



Faculty Orientation Online Tool (FOOT) Documentation

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1.0 Introduction

1.1 Purpose of this document

The purpose of this document is to outline the requirements, design, development and implementation of the Faculty Orientation Online Tool (FOOT) and to help the client obtain a better insight of the overall project. The intended audience for this document is the Learning Management System (LMS) team at USP and FSTE Admin Office. Within this document the readers would find information about the general project concepts, list of functional and non-functional requirements, the graphical user interface (GUI) and the implementation & maintenance aspects.

1.2 Scope of this Document

The document provides the functional and non-functional requirements for the FOOT project that is integrated with MOODLE (USP's Learning Management System).

1.3 Project Overview

The University of the South Pacific (USP) was set up in the South Pacific region in 1968 by its 12 member countries known as – Cook Islands, Republic of Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu. A total of 14 campuses are spread over an area of 30 million square kilometers of the Pacific Ocean. This geographical separation necessitates a commitment for USP to come up with better learning and teaching tools and a culture-inclusive curriculum.

The transition from secondary to tertiary institution is not easy for all students and it takes some time for them to familiarize and adjust with the new learning environment. Failure in quickly adapting to this new learning environment could result in frustrations and increase in stress levels for the students and it could further affect the studies of students'.

To overcome this, the Faculty of Science, Technology and Environment (FSTE) has designed an online tool for the first year students, namely Faculty Orientation Online Tool (FOOT), which was first launched in semester 1, 2015. This tool assists the students to familiarize themselves with general information, available resources and study assistance offered within the faculty (FSTE).

The FOOT has been developed using the interactive Adobe Captivate software which enables the designing of edutainment based activities. It is hosted on MOODLE (Modular Object-Oriented Dynamic Learning Environment) Learning Management System (LMS). Students can access the FOOT from anywhere around the world using computers, laptops, smart phones or tablets with internet connectivity.

(USP - An Introduction , 2013)

(News @ USP, 2015)

2.0 Goals and Objectives

2.1 Objectives

The objectives of this project are listed below:

- Develop an online tool to provide general information to the new students regarding USP's learning environment.
- Designing a tool that students can access using their desktop / laptop computers, tablets and mobile devices using internet or USP's intranet.
- Provide an interactive and engaging tool to make students confident and primed up towards their new learning environment.
- Create awareness on the facilities and resources available at USP.
- Supply information on admission and registration procedures.
- Familiarize students with the available educational support.

2.2 Project Scope

The project scope covers the following:

- An interactive tool to assist new students to quickly adapt to the tertiary learning environment.
- The content covers information about USP and Faculty of Science, Technology and Environment (FSTE).
- The tool must support various screen sizes e.g. desktop / laptop computers, tablets and mobile devices
- Use of rich media content for better information flow.
- Use of quizzes to make it user interactive.
- The tool would be hosted on the MOODLE platform.
- The tool can be accessed online from anywhere using internet or USP's intranet.

2.3 Users of FOOT

The users of the FOOT module includes:

- Students – undertake this module to prepare help themselves familiarize with USP's tertiary learning environment.
- FSTE – the client, who is maintaining this module constantly to keep assisting the first year new students enrolling at USP.
- Coordinator First Year Experience and FSTE Learning and Teaching – request for analytical reports on participation and feedback.

3.0 History

Formerly known as the Online Orientation, it was launched in semester 1, 2015. It provides an opportunity for the new students to learn about their facilities and support services provided by the university.

The orientation tool consists of five sections which gradually educate students on how to board-on, survive and excel at the University Life. Each section provides content on specific topics followed by quiz questions and feedback questions. The quiz aims at testing the students' knowledge on what they've learnt while the feedback mechanism provides the students' view about the tool and ways to further enhance the FOOT to make it better for the new students.

In 2016 the team developed a new improved version of the FOOT. The new version was designed to make it compatible with different screen sizes so that students could view the same content on whichever device they preferred to use. In addition, the video content were further modified to correct errors and to include more useful information while some of the videos were shortened in length. Finally, the formatting and some glitches were cleaned to improve the appearance and make it work as it was intended.

4.0 Accessibility

FOOT is available on the website www.omdt.usp.ac.fj. USP students can login with their student credentials. The tool is developed in the English language. Potential students, new staff and enthusiasts can also access the tool through social authentication. The users are required to take the following steps to complete FOOT:

- a. Login to website and click the FSTE Orientation Online link directing the user to the tool's homepage.
- b. Click the "enrol me" button to enter into the FOOT course shell.
- c. Once a user enters the tool, the user is required to read the instructions on how to carry out the tool and associated activities. There are also voice-over narrations to inform the student about the activities.
- d. The user can then enter stage 1 and perform the required tasks such as taking part in quizzes, playing games and collecting coins.
- e. Upon completing stage 1, the user is then directed to stages 2, 3, 4 and 5 consecutively. In all stages the user can find interactive components of quizzes, games and coin collection.
- f. Upon the completion of all stages, the user is informed of the number of coins that he/she has collected and will be redirected to the FOOT webpage where the user needs to complete the

feedback form in order to receive the completion certificate, badges and get an opportunity to win amazing prizes.

4.1 FOOT hosted on MOODLE

MOODLE is a virtual learning environment which makes it easy to provide online support for a course. Providing a central space on the web where students and staff can access a set of tools and resources anytime anywhere. It is also designed to encourage collaborative learning. Moodle's popularity rests on its ease of use. As a LMS, it provides a robust toolset, particularly the plug-in modules that greatly increases its functionality. Moodle's feature set includes:

- Site management and administrator tools
- A variety of user management options, including multiple authentication options, online profile building and role-based assignments and permissions
- Registration and enrollment tools and plug-ins
- Course management and communications options, including chat, forums wikis, assessment builders, etc.

For these reasons, hosting the FOOT module on MOODLE was most suitable and feasible.

(Media, 2010)

5.0 FOOT Features

The tool has been designed using Adobe Captivate software and hosted on Moodle as its primary content delivery platform. Since Moodle is an open source e-learning software it serves its purpose well with the aims and objectives of an online orientation. The tool is developed in Adobe Captivate 9 and Video Scribe which are licensed software. It is integrated on to Moodle using as a SCORM package. The following are highlights of this innovative tool:

- i. Animations (games, audio, coins) - The tool is made engaging and interactive through the theory of gamification, which is basically the use of elements from games such as collecting points, competition and catch alphabets, to other products and services to promote engagement. The tool is intensively presented in a gaming environment using animations. With navigation the students can collect coins by participating in the quizzes and games built into the tool at different checkpoints. In addition, some coins are hidden within the tool's activities for students to hunt for or discover. Use of game elements captures student attention, promotes better engagement and enhances their first year experience.
- ii. Short Interactive Videos (Video scribe) - keeping in mind the interest of students and IT challenges faced in the region.

- iii. In-built Surveys - to capture instant feedback for continuous improvements on specific activities. These conditional activities secure definite response from participants.
- iv. Electronic Questionnaire - at the end of the tool before the rewards of certificates and badges which is an incentive for students to be taking this tool. Therefore, for students to qualify for rewards or certificates they have to provide their feedback.
- v. Responsive - it supports desktop PCs and mobile devices.
- vi. Caters for different learning modes and expectations.
- vii. Supports Social Authentication - feature which enables anyone to login with their Gmail or Facebook accounts.

6.0 Security

Since FOOT is hosted on Moodle it adopts all the security features from its host which makes the tool secured against hacking and manipulation of grades and quizzes. The following are the Moodle security features which makes FOOT secured:

- i. Access control - strong passwords and secure logins; minimum access (administrators/ lecturers/ tutors/ students/ guests); policies that address what, by whom and when
- ii. System protection - firewalls, antivirus, IDS; frequent updates; minimal services

7.0 FOOT Design and Structure

5.1 FOOT Flow Chart

There are five sections within the tool which needs to be completed in numerical order. Students cannot skip any slide as there is no option available to do so. At the end of each section, students are required to answer a few feedback questions followed by answering quiz questions to finish the particular section and move onto the next section. Once all the five sections are completed, the student's score is displayed. Next, the student is directed to a questionnaire page (A sample feedback questionnaire is attached in Appendix 2). Once it is completed, an electronic merit based certificate and badge is awarded to the student based on their scores. A student may also re-attempt the orientation in order to improve their score or to increase their understanding on the orientation's since all students are given 2 attempts at this tool.

If a student discontinues with an attempt, upon returning to the tool the student continues at the same place where the orientation was discontinued from.

A detailed flowchart of how the FOOT works is given below in Figure 1.

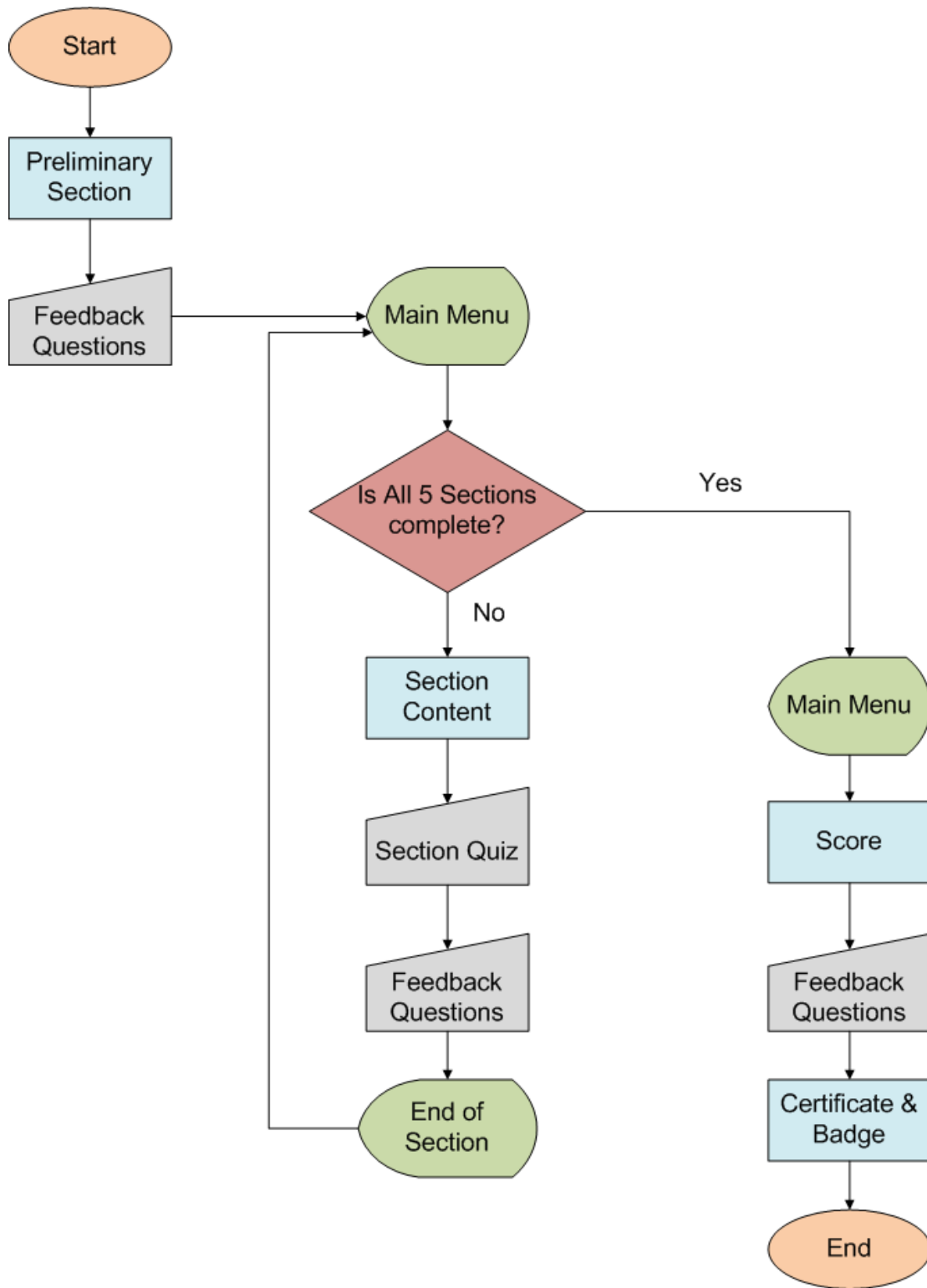


Figure 1 - Foot Flow Chart

5.2 Layout and Points System

The table below presents the layout of the slides and scores associated with the quizzes:

Table 1: FOOT Content Layout

Section	Slide #	Content	Points
Preliminary section	1	Animation	
	2	Video on geographical location	
	3	Completion of section *Money bag	5
	4	Feedback question – short answer	
Main Menu	5	Main menu slide	
1. Welcome to FSTE	6	Information on FSTE Dean	
	7	Information on FSTE Associate Dean *Facebook icon	5
	8	Start of section quiz	
	9	Question 1 – multiple choice	3
	10	Question 2 – locating a spot on map	3
	11	Feedback question – short answer	
2. Admission & Programmes	12	End of section	
	13	Video on undergraduate programmes	
	14	Video on admission and programmes	
	15	Video on GPA system	
	16	Start of section quiz	
	17	Question 1 – multiple choice	3
	18	Feedback question – checklist	
3. Faculty Resources	19	End of section	
	20	Video on faculty staff and offices	
	21	Video on resources	
	22	Start of section quiz	
	23	Question 1 – drag-and-drop	3
	24	Question 2 – catch the AlphaNums	5
	25	Feedback question – multiple choice	
26	End of section		
	27	RIP menu page	

4. Refresher & Induction Programme	28	Video on “first things first”	
	29	Video on “bridging numeracy gaps”	
	30	Video on “course tips”	
	31	Video on “plagiarism and turn-it-in”	
	32	Video on “lab safety”	
	33	Video on “time management & study skills”	
	34	Video on “learning online”	
	35	Video on “student support tools”	
	36	Start of section quiz	
	37	Question 1 – matching	3
	38	Question 2 – true / false	3
	39	Question 3 – matching	3
	40	Question 4 – fill in the blank	3
	41	Question 5 – multiple choice	3
	42	Question 6 – drag-and-drop	10
	43	Question 7 – fill in the blank	3
44	Feedback question – multiple choice		
45	End of section		
5. Properties & Facilities	46	Video on USP’s facilities	
	47	Video on sports and recreation	
	48	Start of section quiz	
	49	Question 1 - catch the AlphaNums	5
	50	Feedback question – checklist	
	51	Feedback question – textbox	
	52	End of section	
Score display	53	Score display	
Link to Feedback Questionnaire	54	*Certificate and badge awarded after completion of feedback questionnaire.	
Total Score			60

8.0 Development, Coding and Testing

The FOOT module was designed in Adobe Captivate 9 using a customized responsive theme. It is a responsive theme which supports desktop, tablet and mobile devices, thus enabling the module to be accessed via any of the 3 devices upon deployment on the MOODLE platform.

6.1 Theme

The theme's colors, fonts and other formatting aspects were selected to suit the content and USP's standards. Once the master slides were complete, the actual slides of the module was prepared using these master slides.

