

How can you create and edit activities in SAM Learning?

Exit

Why create your own?

Create



A1. Assess a topic where no activity yet exists

A2. Edit existing activities to meet your specific needs



February Rewards, Case Studies & Share

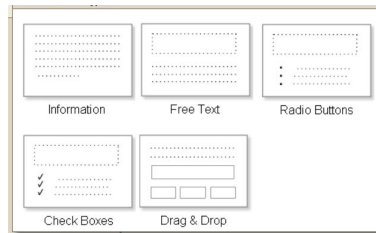
Receive Amazon vouchers for submitting your Case Studies and publishing your activities. [Click here](#)

A3. Receive Rewards

How to create and edit

B1. Inserting screens

B2. Different types of questions



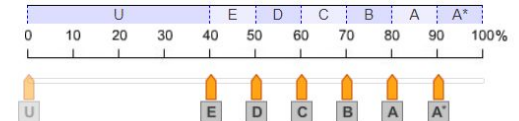
B3. Including pictures, videos and sounds

B4. Preview your activity

Publishing your activity

C1. Place it in the right folder

C2. Set grade boundaries



C3. Set the task to your learners

How do I insert and edit a screen?

Exit

Choose a type - a *new* screen

Add text, media and links

Select Screen Type

Information

Free Text

Radio Buttons

Check Boxes

Drag & Drop


Picture
||

YouTube Video
||

B
/
U
T
π

X₂
X²
∞
∇



Information

Ideal Gases and Kinetic Theory

Pressure, volume and temperature relationships for gases.

The concept of absolute zero.

The ideal gas equation.

Brownian motion and kinetic theory assumptions.

Internal energy of gases.

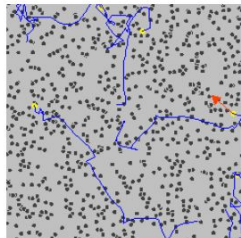
Use this section of the equation sheet when you need to:

the Avogadro constant	N_A	6.02×10^{23}	mol^{-1}
molar gas constant	R	8.31	$\text{J K}^{-1} \text{mol}^{-1}$
the Boltzmann constant	k	1.38×10^{-23}	J K^{-1}

gas law $pV = nRT$ $pV = NkT$

kinetic theory model $pV = \frac{1}{3}Nm(c_{\text{rms}})^2$

kinetic energy of gas molecule $\frac{1}{2}m(c_{\text{rms}})^2 = \frac{3}{2}kT = \frac{3RT}{2N_A}$



What types of question are there?

Exit

Drag and drop

Question 1 mark(s)

Drag the words from below to complete the key assumptions made in kinetic theory:

There are a very large number of [particles] (molecules or atoms) involved.

The particles are involved in perfectly [elastic] collisions with their containers and each other.

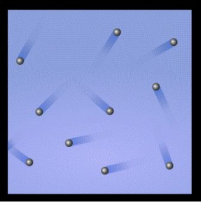
The length of time involved in a collision is [negligible] compared to the time between collisions.

The volume occupied by the particles is negligible compared to the volume of the container.

The particles are involved in [random] motion i.e. there is no resultant force on them.

particles
 elastic
 negligible
 random
 inelastic
 large

add answer +

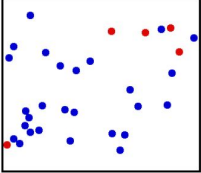


Question 1 mark(s)

Which of these statements about gas energies are true?

- The internal energy of an ideal gas is purely due to its kinetic energy.
- The internal energy of a gas is the sum of its kinetic and potential energies.
- At absolute zero, the internal energy of an ideal gas is zero.
- The total internal energy of an ideal gas is proportional to the temperature of the gas, in °C.


Add Choice +



Check boxes

Question 4 mark(s)

Two key constants are used in kinetic theory: R and k. Explain the difference between these constants.



Marking Criteria	
<input checked="" type="checkbox"/> R is the molar gas constant.	1
<input checked="" type="checkbox"/> k is the Boltzmann constant.	1
<input checked="" type="checkbox"/> R give a measure of energy per mole of a gas (per degree of temperature)	1
<input checked="" type="checkbox"/> k give a measure of energy per particle of a gas (per degree of temperature)	1

Add Criteria +

Free text

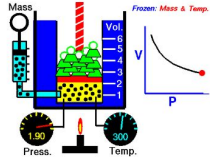
Radio buttons

Question 1 mark(s)

Which gas law does this experiment demonstrate?

- Boyle's Law
- Charles' Law
- The Pressure Law
- Newton's Law

Add Choice +



How do I add media into my questions?

