COURSE NAME

TWU Online

Jun 12, 2025

# Welcome

This is the course book for **COURSE NUMBER**. This book is divided into thematic units of study to help you engage with the materials. The course resources and learning activities are designed not only to help prepare you for the course assessments, but also to give you opportunities to practice various skills.

**<Begin note-with-icon>**

Please read the full course syllabus located on the Course Home page in Moodle. It includes key information about the course schedule, assignments, and policies.

**<End note-with-icon>**

## Course Activities

Below is some key information on features you may see throughout the course.

**<Begin learning-activity>**

**Estimated Time:**

This box will prompt you to engage in course concepts by:

* Viewing resources and reflecting on your experience and/or learning.
* Checking your understanding to make sure you are ready for what follows. Ways to check your learning might include self-check quizzes or questions for discussion.

**<Begin note-with-icon>**

Working through course activities will help you to meet the learning outcomes and successfully complete your assessments.

**<End note-with-icon>**

**<End learning-activity>**

Below is an accordion.

**<Begin accordion>**

**Title:** This is an accordion. Click/tap this banner to show/hide the content.

An accordion may contain extra content such as worked examples or sample answers.

**<End accordion>**

# 1. Unit 1 Title

## 1.1 Overview

Welcome to [COURSE]

### Topics

This unit is divided into the following topics: 1. 2. 3.

### Unit Learning Outcomes

When you have completed this unit, you will be able to:

* Describe…
* Contrast…
* Analyze…
* Determine…
* Create…

### Learning Activities

Here is a list of learning activities that will benefit you in completing this unit. You may find it useful for planning your work.

**<Begin learning-activity>**

**Estimated Time:**

1. Read…
2. Watch…
3. Explore…
4. Complete the ungraded quiz.

*Note*: Working through course activities will help you to meet the learning outcomes and successfully complete your assessments.

**<End learning-activity>**

### Assessment

Please see the Assessment section in Moodle for assignment details.

### Resources

Here are the resources you will need to complete this unit.

* (Textbook)
* Other online resources will be provided in the unit.

## 1.2 Title for Topic 1

We begin Unit 1…

*(add content)*

### 1.2.1 Activity: Title (e.g. Read, Reflect and View)

**<Begin learning-activity>**

**Estimated Time:** 00 minutes

*(add content)*

View the following resources about …

Next, watch the following videos that illustrate…

**Questions to Consider**

After completing the activities above, consider the following questions:

* This is a question?

**<End learning-activity>**

## 1.3 Title for Topic 2

*(add content)*

### 1.3.1 Activity: Title

**<Begin learning-activity>**

**Estimated Time:** 00 minutes

e.g. Case study

*(add content)*

**<Begin note-with-icon>**

Note that you may be asked to review this case or similar cases in your class discussion groups. You may want to prepare by relating the case to your readings. Specifically, identify the ethical issues and terms to help explain the case.

**<End note-with-icon>**

**<End learning-activity>**

## 1.4 Title for Topic 3

*(add content)*

…

### 1.4.1 Activity: Title

**<Begin learning-activity>**

**Estimated Time:** 00 minutes

*(See* [*Assessment ideas*](https://multi-access.twu.ca/assessment/assessment-ideas) *for other ways to engage students in the topics.)*

**<End learning-activity>**

## Summary

In this first unit, you have had the opportunity to learn about…

*(add content)*

**<Begin checking-your-learning>**

Before you move on to the next unit, you may want to check that you are able to:

* Describe…
* Contrast…
* Analyze…
* Determine…
* Create…

**<End checking-your-learning>**

## References

## Practice Quiz

This is a Web Exercise template created by the [psychology teaching team at the University of Glasgow](http://www.psy.gla.ac.uk), based on ideas from [Software Carpentry](https://software-carpentry.org/lessons/). This template shows how instructors can easily create interactive web documents that students can use in self-guided learning.

The {webexercises} package provides a number of functions that you use in [inline R code](https://github.com/rstudio/cheatsheets/raw/master/rmarkdown-2.0.pdf) or through code chunk options to create HTML widgets (text boxes, pull down menus, buttons that reveal hidden content). Examples are given below. Render this file to HTML to see how it works.

