



CAPDM demonstration course 2025

Print-ready PDF version

M

P

D

A

C

Introduction

This demonstration course is designed to showcase some of the different features (and in its online formats interactive elements, learning support functions and assessment capabilities) that **Courseworker by CAPDM** can offer.

This course is by its nature artificial, since a real-world course would be built using similar structures and features for all topics to create a consistent student experience, whereas this course explicitly demonstrates a variety of structures and features in each section.

This delivery format, a print-ready PDF, is just one possible output that **Courseworker** can generate from the single master source which holds the content you are seeing. Complete courses ready for delivery in a VLE like Moodle, eBook formats, SCORM packages and a range of other delivery formats of this content can also be produced from the same source.



Find out more at www.capdm.com/courseworker [https://www.capdm.com/courseworker]

Contents

Welcome to the course 4

Inline text-based questions 7

Interactivities 11

Graphical questions 16

Mathematics and languages 18

Reflective activities 23

Custom-built learning 25

Colophon 26

Welcome to the course



Video transcript:

Welcome to the CAPDM demonstration course 2025.

This course is designed to showcase some of the different features, interactive elements, learning support functions and assessment capabilities that Courseworker by CAPDM can offer.

Enjoy!

An online distance learning course needs to be attractive and engaging for students, while also offering high-quality content that works

- as first-pass learning,
- as a revision aid, and
- as a reference.

It must have accessibility built in, and that means any video content, like our welcome video here, needs subtitles and a full transcript.

Interactive elements, especially when particular types of interactivity suitable for the content are used consistently throughout a course, can lift courses and improve student retention.

Easily maintained cross references are also valuable, for example allowing students to jump quickly to topics on '**Inline text-based questions**', '**Graphical questions**' and '**Reflective activities**'.

Below is an example of an infographic with popups, which can be a useful way to allow students to explore concepts. The concept we explore here is the CAPDM model of information publishing.



Capture

You may already have a large body of legacy learning materials on paper, or perhaps thousands of electronic files formatted in a variety of incompatible formats.

The efforts involved in rescuing these valuable assets into more healthy electronic formats comprise the Capture step in the CAPDM model.

Author

Various kinds of authoring tasks are involved in designing and developing digital learning assets – from typing words into a text editor through to creating sophisticated software simulations.

Authoring tomorrow's learning materials is no longer the task of a single author; it needs a skilled team of subject experts, programmers and interactive information designers to make best use of the new media.

Publish

Key processes here include automatically generating large electronic publications using batch production processes. This allows delivered publications to be updated more quickly with less effort, year after year, providing a permanent publishing solution for all media.

CAPDM's publishing tools also help you to build better learning environments that are personalised for each learner, helping them to organise their study better and to access the information they need more quickly from a variety of integrated sources.

Deliver

The Deliver stage is the most important one of the CAPDM model in that if the publication fails in its delivery, the effort involved in the capture, author and publish steps goes un-rewarded.

Key functionalities related to the chosen delivery medium drive the capabilities of the entire production system you have built in the earlier stages.

Manage

The Manage step of the CAPDM model recognises that all the previous stages generate and use 'meta' information (information about the information you are working with) as part of the workflow.

People interact with these steps, and their access and involvement also has to be managed within a secure and traceable environment.

Keeping records of what was released to whom and when is important for version tracking and error management. Interchanging your information assets with partners, managing multiple workflows and process, administration, quality control and security are also management stage issues.

Inline text-based questions

Here are some examples of text-based question types, with immediate feedback available to the student. These would typically be used as a form of "active learning", reinforcing concepts that have been discussed in the preceding content, with success or failure not recorded but feedback given.

Multiple choice questions (MCQs) are the most commonly used question type. They offer a set of possible answers and the student must choose the correct one.

What is Courseworker?

Read [this web page \[https://www.capdm.com/courseworker/\]](https://www.capdm.com/courseworker/) and then attempt the following question.

Courseworker® by CAPDM is:

- ☐ A a set of Word macros
- ☐ B an enterprise-level, cloud-based course production and management environment
- ☐ C a student revision system
- ☐ D a collection of past examination papers

Fill-in-the-blank questions allow freeform entry into a text box, and can be checked either as fuzzy matched or exact matched depending on the need. This example requires exact matches.

Write once, publish many

Courseworker® by CAPDM is an -level, -based course production and management environment. It greatly simplifies the production of high-quality professional online courses using " once, many" digital publishing methods.

