

Transform your online course into a haven of calm

Mindful UX design techniques to create a stress-free learning environment




“Good design is **invisible**—but its impact is **undeniable**.”







Why care about a
stress-free online
learning
environment?

Cluttered interfaces

 Increased anxiety

 Decreased motivation

Welcome to the Introduction to Art Appreciation course!



ART1000

Instructor Name
email@ufl.edu

Modules Calendar

Module	Lecture	Assignments
1	Introduction and Definitions Lecture M1 Slides M1 ↓	Objectives Due: July 9
2	Form and Content Lecture M2 Slides M2 ↓	Intro Post Due: July 9 Discussion Due: July 16
3	Art and technology	Discussion Response #1 and #2 Due: July 9

Where do I start?



Confusing start point



Intimidating



Objectives

Upon completion of this module, you will be able to:

- Define key nutrition terminology.
- Categorize feedstuffs base on their contribution to the diet.
- Summarize key differences between ruminant, monogastric, and equine digestive tracts.

Instructional Materials

- Lectures
 - [Art Appreciation Introduction](#) ⌂ (10:47) [PDF](#) ↓
 - [Pre History of Art](#) ⌂ (13:00) [PDF](#) ↓
 - [The Forms of Media](#) ⌂ (8:50) [PDF](#) ↓
 - [Rennaisance Period](#) ⌂ (8:14) [PDF](#) ↓
 - [Equine Art](#) ⌂ (8:58) [PDF](#) ↓
 - [Ruminant Themes](#) ⌂ (14:39) [PDF](#) ↓
 - [Art Analyzation Evaluation](#) ⌂ (17:08) [PDF](#) ↓
- Activities
 - [Module 2: Cultural Styles terminology](#)
 - [Module 2: Artistic Styles terminology](#)
 - [Module 2 Artistic Categories Assignment](#)

To Do List

- Watch lectures
- Review the [Module 2: Artistic Categories terminology](#) AND the [Module 2: Artistic Roles terminology](#)
- Complete the [Module 2 Terminology Pre-Quiz](#); you must score at least 80% to continue
- Complete [Module 2 Assignment](#)
- Complete the [Module 2 Quiz](#)

Information overload



Decreased understanding



Poor academic performance

Welcome to ART1000 Introduction to Art Appreciation

Hello seniors, and welcome to ART1000. The purpose of this course is to give you opportunities to engage in scientific discussion which helps to facilitate scientific thinking and discourse. These will be important skills to have as you take your next step into graduate or professional school or into a career. You will also create a Powerpoint presentation with audio, participate in an online ethics in research activity, and take the national Biology Major Field Test, all of which are used to evaluate your learning so that we may continue to improve our teaching and curriculum as a department.

This course is divided into 8 modules. Please review the syllabus for the dates and deadlines associated with each of the modules. If this is your first experience taking an online college-level academic course, please note that the course moves quickly and that each student must consistently keep up with the readings, discussions, activities, writing, and quizzes. While sometimes students can "disappear" for a week or more for in-person lecture-based courses, however, doing so in this online course will result in you're missing several opportunities to earn points. *There are over 20 hard deadlines associated with this course, so make sure to keep up with assignments!* Many of the activities involve as little as 5 points, but if you miss the deadlines and don't participate you may quickly lose many points. We hope you will have an enjoyable semester discussing biological research with your peers!

Course Syllabus: [ART1000Fall 2024 Syllabus](#) ↓

The Instructors		
Instructor Name	email@ufl.edu	Instructor Name
TA Name	email@ufl.edu	TA assigned to last names: <i>TA Name</i>
TA Name	email@ufl.edu	TA assigned to last names: <i>TA Name</i>
TA Name	email@ufl.edu	TA assigned to last names: <i>TA Name</i>
TA Name	email@ufl.edu	MFT Coordinator

Additional Course Notes:

- For most questions, your first stop should be the ["Raise Your Hand"](#) discussion board.
 - Perhaps you will find that someone has already asked your question and received an answer. If not, by asking your question there, it can be answered for everyone else. This cuts down on emails, announcements, and repetition.
- Begin the course by going to Module 1 in "Modules" in the left column.
- Your instructors' preferred communication method is via the Canvas "Inbox" function.
- Beginning with Module 2, you will be assigned to groups.
 - Please determine your group number by going to the "People" page and selecting "Group".
 - You will remain in your group throughout the semester unless group composition is changed by the instructor.

MFT-Related Notes:

- Here is an Excel file with a suggested [review schedule](#) ↓, for the Biology Major Field Test.
- Specific sub-topics can be found here: https://www.ets.org/s/mft/pdf/mft_testdesc_biology_4gmf.pdf ↓
- You may use your textbook for BSC 2010 and 2011 (or equivalent) for review.
- A free copy of the BSC2010/2011 textbook can be found below:
 - [Achieve Link](https://achieve.macmillanlearning.com/courses/55cfcg): <https://achieve.macmillanlearning.com/courses/55cfcg>
 - [Course ID](#): 55cf
 - [Access Code](#): ABC123

A well-designed course



Reduces stress



Promotes sense of calm



Encourages focus



Increase student outcomes

Common UI Suboptimal Experiences

1. Confusing, unclear course navigation
2. Lack of visual and content consistency
3. Disorganized page structure
4. Lack of flexibility and control
5. Accessibility gaps



Confusing Navigation Paths

Unclear navigational direction can decrease student motivation.

Intuitive Navigation Paths

Ensure that users can easily navigate your digital product without feeling overwhelmed or frustrated.



Mindfulness Tip

Designing with easy navigation helps students with depression have a more enjoyable and uplifting experience.