A brief description on how to add content onto the slides in Adobe Captivate 9 are given below:

- i. Selecting a particular master slide
Click on "Properties" located on the top right to show the properties pane. Click anywhere outside the slide area to deselect anything in case something is selected. From the "Properties" pane, click on the small down arrow below "Master Slide" to select an appropriate slide from the available master slides.
- ii. Adding an image, audio, video or animation
Click on the "Media" drop down menu from the top panel to add a media.
- iii. Adding games
Click on the "Interactions" drop down menu from the top panel and click on "Learning Interactions" to show the available options. Select an appropriate interaction and then click on "insert" button and then simply follow the customization wizard to set up the question, answer and score. Finally, click on the "OK" button once completed.
- iv. Adding score to a quiz
With the quiz slide selected, click on the "QUIZ" tab from the panel on the right. Then look for the keyword "Points" to allocate a score.
- v. Adding actions
Go to the "Actions" tab which is available under the properties panel on the right. The action can be associated with the slides entry point, exit point or both. Click on the drop down menu under "On Enter" or "On Exit" and then choose an action from the available list of actions. If more than one action is desired, then click on "Execute Advanced Actions" from the same list which would enable you to customize your own set of actions. This would create an option to add a script. Click on the "folder" icon option that is now available after clicking the "Execute Advanced Actions" option. This would open the advanced actions windows for adding the desired actions.

6.2 Coding - Advanced Actions

The scripting of the advanced actions model in Adobe Captivate is based on the Object-Event-Action model. Events on an interactive object, such as mouse-clicks, trigger actions that are defined for that event. Complex interaction scenarios can be handled by scripting own actions for the interactive objects. Adobe Captivate provides the following options to define actions for interactive objects:

1. **Conditional actions** – provide if...else statements with “AND” or “OR” operators when scripting the actions.
2. **Standard actions** – using a single script to run multiple actions in a sequence. Although the user interface provides a way to run multiple actions, it is restricted to the actions available in adobe captivate. During scripting, it is possible for you to combine actions defined during scripting with predefined actions in Adobe Captivate.

(Adobe Captivate Help / Advanced actions, n.d.)

The “[actionMoneyBag](#)” script on slide 3 uses standard action to implement the money bag click event as shown below:

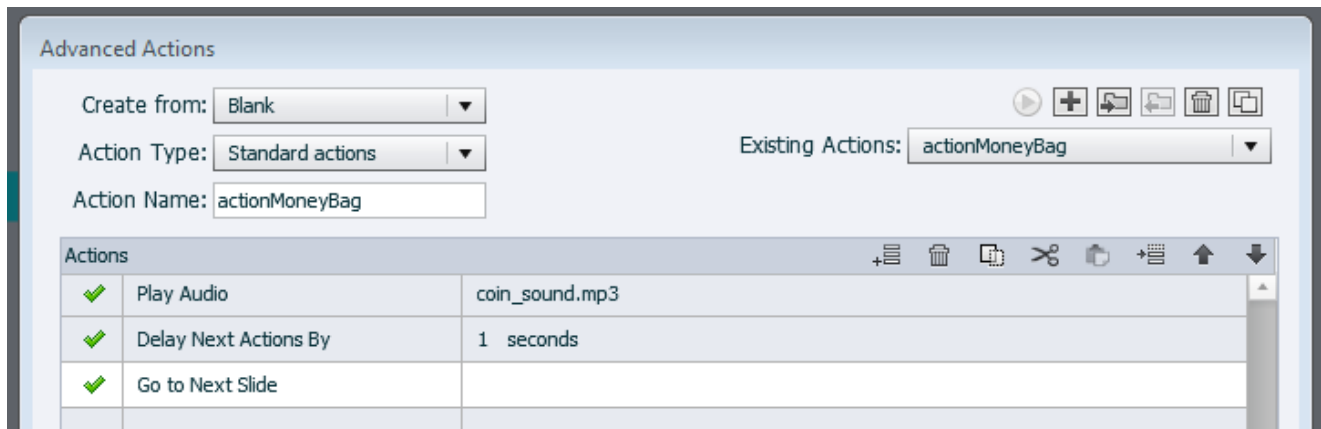


Figure 2 - "Money Bag" action script.

To add points to this activity, click on the money bag object on the slide, under “Properties” tab, click on “Actions” tab, scroll down to the “Reporting” section and then check the option “Include in Quiz” and specify the points for the activity.

The “actionUpdateMainMenu” script on slide 5 uses conditional action to accomplish all the events that are associated with the main menu slide as shown below:

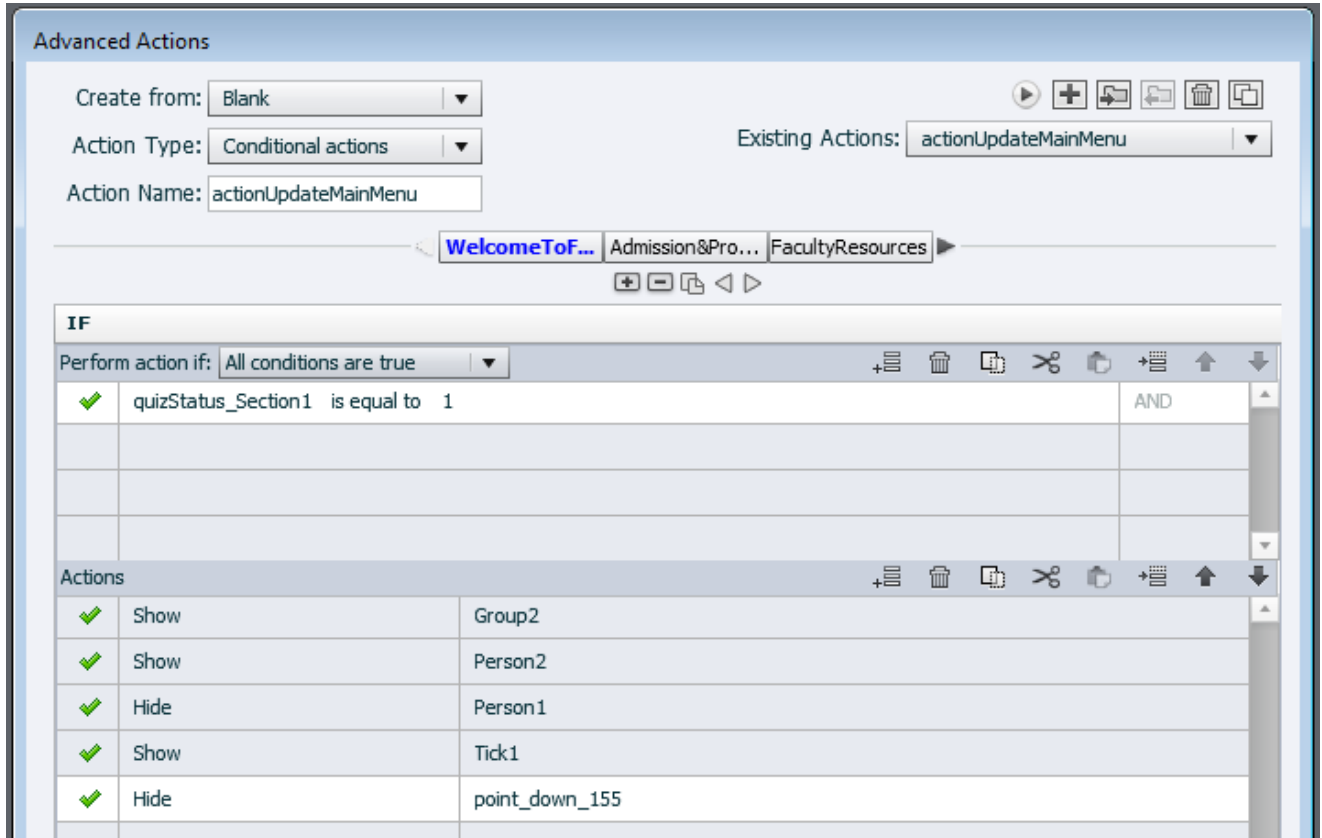


Figure 3 - "IF" Conditions script for updating Main Menu (on slide 5) action.



Figure 4 - "IF" Conditions script for updating Main Menu (on slide 5) action.

The above conditions are to check if section 1 quiz is complete. If it is complete then the menu status is updated by adding a tick to section 1 and also changing the position of the menu character on the ladder to show that it has reached level 1.

Similar scripts are written for updating each levels on the menu slide.

6.3 Testing

Various tests were performed upon completing the tool to ensure the correct functioning and it includes the following:

1. Look and formatting on different screens

Each slide was played and checked if the formatting was consistent in all the three screen views. Due to the different screen sizes, the content for each view had to be formatted separately and then tested.

2. Transitioning between slides

The sequence of the transitioning between each slide is very important to display the correct slide. The testing was carried out to confirm the correct sequence.

3. Awarding of points

Points are awarded for various events and quiz questions during the life of the FOOT module. Testing was carried out to confirm the correct awarding of points for these events and when the user enters correct / incorrect answers for the quiz questions. Each such event was testing separately to confirm the correct functioning.

4. User feedback on Input

For the quiz questions, a user feedback message is shown whenever the user clicks on the “submit” button to create a user friendly module. Generally, the message indicates whether the user provided a correct answer, incorrect answer or “no-input”.

5. Grade on Moodle Platform

Test was conducted to see if correct marks and feedback were being updated on Moodle.

6. Certificate

The configuration for the certificate was tested to see if the correct certificate was issued for different categories of marks.

The above tests were carried out and any anomalies observed were rectified and tested again to ensure satisfactory results.

9.0 Deployment / Implementation

7.1 Hosting on Moodle

Once the testing and rectification process completed successfully, the FOOT module was published to a SCORM package. Adobe Captivate has a built-in feature for publishing the project as a SCORM package which is compatible for deployment on the MOODLE platform.

There are a few settings that needs to be carried out before the publishing step by going to the “Project” drop-down menu on top and then selecting “Skin Editor” option. The following settings are desired with the type of interaction that is desired i.e. deselecting the additional controls to prevent the users from skipping through the videos or slides. Instead, we just want the users of the system to use only the controls that are provided within the slides.

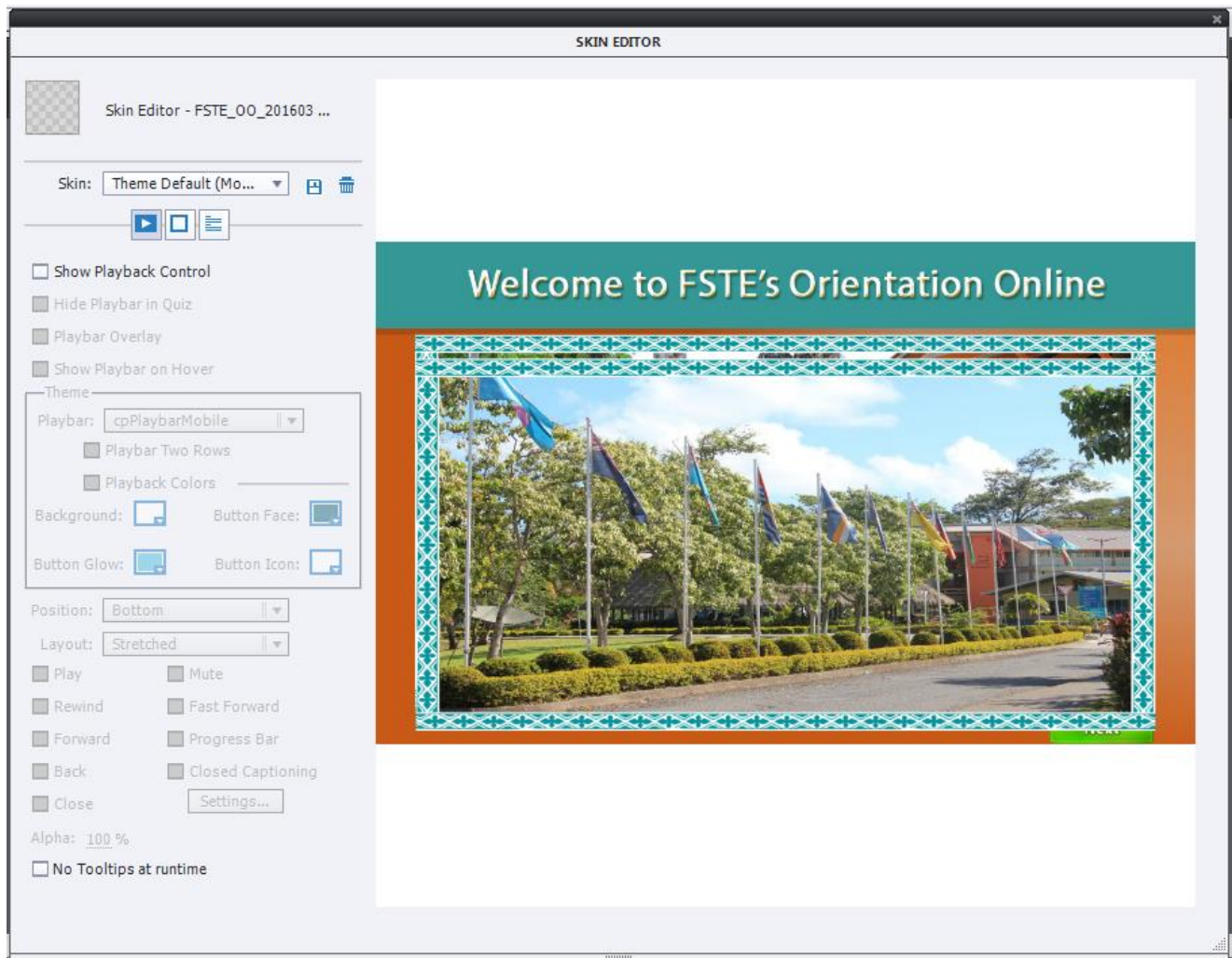


Figure 5 - Editing the "Skin Editor" options for publishing the tool.

