



# Elevated Instruction:

Modernizing Instruction and Training with Interactive Design

Presented by Jamie Lutz and Teodora Abrams

## Overview

- Identify DesignPLUS interactive elements
- Explore using DesignPLUS to improve training and instruction
- Discuss ways to incorporate AI for improving workflow and efficiency

## Our Mission Statement

- Modernize instruction and training campus-wide by leveraging innovative technology to enhance the educational experience for students and employees, ensuring academic excellence and engagement through FSU's Quality Initiatives.

## Learner Engagement

- Engagement refers to the attention, curiosity, and interest that learners show when learning.
- Providing opportunities to engage with content, get meaningful feedback, and practice metacognition can increase student success in a course.
- Types of engagement include interactive videos, discussions, game-based or scenario-based learning, AR/VR, and interactive questions from DesignPLUS built into Canvas pages.

## Cidilabs DesignPLUS

- Cidilabs DesignPLUS is a built-in tool in Canvas that allows users to quickly create, style, and design high-quality Canvas courses.

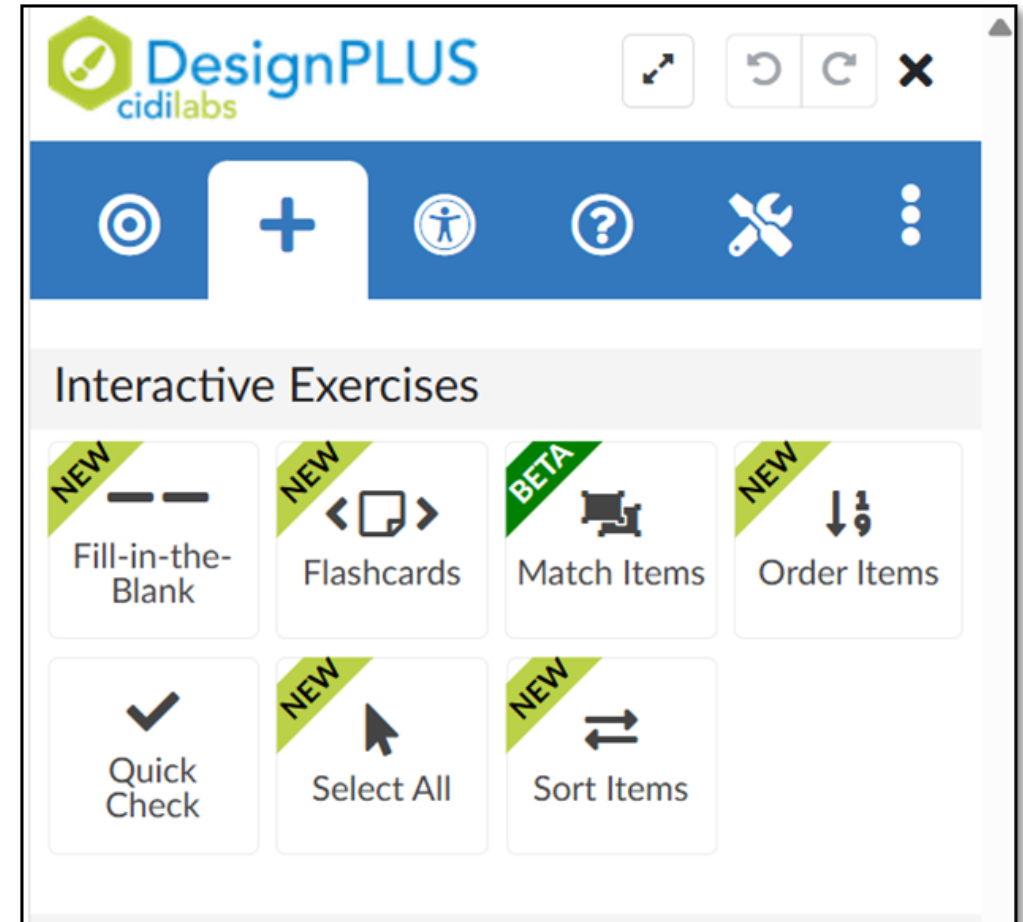


Open DesignPLUS Sidebar (*Alt/Option+Shift+D*)