Exit



Picture



YouTube Video

B

/

X_2

X^2

U

T

∞

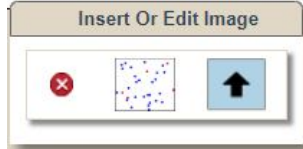
T

T

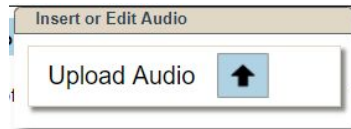
π



Pictures (.jpg, .png and .gif)

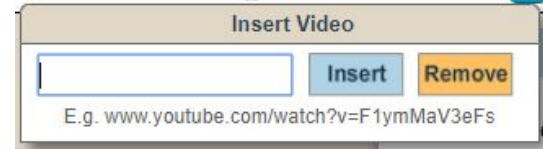


Sounds (mp3 and .ogg)

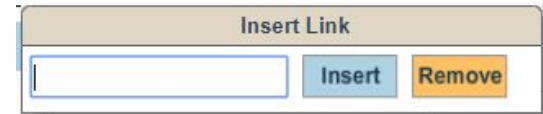


Advice: have your files or links ready before you start building your activity.

Videos (You Tube)



Web Links (URLs)



How do I publish my activity?

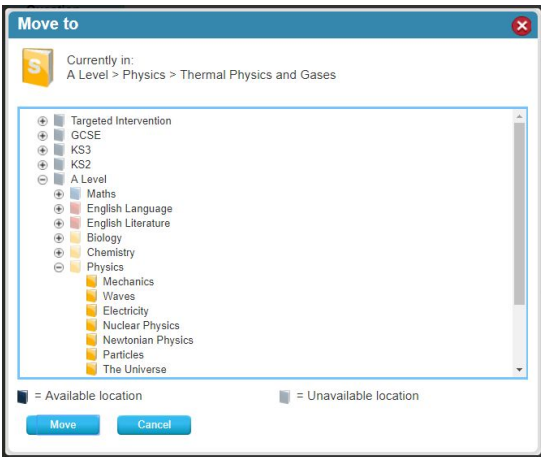
Exit

Name and Folder

Give your activity a useful name.



Put it in the right place.



Save



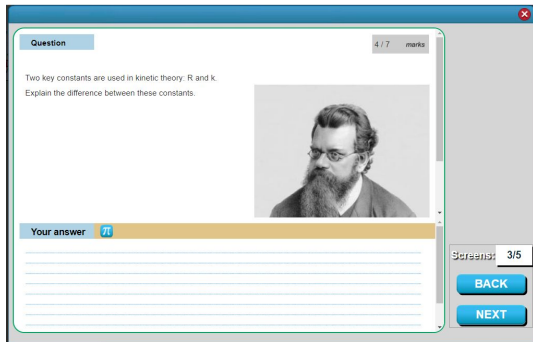
Preview



Publish

Preview

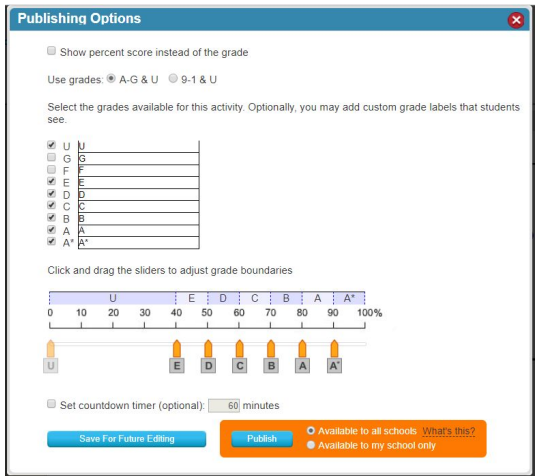
Make sure you are satisfied with how your questions work.



Are you happy with the order of questions?

Grade boundaries

Choose the grade types and set the boundaries.



Finally publish it!

Thank you for working through this training with us, today.

What next?

Personalising Activities

You can also copy and edit some activity types to personalise the content for your learners.



This can be done with Tests, Exam Practice, Share and Share+ activities.

Online Support

Articles on our [support pages](#).



<p>Teacher/Admin FAQs</p> <p>You've got questions, we've got answers. Find answers to frequently-asked questions asked by teachers and administrators.</p>	<p>Getting Started with SAM Learning For Teachers</p> <p>Learn about features and functionality for getting up-and-running with SAM Learning.</p>	<p>Digital SAM Learning Resources</p> <p>Ready-made resources for teachers and administrators - just download and print! (account guides, student note-taking ...)</p>
<p>Classroom Differentiation & 3-Wave Intervention (including SDP Priority Intervention)</p> <p>Learn how to create and manage intervention groups, and assign SAM Learning tasks to drive classroom differentiation...</p>	<p>Personalise Content - Discover/Share</p> <p>Use SHARE to create your very own tasks, or tailor SHARE activities created by other teachers! Learn how to support...</p>	<p>School Admin. Toolkit</p> <p>From targeted intervention (TI) to differentiation to practice-based CPD, SAM Learning is here to support school leads.</p>
<p>SAM Learning For Learners</p> <p>Tips for getting learners up and running using SAM Learning, and stay engaged to yield highest learner impact.</p>		

Videos on [YouTube](#).



School Success Team

Our role is to support you in using SAM Learning - to drive the success of your learners

Neil McKie
nmckie@samlearning.com

David Brown
dbrown@samlearning.com

[Return to Start](#)