Writing for eLearning

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5 July 2017, Teramo

Development phase

From paper to web

- Try to adapt text to the communication mean

From web to eLearning

- To adapt writing to a learning objective

Learning styles

There are four psychological dimensions that come into play during the learning process:

- the **ability** given by the possessed skills,
- the **personality structure** or psychic life,
- The **motivations** and **incentives** related to the needs
- The **perceptions** as representation of the learning environment

Learning styles

All the perception models can be used by the same person, but there is a trend or individual predisposition to prefer one of the following ways to acquire information:

- **Concrete / Sequential** laying down a search for information through personal experiences compiled in a logical and sequential way
- **Concrete / Random** or learning by trial and error through ideas and experiencing concepts
- **Abstractive / Sequential** collecting and organizing mental images through the conceptual coding of verbal, writing and visual symbols
- **Abstractive** / **Random** globalizing the learning experience through unstructured situations such as group discussions and multisensory activities.

Learning styles

- The learning process moves on **2** axes. The first one relates to the preference for the **reflective style** (*to look*) or the **active style** (*to do*). The second axis refers to the preference for the **pragmatic style** (*to hear*) or to a **theoretical style** (*to think*). The evolution of the learning process is circular. It starts from a concrete experience (active style) on which observations are made (reflective style). They turn into abstract conceptualization (style theoretical) and then they are tested by experiments (pragmatic style) to see if they fit new situations.

Learning styles

Students' macro-categories:

- **Accomodative** people, usually concluding projects, solving problems with procedures for trials and errors. They also adapt them selves to changing situations and know how to deal with people they depend on in order to get information.
- **Divergent people:** having imaginative skills and being able to produce many different ideas. They have broad cultural interests and are sensitive to the feelings and values dimension
- **Convergent people:** good in traditional intelligence tests, in solving problems, in the practical application of ideas and in the self-control. They prefer to deal with technical issues than with other persons.
- **Assimilating people:** they are quite theoretical and well skilled in making generalisations from particular cases.

Development process

ANALYSIS

PLANNING

IMPLEMENTATION

VALIDATION

Writing for WEB

Some rules to apply when web writing:

- describe **basic** and **fundamental** concepts
- be **concise**
- be **concrete**
- be **accurate**
- use a **simple** syntax

Writing for WEB

... To do this we need to:

- Focus on **fixed** point
- **Limit** use of **passive**
- **Limit** use of **adverbs**
- **Avoid** expressions which **dilute** the text
- Use (where possible) **titles** and subtitles
- Use **bulleted** lists
- Prefer **verbs** to nouns
- Focus on fixed points

From writing for web to eLearning

Writing for eLearning is not just: syntactic simplicity, brevity, simplicity, concreteness, precision

Web writing also means:

- To be clear
- To be fluent
- To involve students
- To use an extremely correct language
- To use a precise style