Multiple response questions (MRQs) are like MCQs but more than one answer may be correct.

The benefits of Courseworker

Which of the following are benefits of Courseworker® by CAPDM?

- ☐ A It greatly simplifies the production of high-quality professional online courses using “write once, publish many” digital publishing methods.
- ☐ B It is extremely efficient at producing highly integrated online courses with content-rich interactivity.
- ☐ C It is ideal for producing large volumes of online course materials to a consistent standard, and copes well with content which is updated at regular intervals.
- ☐ D It can be used to publish print-ready, eBook and online learning materials quickly and easily.
- ☐ E It makes course production both scalable and repeatable, but without loss of quality or reduction in features.
- ☐ F It embeds an institution’s online learning strategy into every online course delivered to students.

Drop-down select questions are fill-in-the-blank questions where the possible answers are provided in a list.

How can CAPDM help?

Have a look at the front page of [capdm.com](https://www.capdm.com/) [https://www.capdm.com/] and then, in the table below, match the impact to the outcome for each row. CAPDM can:

Impact	Outcome
[future-proof] [dispose of]	your content
[demolish] [build]	your capacity
reduce your	[outputs] [costs]
[improve] [maintain]	your quality
increase your speed to	[88 mph] [market]

True/False (TF) questions are essentially a simplified version of the MCQ.

An alternative to outsourcing?

Courseworker offers an alternative to outsourcing for institutions looking to have their own online programme management capabilities. True or False?

Highlighting questions allow students to identify parts of text, and are useful in language analysis.

Testimonial

Find and highlight all the examples you can of backwards-looking expressions and superlatives in the text using a different colour for each.

A recommendation

I have worked with the CAPDM team across a number of institutions. They have a rich experience and track record in supporting the delivery of highly scalable programmes in flexible, online and distance learning modes of study.

CAPDM tools and expertise complement the knowledge and experience of the learning technology and IT teams I manage, and provide a solution to get high quality online distance learning programmes to market in a tight timescale.

In the online version of this course the above questions are all interactive. In this print version, built from the same master content, we collect the answers and display them at the end of the topic. **Turn the page for the answers to the questions in this topic.**

Answers

- **What is Courseworker?**

Courseworker® by CAPDM is an enterprise-level, cloud-based course production and management environment. You can find out more about it at [capdm.com](https://www.capdm.com) [<https://www.capdm.com/>].

- **Write once, publish many**

Courseworker® by CAPDM is an **enterprise**-level, **cloud**-based course production and management environment. It greatly simplifies the production of high-quality professional online courses using “**write** once, **publish** many” digital publishing methods.

- **The benefits of Courseworker**

Actually, all of them are correct.

- **How can CAPDM help?**

CAPDM helps learning providers:

- to **future-proof** their content
- to **build** their capacity
- to reduce their **costs**
- to **improve** their quality
- to increase their speed to **market**

- **An alternative to outsourcing?**

It's **true**, Courseworker offers an alternative to outsourcing for institutions looking to have their own online programme management capabilities.

- **Testimonial**

Backwards-looking expressions include "have worked with", "rich experience" and "track record". Superlatives include "highly scalable" and "high quality". Arguably "expertise" is also a superlative, but that just goes to show how tricky the English language is.

Interactivities

In some subjects the ability to deliver graphical and interactive content is key to putting across complex concepts. It's not necessarily about adding bells and whistles to liven up dull content, but about finding the most effective way to deliver what's needed.

Sometimes when presenting dense content online it can make it less overbearing to present it in an accordion layout, which opens out to reveal each item in turn:

Some text-based question types

- Multiple choice, multiple response and true false questions.

- Freeform fill-in-the-blank questions and select-from-a-list fill-in-the-blank questions.

- Highlight questions.

- Short answer or essay questions, either self-marked or tutor assessed.

- Numerical calculation questions.

- Matching questions.

Some graphical question types

- Drag and drop images or text into an image or text.

- Image matching or image pairing.

- Responses to video or audio content.

- Crosswords and word searches.