Once completed, close the skin editor. Your settings would be automatically saved. Now go to “Quiz” drop-down menu on top and select “Quiz Preferences” option. Go to “Category”, select “Project → “Size and Quality” and move the quality settings slider to “high” as shown below:

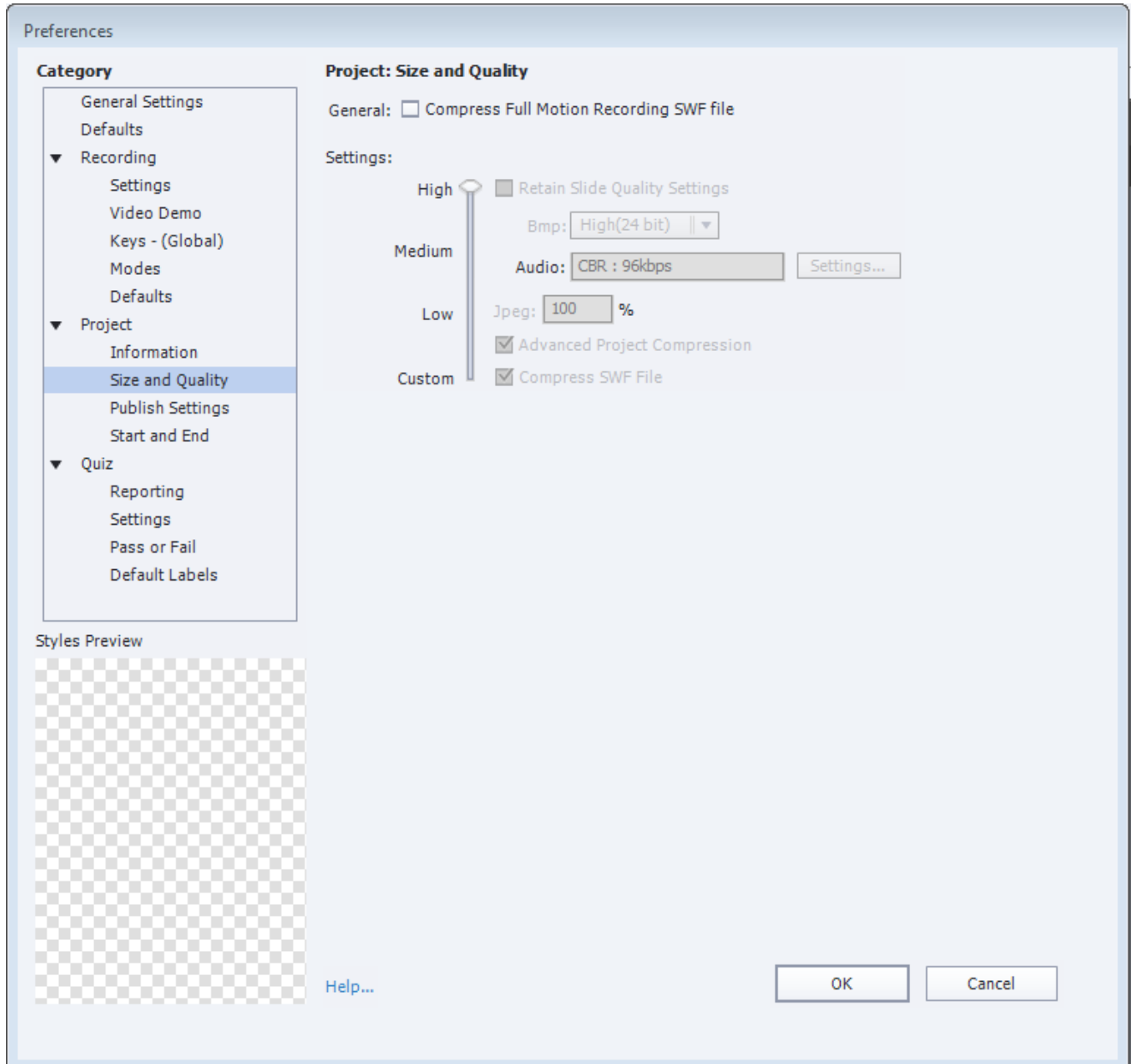


Figure 6 - Editing the "Quiz Preferences" for publishing the tool.

Go to “Category”, select “Quiz” → “Reporting” and make the following settings:

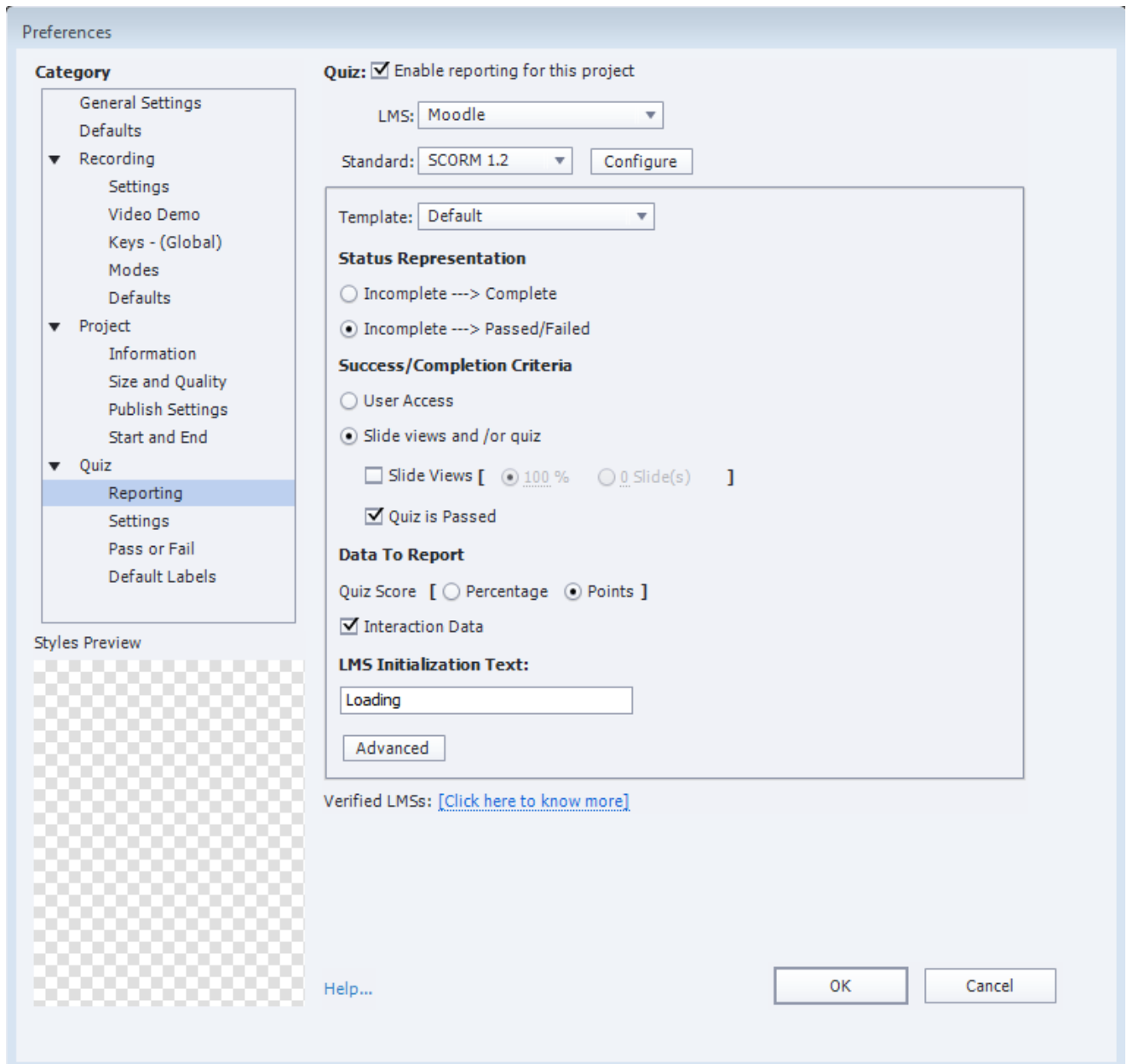


Figure 7 - Editing the preferences for "Quiz Reporting" for publishing the tool.

Go to “Category”, select “Quiz” → “Pass or Fail” and make the following settings:

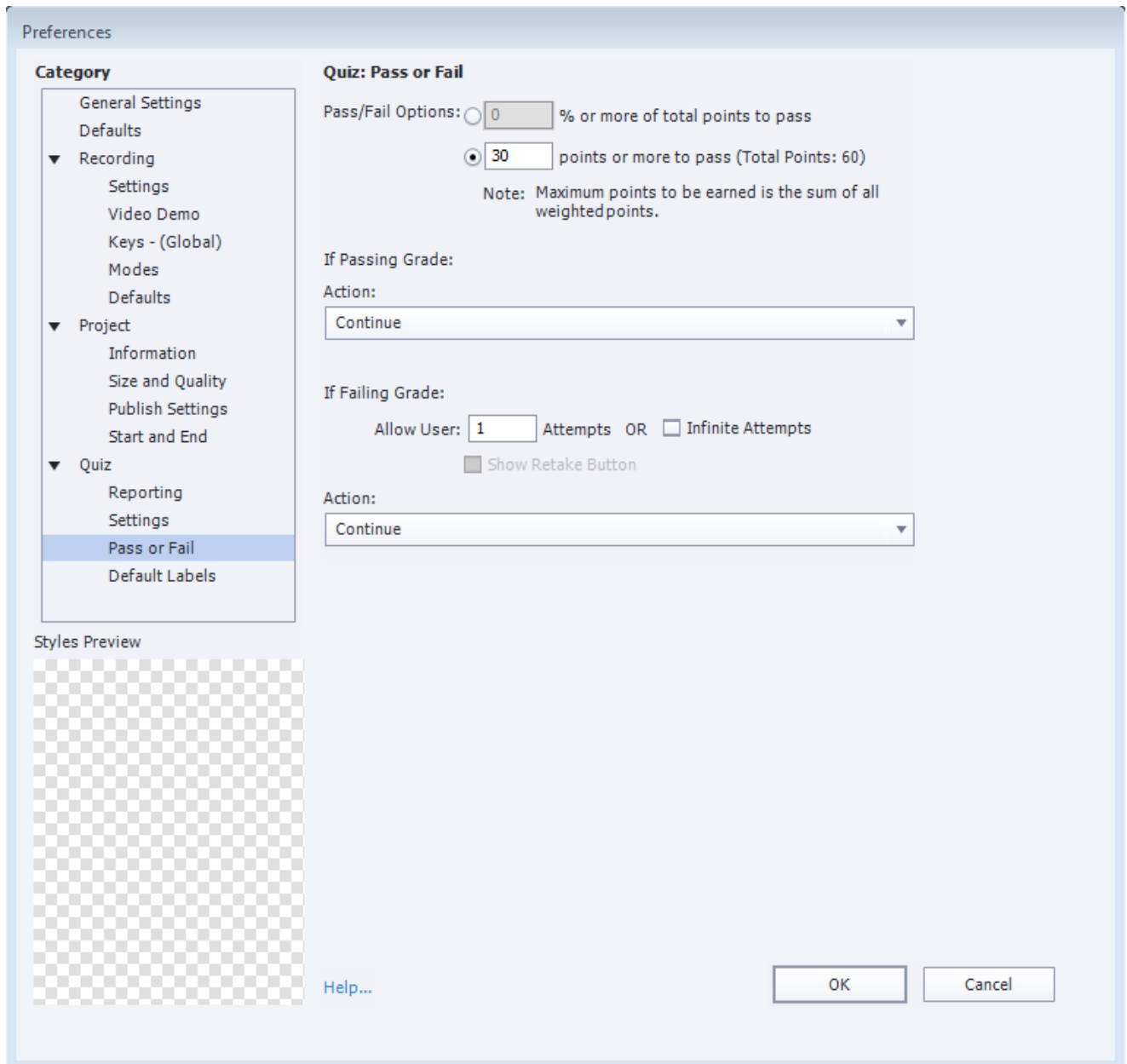
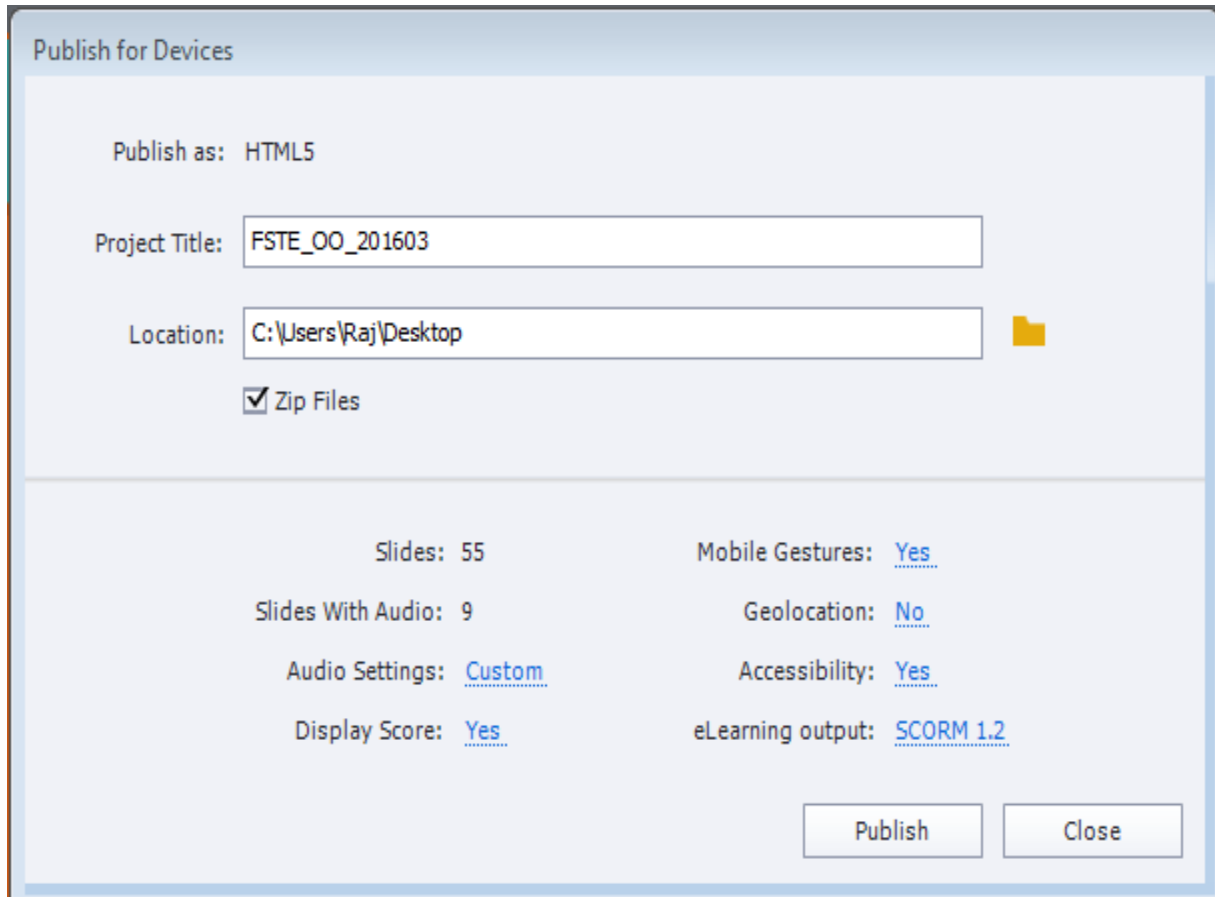


Figure 8 - Editing the preferences for "Quiz Pass or Fail" for publishing the tool.

This section is to setup the passing mark for the quiz as 30 out of 60 marks.

Now click “OK” to save all the changes made. The necessary settings have now been done and saved. The project is now ready to be published.