## DesignPLUS Interactive Elements

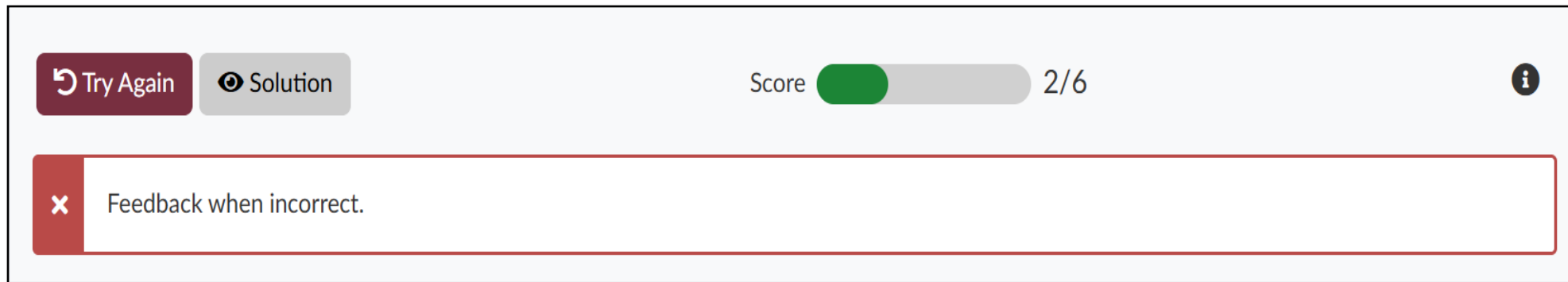
- Fill-in-the-blank questions
- Flashcards
- Matching items
- Ordering items
- Select all
- Sorting items
- Quick Checks (multiple-choice questions)

*Note: Enable Beta features to have access to newly released interactive elements.*



## Benefit of DesignPLUS Interactive Elements

- Modernize instructional materials with innovative technology and tools.
- Provide structured and specific feedback for different answers.
- Offer additional practice and support in asynchronous learning environments.
- Use the interactive data dashboard to identify gaps in knowledge.



The screenshot displays a user interface for a DesignPLUS interactive element. At the top left, there are two buttons: "Try Again" (with a circular arrow icon) and "Solution" (with an eye icon). To the right of these buttons is a "Score" indicator consisting of a green progress bar and the text "2/6". Further right is an information icon (a lowercase 'i' in a circle). Below this header is a feedback box with a red border and a red background on the left side containing a white 'x' icon. The text inside the box reads "Feedback when incorrect."

## Application and Use of DesignPLUS Interactives

- DesignPLUS interactives can be used in traditional classrooms, online or distance learning, and in departmental training, onboarding, certification programs, and more.
- Imagine training participants reading material or watching a video embedded on a Canvas page.
- That content could be followed with any DesignPLUS interactive element to provide feedback and a knowledge check before moving on to new material.
- This provides scaffolded, ungraded opportunities for students to check their understanding prior to taking a graded assessment (like a Canvas quiz).



