

PORTFOLIO CASE STUDY

STAR Online Safety for Primary Teachers

Four-week professional learning course | Canvas LMS + Articulate Rise 360 + H5P + SCORM

ONLINE SAFETY | SCENARIO-BASED LEARNING | ASSESSMENT DESIGN | ACCESSIBILITY



Project focus

Design a coherent online learning experience that helps primary teachers move from online-safety concepts to practical classroom judgement, discussion and action.

Academic e-learning project using Barnardos' STAR Online Safety Programme as the content foundation. Third-party resources remain the property of their respective owners.

THE CHALLENGE

Online-safety education can easily become a list of rules. The design challenge was to create a short professional-learning course that helps teachers recognise context, interpret risk, model safe reasoning and translate the STAR principles into age-appropriate classroom practice.

The Learners

Primary-school teachers and facilitators working with 3rd-6th Class pupils, approximately ages 8-12. The course assumes teaching expertise, not specialist technical knowledge.

The Goal

Create a clear four-week pathway that combines concise core learning with discussion, teacher guidance, classroom-ready resources and a realistic applied assessment.

LEARNING GOALS

- 1 Identify online-safety risks and explain why they matter in context.
- 2 Evaluate online information, identities and warning signs before trusting or responding.
- 3 Recognise when digital wellbeing concerns require support or help-seeking.
- 4 Respond to online harm with care, context and proportionate action.
- 5 Apply the STAR principles to realistic primary-classroom situations.

DESIGN APPROACH

Teach Reasoning, Not Rules

Use realistic scenarios and questioning so learners examine clues, context and consequences rather than memorising simple safe/unsafe labels.

Use Each Tool Deliberately

Canvas provides structure and navigation; Rise supports core learning; H5P adds focused interaction; discussions support reflection and peer thinking.

Make Feedback Instructional

Knowledge checks explain why a response is effective or problematic, so feedback becomes part of the learning rather than a simple correct/incorrect signal.

Design for Accessibility

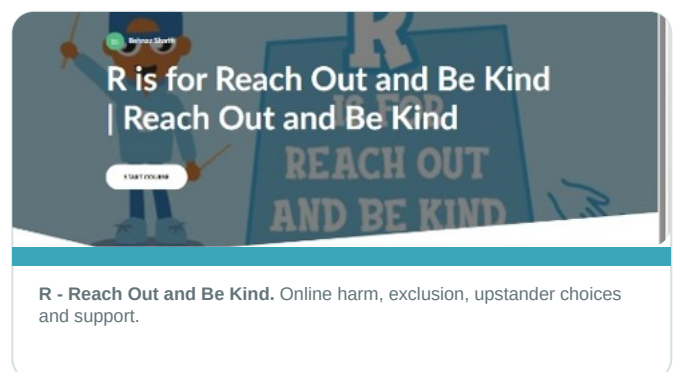
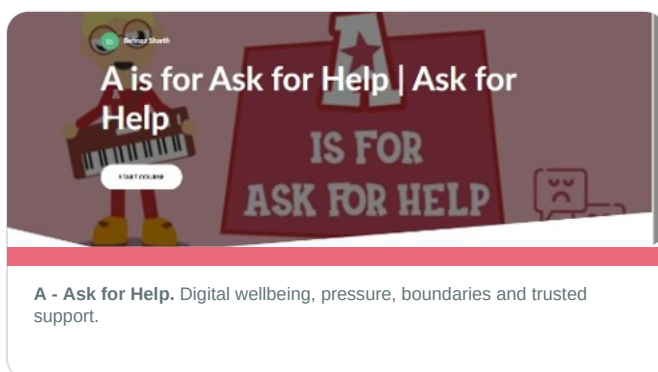
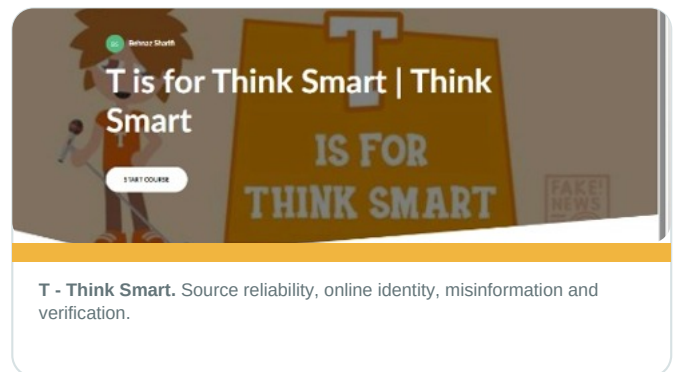
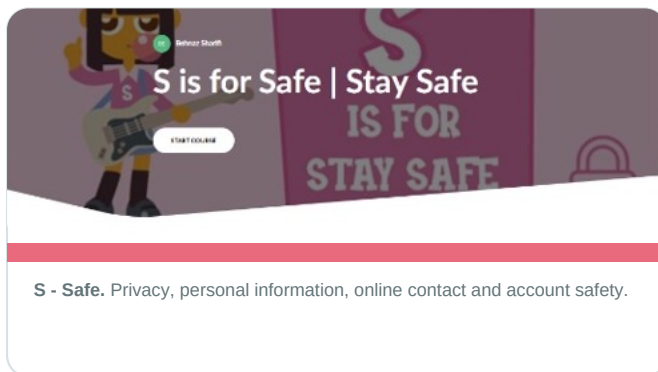
Semantic headings, responsive embeds, meaningful alt text, descriptive iframe titles and simplified navigation were treated as design requirements, not final polish.