Clean Home Page

ANS3006

Introduction to Animal Sciences



[Syllabus](#) [Course Orientation](#) [Contact Instructor](#)

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Module 7

Module 8

Module 9

Module 10

Module 11

Module 12


Module 13

Module 14




DUAL ENROLLMENT

Orientation




Academic Resources | Term Dates & Deadlines



DATE ## - ##

MODULE 1


Getting Started



DATE ## - ##

MODULE 2


What to Expect During Your Semester



DATE ## - ##

MODULE 3


End-of-Term Information



Tabbed Module Navigation

Module 1


Cell Basis and Immunity




Module 1

Learning Materials

Assessments

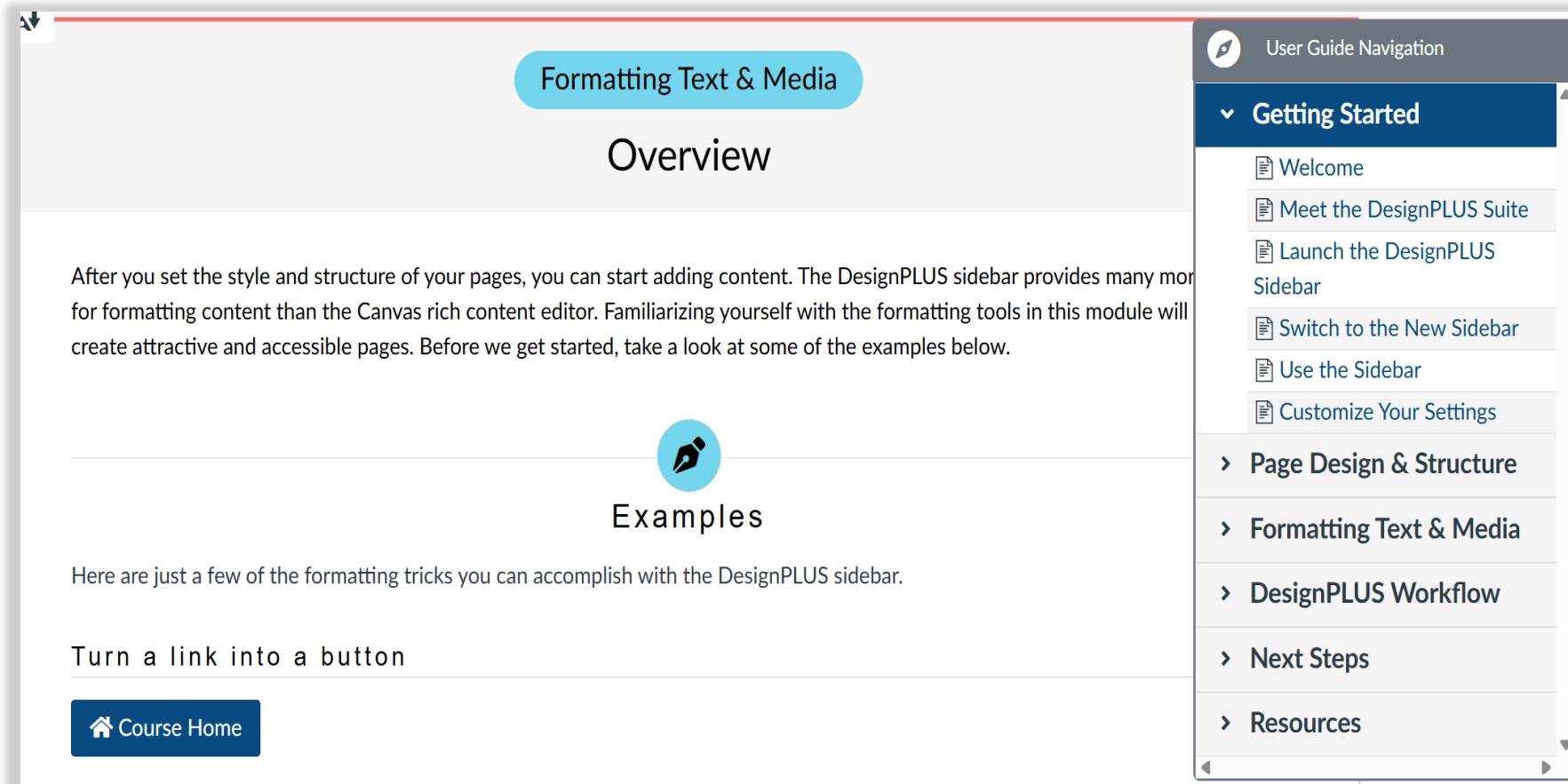
 Module 1 Assessments

 Module 1 Quiz

Introduction

Cellular biology is fundamental for understanding disease, as all body functions rely on cellular integrity. Cells communicate as a multicellular “social” organism through cellular crosstalk. Metabolism, involving anabolic and catabolic processes, maintains cellular functions and responds to injury. Cellular adaptations include atrophy, hypertrophy, hyperplasia, metaplasia, and dysplasia. The cardiovascular system’s failure to perfuse tissues adequately leads to

User Guide Navigation



The screenshot displays a user guide interface. At the top, a blue pill-shaped button labeled "Formatting Text & Media" is centered. Below it, the word "Overview" is displayed in a large, bold font. The main content area contains a paragraph: "After you set the style and structure of your pages, you can start adding content. The DesignPLUS sidebar provides many more formatting options than the Canvas rich content editor. Familiarizing yourself with the formatting tools in this module will help you create attractive and accessible pages. Before we get started, take a look at some of the examples below." Below the paragraph is a section titled "Examples" with a blue circular icon containing a white pen nib. The text under "Examples" reads: "Here are just a few of the formatting tricks you can accomplish with the DesignPLUS sidebar." Below this text is a sub-section titled "Turn a link into a button" which features a blue button with a white house icon and the text "Course Home". On the right side of the interface is a vertical sidebar menu. The sidebar has a dark blue header with a white icon and the text "User Guide Navigation". Below the header, the menu is organized into sections. The first section is "Getting Started" with a downward arrow icon, containing five items: "Welcome", "Meet the DesignPLUS Suite", "Launch the DesignPLUS Sidebar", "Switch to the New Sidebar", and "Use the Sidebar". The second section is "Page Design & Structure" with a rightward arrow icon. The third section is "Formatting Text & Media" with a rightward arrow icon. The fourth section is "DesignPLUS Workflow" with a rightward arrow icon. The fifth section is "Next Steps" with a rightward arrow icon. The sixth section is "Resources" with a rightward arrow icon. The sidebar has a scroll bar on the right side.