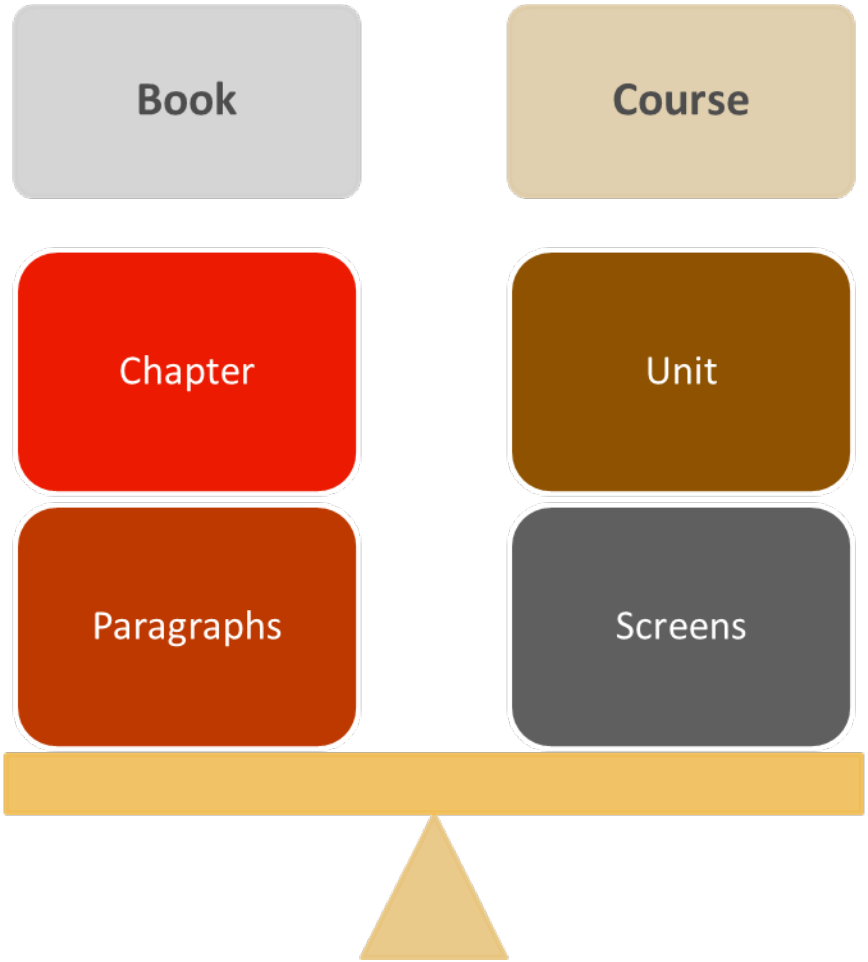
Macro - screenplay

TRAINING CONTENTS PRESENTATION

ANALYSIS

“MULTIMEDIAL SCREENPLAY”

Macro - screenplay



The structure of a book is a good starting point to understand the structure of an eLearning course.

Storyboard

It is a template produced in word or ppt file, which includes:

- Texts
- The content of each single screen (images, links, etc.)
- All the possible interactions between the learner and the system

Storyboard

It includes some MULTIMEDIA OBJECTS FOR TEACHING, i.e.:

- Text
- Text + images
- Audio + animation
- Film
- Interaction

Storyboard

Title of the topic :	
Title of the theme: **n° __**	
Screen:	
Text:	
Comments:	
Image:	
Image legend:	

Storyboard

Pop Up:	*(Key-words)*
Pop up description:	
Text for video:	
Image : *(title and legenda)*	
Link/s:	
In depths:	
Notes:	

Storyboard

TEXT

One screen is between 600 and 1000 characters, including spaces.

Texts has some advantages, e.g.:

- confidence with reference to codification
- it recurs
- it is easy to write it
- it has low production costs

Storyboard

IMAGE

- Immediate
- Synthetic
- Emotional

… AND IT ALLOWS TO

- View relationships among concepts
- Show analogies and processes

Storyboard

TEXT + IMAGE

- The screen made of text and image is the most appropriate
- It can be coded through icons and language
- It optimise the advantages of different means because they are used in connection

Storyboard

TYPES OF IMAGES

The use of **teaching** or **ornamental** images is very important during an on line course:

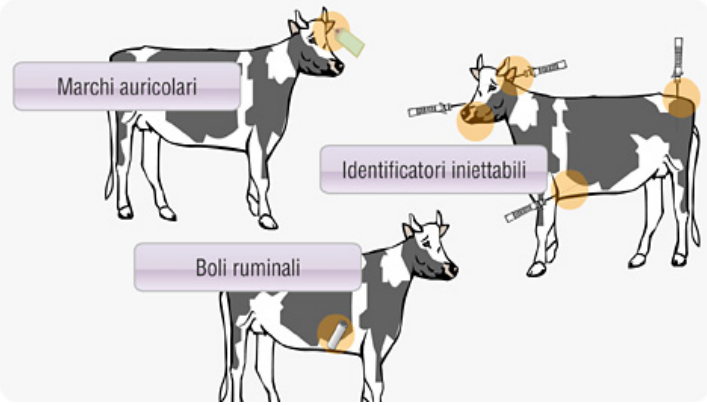
- Ornamemantal images help in reducing the learner efforts
- Teaching images express a concept and/or visually represent a concept described in the text

Storyboard

TYPES OF IMAGES

“ORNAMENTAL”

TEACHING



The balance between the two types of images is very important.
Please don’t exceed either with the one nor the other.

Storyboard

AUDIO

The time for reading an audio text is about 750 characters per minute.