Click on the “Publish” menu and select “Publish for Devices”. Choose appropriate title for the project and a location to save the published file as shown below:



Finally, click on “Publish” to publish the FOOT module. The output is a zipped package. This published module is then uploaded on MOODLE by following the steps listed below:

- Visit the omdt website link (<http://omdt.usp.ac.fj/>)
- Scroll down to “Available courses” and click on “Faculty Orientation Online Tool” link under “Available courses”. This would require your login credentials as a lecturer of the course.
- Once logged in successfully, click on the “Turn editing on” button on top right
- Next scroll down to “Orphaned activities”
- Click on “Add an activity or resource” link just above the “Orphaned activities”
- Under “ACTIVITIES”, select “SCORM package” and click on “Add” button
- Fill in the required details in the “General” section
- Upload the zipped package under “Package” section

- Finally, make the desired settings for the following sections:
 - ❖ Appearance
 - ❖ Availability
 - ❖ Grade

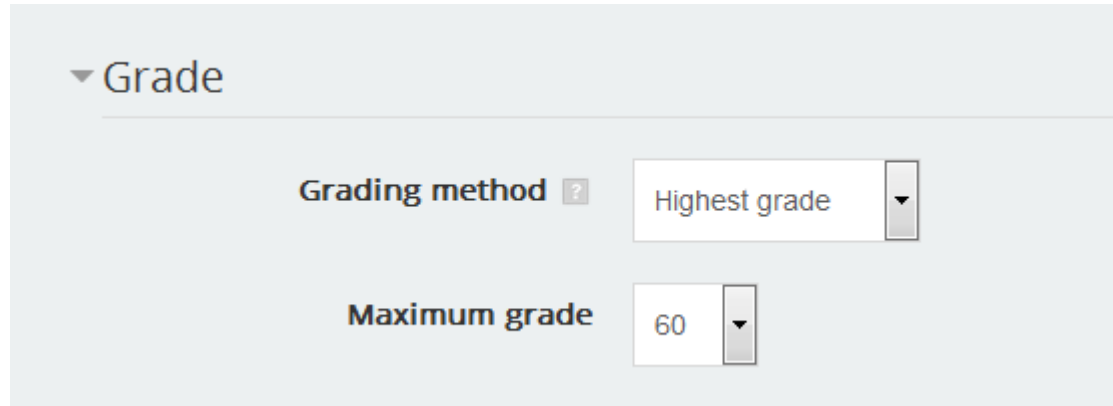


Figure 9 - Grade Settings on Moodle

- ❖ Attempts management
 - ❖ Compatibility settings
 - ❖ Common module settings
 - ❖ Restrict access
 - ❖ Activity completion
- Click on “Save and return to course” or “Save and display” button to save your settings.

7.2 Plug-ins Added

As FOOT is accommodated in a separate server and MOODLE, it is customizable with new plugins to add desired features. Some of the plugins that were customized to meet the objective of the FOOT module are:

7.2.1 Certificate Plugin

The FOOT certificate will be available to students under the Navigation Panel (Navigation\Current course\FSTE_Orientation\Your Certificate) upon successful completion of the FOOT module and the Feedback questionnaire. The certificate code is customized according to USP’s theme design and grading category as shown below:

Mark Range (%)	Level Attained
78+	Distinction
64-77	Credit
50-63	Pass
0-49	Participation

Table 2 - Grade Distribution

The certification process involves setting up proper conditions for the test activities, formula for mark sheet and also requires a certificate module to be used in the FOOT shell. The end product is a customized FOOT certificate in pdf which is available for students to view and download. The level of certificate will be based on the overall mark the student has obtained in the module. For students who have made 2 attempts, the highest score would be used for evaluation.

The code below defines the four level of attainment:

```
function certificate_get_level($grade) {
    if($grade == ' '){ //If user does not have any mark in marksheet
        $level = 'title_completion';
        return $level;
    }
    else{ //If user has mark in marksheet
        if($grade >= 0.00 && $grade < 50.00){
            $level = 'title_participation';
            return $level;
        }
        elseif($grade >= 50.00 && $grade < 64.00){
            $level = 'title_pass';
            return $level;
        }
        elseif($grade >= 64.00 && $grade < 78.00){
            $level = 'title_credit';
            return $level;
        }
        else{
            $level = 'title_distinction';
            return $level;
        }
    }
}
```

Figure 10 - Coding for Certificate Grade Distribution

A sample of the certificate is attached below.

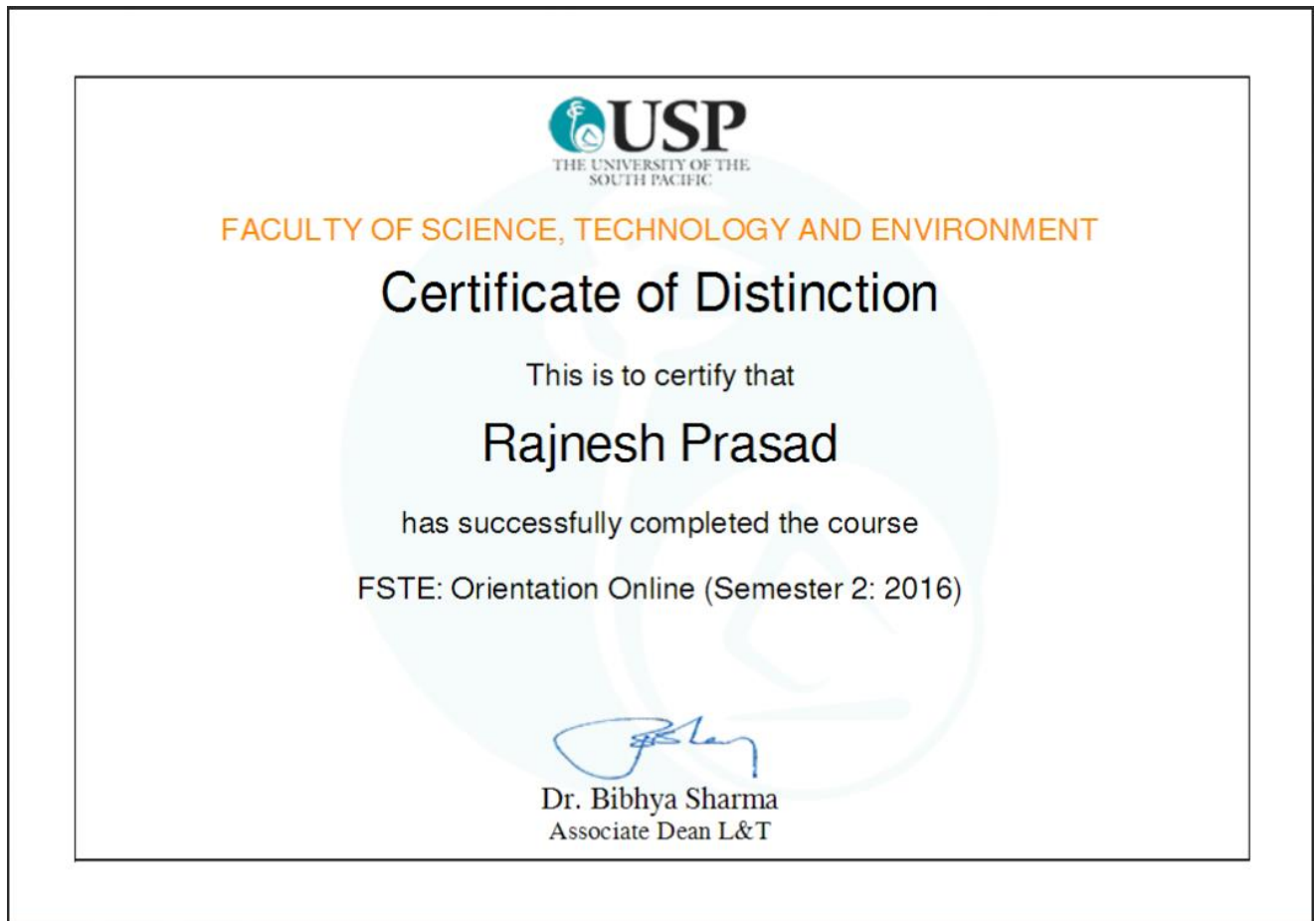


Figure 11 - Sample Certificate

7.2.2 Social Authentication

The use of this plugin allows anyone to login to the FOOT module using their existing social media account i.e. either Facebook or Google. When users login via social media for the first time, they are required to fill in their personal information in a form. If the form is not filled then the user cannot proceed to the FOOT site.

7.2.3 Badge

In addition, a badge will also be issued to students to mark the successful completion of the FOOT module and the feedback questionnaire. The badge is available under the Navigation Panel (Navigation\Current course\FSTE_Orientation\Badges) for students to view it.

A sample of the badge is attached below.



Figure 12 - Sample Badge.

8.0 Maintenance, Feedback and Result Analysis

8.1 Maintenance

Every semester the FOOT module is made available during the start of the orientation week and it is kept available for 2 weeks. After completion of the activity, the attempts and the feedback are both analyzed. The analysis and feedback are used to further enhance the module to make it more meaningful to the first year students.

8.2 Feedback Analysis

8.2.1 Year 2015, Semester 2

8.2.1.1 Students Rating

The students provided the feedback through the inbuilt survey questions. From the Likert scale in Figure. 13, the average rating by the students who took the activity is 4.42 where 1 is for least satisfied (Very Poor) and 5 being most satisfied (Very Good) with the activity. The standard deviation for the data is 0.88

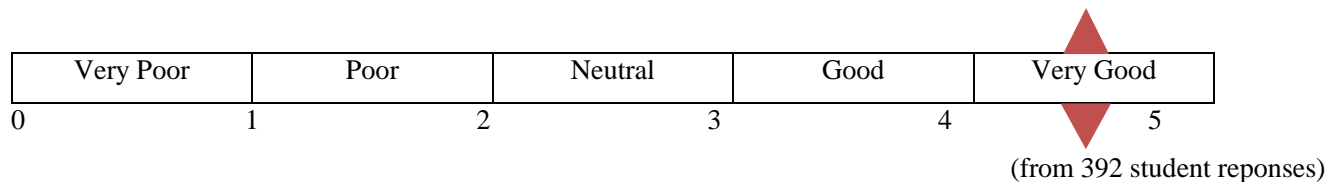


Figure 13: Students rating for the FSTE OO activity

8.2.1.2 How did the Students find Orientation Online

From the student responses, it was found that the FSTE OO was very informative (47%) and at the same time interesting (20%) and engaging (15%). However the length of the activity needs to be considered as around 9% of the students thought that it was quite lengthy. Most students picked a single option although they could have picked more than one. The instructions for this question will be made clearer.

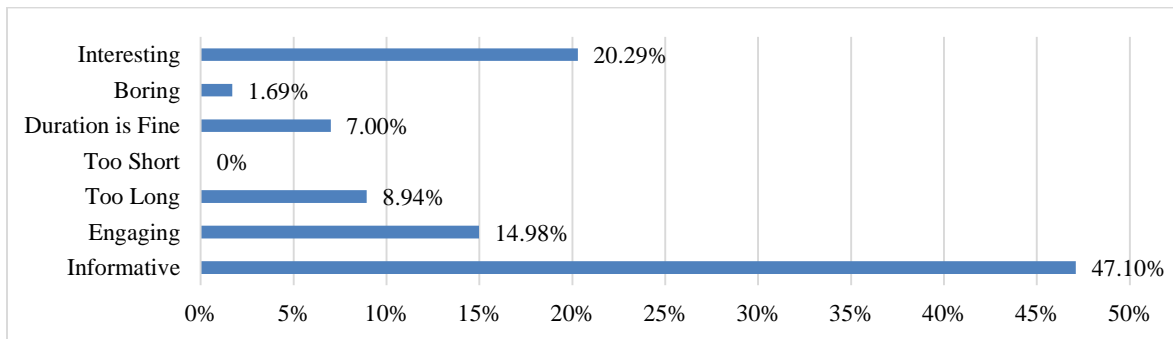


Figure 14: How did you find Orientation Online activity?

(from 392 student responses)

8.2.1.3 Students Recommendations

When students were asked whether they liked the activity and would recommend it for new students, 85% of the students responded positively as from Figure 15 it can be said that many students found the activity very informative, interesting and engaging.

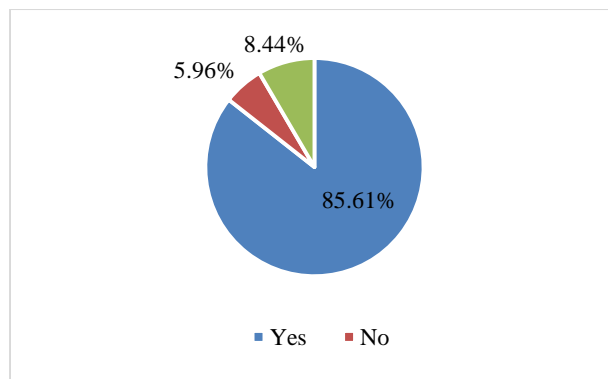


Figure 15: Would you recommend this to new students?

(from 403 student responses)

8.2.1.4 Testimonials

“It’s informative and interesting. I recommend it for all first year students studying at USP.” (Laucala campus student)

“Very well structured and entertaining as well.” (Laucala campus student)

“Thank you for this online orientation, it is really helpful. Malo” (Tonga Campus student)

“Well organised and informative programme for first year students.” (Lautoka campus student)

“Duration was long and loading was little slow... otherwise was good”. (Lautoka campus student)

Based on the positive feedback from the students, it does show that the orientation online tool is placed well in the overall framework of support for students.

8.2.1.5 Students Topping the Activity

Upon the completion of the FSTE OO, 3 students who topped the activity were awarded prizes. A total of 2 attempts had been provided to the students for the activity in Semester 2.

The 3 students' details are provided below:

Name	ID	Score	Attempt	Prize
Sanah Kumar	s11120072	100%	1	Smartphone
Shanal Kumar	s11121467	100%	2	Android Tablet
Neha Prasad	s11122954	100%	2	Android Tablet

8.2.2 Year 2016, Semester 1

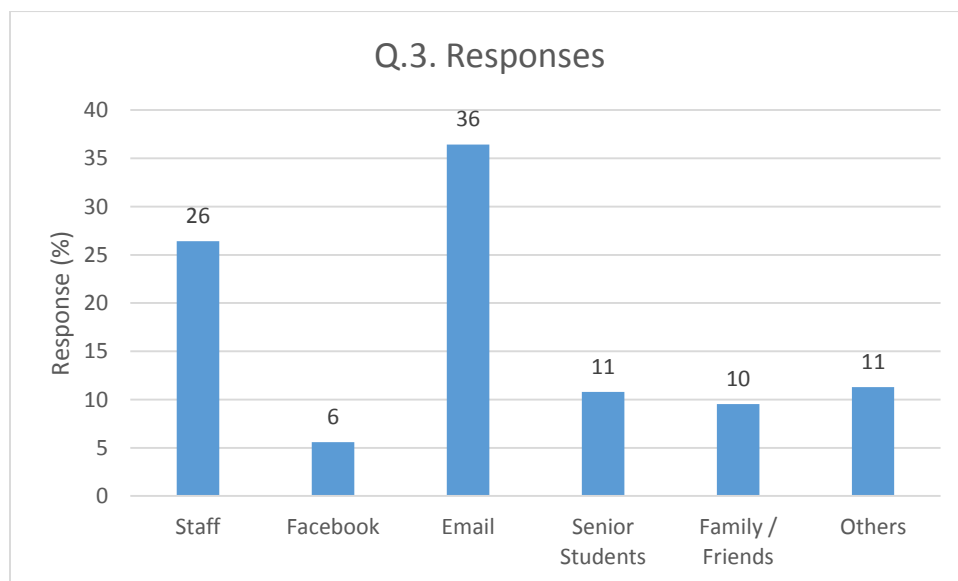
8.2.2.1 Programme of Study (Majors)

*All the respondents were from various programmes and majors.