Formatting Text & Media

Overview

After you set the style and structure of your pages, you can start adding content. The DesignPLUS sidebar provides many more formatting options than the Canvas rich content editor. Familiarizing yourself with the formatting tools in this module will help you create attractive and accessible pages. Before we get started, take a look at some of the examples below.

Examples


Here are just a few of the formatting tricks you can accomplish with the DesignPLUS sidebar.

Turn a link into a button






[Course Home](#)

- User Guide Navigation
 - Getting Started
 - Welcome
 - Meet the DesignPLUS Suite
 - Launch the DesignPLUS Sidebar
 - Switch to the New Sidebar
 - Use the Sidebar
 - Customize Your Settings
 - Page Design & Structure
 - Formatting Text & Media
 - DesignPLUS Workflow
 - Next Steps
 - Resources

Progress Indicators

 Module 2

Inspection Prevention Method



Purpose

The purpose of this discussion is to extend your work with facility inspection by evaluating a found hazard.

It assesses the following module learning objective:

3. Identify and evaluate a known and foreseeable hazard.

Instructions

Using the completed Facility Inspection Form, complete the following:

Discussion Questions

Refer to the form to complete the following:

- Using the risk assessment frameworks from this module's lectures, select and evaluate a hazard you identified during the facility risk assessment.
- Identify a prevention method to either mitigate or eliminate the hazard.

Response to Others

After posting your response, thoughtfully engage with at least two (2) of your classmates' posts by offering feedback or additional insights.

Next Steps

You can complete the module's assignments after completing the assigned readings and viewing the required videos. Use the bar below to see your location within the module and for navigation.





Lack Of Visual Consistency

Lack of visual consistency causes stress, can increase cognitive load, and reduces learning and satisfaction.

Build Predictability

Consistency and predictability in design elements contribute to a sense of familiarity and ease for users.



Mindfulness Tip

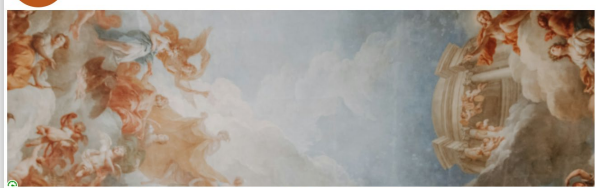
Consistent design elements can reduce anxiety and increase feelings of control for students with anxiety disorders.



Visual Encoding

ART 2300

Art Herstory - Greek Female Artists



Start Here

Syllabus

Modules

More Resources

Module 1 Unit 1

Module 1: Lorem Ipsum

Module 2: Title Change

Module 3: Lorem Ipsum Title

Module 4: Lorem Ipsum Title

Module 5: Lorem Ipsum Title

Module 6: Lorem Ipsum Title

Module 7: Lorem Ipsum Title

Module 8: Lorem Ipsum Title

Module 9: Lorem Ipsum Title

Module 10: Lorem Ipsum Title

Module 11: Lorem Ipsum Title

Module 12: Lorem Ipsum Title

Module 15: Lorem Ipsum Title

Module 13: Lorem Ipsum Title

Module 14: Lorem Ipsum Title

Week 1: Grumpy Cat

Week 2: Garfield

Week 3: Sylvester

Week 4: Cheshire

Week 5: Hello Kitty

Week 6: Salem

Week 7: Felicity

Week 8: Chonky

Week 9: Tom

Week 10: Jerry


Week 11: Mimi

Week 12: Dottie

Week 13: Bone

Module 2

Community Art Engagement



Objectives

By the end of this module, you will be able to:

- Identify the interconnections between history and art.
- Annotate and paraphrase the elements of art and the principles of art.
- Define the art materials and methods artists use to create their work.

Readings

Chapter 4 Introduction (1600 - 1700)

The images of non-religious art also opened the door for female artists to create art about objects they found in their homes. Artists were generally nuns, daughters, sisters, or wives of existing artists. In Asia, landscape ink painting was considered the national art form and was supposedly dominated by male artists. Modern historians found many female artists also helped develop the concepts and forms of landscape painting; however, they needed to be better documented then.

Circle Left Theme

Flat sections theme

ART 2300

Art Herstory - Greek Female Artists



Start Here

Syllabus

Modules

More Resources

Module 1 Unit 1

Module 1: Lorem Ipsum

Module 2: Title Change

Module 3: Lorem Ipsum Title

Module 4: Lorem Ipsum Title

Module 5: Lorem Ipsum Title

Module 6: Lorem Ipsum Title

Module 7: Lorem Ipsum Title

Module 8: Lorem Ipsum Title

Module 9: Lorem Ipsum Title

Module 10: Lorem Ipsum Title

Module 11: Lorem Ipsum Title

Module 12: Lorem Ipsum Title

Module 15: Lorem Ipsum Title

Module 13: Lorem Ipsum Title

Module 14: Lorem Ipsum Title

Week 1: Grumpy Cat

Week 2: Garfield

Week 3: Sylvester

Week 4: Cheshire

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Week 9: Tom

Week 10: Jerry


Week 11: Mimi

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Week 13: Bone

Module 2

Community Art Engagement



Objectives

By the end of this module, you will be able to:

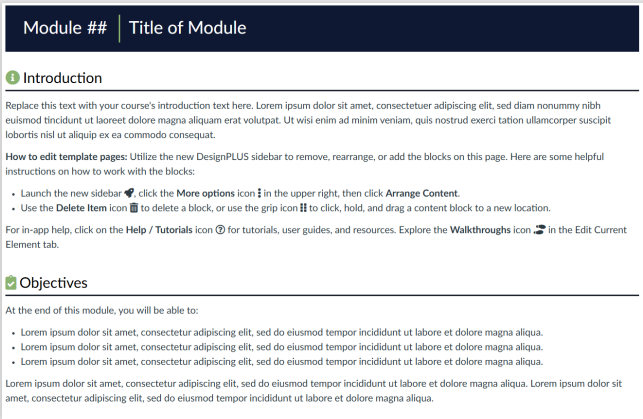
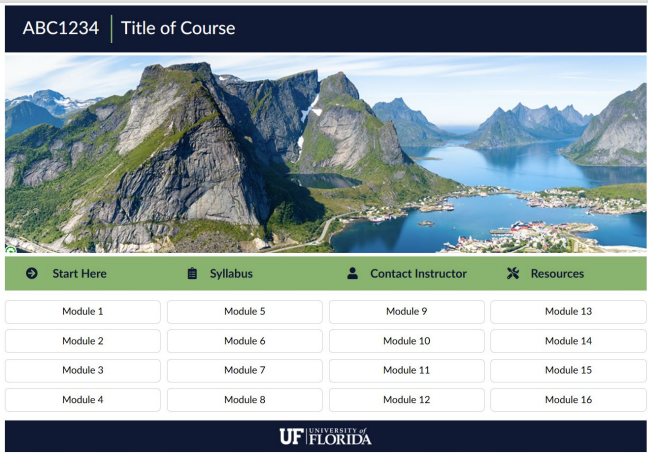
- Identify the interconnections between history and art.
- Annotate and paraphrase the elements of art and the principles of art.
- Define the art materials and methods artists use to create their work.

Readings

Chapter 4 Introduction (1600 - 1700)

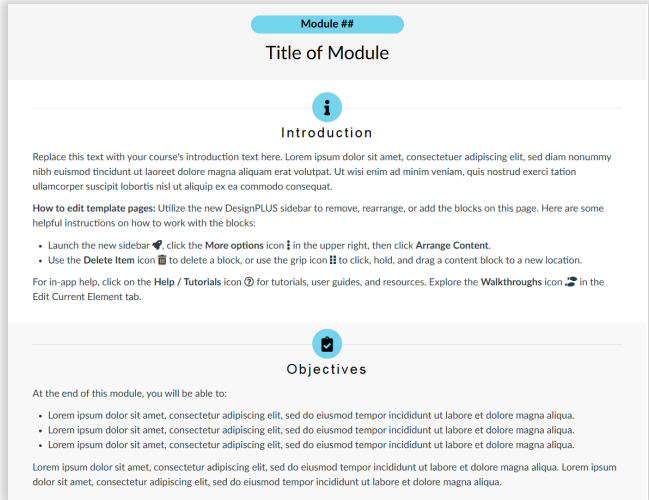
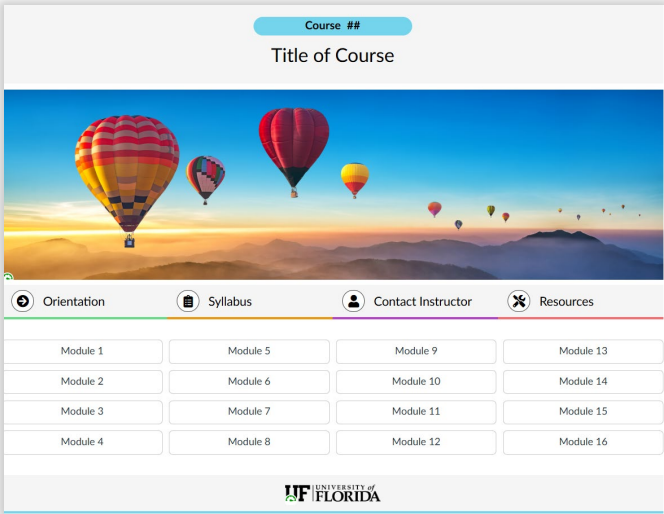
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Build Predictability



Basic Bar – Alt template


Flat Sections - Alt Template



Visual Encoding Patterns

MODULE 3

THE DANCER: IMPROVISATION



INTRODUCTION

Improvisation—The art or act of improvising or composing, uttering, executing, or arranging anything without previous preparation. Musical improvisation involves imagination and creativity.

You will learn about improvisation and its uses as a tool in making dances, what goes into making dances, and the process through which dances are made. This is often referred to as dance-making or choreography. Improvisation is often used as a tool in a choreographic process. Dance artists experiment and use their creative inspiration to make dances. This module will introduce you to improvisation as a creative tool.

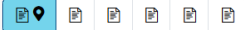
Getting Started

Welcome

Welcome to the DesignPLUS Resources for UF Faculty and Staff course, built for UF IDs and instructors in collaboration with resources from Cidi Labs! If you are completely new to DesignPLUS, we recommend working through the course modules in the order they are listed. For a refresher on a specific topic, use the [User Guide Navigation](#) located on the right side of this page or locate the desired topic on the [Modules](#) page.

The DesignPLUS sidebar is a powerful tool for adding design elements and functions to Canvas courses without using HTML or CSS programming. This course explains the tools and institutional design content in the sidebar to help you jump-start your Canvas courses!