1-1,5 minutes are the ideal time

What to do

- short sentences
- rithm
- fluency

What to avoid

- ambiguity
- use passive forms
- repetitions

Storyboard

AUDIO + ANIMATION

The audio presentation along with pictures and symbols allows for encoding both linguistic and iconic.

Audiovisual screens show the following advantages:

- High multimediality
- Possibility to analyse complex concepts
- Stimulus to attention skills
- Repetition of the same information
- it’s pleasant

Storyboard

MOVIE

The use of educational movies has certain advantages such as, for example, the anchor to reality, difficult to find through animations.

However, even for technology issues and costs, it is recommended to use movie only if necessary.

Storyboard

INTERACTION

- It is a way of transmitting information in which the issuer and the beneficiary can dialogue through the same communication channel

- It allows the highest level of involvement and active participation of the learner

Storyboard

INTERACTIONS

- Interactions in modules have the purpose to allow the learner to self evaluate his/her progresses, while strenghtening the learning process
  - In fact, they repeat an expressed concept in a different shape
  - They deal the same concept from a different perspective
  - They must be consistent with the learning objectives and contents

Pop-up

The pop-up is adopted in a screen to explain a sentence, a concept or to bring specific cases. You can appeal to pop-up even if there is a very long sentence.

The pop-up should not be used to provide definitions for the latter is the Glossary.

It is preferable that the text of pop-up does not exceed 500 characters including spaces.