INSIDE THE LEARNING EXPERIENCE

Canvas holds the overall learning journey. Each week follows a familiar pathway so teachers can focus on the content rather than relearning the interface.



Canvas student view: Course Outline, four STAR units, and the Final STAR Applied Case.



Rise core lesson

Discussion

Teacher resource

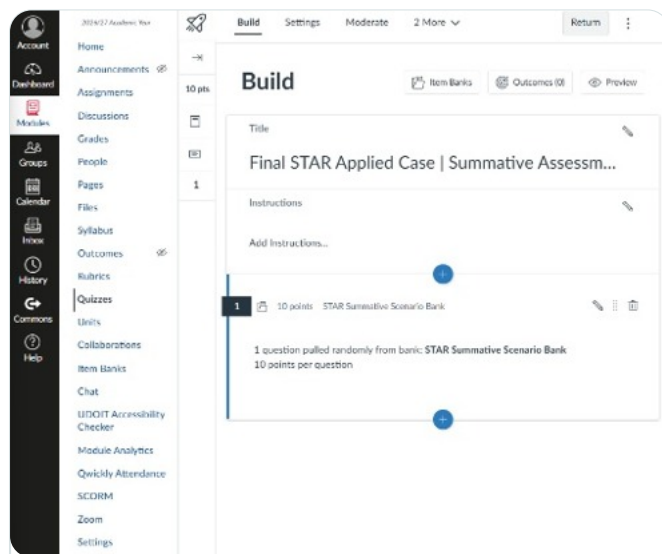
Classroom application

Extension

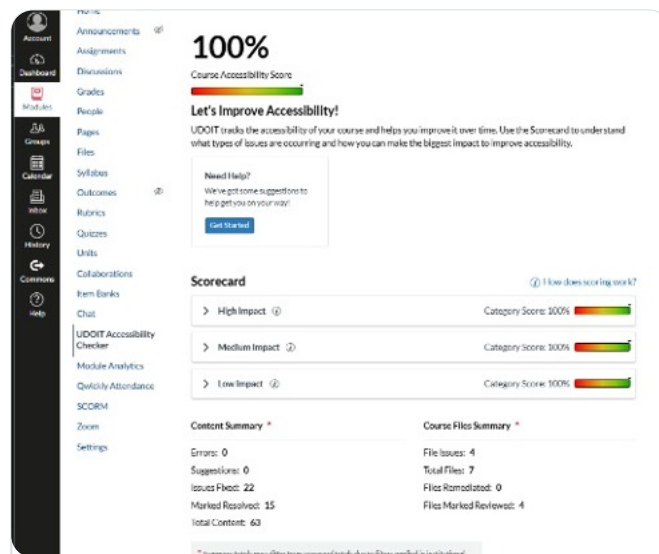
INTERACTION STRATEGY

The course mixes explanation, scenarios, knowledge checks, H5P interactions, reflective discussion and classroom resources. The aim is not to maximise interaction for its own sake, but to use interaction where a learner needs to make a judgement, compare evidence, practise a response or reflect on classroom application.

ASSESSMENT & ACCESSIBILITY



Summative assessment. A bank of 10 realistic classroom scenarios randomly gives each learner one case. The response is assessed with a 10-point analytic rubric focused on identifying concerns, applying STAR principles, teacher response and safeguarding/support.



Accessibility QA. After an HTML and usability audit, the course reached a 100% UDOIT accessibility score with 0 errors and 0 suggestions.

100% UDOIT

0 errors

0 suggestions

ITERATION & IMPROVEMENT

Earlier Direction

Busier navigation, fixed-width embeds, inconsistent semantic structure and no clear final summative assessment.

Final Direction

Cleaner navigation, responsive embeds, stronger resources, a randomised applied assessment and rubric-based grading.

WHAT I LEARNED

This project strengthened my approach to LMS architecture, tool selection, assessment design and accessibility. The most important design decision was to make each platform serve a specific purpose: Canvas for the learning journey, Rise for core interactive learning, H5P for focused activities, and discussions and resources for reflection and classroom transfer.

TOOLS & METHODS

Canvas LMS
Course architecture

Rise 360
Interactive lessons

H5P + SCORM
Embedded interaction

Assessment Design
Item bank + rubric

Accessibility
UDOIT + semantic HTML

Scenario-Based
Applied judgement

Resource Design
Teacher + classroom use

UX Design
Navigation + consistency