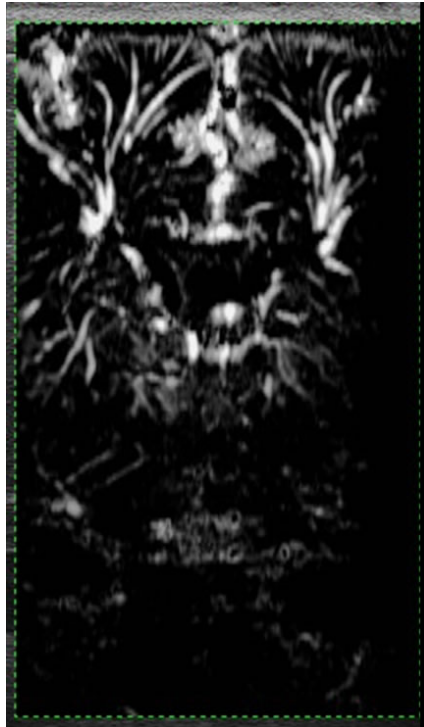
- Find the hotspots

- Memory game.

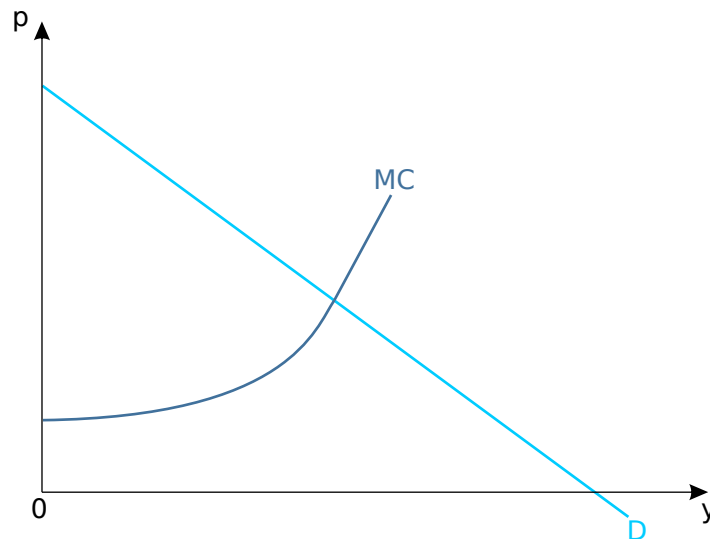
Let's now pull in some examples of learning content from different types of courses to illustrate good use of interactivity.

Interactivities

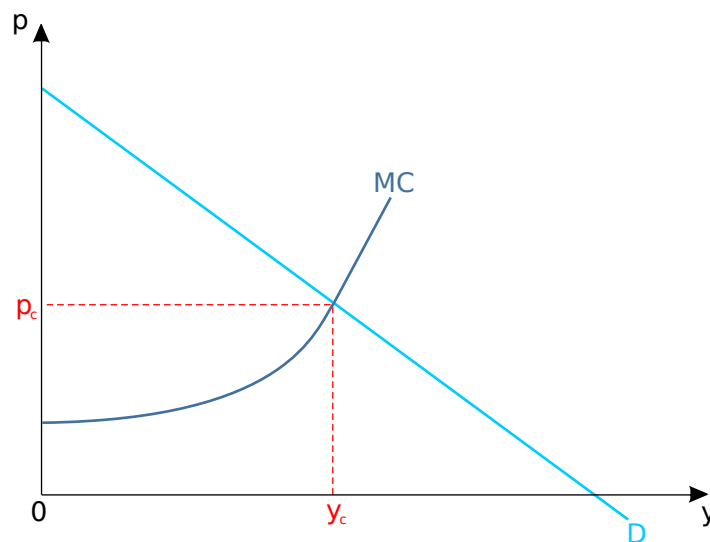
The following example is from a medical course and it compares a standard ultrasound image with that from high-end scanners. The ability to drag one scan over the other allows the student to make the comparison in their own time. A video could show the same issue but offers the student less control.



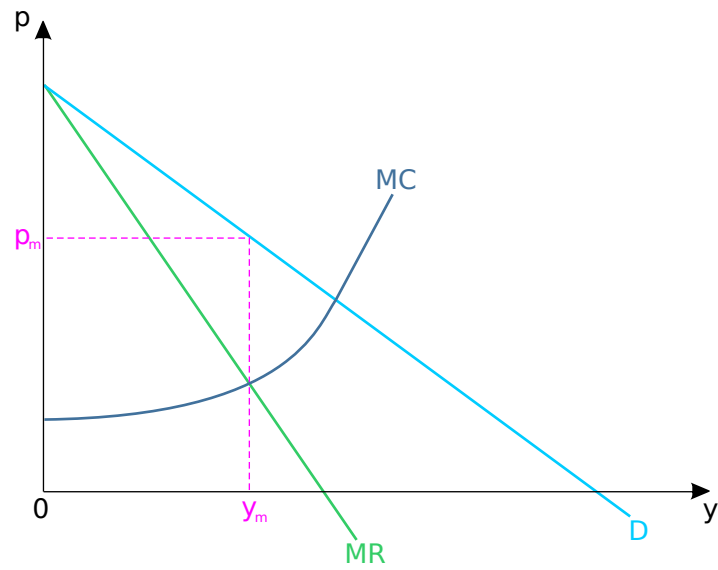
In subjects like economics it can be helpful to allow the student to control stepping through sequential images to understand a concept. Here the concepts of marginal cost, linear demand and monopoly behaviour are illustrated in a series of graphs.