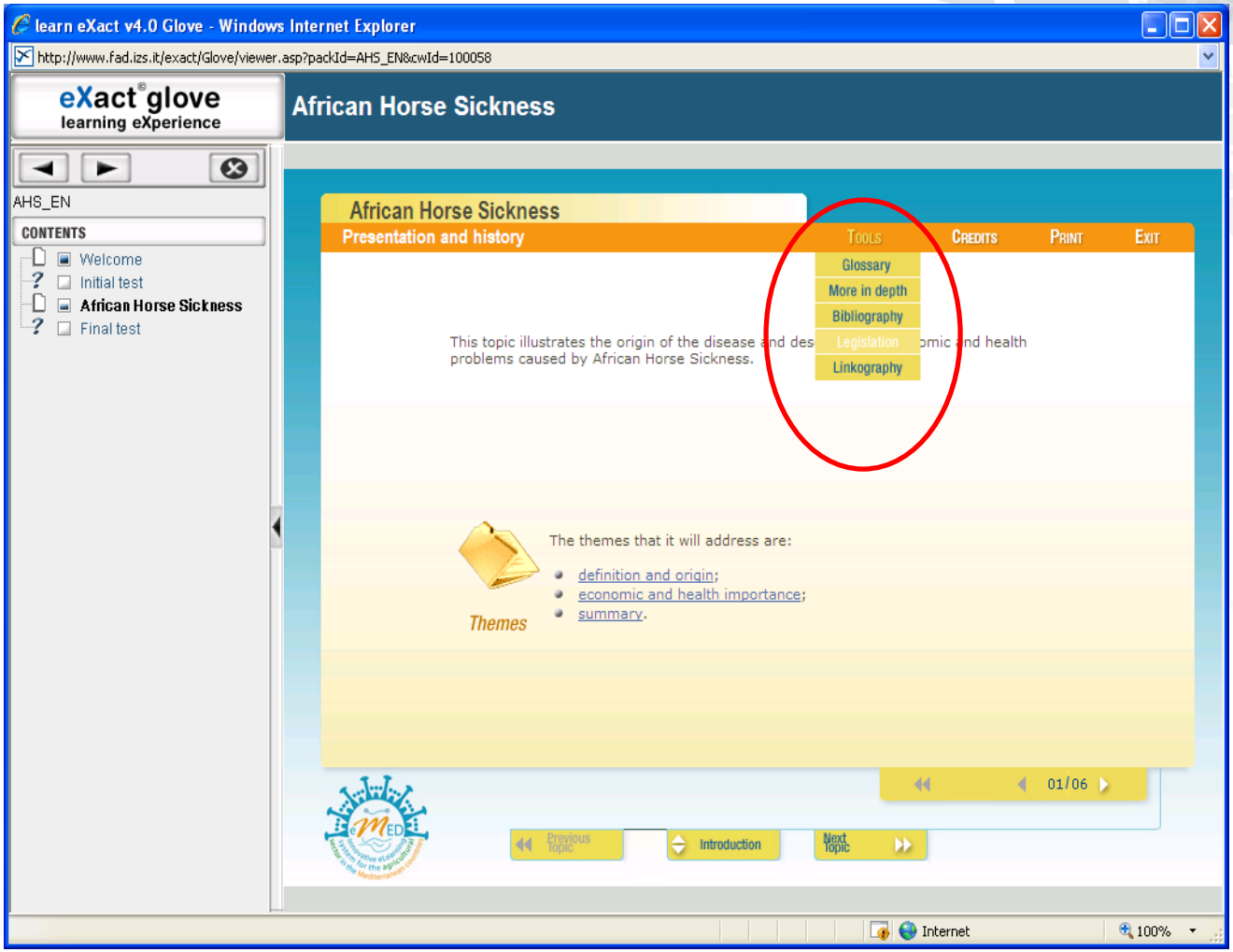
The use of bold

To ease the screen reading and, above all, to reinforce important concepts, each screen must have some words in **bold**

Example
Food safety can be guaranteed to consumers only through a **careful control on industry process**.

Technological advances that characterize the modern plant structures and the **hygiene standards respect** represents the base for quality assurance and food safety.

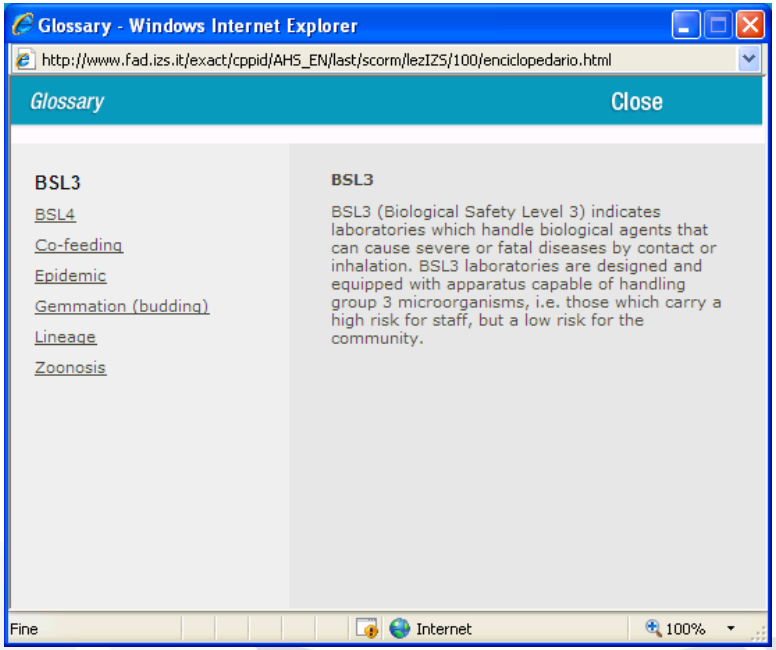
Tools


learn eXact v4.0 Glove - Windows Internet Explorer
http://www.fad.izs.it/exact/Glove/viewer.asp?packId=AHS_EN&cwId=100058
eXact glove
learning eXperience
African Horse Sickness
AHS_EN
CONTENTS
Welcome
Initial test
African Horse Sickness
Final test
African Horse Sickness
Presentation and history
Tools
Credits
Print
Exit
Glossary
More in depth
Bibliography
Legislation
Linkography
This topic illustrates the origin of the disease and des
omic and health
problems caused by African Horse Sickness.
The themes that it will address are:
definition and origin;
economic and health importance;
summary.
Themes
01/06
Previous Topic
Introduction
Next Topic
Internet
100%

Tools

GLOSSARY

The glossary concerns the module and shall provide each word, written in capital and bold. The definition of it will not contain bold and can be composed of several periods (you should not exceed 700 characters including spaces). Nouns must be listed in alphabetical order.



Tools

More in depth

The “More in depht" session usually contains, in pdf format, scientific papers, technical reports, reports, etc…

All that documents let the learners customize their own training.