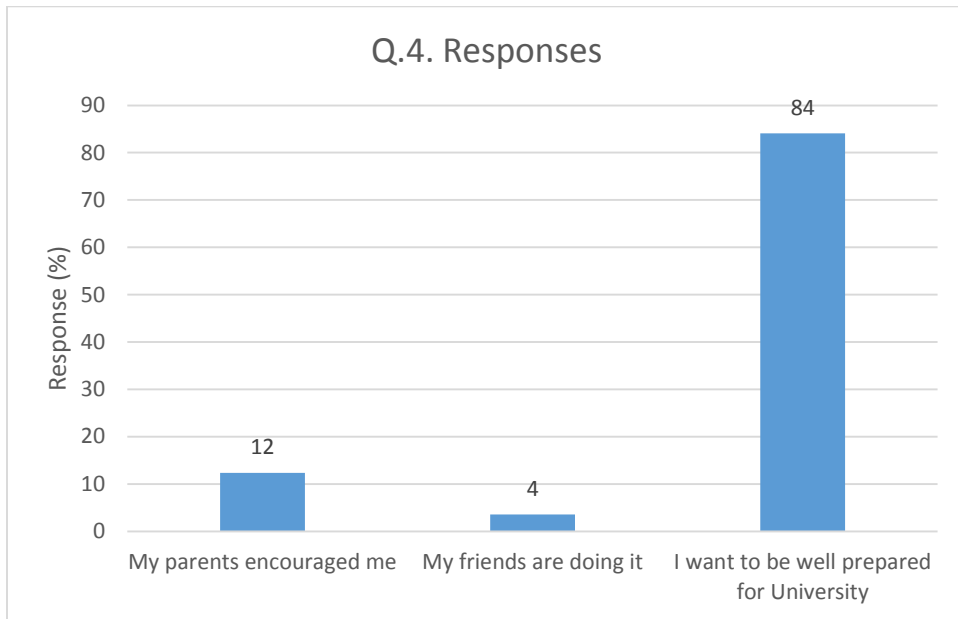
8.2.2.2 Which campus are you from?

*All students who participated in providing the feedback were from Laucala Campus.

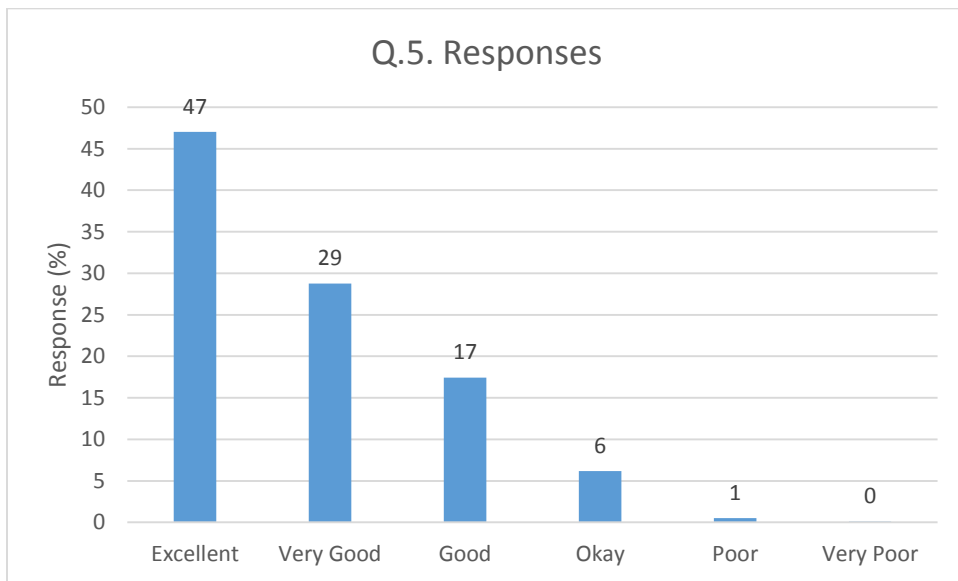
8.2.2.3 How did you hear about the Online Orientation?



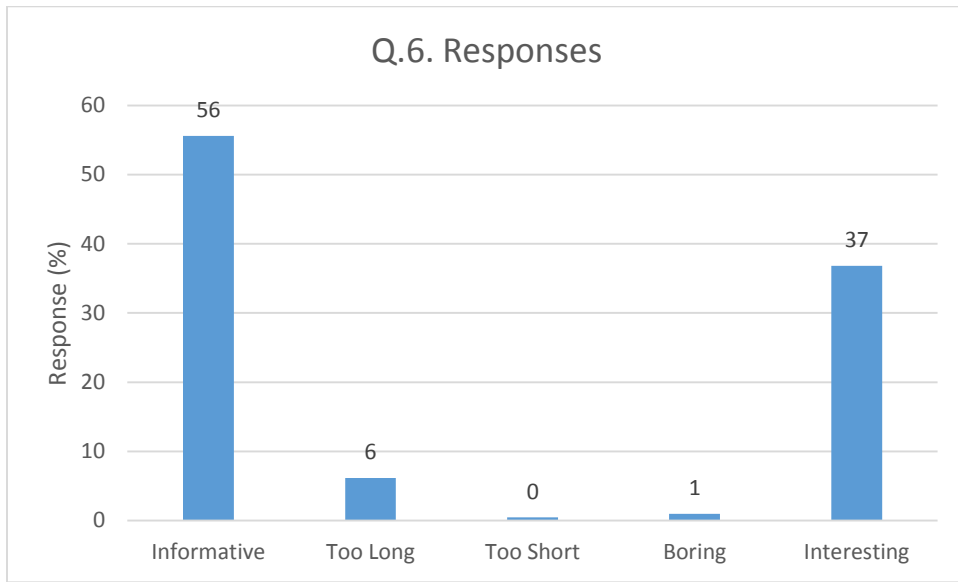
8.2.2.4 Why did you decide to do this course?



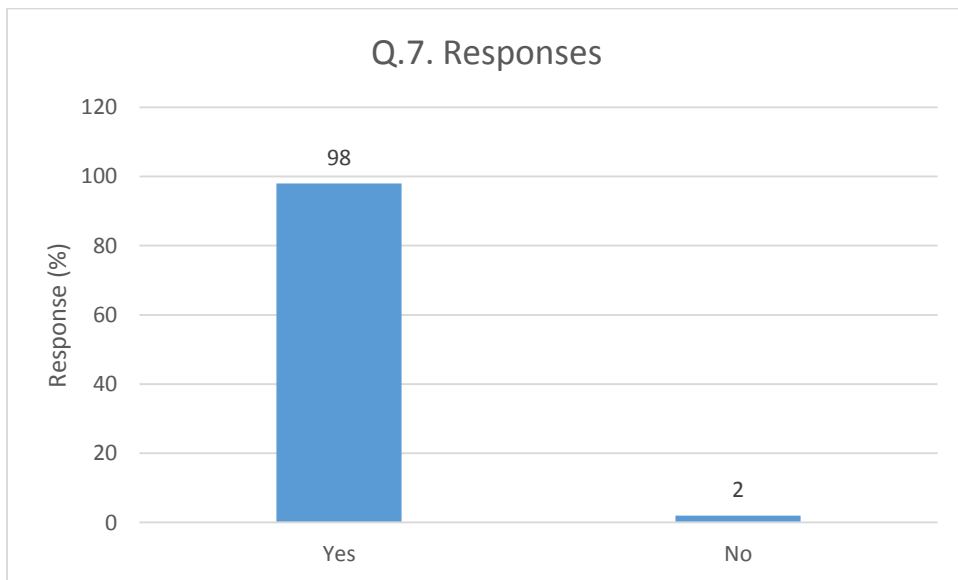
8.2.2.5 What do you think about the design & content of this course?



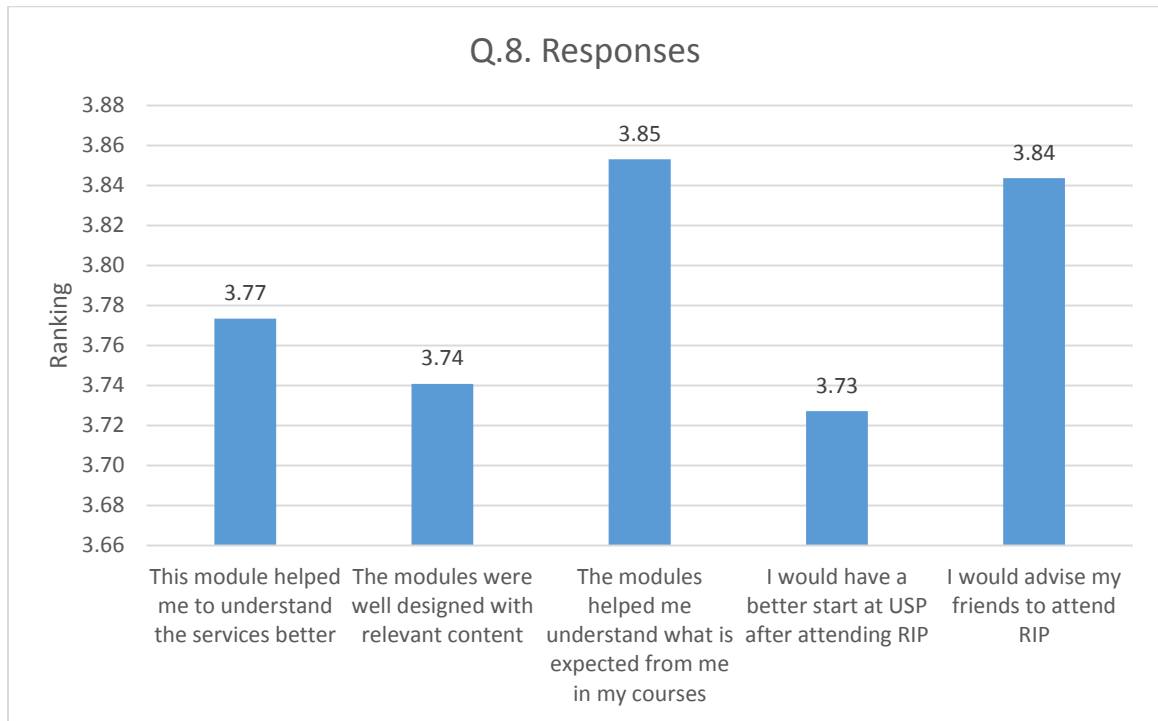
8.2.2.6 How did you find this course?



8.2.2.7 Would you recommend this course to new students?



8.2.2.8 Other comments or feedback:



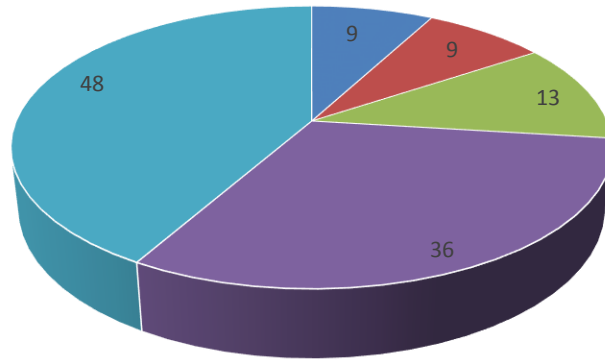
8.2.3 Year 2016, Semester 2

This report summarizes the results of the S2, 2016 feedback survey and makes some recommendations arising from the data analytics. There were 115 respondents who participated in the feedback survey questions.

8.2.3.1 What do you think about The Faculty Online Orientation Tool, please state your overall satisfaction with this course.

[1 - Very poor, 2 - poor, 3 - neutral, 4 - good, 5 - very good]

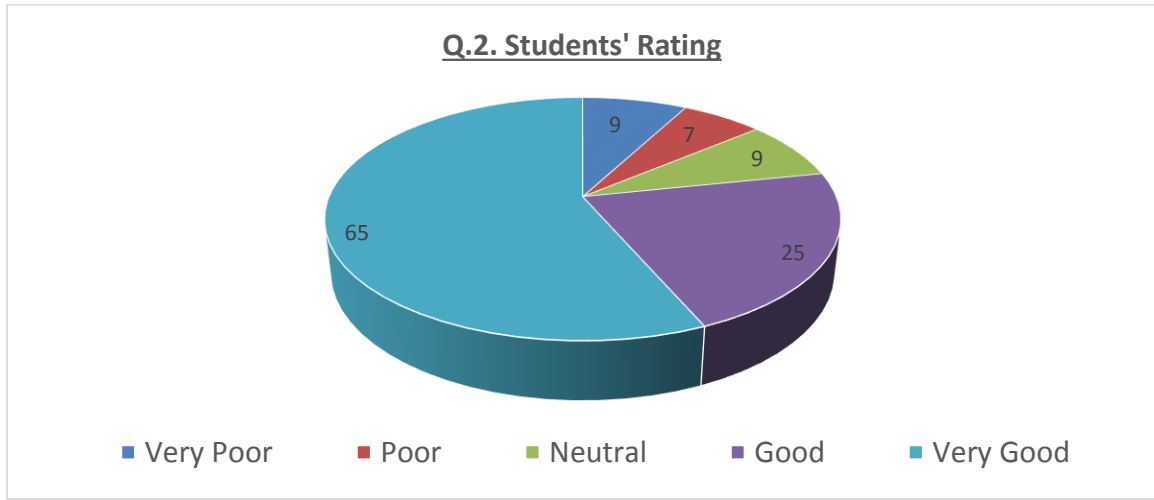
Q.1. Students' Rating



■ Very Poor ■ Poor ■ Neutral ■ Good ■ Very Good

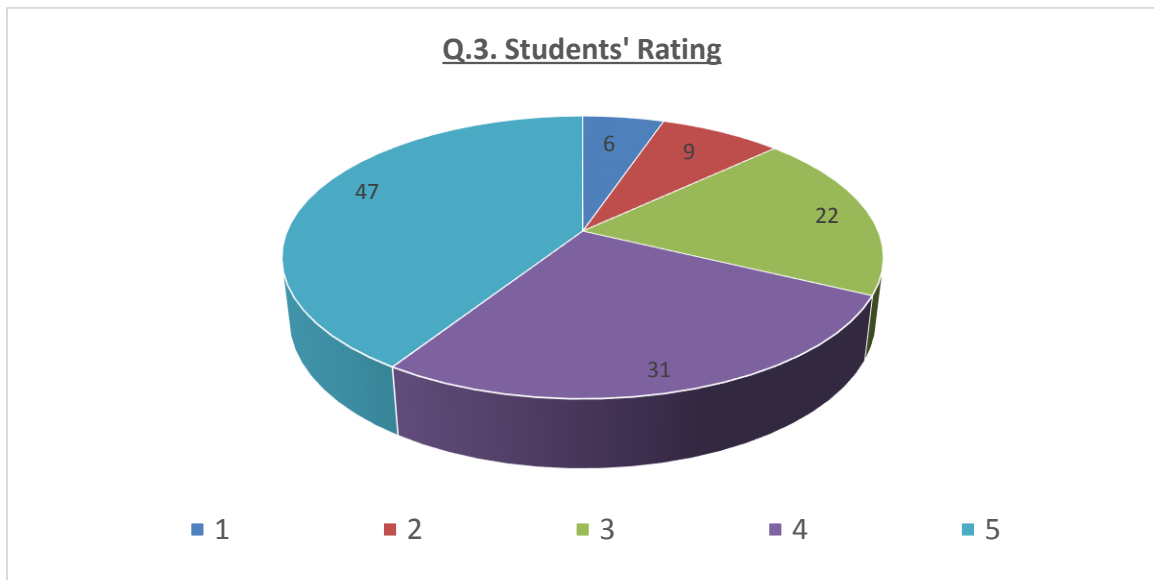
8.2.3.2 Course content was clear & easy to understand.