Some of the content in this guide is based on content from the [Cidi Labs DesignPLUS User Guide](#). Unlike the Cidi Labs guide, however, in which most content is organized alphabetically in the manner of a reference tool, this guide was designed primarily for users who need guidance on where and how to get started with the DesignPLUS sidebar. Each topic builds on the information previously covered. This guide does not cover the interactive components, usability and accessibility tools, or the advanced editing capabilities of DesignPLUS. Consult the [Cidi Labs DesignPLUS User Guide](#) for information and instructions on using these features.





Visual Encoding


IDS2935

Exploring Our Genome



**Syllabus**
Refer to the syllabus for course expectations.
[VIEW SYLLABUS](#)

**Questions**
Ask general questions about the course.
[ASK A QUESTION](#)

**Contact**
Don't hesitate to reach out with any questions!
[VIEW CONTACT](#)

Orientation

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Module 7

Module 8

Module 9

Work Week


Module 10

Module 11

Module 12

Module 13

Module 14

 UP QUEST

Lectures and Videos

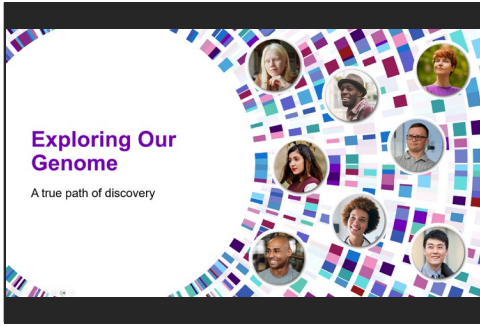
Watch all required lectures and videos below before starting on the Mandatory Learning Activities.

Lecture 1

Lecture 2

Exploring Our Genome

A true path of discovery



How It All Began

This lecture summarises key points of Chapter 1 with some new examples

13:39

[Transcript](#)

Class Reminders and Optional Resources

In this section, you will find important reminders from Dr. Klimenko and additional optional resources to explore this module further.


Review Research Project Page

I would like you to start thinking about whether you would like to do a Research Project or take the Final Exam as your final assignment.

[Review the Research Project Page](#)

PSY3213L

Practice Exam



✓ Exam Guidelines

This **ungraded practice exam** is provided to help you prepare for the upcoming graded Final Exam, which covers the materials from **Modules 7–11**. Taking it is not mandatory but strongly recommended. Remember, the more problems you complete overall, the greater your chance of success in the course.

Please note that while Honorlock is not enabled for this practice exam, it will be used during your Final Exam.

Note: The Final Exam will use **Honorlock**, an online proctoring service. Please read these [Honorlock instructions](#) beforehand. They provide information on how to prepare for the exam and how to get technical support. Note that you will need to use [Google Chrome](#) with the [Honorlock Chrome Extension](#).

✓ Grading

You will have **50 minutes** and **unlimited attempts** to complete this practice exam.

[Return to Module](#)

DesignPLUS Multitool

The screenshot displays the DesignPLUS Multitool Module Builder interface. On the left is a vertical navigation menu with the following items: Home, Syllabus, Announcements, Grades, Modules, Assignments, Discussions, People, Quizzes, Zoom Conferences, Rubrics, Multi-Tool (highlighted), TidyUP, Ally Accessibility Report, Campus Resources, Outcomes, Files, Pages, Collaborations, Smart Search, and Item Banks. The main content area is titled 'Existing Modules' and includes a 'Help' button. It features a list of modules: 'Course Delivery Support for Instructors (Do NOT Publish!)', 'Application Instructions', 'Templates', 'Orientation', and 'Module 1'. 'Module 1' is expanded, showing a table of items. The table has columns for item type, count, title, and actions. The items listed are: 'M1 Home' (Header, 0), 'Photography Part 1' (Page, 1), 'Learning Activities' (Header, 0), 'M1 - Photoshop Activity: Duotone' (Assignment, 1), 'M1 - Photoshop Activity: Clipping Mask' (Assignment, 1), and 'M1 - Quiz: Image Analysis, Formats, and Approaches' (Quiz, 1). At the bottom of the interface are two buttons: 'Delete Module' and 'Delete Module and Contents'.

Spring 2025

Home
Syllabus
Announcements
Grades
Modules
Assignments
Discussions
People
Quizzes
Zoom Conferences
Rubrics
Multi-Tool
TidyUP
Ally Accessibility Report
Campus Resources
Outcomes
Files
Pages
Collaborations
Smart Search
Item Banks

Module Builder

Existing Modules [Help](#)

Expand All Collapse All

- Course Delivery Support for Instructors (Do NOT Publish!)
- Application Instructions
- Templates
- Orientation
- Module 1

Add Items

- Assignment
- Discussion
- Header
- Page
- Classic Quiz

	Prefix	#	Module 1	
Header	0		M1 Home	
Page	1		Photography Part 1	
Header	0		Learning Activities	
Assignment	1		M1 - Photoshop Activity: Duotone	100
Assignment	1		M1 - Photoshop Activity: Clipping Mask	100
Quiz	1		M1 - Quiz: Image Analysis, Formats, and Approaches	

Delete Module Delete Module and Contents

Module 2



Disorganized Page Structure

Lack of visual consistency causes stress, can increase cognitive load, and reduces learning and satisfaction.

Create Organization

Reduce overwhelm and reduce cognitive load = students can focus and prioritize.



Mindfulness Tip


Clear page structure can help students with ADHD stay focused and engaged.



Chunks, Headings, Tabs

Module 1

Introduction



Introduction

In this module, we will give an overview of animal agriculture with an emphasis on land use and sustainability. We will discuss the history and role of the land-grant universities in serving the missions of teaching, research, and extension and then focus on the disciplines within animal sciences.