BIBLIOGRAPHY

You can follow some formal rules to implement bibliography, as below described:

Scientific articles:

Capua I., Liberti L., Gough R.E., Casaccia C., Asdrubali G. 1995. *Isolation and characterization of an adenovirus associated with inclusion body hepatitis in psittacine birds*. Avian Pathol, **24**, 717-722.

Books:

Giussani S., Colangeli R., *Medicina comportamentale del cane e del gatto*, Poletto, Milano, 2004.

Tools

LEGISLATION

The “Legislation” session shows texts in pdf format as Decree-laws, Legislative Decrees, Laws, Ministerial Decrees, European Regulations, etc.. All them are also available in the module and readable in the screen/s where they are individually named.

LINKOGRAPHY

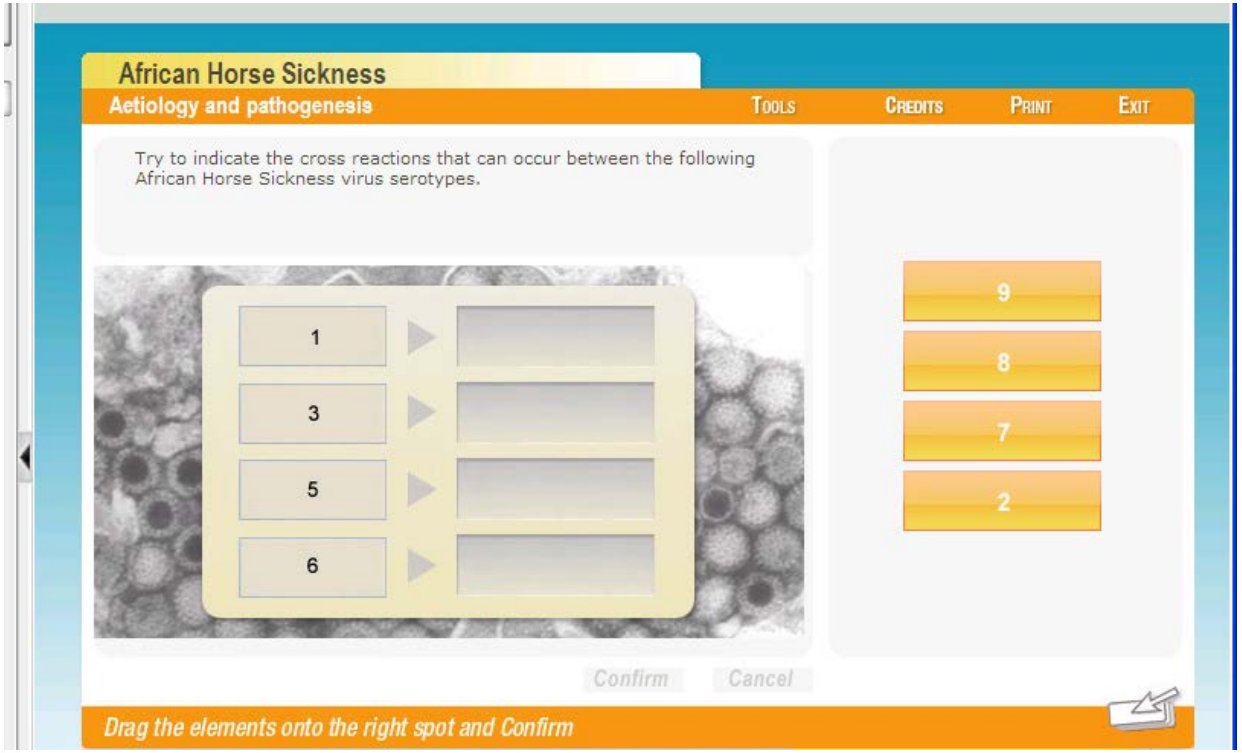
The “Linkography” contains a list of web sites relevant with the treated topics.

Each web site address has to be followed by a shot description of the web site itself, as below described:

http://quiro.uab.es/tracing/
Web site implemented within the V Framework Programme. It concerns the electronic and genetic identification for meat traceability.