[1 - very poor, 2 - poor, 3 - neutral, 4 - good, 5 - very good]



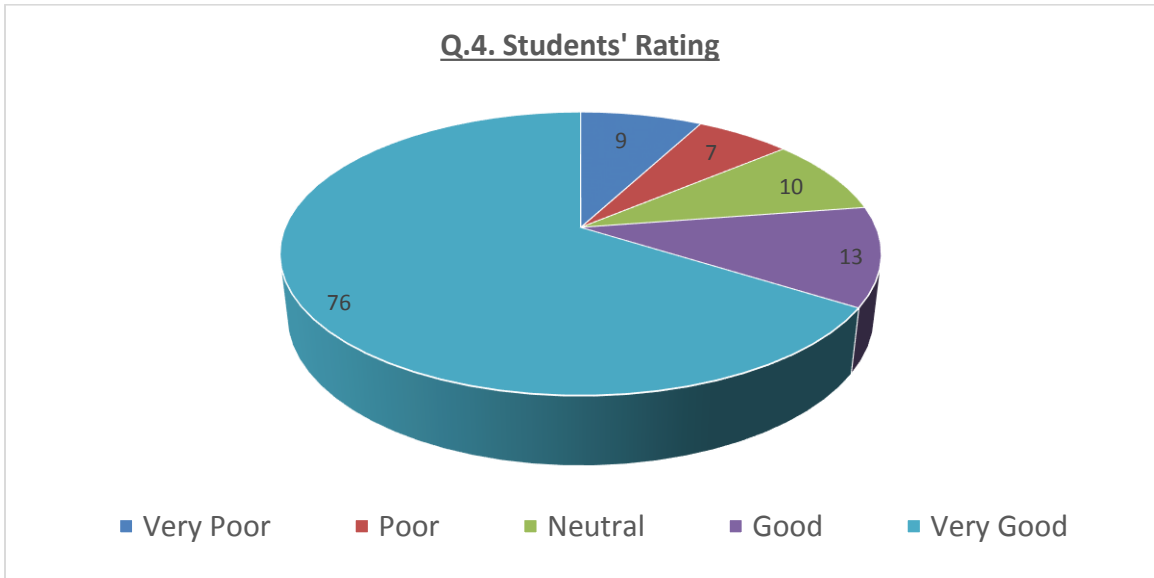
8.2.3.3 Course length & pace was appropriate for the intended topics.

[1 - very poor, 2 - poor, 3 - neutral, 4 - good, 5 - very good]

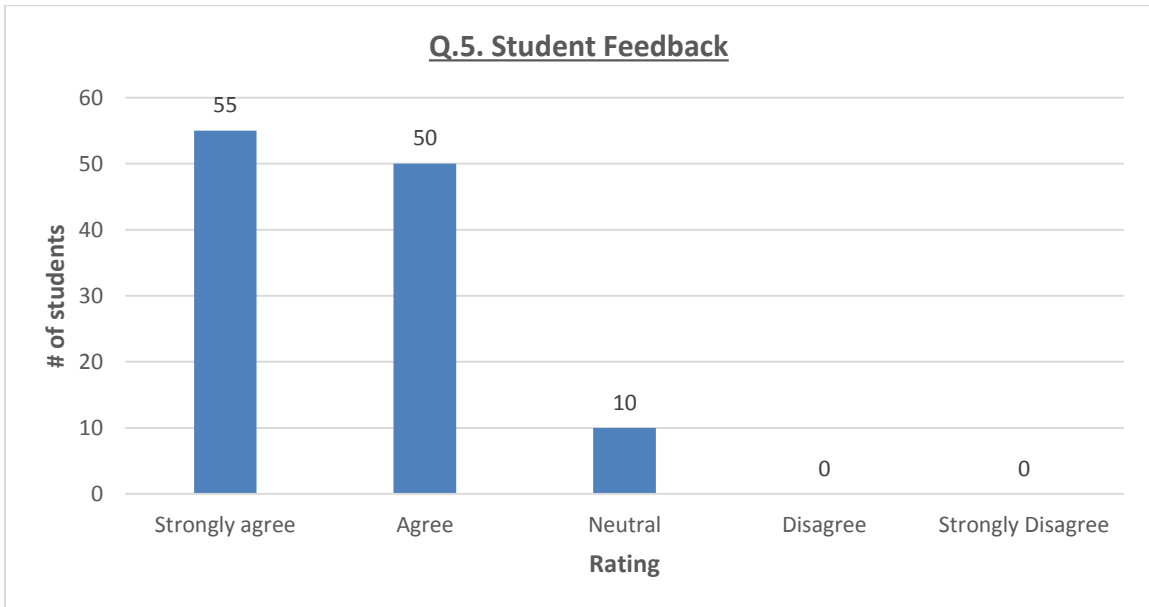


8.2.3.4 I would recommend this course to all First Year Students.

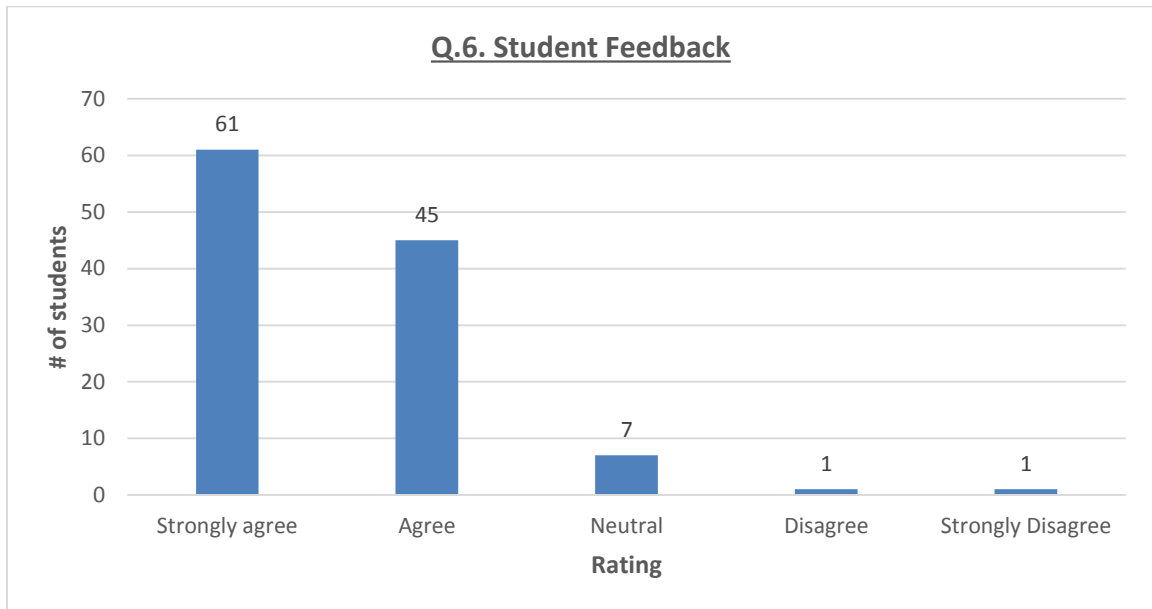
[1 - very poor, 2 - poor, 3 - neutral, 4 - good, 5 - very good]



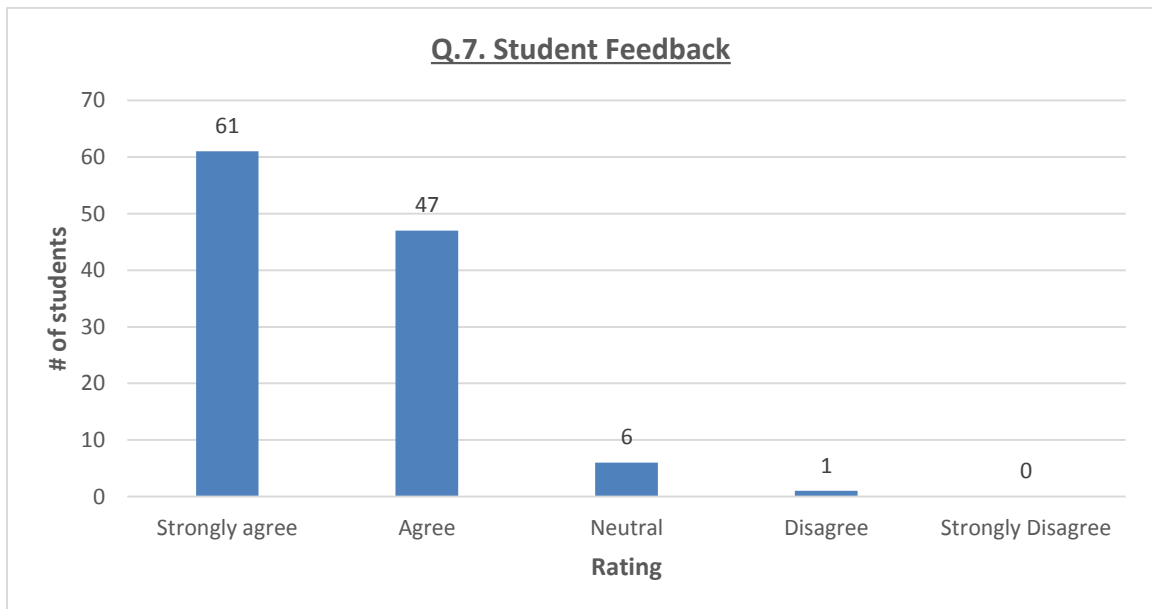
8.2.3.5 The course has improved my knowledge on the subject.



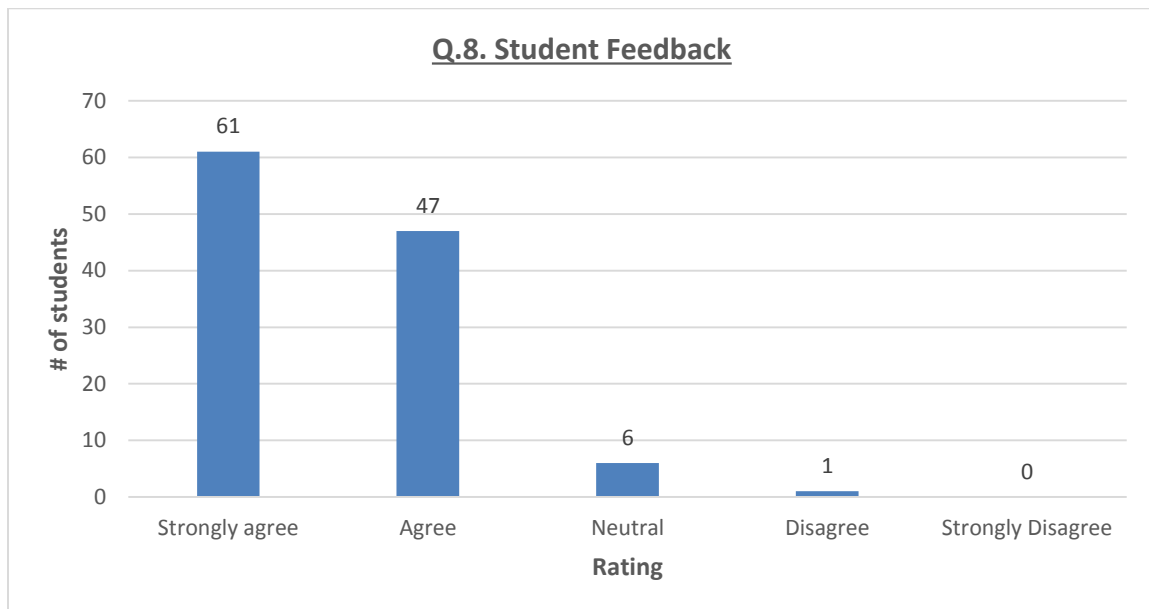
8.2.3.6 The course content was appropriate and was presented in a well-structured manner.



8.2.3.7 The illustrations, videos and interactions were used in the right level.



8.2.3.8 The course content was simple and easy to understand.



8.3 Result Analysis

The data below shows the number of participants in the module for the past semesters:

Campus	# of Students Enrolled			
	2015 Sem1	2015 Sem2	2016 Sem1	2016 Sem2
Alafua	18	7	21	1
Cook Islands	2	1	2	1
Kiribati	14	2	14	1
Labasa	56	10	50	8
Laucala	722	464	565	191
Lautoka	114	70	81	18
Solomon Islands	19	17	16	2
Tonga	20	22	47	5
Vanuatu	36	27	54	9
Marshall Islands	0	1	1	0
Nauru	0	2	0	0
Niue	0	4	0	0
Tokelau	0	2	0	0
Tuvalu	2	3	3	0
All	1003	632	854	236

Table 3 - FOOT Participation Data

A graphical representation of the above data is shown below:

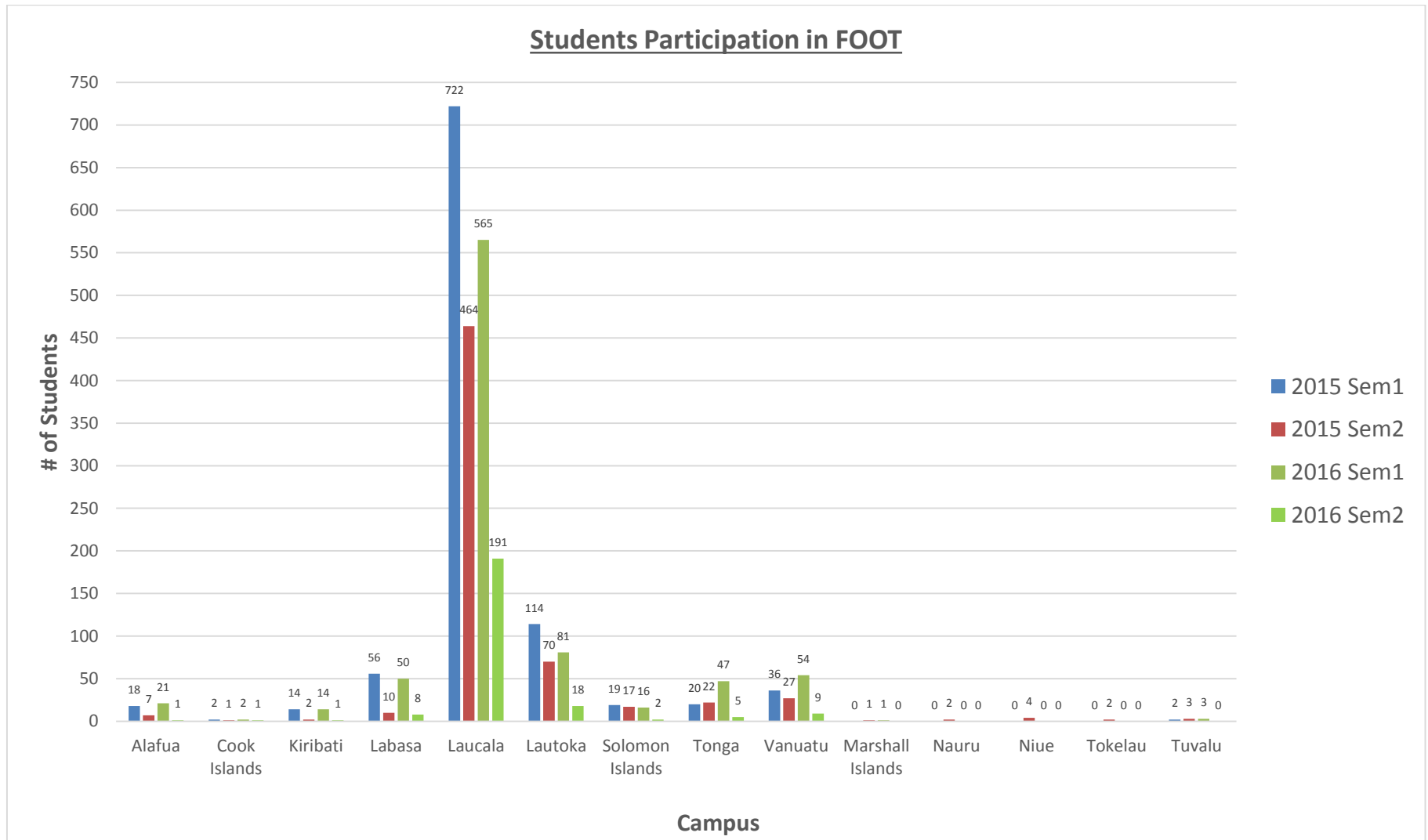


Figure 16 - FOOT Participation Analysis

9.0 Future Implementation

In future, there are plans to further enhance the video content to suit the regional students or to have a separate module altogether for the regional students. In addition, the FOOT design would also be modified to include more interactive features such as additional games and coins.

