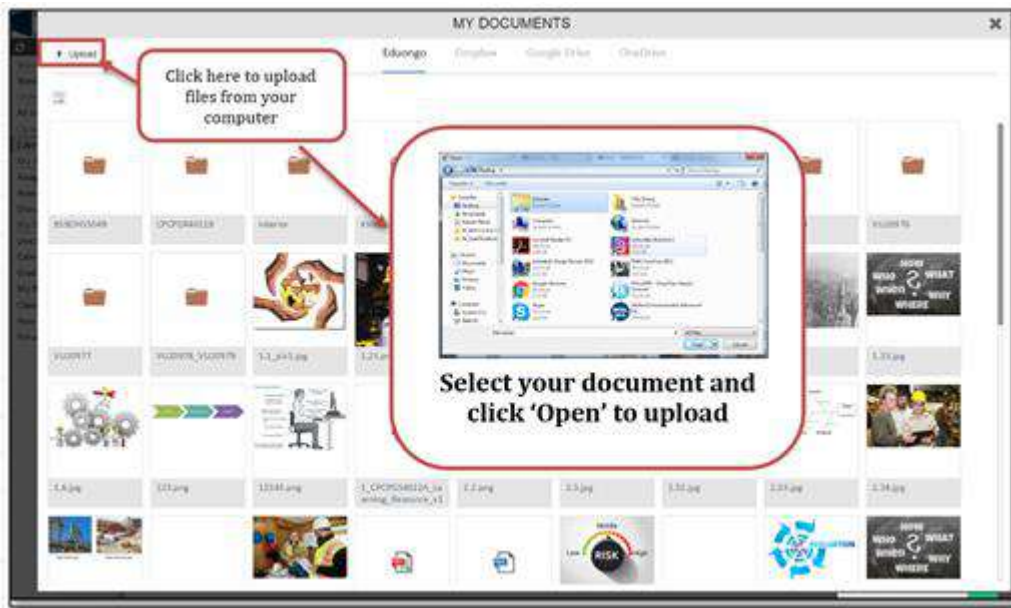
You will develop your project at the completion of the Unit, and submit it via the Assessment link. Click Take Assessment to do the project. You may need to answer some questions and upload a Word Document to complete the Project.



You need to upload your Word Document by clicking Choose File Button.



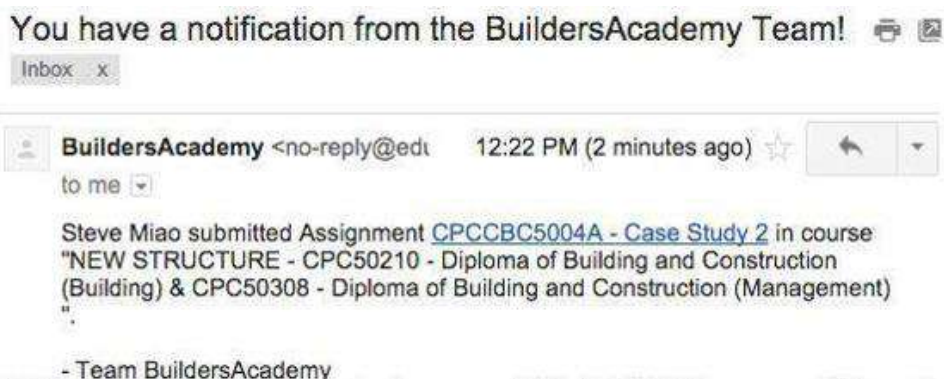
Then upload your assessment from your computer.



f. Checking your submission

So how do you know that you have submitted correctly and how will your trainer know that it is submitted so that he/she can mark it? We looked at this briefly before but let's review it for the final assessments A, B and C.

Your trainer will receive an email from the LMS system when you have submitted work, if you have submitted the wrong document, contact your trainer or us via helponline@buildersacademy.com.au, we are here to help you with the reopen of the assessment.