Objectives

At the end of this module, you will be able to:

1. Define key animal science terminology.
2. Develop a definition of sustainability and determine quantifiable measures needed to improve sustainability.
3. Summarize the different disciplines within Animal Science.
4. Explain the three missions of a land grant university, how they were formed, and their purpose.

Lectures

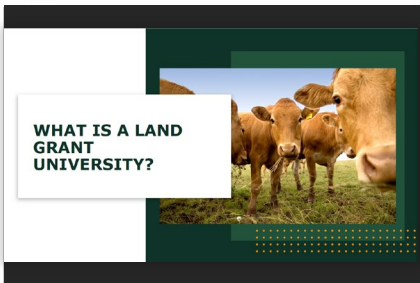
Please watch the following lectures before beginning this module's assignments.

Lecture 1

Lecture 2

What Is a Land Grant University?

The University of Florida is a Land Grant University. In this video, we will discuss what that means and how that informs the teaching, research, and education missions of the university.



11:53

[Transcript](#)

[Slides](#)

Assignments

Complete the following graded assignments after watching all the lectures for this module and completing the practice activities.

Module 1 Quiz

In this quiz, you will be tested on the content in the Module 1 lectures.

[Complete Quiz](#)



Sustainability Discussion

In this discussion, you will provide your own definition of sustainability and at least two measurables that can be tracked to determine if progress is being made.

[Complete Discussion](#)

Supplemental Resource

The following supplemental resource will help support your learning for this module but is not required.

 [Chapters 1-4 \(pp. 3-70\) in *Introduction to Animal Science* \(5th ed.\)](#) 

This optional supplemental reading explains concepts covered in the lectures.

Next Steps

After you complete all required materials and assignment(s) on this page, move on to the next module.

Columns

Chapter 4

Division of Fractions



To divide two fractions, you multiply the first fraction by the reciprocal of the second fraction.

1: Read

Grab your textbook and read the following:

Pages 36-39

Pages 43-46

Pages 48-51

2: Watch

These videos will let you see the process in action:

▶ Example 1

▶ Example 2

3: Practice

In your workbook, complete the following exercises:

Chapter 4:1 #1-5

Chapter 4:2 #3-6

Chapter 4:3 #2-7

4: Take the Quiz

Once you feel confident in your fractional division skills, take the Quiz!


Division of Fractions

Popovers

Supplemental Resource

The following supplemental resource will help students understand the concepts covered in the lectures. This optional supplemental reading explains concepts covered in the lectures.

Damron, W. S. (2012). *Introduction to animal science* (5th ed.). Prentice Hall/Pearson.

 Chapters 1-4 (pp. 3-70) in *Introduction to Animal Science* (5th ed.) [citation]

Next Steps

After you complete all required materials and assignment(s) on this page, move on to the next module.

Hover over each of the terms to reveal the definition.

Term 1

Term 2 definition to display on hover

Term 2

Term 3

Term 4

Columns

Compare and Contrast

☒ Option A

Did you hear that? They've shut down the main reactor. We'll be destroyed for sure. This is madness! We're doomed! There'll be no escape for the Princess this time. What's that? Artoo! Artoo-Detoo, where are you? At last! Where have you been? They're heading in this direction.

☒ Option B

Wait a minute! Threepio! Come in Threepio! Threepio! Where could he be? Take over! See to him! Look there! They're madmen! They're heading for the prison level. If you hurry, you might catch them. Follow me! You stand guard. Come on! Oh! All this excitement has overrun the circuits of my counterpart here. If you don't mind, I'd like to take him down to maintenance. All right.

What is Cause and Effect?

Cause and Effect is a text structure that shows the relationship between two events in which one makes the other happen.

Here is an example from the book we're reading:

Cause

Describe the example cause.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.



Effect

Describe the example effect.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Columns

Are you ready to move on?



Go

I'm ready to move on.

Go to the Quiz



Slow Down

I need a little more practice.

Go to Extra Practice



Stop

I need help, please!

Message the Teacher



Key Terms and Definitions

Term
Definition

Term
Definition

Term
Definition

Term
Definition

Term
Definition

Term
Definition

Term
Definition

Term
Definition



Lack of flexibility and control

Users become anxious or frustrated, leading to a negative learning experience.

Empower Users

Allowing users to manage the information they receive.




Mindfulness Tip






Giving students control over their learning experience can increase motivation and reduce anxiety.



Progress Indicators

 Module 2

Inspection Prevention Method

Purpose

The purpose of this discussion is to extend your work with facility inspection by evaluating a found hazard.

It assesses the following module learning objective:

3. Identify and evaluate a known and foreseeable hazard.

Instructions

Using the completed Facility Inspection Form, complete the following:

Discussion Questions

Refer to the form to complete the following:

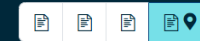
- Using the risk assessment frameworks from this module's lectures, select and evaluate a hazard you identified during the facility risk assessment.
- Identify a prevention method to either mitigate or eliminate the hazard.

Response to Others

After posting your response, thoughtfully engage with at least two (2) of your classmates' posts by offering feedback or additional insights.

Next Steps

You can complete the module's assignments after completing the assigned readings and viewing the required videos. Use the bar below to see your location within the module and for navigation.



Completion Timeframes



🕒 4.5h 📝 3 assignments

🎯 CLO: 1, 4, 5

module one: Get Started

Briefly describe this module for students. Explain why it is relevant to their life and career.

By the end of this module, you will be better prepared to:

- 1.1: Module learning outcome 1
- 1.2: Module learning outcome 2
- 1.3: Module learning outcome 3



🕒 8h 📝 5 assignments

🎯 CLO: 2, 3

module two: The Next One

Briefly describe this module for students. Explain why it is relevant to their life and career.