**NOTE: To use the widgets in the compiled HTML file, you need to have a JavaScript-enabled browser.**

## 1.5 Example Questions

### 1.5.1 Fill-In-The-Blanks (fitb())

Create fill-in-the-blank questions using fitb(), providing the answer as the first argument.

* 2 + 2 is \_

You can also create these questions dynamically, using variables from your R session.

* The square root of 9 is: \_

The blanks are case-sensitive; if you don’t care about case, use the argument ignore\_case = TRUE.

* What is the letter after D? \_

If you want to ignore differences in whitespace use, use the argument ignore\_ws = TRUE (which is the default) and include spaces in your answer anywhere they could be acceptable.

* How do you load the tidyverse package? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You can set more than one possible correct answer by setting the answers as a vector.

* Type a vowel: \_

You can use regular expressions to test answers against more complex rules.

* Type any 3 letters: \_\_\_

### 1.5.2 Multiple Choice (mcq())

* “Never gonna give you up, never gonna:
  1. let you go
  2. turn you down
  3. run away
  4. let you down

” - “I

* 1. bless the rains
  2. guess it rains
  3. sense the rain

down in Africa” -Toto

### 1.5.3 True or False (torf())

* True or False? You can permute values in a vector using sample(). TRUE / FALSE

### 1.5.4 Longer MCQs (longmcq())

When your answers are very long, sometimes a drop-down select box gets formatted oddly. You can use longmcq() to deal with this. Since the answers are long, It’s probably best to set up the options inside an R chunk with echo=FALSE.

**What is a p-value?**

* 1. the probability that the null hypothesis is true
  2. the probability of the observed, or more extreme, data, under the assumption that the null-hypothesis is true
  3. the probability of making an error in your conclusion

**What is true about a 95% confidence interval of the mean?**

* 1. there is a 95% probability that the true mean lies within this range
  2. if you repeated the process many times, 95% of intervals calculated in this way contain the true mean
  3. 95% of the data fall within this range

## 1.6 Checked sections

Create sections with the class webex-check to add a button that hides feedback until it is pressed. Add the class webex-box to draw a box around the section (or use your own styles).

I am going to learn a lot: TRUE / FALSE

What is a p-value?

* 1. the probability that the null hypothesis is true
  2. the probability of the observed, or more extreme, data, under the assumption that the null-hypothesis is true
  3. the probability of making an error in your conclusion

## 1.7 Hidden solutions and hints

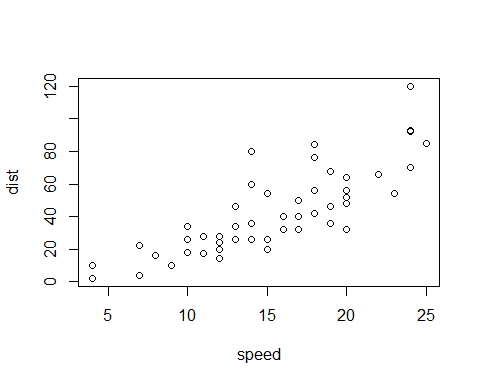
You can fence off a solution area that will be hidden behind a button using hide() before the solution and unhide() after, each as inline R code. Pass the text you want to appear on the button to the hide() function.

If the solution is a code chunk, instead of using hide() and unhide(), simply set the webex.hide chunk option to TRUE, or set it to the string you wish to display on the button.

**Recreate the scatterplot below, using the built-in cars dataset.**

**<Begin dec-image>**

**Alt Text:**   
**Has Lightbox:** no  
**Source Text:**   
**Source URL:**   
**Author:**   
**Author URL:**   
**Copyright:**   
**License Text:**   
**License URL:**



**<End dec-image>**

I need a hint

See the documentation for plot() (?plot)

Click here to see the solution

plot(cars$speed, cars$dist)

# 2. A title for Unit 2

# 3. A title for Unit 3

# 4. A title for Unit 4

# 5. A title for Unit 5

# 6. A title for Unit 6