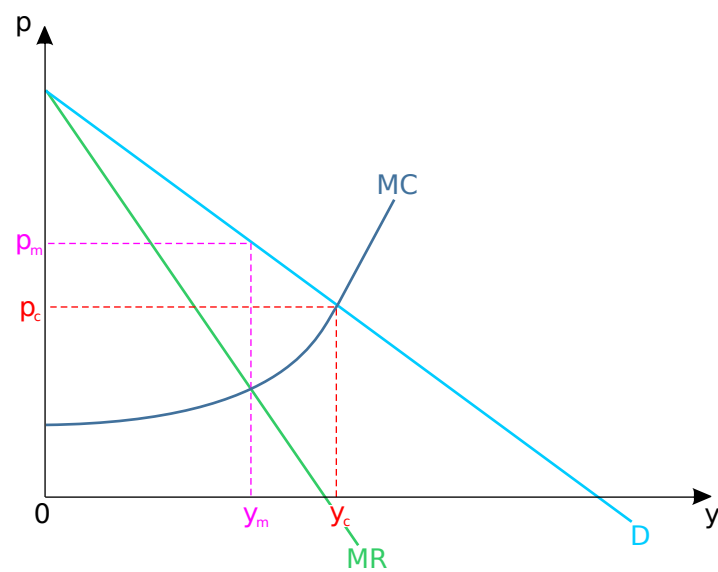
Consider a market with a linear demand and one firm in which marginal cost are represented on the graph.



If the firm acts competitively, it will produce where MC intersects the demand. So it will produce y_c and charge the price p_c



If the firm acts like a monopolist, it will produce where MC intersects with MR . So it will produce y_m and charge the price p_m



And here we see the inefficiency of monopoly.

The classic use for flip cards or dialogue cards is in language teaching, but they are a simple way to pose any brief question to the student and allow them to check their thinking.




Graphical questions

Here are some examples of graphical question types, with immediate feedback available to the student. These would typically be used as a form of "active learning", reinforcing concepts that have been discussed in the text or in a video, with success or failure not recorded but feedback given.

On the next page we will show some similar question types used as part of a graded self-assessment quiz, the results of which are recorded and can drive key outcomes like certification and access to further content.

In this drag-and-drop question the student is asked to correctly name three planets in our solar system. The drop zone for the labels is indicated, it's just a matter of dropping the correct label into each one.

Name the planets



In this drag-and-drop variant, the drop zone is a text label rather than part of a graphic.

Most popular question types

: The most popular question type among authors who have worked with CAPDM.

: The least popular question type among authors who have worked with CAPDM.

MCQ

Crossword

In this mark-the-words question the student is asked to identify grammatical errors. There can be more than one error per sentence.

Find the errors

1. Last month the government new regulations for small businesses.
2. Investors who shares in the dot.com industries saw value fall over time.
3. Historians over the origins of communism.
4. Under-age drinking a major problem today.
5. work has to carry weight and authority if readers are to trust in what you write.

Mathematics and languages

For many subjects it's important that complex mathematics is presented online in a clear and accessible format. This layout will scale with the page and uses text rather than images.

$$\text{Standard deviation} = \sigma_x = \sqrt{\sigma_x^2} \text{ or } \sqrt{\sum_{i=1}^{i=n} \{ (x_i - \bar{x})^2 p_i \}}$$

$$\text{ROE} = \left(\frac{\text{Net Income}}{\text{Sales}} \right) \times \left(\frac{\text{Sales}}{\text{Total Assets}} \right) \times \left(\frac{\text{Total Assets}}{\text{Book Value of Equity}} \right)$$

Net Profit Margin

Asset Turnover

Equity Multiplier


To demonstrate the ability to present interactive learning content in different languages we have used an extract from a case study in the Edinburgh Business School *Finance* course. First the English version:


Case Study: A Multiple-Period Resource Reallocation

Assume that you expect with certainty to receive the following cash amounts at the times indicated:

t_0	t_1	t_2	t_3
£12 000	£13 000	£14 000	£15 000


The rates of interest in the market are constant across the future at 8 per cent per period.