## Example Interactive Elements

[Module 5: Advanced Features Examples](#) – Org: DesignPLUS

[Personalized Learning Paths](#) – Org: DesignPLUS

[Module 6 Reading](#) – Org: DesignPLUS



# Pros and Cons of DesignPLUS Interactive Features

## Pros

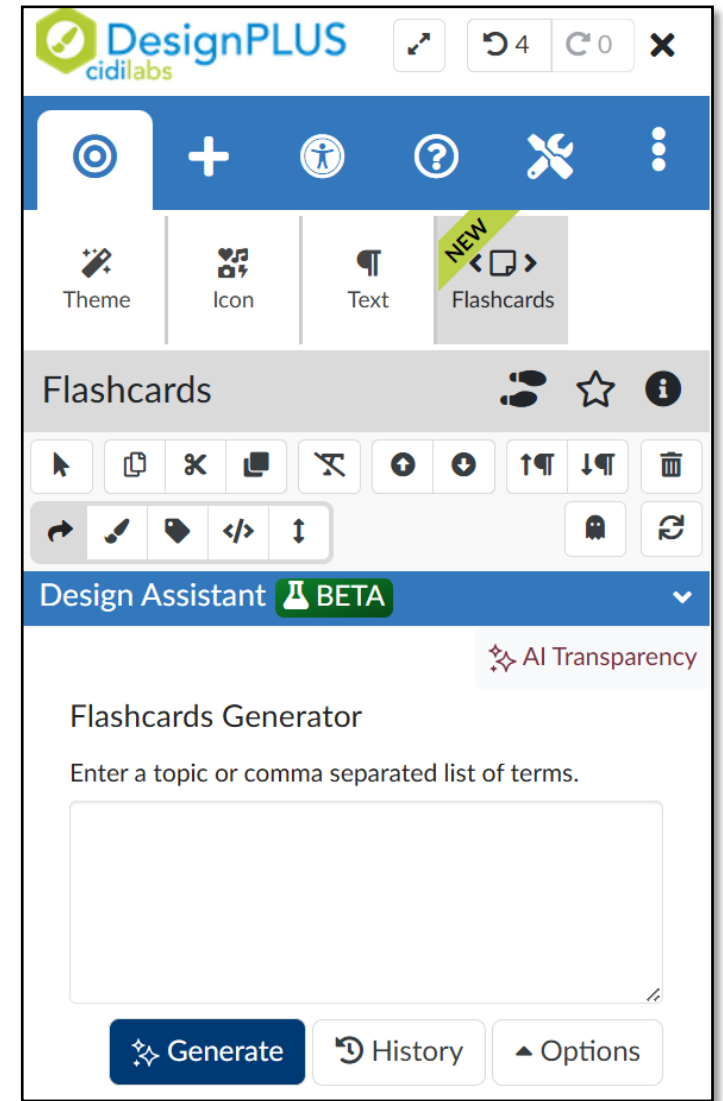
- Encourages student engagement
- Supports metacognition
- Provides differentiated feedback for answers, simulating teacher/student interaction in the traditional classroom
- Allows for personalized learning pathways
- Helps teachers assess prior knowledge and knowledge gaps in new content
- Not graded – low stakes for students

## Cons

- Not graded – individual student responses are not visible
- Does not work with Canvas mobile app
- Student responses are not saved after leaving the page
- Anonymous data can make it difficult to assess individual understanding
- The DesignPLUS Design Assistant (AI) is relatively new, and not as reliable as Gemini and other AI

## Using Generative AI Tools

- Cidilabs DesignPLUS features a built in AI tool to generate questions, flashcards, etc. based on the content you input. The built-in Design Assistant can:
  - Generate a multiple-choice quick check
  - Generate a set of flashcards
  - Create or organize accordions
  - Generate higher-level thinking questions
  - Adjust responses for grade-level language
- Additional FSU enterprise AI tools can provide more robust assistance generating questions and feedback (Google Gemini, Microsoft Copilot) based on your course content.



# Google Gemini Prompts

Create a question asking students to sort items into two separate categories for a college level course in any discipline.

Since you didn't specify a discipline, let's dive into **Cognitive Psychology / Neuroscience**. This is a classic "sorting" challenge that often trips up students because the categories seem similar but rely on entirely different neural pathways.

## Assignment: Memory Systems Categorization

**Instruction:** Below is a list of tasks, brain structures, and specific memories. Sort each item into the correct category based on whether it falls under **Declarative (Explicit) Memory** or **Non-Declarative (Implicit) Memory**.