Tests for interaction

- **Drag & Drop**



Tests for interaction

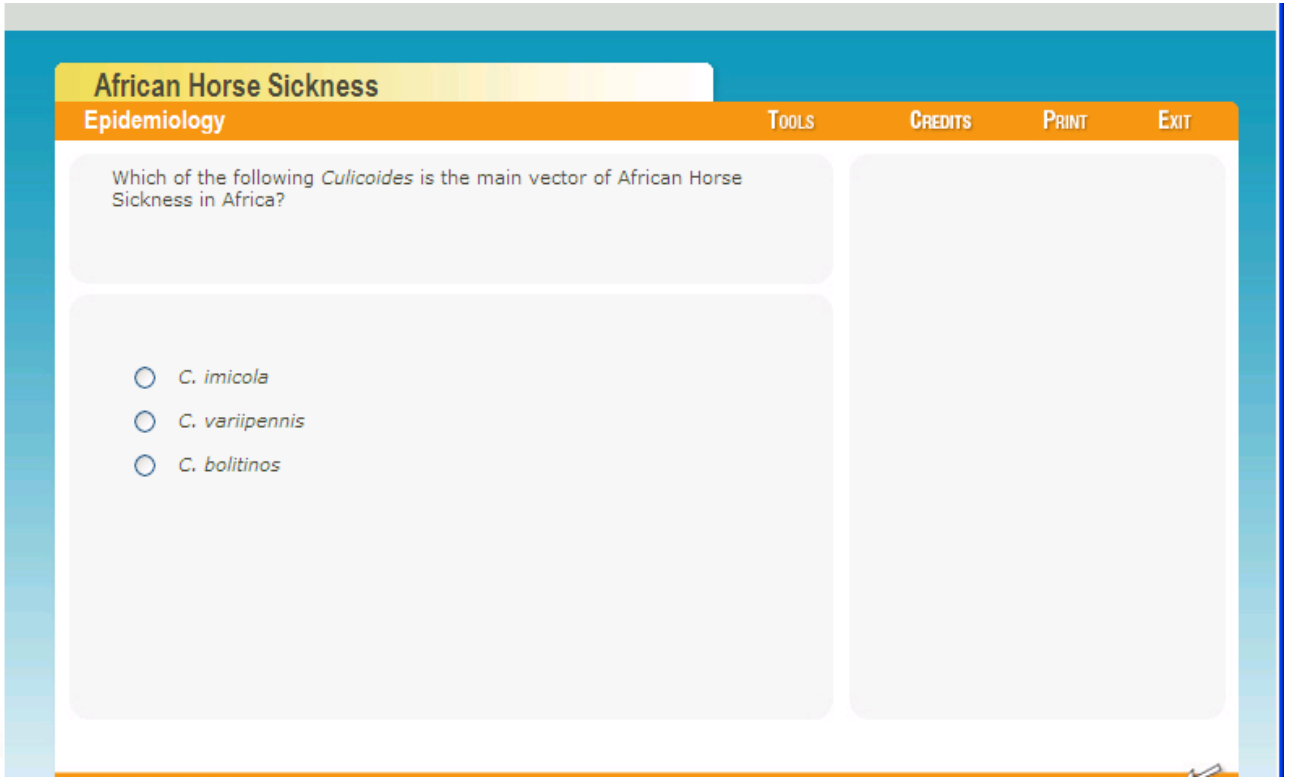
Title of the theme : Aetiology and Pathogenesis	
Screen n° 4 **Interactive**	**Drag & Drop**
Text	Try to indicate the cross reactions that can occur between the following African Horse Sickness virus serotypes.
Description	

1	2
3	7
5	8
6	9

Feedback **Right**	**Right**.You have indicated the correct association.
Feedback for not correct answers	The answer is not correct. The possible cross-reactions that can occur between the different serotypes of African Horse Sickness are: 1-2, 3-7, 5-8, 6-9.