 What is your present wealth?

 The basic information in this case is that initially you are to deal with a time-defined resource endowment of £12 000 now, £13 000 at the next time point, £14 000 at the following, and £15 000 at the final. The market rate for borrowing and lending is a constant 8 per cent per period.

Present wealth is:

$$PW = £12\,000 + \frac{£13\,000}{(1.08)} + \frac{£14\,000}{(1.08)^2} + \frac{£15\,000}{(1.08)^3} = £47\,947.26$$

 At what current prices would you be able to sell each of your future cash flows?

 The current prices at which you would be able to sell each of your expected future cash flows are:

$$PV(CF_1) = \frac{£13\,000}{(1.08)} = £12\,037.04$$

$$PV(CF_2) = \frac{£14\,000}{(1.08)^2} = £12\,002.74$$

$$PV(CF_3) = \frac{£15\,000}{(1.08)^3} = £11\,907.48$$

Naturally these, along with the £12 000 present cash flow, sum to equal the total present value calculated in Question 1.


This same extract is available in Spanish.


Caso Práctico: una Reasignación de Recursos a Plazo Múltiple

Suponga que espera recibir con certeza las siguientes cantidades de efectivo, en los momentos indicados:

t_0	t_1	t_2	t_3
£12 000	£13 000	£14 000	£15 000


Las tasas de interés del mercado son constantes en el futuro al 8% por período.


 ¿Cuál es su patrimonio actual?

 Este caso consiste básicamente en que en el momento actual debe afrontar una dotación definida a plazos de £12 000, otra de £13 000 en el período siguiente, otra de £14 000 en el tercero y, en último lugar, una más de £15 000. La tasa de interés del mercado, tanto para solicitar como para conceder préstamos, se sitúa en un 8% constante en cada período.

El patrimonio actual asciende a:

$$\text{Patrimonio Actual} = £12\,000 + \frac{£13\,000}{(1.08)} + \frac{£14\,000}{(1.08)^2} + \frac{£15\,000}{(1.08)^3} = £47\,947.26$$

 ¿A qué precios actuales podría vender cada uno de sus flujos de efectivo futuros?

 Los precios actuales a los que puede vender cada uno de los futuros flujos de efectivo previstos son:

$$\text{VA}(\text{Flujo de Efectivo}_1) = \frac{£13\,000}{(1.08)} = £12\,037.04$$

$$\text{VA}(\text{Flujo de Efectivo}_2) = \frac{£14\,000}{(1.08)^2} = £12\,002.74$$

$$\text{VA}(\text{Flujo de Efectivo}_3) = \frac{£15\,000}{(1.08)^3} = £11\,907.48$$

Éstos, junto con el flujo de efectivo actual de £12 000, totalizan el valor total actual calculado en la Pregunta 1.


This same extract is available in Chinese Mandarin.


案例分析：多期间资源再分配

假设您肯定会在下面指定的时间收到以下金额的现金：

t_0	t_1	t_2	t_3
£12 000	£13 000	£14 000	£15 000


未来的市场利率保持在每期 8% 不变。

 您现在的财富是多少？

 本例假定您将要在指定的时间收到如下金额的现金：现在收到 12 000 英镑，下一时点收到 13 000 英镑，接着会收到 14 000 英镑，最后收到 15 000 英镑。借贷的市场利率保持在每期 8% 不变。

现在的财富为：

$$PW = £12000 + \frac{£13000}{(1.08)} + \frac{£14000}{(1.08)^2} + \frac{£15000}{(1.08)^3} = £47947.26$$

 当前您可以按什么价格出售您的未来现金流量？

 未来各期现金流量的当前售价为：

$$PV(CF_1) = \frac{£13000}{(1.08)} = £12037.04$$

$$PV(CF_2) = \frac{£14000}{(1.08)^2} = £12002.74$$

$$PV(CF_3) = \frac{£15000}{(1.08)^3} = £11907.48$$

这些现金流量的当前价格与当前现金流量 12 000 英镑相加，总和应等于习题 1 中算出的总现值。

This same extract is available in Arabic.