### The Categories

1. **Declarative (Explicit) Memory**
2. **Non-Declarative (Implicit) Memory**

### Items to Sort

- Recalling your 16th birthday party
- The Hippocampus
- The Cerebellum
- Riding a bicycle (Procedural)
- Knowing that Paris is the capital of France
- Classical conditioning (e.g., flinching at a sound)
- Priming effects
- "Mental time travel" (Episodic)

## Answer Key for Instructors

Declarative (Explicit)

Non-Declarative (Implicit)

Recalling your 16th birthday party (Episodic)

Riding a bicycle (Procedural skill)

The Hippocampus (Key encoding structure)

The Cerebellum (Key for motor learning)

Knowing Paris is the capital of France (Semantic)

Classical conditioning

"Mental time travel"

Priming effects

 Export to Sheets



### Why this is College-Level:

At this level, students must distinguish between **Semantic** (facts) and **Episodic** (events) memories, both of which are Declarative, while understanding that **Procedural** skills and **Conditioning** bypass the conscious "retrieval" process entirely.

Would you like me to write a **case study** about a patient with amnesia (like the famous Patient H.M.) to help students apply these categories?

# Google Gemini Prompts with Attached Reading Materials

Use the attached reading to create a multiple choice question with feedback for correct and incorrect responses for a college level course. In addition to the multiple choice question, please also provide 5 flashcards for students to review, and a fill-in-the-blank question all at the college level.

## Analysis

Based on the research article provided, here is a set of college-level assessment and review materials focused on effective teaching and student engagement during the COVID-19 pandemic.

### Multiple Choice Question

**Question:** According to the study by Tharapos et al. (2022), which attribute of effective teaching was most frequently cited by students as critical during the abrupt transition to emergency remote teaching? 👍+2

A) Instructors' subject-matter knowledge B) Dynamic and creative lecture delivery C) Instructors' understanding of student challenges D) Use of advanced technological learning tools 👍+4

### Feedback:

- Correct Response (C):** Correct. The content analysis revealed that "understanding" was the most frequently used word (24.53%) by students regarding effective teaching, highlighting the importance of the instructor's empathy and support during the crisis. 👍+1
- Incorrect Response (A):** While "knowledgeable" was the second most cited attribute (17.74%), it was not the most frequent. 👎
- Incorrect Response (B):** Although creativity and dynamic delivery are identified in literature as important, they were cited less frequently by students in this specific crisis context compared to instructor empathy. 👍+1
- Incorrect Response (D):** While course design and technology are cornerstones of planned online education, this study emphasized the instructor's personal characteristics and support as more pivotal during the emergency shift. 👍+1

### Fill-in-the-Blank Question

Unlike high-quality online education, which is systematically planned by specialists, **emergency remote teaching** is defined as a temporary shift to an alternate delivery mode due to crisis circumstances, often leaving instructors with insufficient time to prepare. 👍+1

### Flashcards for Review

#### Front (Term/Concept)

#### Back (Definition/Findings)

#### Emergency Remote Teaching (ERT)

A temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances, providing temporary access to instruction that is otherwise delivered face-to-face.

#### Student Satisfaction (Adler et al. definition)

A short-term attitude based on a student's perception of his/her educational experience, often relative to their expectations of performance.

#### Three Dimensions of Student Engagement

**Behavioural** (participation/effort), **Emotional** (belonging/interest), and **Cognitive** (self-regulation/investment in learning).

#### Sentiment Analysis in Education

A structured qualitative analysis technique that classifies written student comments as positive, neutral, or negative to measure student opinions and satisfaction.

#### Key Findings: Role of the Instructor

In a crisis environment, the instructor's role is critical in providing **cognitive and affective support**, alongside clear communication and empathetic leadership.