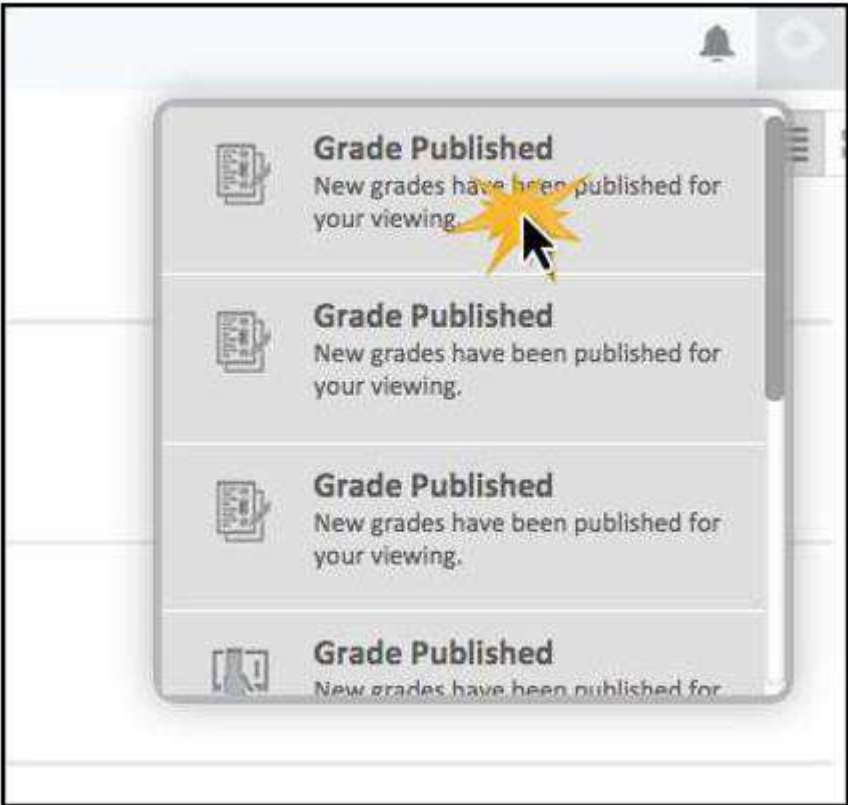


g. Locating your marks and feedback after assessment is complete

When your work has been marked, graded and published by your trainer, you will notice a red number over the notifications bell button. This indicates that there is something that needs your attention.



Click on the red number and a list of all your completed assessments will appear.



Click on the assessment item and you will see something like the following screen. You may want to look at your answers and results in more detail. Select the underlined link to the assessment task.

GRADE ITEM	GRADE	FEEDBACK	RESULT
CPCCBC5004A - Assessment A - Observation	Fail		View Result
CPCCBC5004A - Assessment B - Written Questions	Pass		View Result
CPCCBC5004A - Assessment C - Project	Pass	Great project Lilian. Well done	View Result

You will now be able to see the individual assessment task screen. Select **View Submission** to see your answers, feedback and marks.

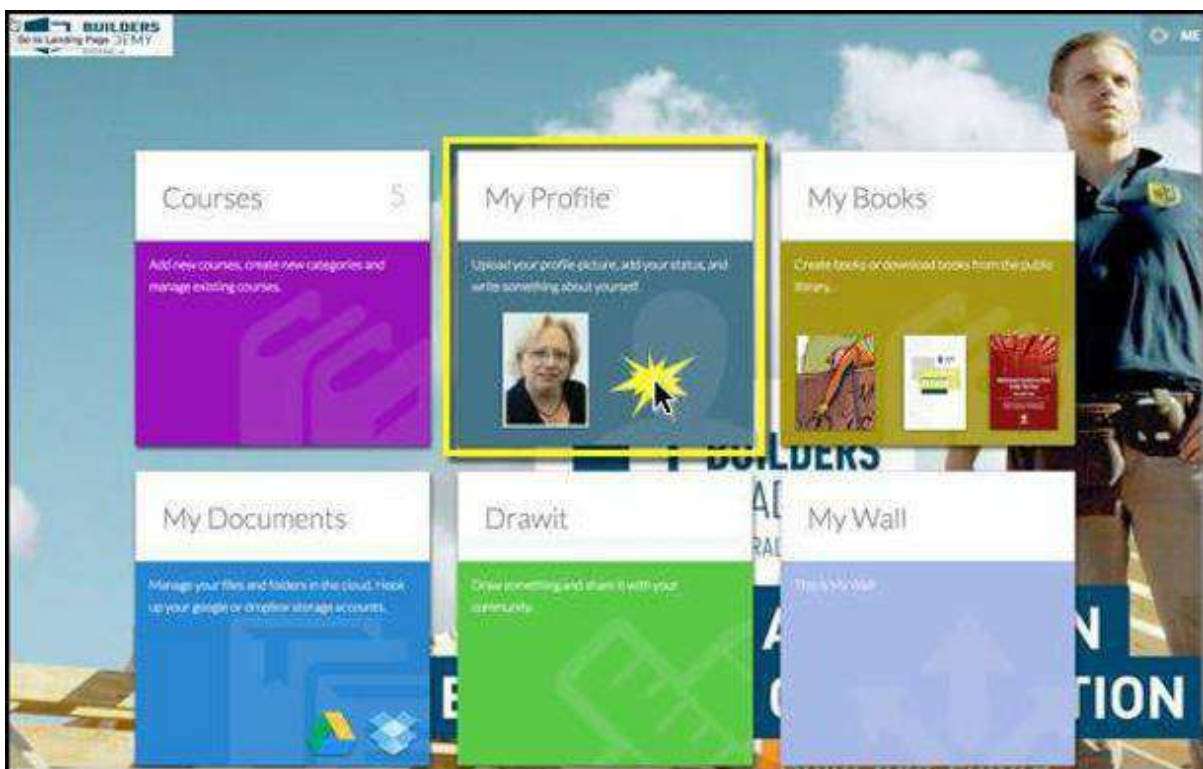
Alternatively, you can check your results and feedback given by you trainers by accessing “Grades”.