دراسة الحالة إعادة تخصيص الموارد في فترات متعددة

نفترض أنك تتوقع يقيّن¹ أن تحصل المبالغ النقدية التالية في النقاط الزمنية المذكورة

ز	ز	ز	ز
٠٠٠٥١	٠٠٠٤١	٠٠٠٣١	٠٠٠٢١


إنّ معدلات الفائدة في السوق ثابتة على امتداد المستقبلى على معدل ٨ في المئة للفترة

? ما حجم ثروتك الحالية؟

 تتمثل المعلومّة الأساسية في هذه الحالة في نمط تخصيص موارد محدّد زمني¹ ينطبق في البدء هو التالي ٠٠٠٢١ الآن، و٠٠٠٣١ في النقطة الزمنية المقبلة، و٠٠٠٤١ في النقطة الزمنية التالية، و٠٠٠٥١ في النقطة الزمنية الأخيرة وينطبق معدل سوق ثابت للاقتراض والاقراض ساوي ٨ في المئة للفترة الواحدة الثروة الحالية هي

$$ح = £12000 + \frac{£13000}{(1.08)} + \frac{£14000}{(1.08)^2} + \frac{£15000}{(1.08)^3} = £47947.26$$

? ما الأسعار الجارية التي تستطيع بيع كل من تدفقاتك المستقبليّة بها؟

 الأسعار الجارية التي سيّتسنى لك بيع كل من تدفقاتك النقدية المتوقعة بها هي

$$ح(ت_1) = \frac{£13000}{(1.08)} = £12037.04$$

$$ح(ت_2) = \frac{£14000}{(1.08)^2} = £12002.74$$

$$ح(ت_3) = \frac{£15000}{(1.08)^3} = £11907.48$$


وتضاف هذه القيم طبعاً ويضاف إليها التدفق الحالي البالغ ٢١٠٠٠ بحيث يساوي مجموعها إجمالي القيمة الحالية المحسوب في السؤال ١

Reflective activities

Reflective activities are a type of active learning which allow the student to build up a digital workbook of their responses, which can later be reviewed and downloaded as a PDF booklet. This can be used as a form of learning portfolio, which can be a powerful tool for primary learning, revision and assessment.


A reflective activity is typically an open-ended question with a free-form text area in which the student can give their thoughts.

Reflective Activity 1

 What would you say are the benefits of providing students with reflective exercises throughout your learning material, allowing them to build up a digital workbook of their thoughts and ideas?

Reflective activities can also offer hints to help the student construct their answer, or to act as a model answer to assess themselves. For revision purposes such hints can usefully link to relevant topics in the course to re-read.

Reflective Activity 2

 What sort of questions would you consider including in your next online course and why?

 You may find it helpful to refer back to the topics covering '**Inline text-based questions**' and '**Graphical questions**'.

You can also use question types like MCQ, MRQ and select-from-a-list to add more structure to reflective activities.

Reflective Activity 3

What is your favourite question type?

- ☐ A Multiple choice, multiple response or true/false
- ☐ B Drag-and-drop
- ☐ C Fill-in-the-blank or select-from-a-list
- ☐ D Other

Reflective Activity 4

What types of interactive elements would you think suitable for use in a medical course?

- ☐ **A** Image overlay comparison
- ☐ **B** Sequential images
- ☐ **C** Flip cards
- ☐ **D** Accordions
- ☐ **E** Infographics with popups

Reflective Activity 5

The person making these choices should be the: [\[Subject matter expert\]](#)
[\[Learning Designer\]](#) [\[Tutor\]](#)

On the next page the final quiz of the course shows how essay type questions can still be used for self-assessment, with the addition of a model answer and a two-stage submission process.

Custom-built learning

The previous pages have shown examples of established, reusable question types and interactivities that can be applied to a range of different courses. Consistency is key for the student experience and we would always recommend agreeing in advance which elements will be used across the courses in a programme, and sticking to that choice.

But sometimes there is a need to create custom models for particular courses, and below is an example of one from a course aimed at medical professionals which seeks to simulate interactions with a patient and their family and capture thoughts within a specific structure.

This interactive layout asks the course participant to fill out four boxes with questions to ask the family of a child with a certain medical condition. The "Show exemplars" button allows them to see suggested questions, and they can toggle between their questions and the suggested questions to compare. There is also a "Print completed form" button which flattens the graphical layout and prints the student's answers alongside the exemplars.