## Interactive Data Dashboard

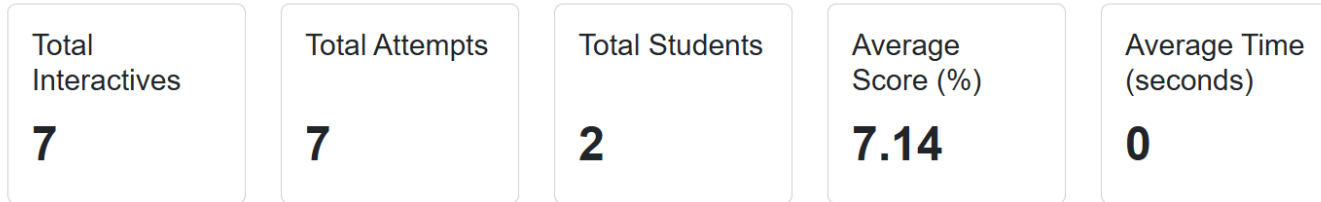
- Provides anonymous aggregate data on student engagement with each interactive element
- Displays the number of attempts, number of students who interacted, the average score, and the last attempt date
- Offers item level details without any student identifying data

# DesignPLUS Data Dashboard

## DesignPLUS Interactive Data Summary

[Reset All Data](#)
[Export All](#)

Track student engagement and performance on interactive learning activities.




Interactive Type

All Types

Content Type

All Types

Interactive Title	Interactive Type	Content Type	Last Attempt Date	Total Attempts	Total Students	Average Time (seconds)	Average Score
<a href="#">Fill in the Blank 2</a>	Fill in the Blank	Page	3/2/2026	2	2	0	0%
<a href="#">Flashcards 3</a>	Flashcards	Page	2/20/2026	1	1	0	0%
<a href="#">Introduction to Biology Review</a>	Fill in the Blank	Page	2/20/2026	0	0	0	0%
<a href="#">Order Items 1</a>	Order Items	Page	2/20/2026	1	1	0	50%
<a href="#">Order Items 2</a>	Order Items	Page	2/20/2026	1	1	0	0%
<a href="#">Select All 1</a>	Select All	Page	2/20/2026	1	1	0	0%
<a href="#">Select All 2</a>	Select All	Page	2/20/2026	1	1	0	0%

# DesignPLUS Data Dashboard: Individual Item Analysis

← Back to Summary

[Reset Data](#)
[View Page](#)
[Export](#)

## Order Items 1 Order Items ⚠

### Advanced Features Examples Page

Last Attempt: 2/20/2026 Interactive ID: qDWJHwxwALPc

Interactive Preview ▲

Total Attempts

**1**

Total Students

**1**

Average Score (%)

**50**

Average Time (seconds)

**0**

High Score (%)

**50**

Most Attempts By One Student

**1**

### Student Response Analytics

Order Item	Key	# Correct	# Incorrect	Incorrect Responses	Accuracy Rate
The Missouri Compromise	✓ 1st	1	0		100%
The Nullification Crisis	✓ 2nd	0	1	❌ 3rd	0%
The Kansas-Nebraska Act	✓ 3rd	0	1	❌ 2nd	0%
Dred Scott v. Sandford	✓ 4th	1	0		100%

## Closing Remarks

- DesignPLUS interactive elements can be used across a variety of disciplines
- Canvas Org sites and DesignPLUS tools support department training/onboarding
- DesignPLUS interactive elements provide opportunities for engagement, feedback, and anonymous data for teachers to address knowledge gaps



## Q & A

- Questions on DesignPLUS?
- Questions on using AI?
- Questions on engagement?

# Resources

- [Org: DesignPLUS](#) – resource website with how-to guides, video tutorials, example interactive elements
- [Consultations and Webinars](#) – sign up for an individual or department training/consultation, or register to attend one of our upcoming DesignPLUS webinars



# Thanks for Coming!

- Jamie Lutz – [j.lutz@fsu.edu](mailto:j.lutz@fsu.edu)
- Teodora Abrams – [tabrams@fsu.edu](mailto:tabrams@fsu.edu)