Tests for interaction

- **MULTIPLE CHOICE**

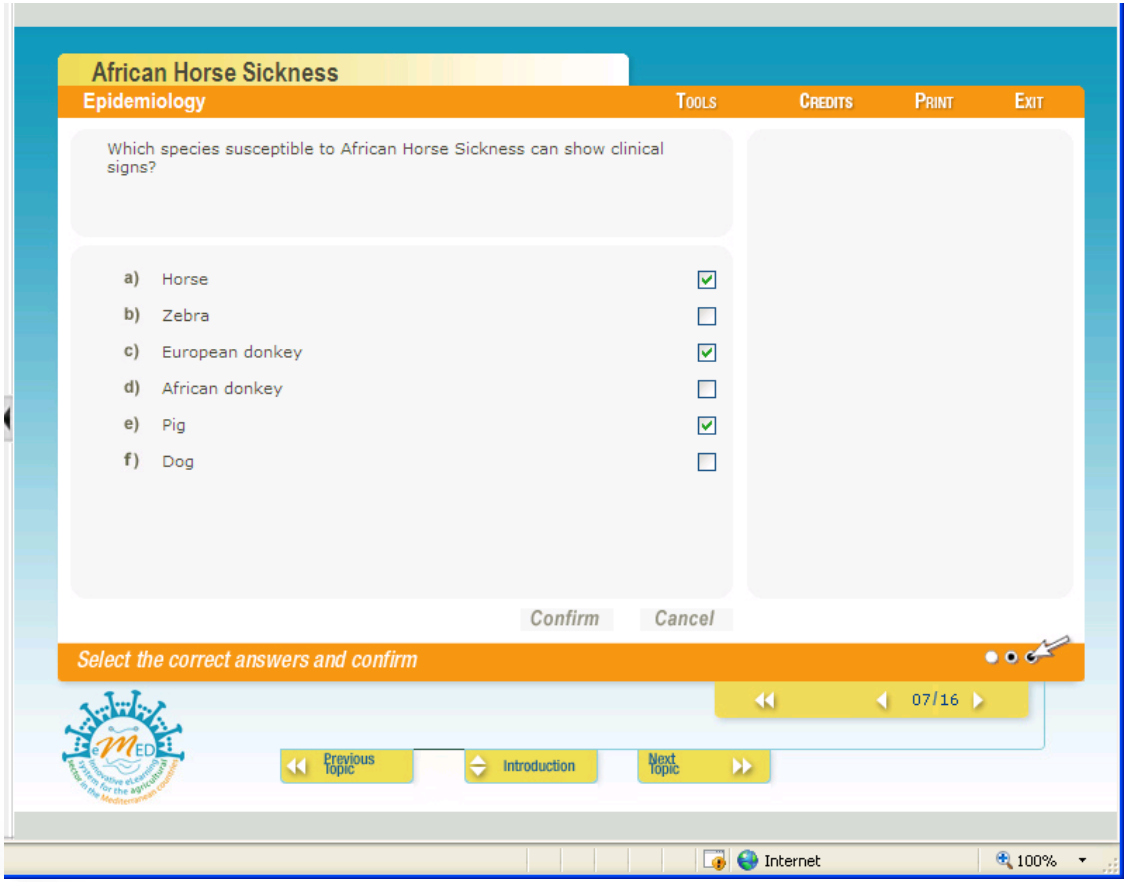


Tests for interaction

Title of the theme: Epidemiology	
Screen n°13 **Interactive**	**Multiple Choice**
Text	Which of the following Culicoides is the main vector of African Horse Sickness in Africa?
Item 1	*C. imicola*
Item 2	*C. variipennis*
Item 3	*C. bolitinos*
Feedback 1	**Right**. The *C. imicola* is the principal vector of AHS in Africa.
Feedback 2	**The answer is not correct.** *C. variipennis* is not present in southern Africa but is the vector of Bluetongue in the United States.
Feedback 3	**The answer is not correct.** *C. bolitinos* seems to have an important role in the transmission of the disease in South Africa, in areas of high altitude, where *C. imicola* is rare.