By the end of this module, you will be better prepared to:

- 2.1: Module learning outcome 1
- 2.2: Module learning outcome 2
- 2.3: Module learning outcome 3

Timestamps

Videos

Watch the required videos below before moving on to complete the module assignments.

LECTURE 1

VIDEO 1



Open Cypher | Team Division | World of Dance 2018

This video is an example of an improvisation in Hip hop, otherwise referred to as a cypher. Most dance forms you will be introduced to in this course have their own form of improvisation.


07:16

Completion Timeframes



LET'S PRACTICE!

- This page contains activities for you to practice.
- Select **Mark As Done** on this page when you complete all of the activities.

 30m estimate to complete

Quick Checks

Quick Check Questions

Please take a moment to reflect on the following questions after watching the video. Write down your thoughts to help you formulate your submission to the assignment.

Which of the following is a key feature of Classical Greek sculpture?

- ☐ A. Hierarchical proportions
- ☐ B. Rigid and frontal poses
- ☒ C. Idealized naturalism

Correct!

- ☐ D. Abstract forms

Check Answer

Quick Checks

➤ Check Your Understanding

? Question text?

- ☐ Answer 1 Text
- ☐ Answer 2 Text
- ☐ Answer 3 Text
- ☐ Answer 4 Text

Check Answer

? Question text?

- ☐ Answer 1 Text
- ☐ Answer 2 Text
- ☐ Answer 3 Text
- ☐ Answer 4 Text

Check Answer

? Question text?

- ☐ Answer 1 Text
- ☐ Answer 2 Text
- ☐ Answer 3 Text
- ☐ Answer 4 Text

Check Answer

Flip Cards

Module 2 | Analyzing Art


Introduction

I am certain that *all* of you have had at least one powerful experience with an artwork in your life. Perhaps it was a painting that hung in your grandmother's house, or a monument you saw on vacation, or even something you made yourself. And yet, I bet that many of you still feel like you don't totally understand art, or even appreciate it all that much. In this module, we will get to the very heart of the issue and address two big questions that drive the rest of the course forward: what is art, and what does it mean to appreciate it? We will look at some familiar and some unfamiliar artworks to help answer those questions and pave the way for a future rich in powerful interactions with art.



The Kiss

Gustav Klimt

The Kiss is an oil-on-canvas painting with added gold leaf, silver and platinum by the Austrian Symbolist painter Gustav Klimt. It was painted at some point in 1907 and 1908, during the height of what scholars call his "Golden Period". [Wikipedia](#) 





Accessibility Gaps

When accessibility is integrated into the course design, students with disabilities or learning difficulties may feel less stigmatized or self-conscious about their needs.

Accommodate All Users

We can create digital experiences that allow participation from all users and those with diverse needs, including those with cognitive, visual, hearing, or motor impairments.

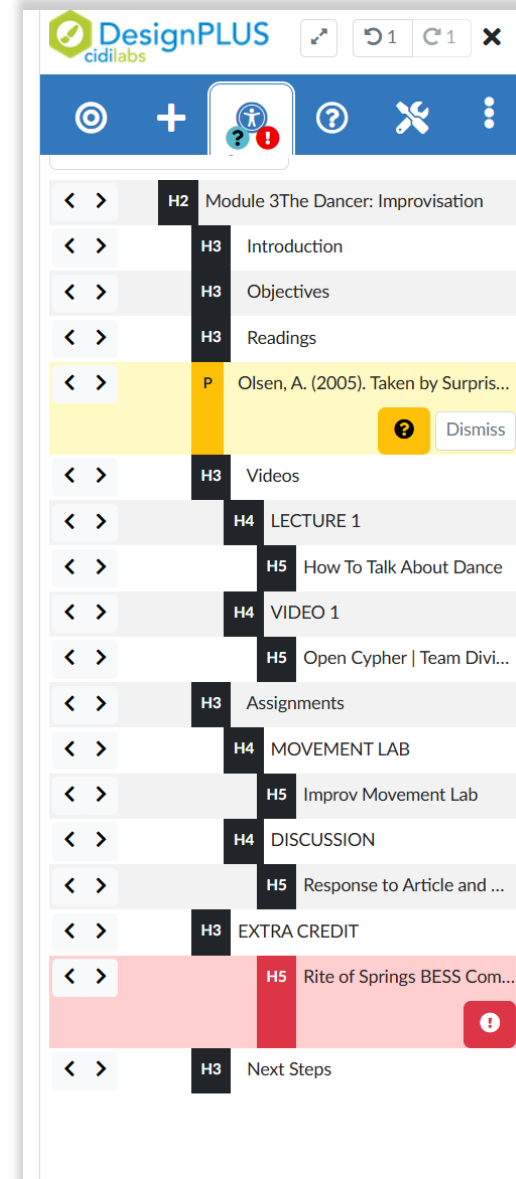
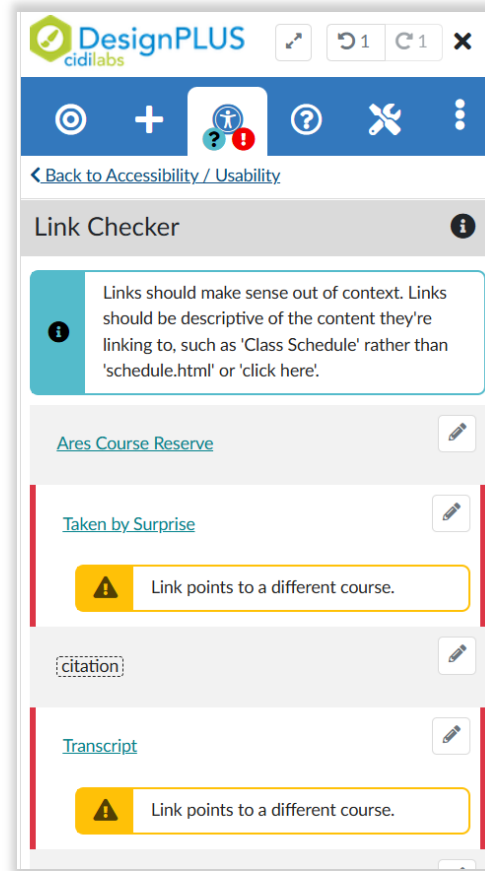
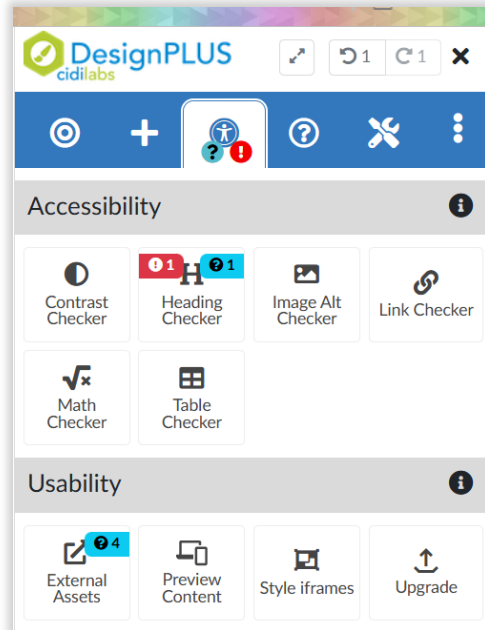