Session 6 – Other LMS Tools

a. Adding your personal details to My Profile

One way that you can personalize the experience of online learning for your students is to set up your My Profile page. This allows you to add a picture and other personal details. This will mean that whenever you respond to discussions or use other tools in the LMS your picture will appear.



b. Using the e-books in My Books

In the LMS you will find a link in the left-hand navigation to My Books. This is where some additional content may have been placed. These eBooks are typically compilations of some of the content related to the Unit which was considered to be quite lengthy and managed more effectively in the form of an e-book.


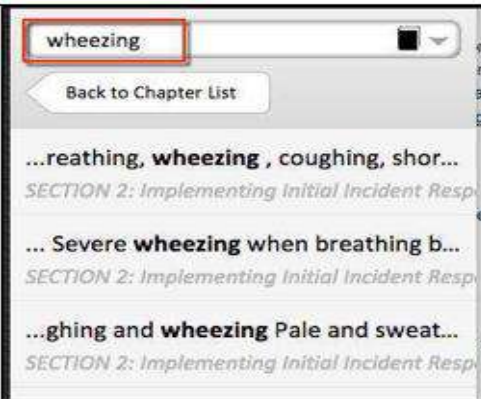

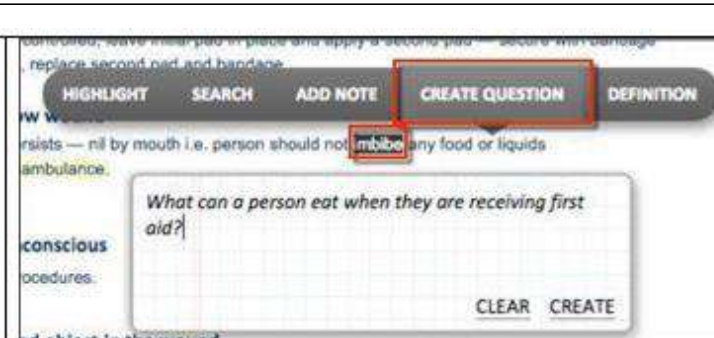



The eBooks have more functionality than a simple PDF document and allow you to make notes and bookmarks for future access to the most important information. At various places within the LMS content you will find direct links to the eBooks for further information. Initially you will want to browse your eBook using the navigation:

1. The chapter contents
2. The next button
3. The full screen option



The eBooks allow you and your students to annotate and record information on individual pages. All you need to do is to highlight a section of text which will result in an action bar you can choose to:

<p>Highlight a section of text so that it stands out for you next time you are looking for it.</p>	 <p>ASTHMA ATTACK Asthma is a respiratory (breathing) condition which...</p> <p>...reathing, wheezing, coughing, shortness of breath...</p> <p>SECTION 2: Implementing Initial Incident Response</p> <p>... Severe wheezing when breathing both in and out...</p> <p>SECTION 2: Implementing Initial Incident Response</p> <p>...ghing and wheezing Pale and sweaty...</p> <p>SECTION 2: Implementing Initial Incident Response</p>
<p>Search - allows you to select a word and the eBook will display other pages which refer to this word.</p>	 <p>wheezing</p> <p>Back to Chapter List</p> <p>...reathing, wheezing, coughing, shortness of breath...</p> <p>SECTION 2: Implementing Initial Incident Response</p> <p>... Severe wheezing when breathing both in and out...</p> <p>SECTION 2: Implementing Initial Incident Response</p> <p>...ghing and wheezing Pale and sweaty...</p> <p>SECTION 2: Implementing Initial Incident Response</p>
<p>Add a note - to remind you of an important point or for something that needs following up.</p>	 <p>ADD NOTE</p> <p>Need to check that this is posted somewhere prominent on the first-aid room</p> <p>CLEAR ADD</p>
<p>Create a question - this is particularly useful when you may need to know the answer for an assessment.</p>	 <p>CREATE QUESTION</p> <p>What can a person eat when they are receiving first aid?</p> <p>CLEAR CREATE</p>
<p>Definition - if you don't know the meaning of that word you can highlight that word (one word only) and you will be given a definition.</p>	 <p>DEFINITION</p> <p>Tourniquet /'tʌn.ɪ.ket/ Noun A tightly-compressed bandage used to stop bleeding by stopping the flow of blood through a large artery in a limb.</p>