9.0 Acknowledgement

1. DVC LTSS Professor Richard Coll for believing in the proposal and providing seed funding for its development.
2. FSTE Dean, Campus Directors and VP Dr Paunga for supporting FOOT and now the USP-wide orientation online, and helping to promote them in the region.

10.0 Conclusion

Faculty Orientation Online Tool is an ICT driven tool designed to address the new students' anxieties and fears, and ease their adaptation to higher education. The activities in the tool also allow students to understand the dynamic environment, be informed about the academic, cultural and social issues and also have the ownership of the faculty and university. The students who are admitted late are not satisfactorily prepared for their transition to the new environment and this signals a high risk of attrition, even before they begin their academic journey. Also students come with different level of knowledge and if students are not well informed and nourished they are likely to drop-out.

FOOT provides first year science students, in particular its distance students, late registrants, and students based in peripheral campuses/centers the best possible start and help them settle as easily and as early as possible. It also removes the need to replicate orientation sessions for cohorts such as the late arrivals.

The different activities included in the FOOT enhances positive impacts such as successful adjustment to university life and student level of persistence. Equally important is the fact that this tool provides a one-stop-shop for students searching for urgent information or those who seek reinforcements.

Based on the positive feedback from students, it shows that FOOT is placed well in the overall framework of support for the science students. The online tool has been adopted and a modified version included under Campus Life for all Laucala based students in 2016, and for all regional students from 2017. However, further research needs to be carried out to find out the effectiveness of the FOOT and its impact related to the student retention and academic success.

11.0 References

(USP - An Introduction , 2013)

(News @ USP, 2015)

(Adobe Captivate Help / Advanced actions, n.d.)

(Media, 2010)

FSTE: Orientation Online

User Manual

EN Quick Help Guide

Overview

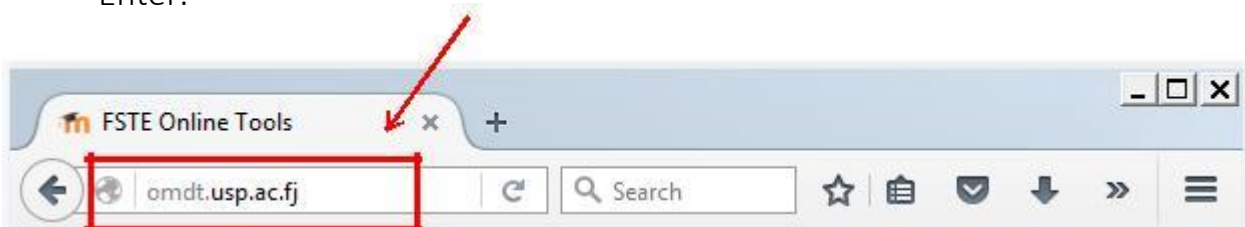
The FSTE Orientation Online will:

- Help you familiarize yourself with the Faculty of Science, Technology & Environment.
- Inform you of available resources to make your time at FSTE a fun and exciting one.
- Introduce you to various tools which will be useful to you as a student.
- Help you to seamlessly transition into USP's learning environment.

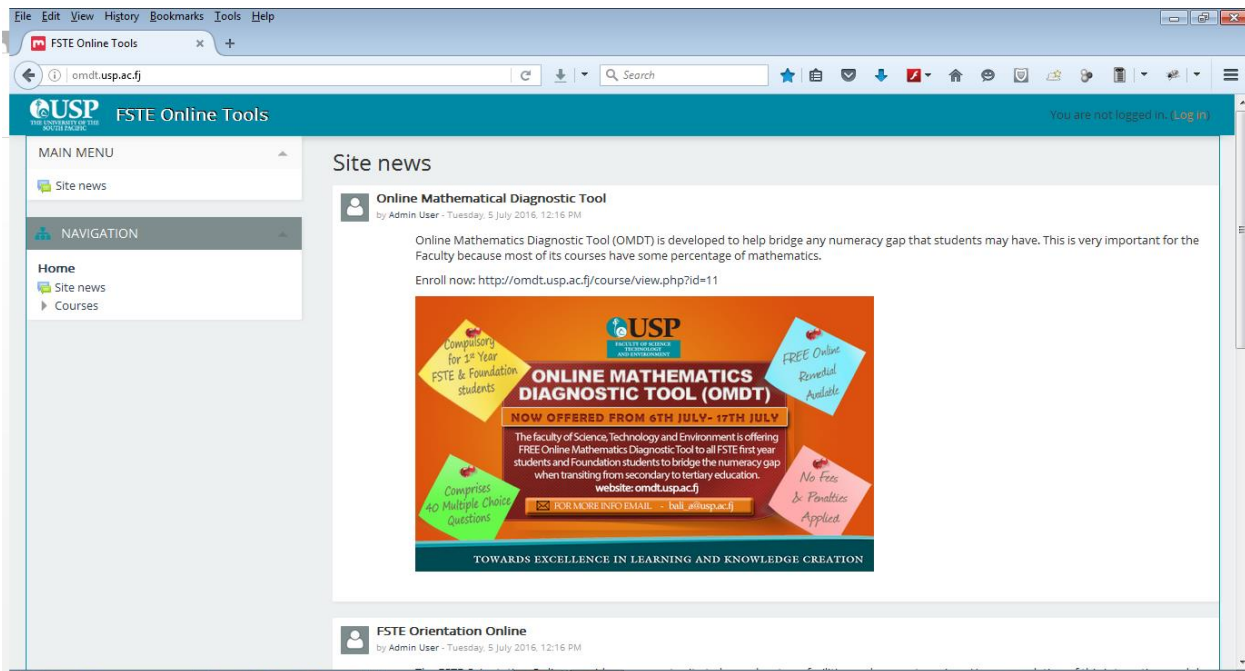
Getting Started

Locating the Orientation Online on the Web

1. Open Mozilla Firefox/ Chrome/ Safari/ IE/ or any other browser available on your Computer. [Recommended browser: *Mozilla Firefox*].
2. Enter the URL <http://omdt.usp.ac.fj/> in the address bar of the browser and press Enter.



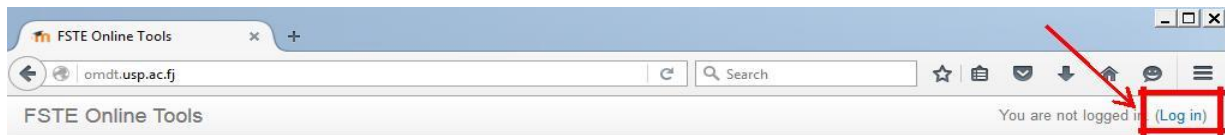
3. The following web page will appear on your screen.



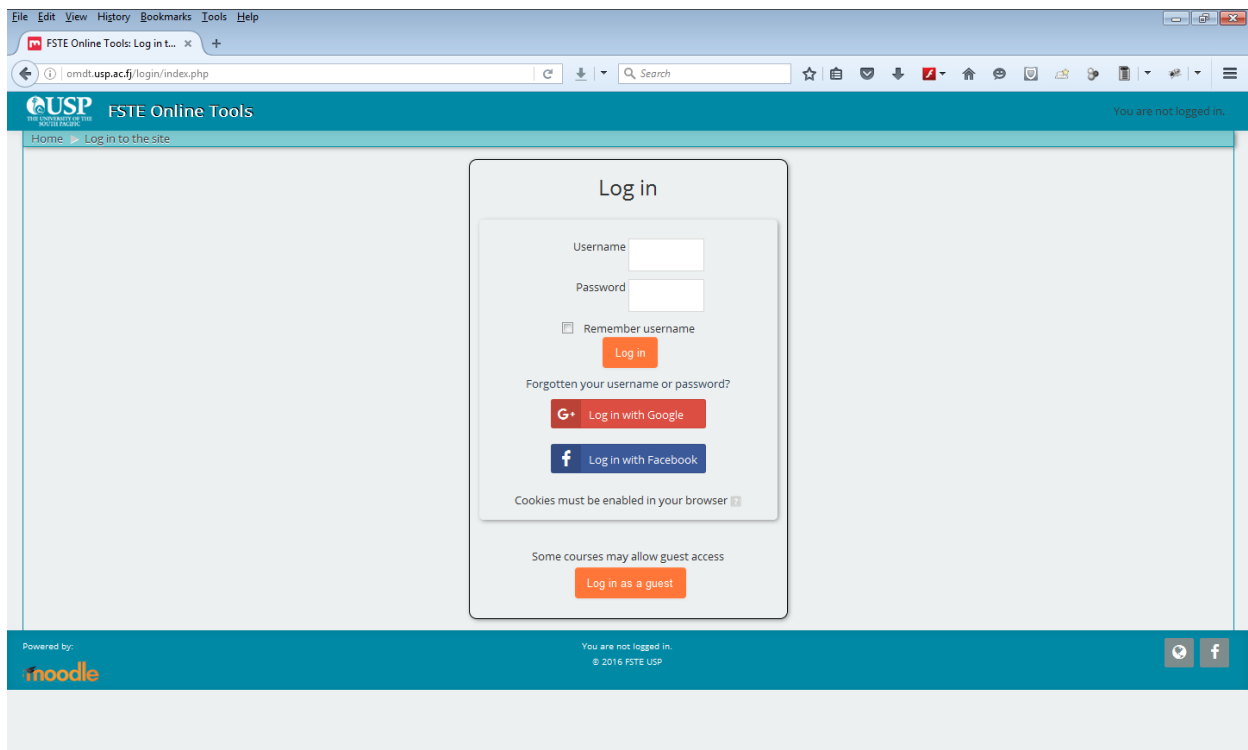
Log in

In order to access the orientation online, users are required to enter their credentials.

1. Click on the *Log in* link which can be found on the top right corner of the page.



2. The link will redirect you to the following page.



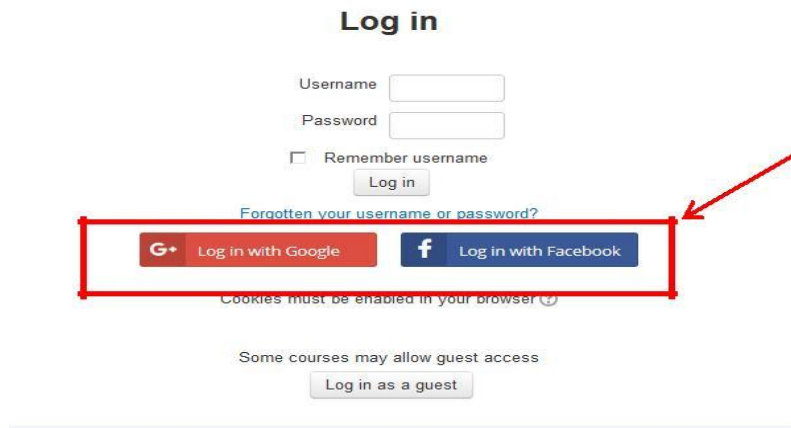
3. If you are a registered user follow these steps to start continuing your orientation online, else see the [Registration](#) process.

[Recommended Log-in: use your student ID and password]

- I. Type your student ID and password in the given text fields.
- II. Click button.
- III. After successful login, homepage will be displayed.

Registration

If you have not registered yet, then you can easily log in through your Facebook or your Google+ account. The links are located below the log in button.



The image shows a 'Log in' form with the following elements:

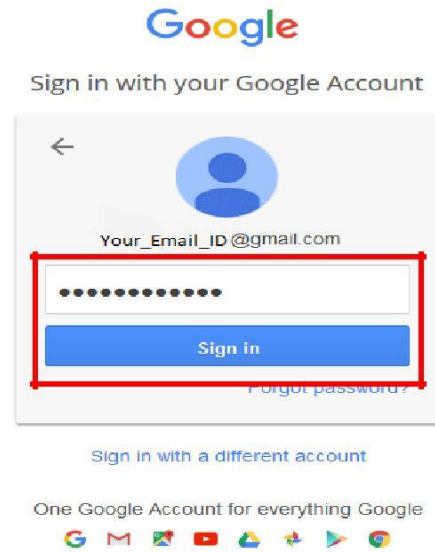
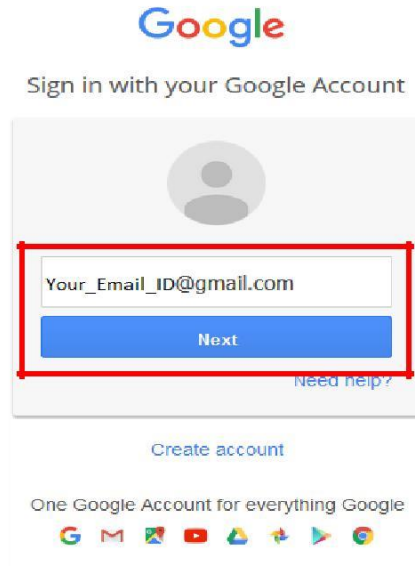
- Log in** (Section Header)
- Username
- Password
- Remember username
-
- [Forgotten your username or password?](#)
- Two social login buttons: and . These two buttons are enclosed in a red rectangular box, and a red arrow points to the right side of this box.
- Cookies must be enabled in your browser
- Some courses may allow guest access
-

Registration process:

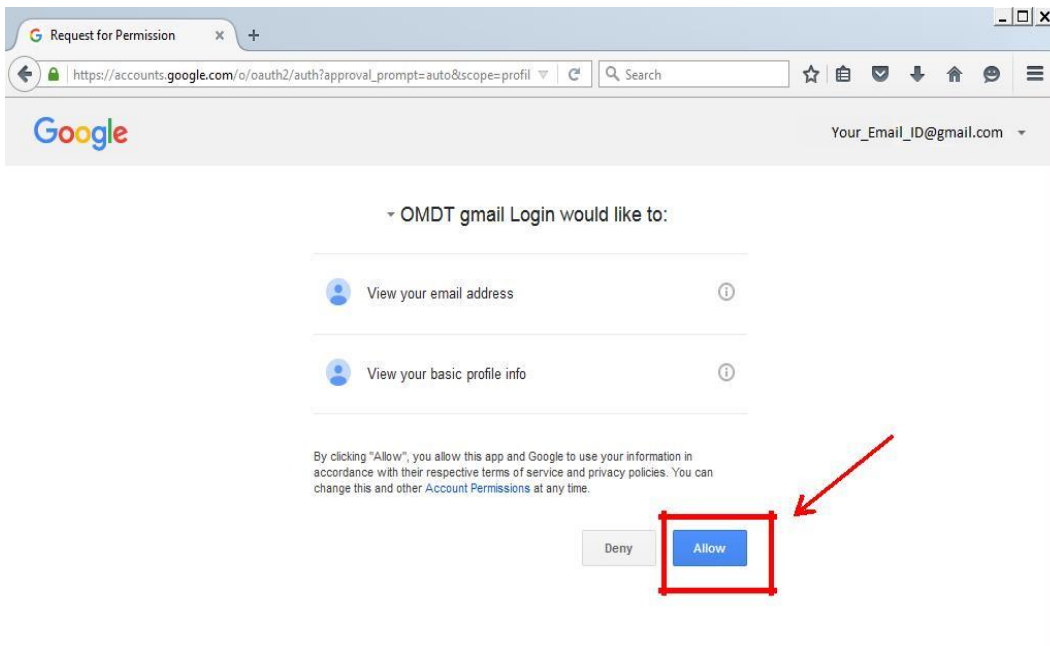
1. Click on *log in with Google/ Facebook*.
2. You will be redirected to the following pages.