Mindfulness Tip

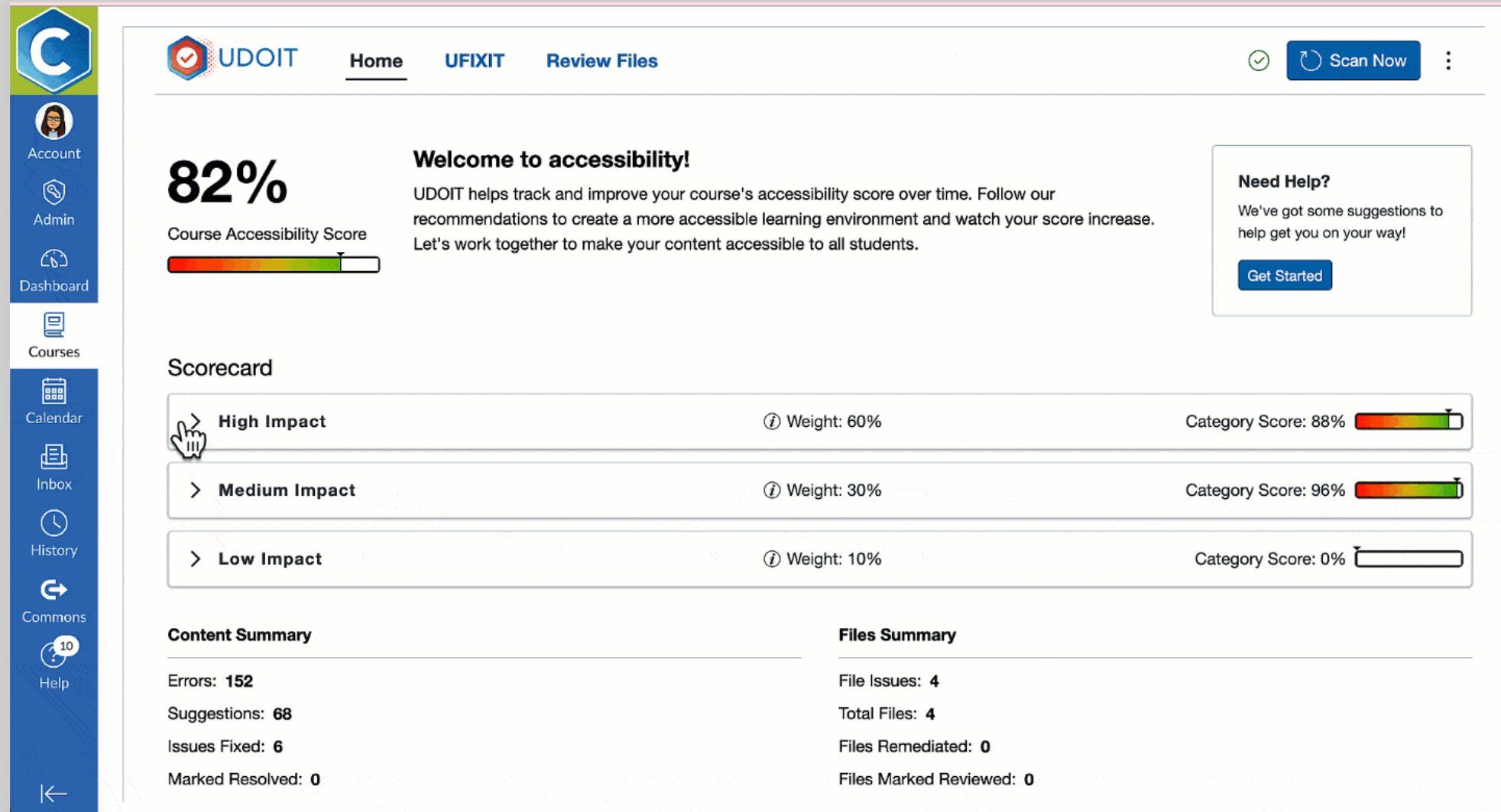
Inclusive design can promote a sense of belonging and reduce feelings of isolation for students with disabilities.



Accessibility



Design Solution



Thank you

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