What questions would you ask the family?

The form is centered around a blue stick figure icon. Four large, rounded rectangular boxes are arranged around the figure, each with a specific icon and title. The top-left box has a fork and knife icon and is titled 'Function'. The top-right box has a family icon and is titled 'Family'. The bottom-left box has a puzzle piece icon and is titled 'Associated needs'. The bottom-right box has a house icon and is titled 'Participation'. Each box contains a list of items and a small icon at the bottom.

Function	Family	Associated needs	Participation
Mobility		Mental health	School
Hand skills		Screening	Play/groups
Communication		Hearing	Independence
Feeding		Vision	
Continence			
Dressing			

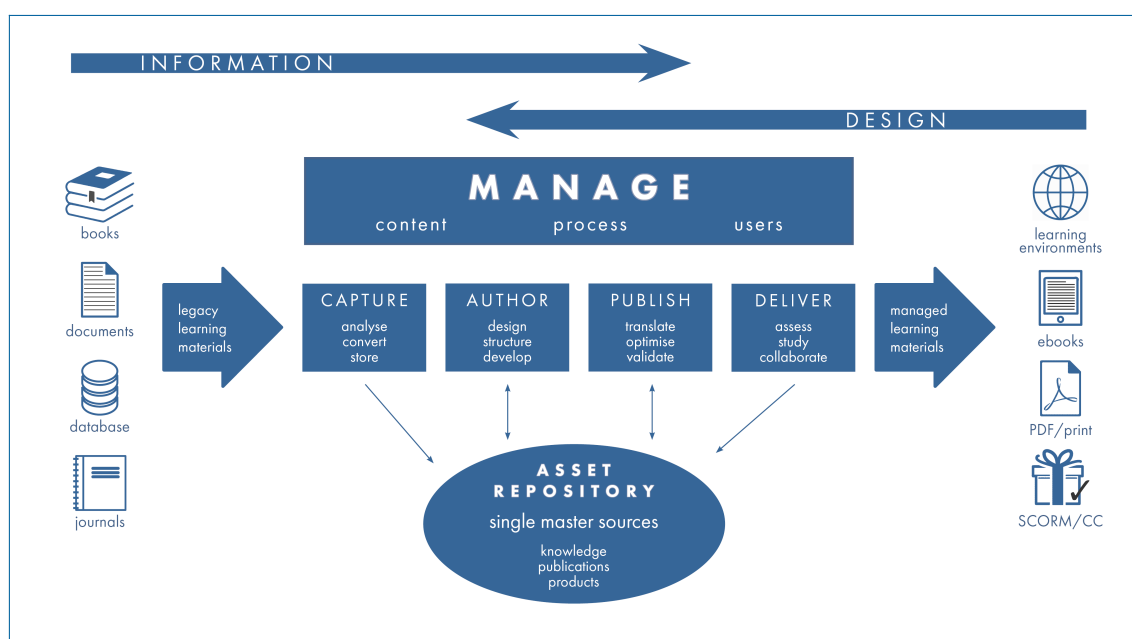
You have now seen a selection of the different features, interactive elements, learning support functions and assessment capabilities that Courseworker by CAPDM can offer. To find out what we can do for you please get in touch at www.capdm.com/courseworker/ [<https://www.capdm.com/courseworker/>].

Colophon

This demonstration course wasn't created as a set of Moodle activities, nor was it put together as a PDF booklet, despite the fact that you are probably reading it in one of those formats right now.

In fact the content for this course, like every course produced using **Courseworker by CAPDM**, was built and is maintained in a non-proprietary, delivery-independent format called XML [<https://www.w3.org/standards/xml/core>].

Courseworker helps you create or convert your course materials, and then handles turning them into whatever output format you need, according to the rules and styles you specify, in as many different ways as you like.



Take the quizzes, for example. Obviously you'll need the live version ready to be slotted into your learning environment for students to use. But what about a cleanly laid-out PDF download for offline learning or on-campus tutorial use? An ebook format optimised for students' iPads? A simplified print output, showing answers and feedback, designed for formal review or accreditation? Or a set of **SCORM** [<https://scorm.com/scorm-explained/one-minute-scorm-overview/>] objects ready to be deployed into a corporate partner's internal learning platform?

Thanks to the fact that your content is held in a delivery-independent format, Courseworker can do all of the above and much more, literally at the touch of a button.