For Google accounts

- I. Enter your Email ID and click next.
- II. Enter your password and click Sign in.



- III. Following page will appear on screen. Click on allow button to permit OMDT to view your basic information.



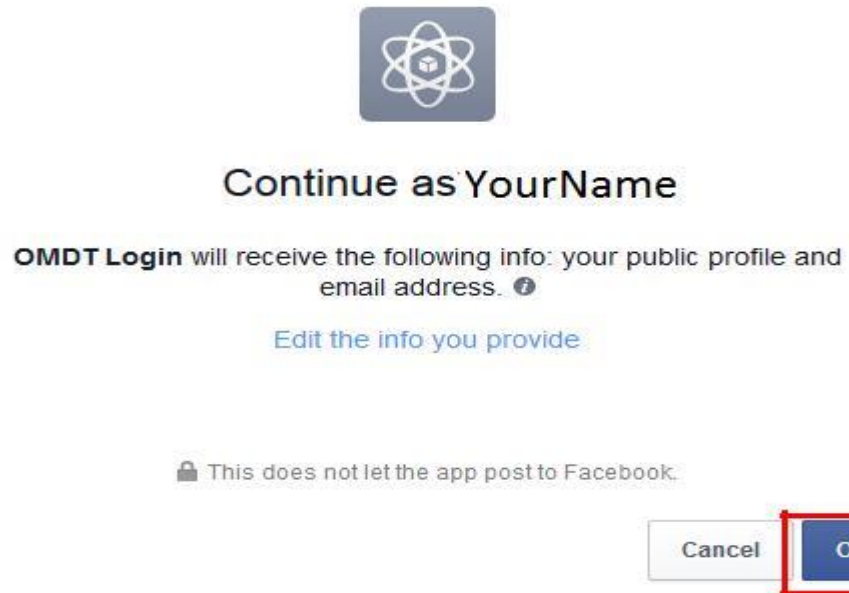
For Facebook account:

- I. Enter your ID and password in the text fields.



- II. Click "log in" button.

- III. Upon the successful log in, the following pop-up message will appear on your screen.



- IV. Click ok to continue.

- 3. You will be then redirected to user information form. Fill the accurate information in the required fields and click save changes.

User Information

The following form must be accurately filled as this information will be used for your certificate.

First name*	<input type="text" value="MyFirstName"/>
Last name*	<input type="text" value="MyLastName"/>
City/Town*	<input type="text" value="Nadi"/>
Select a country*	<input type="text" value="Fiji"/>
Mobile Phone*	<input type="text" value="xxxxxxx"/>

- 4. **Note:** the information you fill in the text boxes will be used for your certificate. Make sure correct information is used.

Forgot your credentials

If you forgot your username or password then click on the link provide below the log in button.

Log in

Username

Password

Remember username

[Forgotten your username or password?](#)

Cookies must be enabled in your browser [?](#)

Some courses may allow guest access

The following page will be displayed. To reset your password, submit your username or your email address below. If your details are in the database, an email will be sent to your email address, with instructions how to get access again.

Search by username

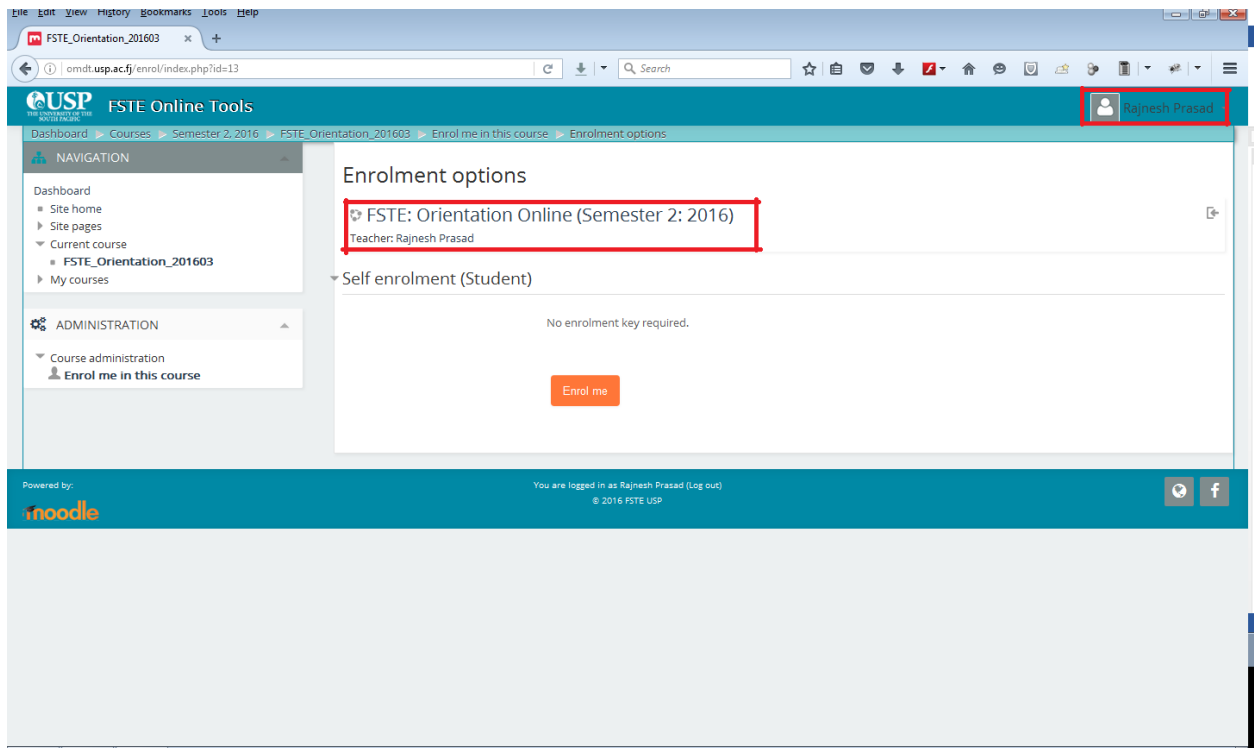
Username

Search by email address

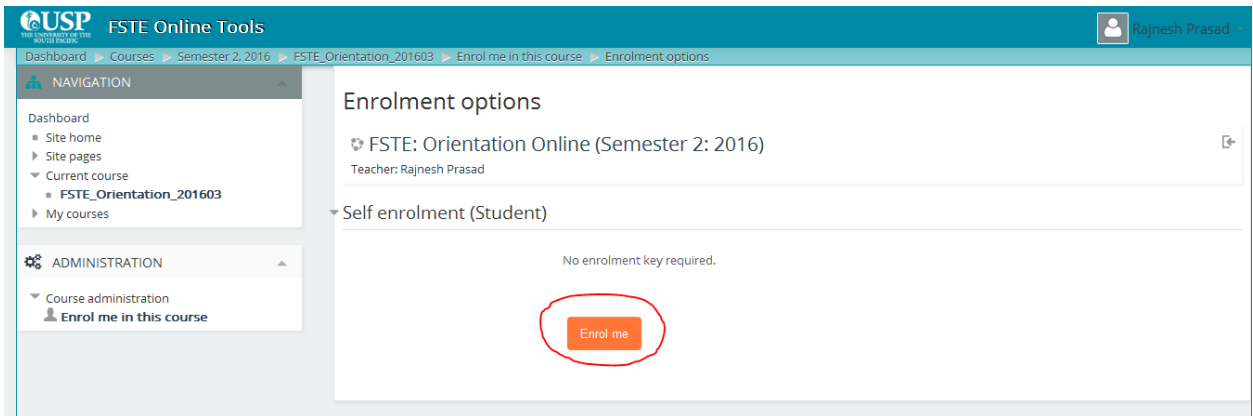
Email address

FSTE Orientation Online

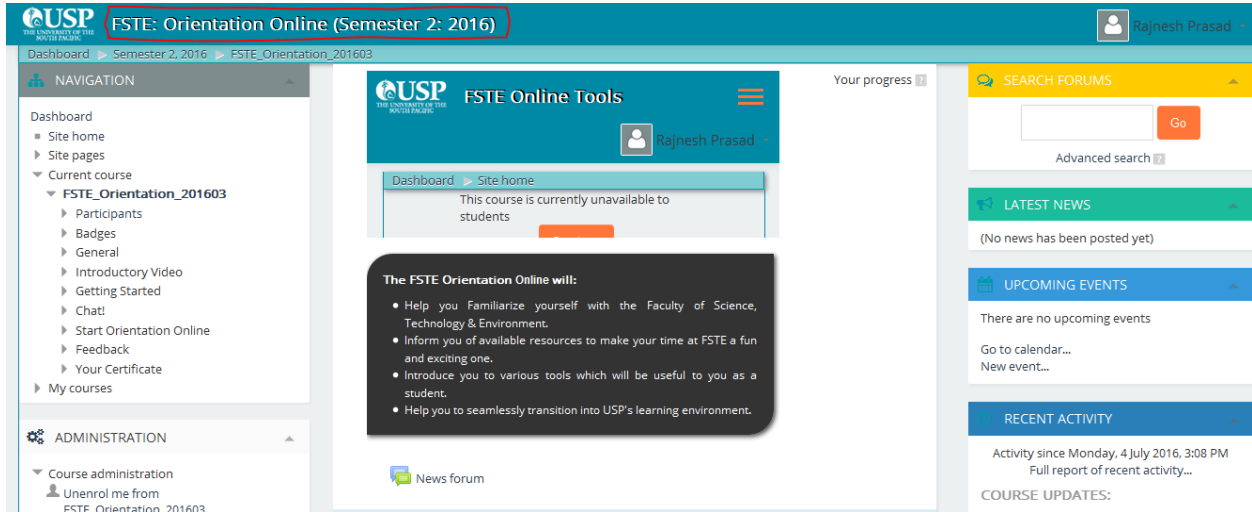
1. Once you are logged in, you will be able to see your ID at the top right corner of your screen. Now you will need to locate **FSTE: Orientation Online (Semester 2: 2016)** course on the home page.



2. Once you click the link, you will be asked to enroll in the course. Click the “enroll me” button to enter into the OMDT course shell.



3. Now you are in the FSTE Orientation Online Course shell. Please read the information and watch the video on this page to learn about the purpose and benefits of taking part in this orientation online. Note that the test will only open up if you complete reading all the information and watching the video on this page.



You can start the orientation online after reading the instructions which is located below the instructional video.

Click on this image to start

Start Orientation Online



FSTE Orientation Online

The FSTE Orientation Online is made of 5 key components and students need to complete each one in their respective order.



Once you have successfully completed all the required modules, you will be given a course completion badge.

After successfully completing the orientation online, you will be redirected to the FSTE Orientation Online webpage where you will need to complete the feedback form in order to receive the completion certificate and gain opportunity to win amazing prizes.

Feedback

Complete the feedback to get your certificate and to go into a draw too win attractive prizes.



Questionnaire

Fill in the questionnaire to give feedback and to get your certificate. This questionnaire will only take 5 minutes of your time. Your feedback is valuable and will help us improve the Orientation Online project.

Certificate

Upon successful completion of Orientation Online, you will be awarded certificate.

Your Certificate

You are eligible for a [FSTE Online Orientation](#) certificate once the activity is completed.

Your level of attainment is based on the following:

- 78+ Distinction
- 64-77 Credit
- 50-63 Pass
- 0-49 Participation

Help and Support

If you have any queries or questions about the FSTE Orientation Online, or if you wish to report a problem, please email or call one of the following people. Your call will be received by one of the FSTE *Orientation Online team member*.

Ms. Bijeta Kumar

First Year Experience Officer

Faculty of Science, Technology and Environment

The University of the South Pacific

Email: bijeta.kumar@usp.ac.fj

Phone: (+679) 3232299

Mr. Vineet Singh

Assistant Programmer

Faculty of Science, Technology and Environment

The University of the South Pacific

Email: singh_vn@usp.ac.fj

Good luck in your test. Best wishes from the FSTE Orientation Online team.

Appendix 2: FOOT Feedback Questionnaire

Faculty Online Orientation Tool (FOOT) Feedback Questionnaire

FIRST NAME: _____ LAST NAME: _____

STUDENT ID: _____ YEAR OF STUDY: _____

MAJORS: 1.) _____ 2.) _____

GENDER:

Male

Female

1. What do you think about The Faculty Online Orientation Tool, please state your overall satisfaction with this course.
(Rating 1-5)
2. Course content was clear & easy to understand.
(Rating 1-5)
3. Course length & pace was appropriate for the intended topics.
(Rating 1-5)
4. I would recommend this course to all First Year Students.
(Rating 1-5)
5. The course has improved my knowledge on the subject.
(Strongly agree, agree, neutral, disagree, or strongly disagree)
6. The course content was appropriate and was presented in a well-structured manner. (strongly agree, agree, neutral, disagree or strongly disagree)
7. The illustrations, videos and interactions were used in the right level.
(Strongly agree, agree, neutral, disagree or strongly disagree)
8. The course content was simple and understandable.
(Strongly agree, agree, neutral, disagree or strongly disagree)
9. What do you like best about this course?
10. What would you like to change about the course? Your suggestions for improvement.

End of Feedback Survey.