Tests for interaction

- **MULTIPLE RESPONSE**



Tests for interaction

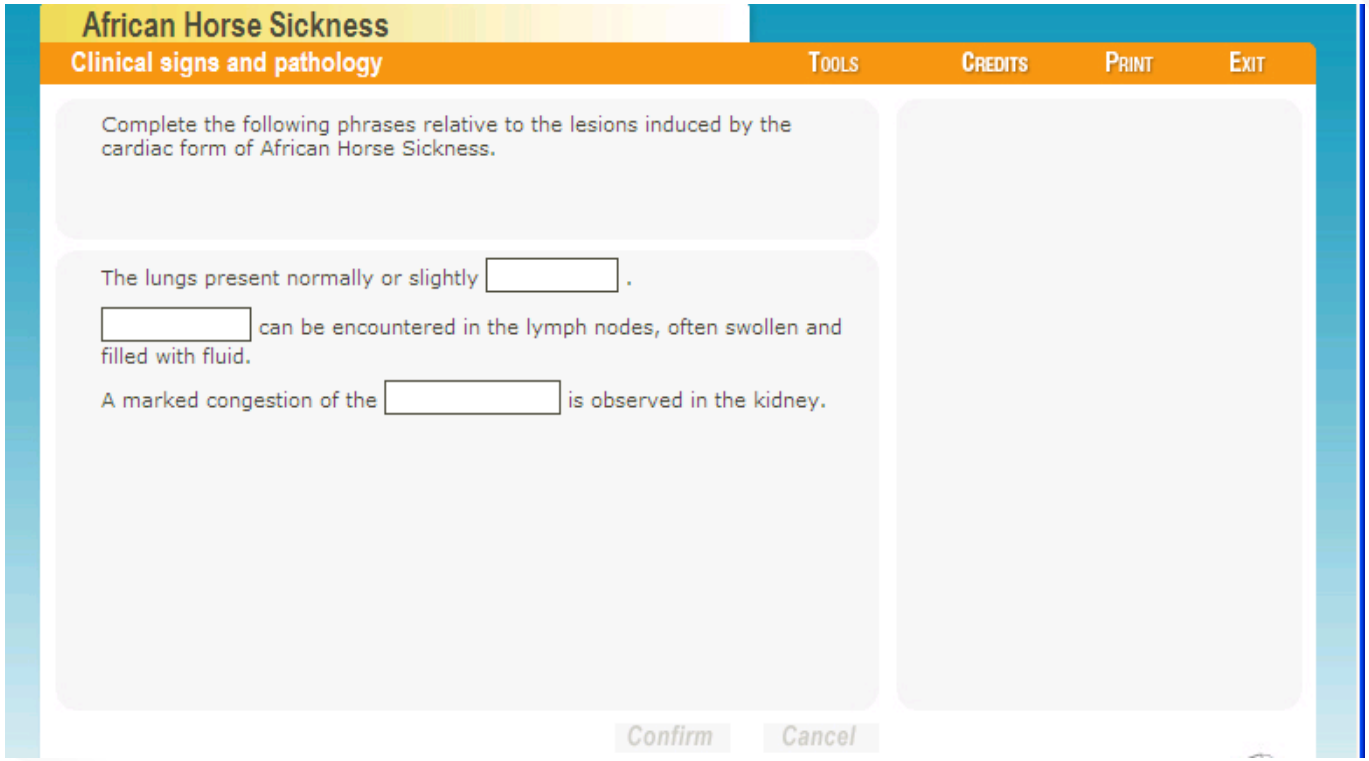
Title of the theme: Epidemiology	
Screen n°7 Interactive	**Multiple Response**
Text	Which species susceptible to African Horse Sickness can show clinical signs?
Item 1	Horse
Item 2	Zebra
Item 3	European donkey
Item 4	African donkey
Item 5	Pig
Item 6	Buffalo
Item 7	Dog
Item 8	Jackal

Tests for interaction

Feedback 1	**Right**. The horse is the animal most susceptible to AHS and presents with the clinical disease. European donkeys and dogs also present with the clinical disease. In contrast, the disease runs an unapparent course in the zebra, in the African donkey only an increased temperature is observed, the pig is not susceptible to AHS, buffaloes present an antibody response but not the disease itself, and jackals show a serological response to AHS but do not present the disease.
Feedback 2	The horse is the animal most susceptible to AHS and presents with the clinical disease. European donkeys and dogs also present with the clinical disease. In contrast, the disease runs an unapparent course in the zebra, in the African donkey only an increased temperature is observed, the pig is not susceptible to AHS, buffaloes present an antibody response but not the disease itself, and jackals show a serological response to AHS but do not present the disease.

Tests for interaction

- **FILL IN THE BLANK**



Tests for interaction

Title of the theme: Clinical signs and pathology	
Screen n° 17 Interactive	**Fill in the Blank**
Text	Complete the following phrases relative to the lesions induced by the cardiac form of African Horse Sickness.
Item 1	The lungs present normally or slightly [1]
Item 2	In the lymph nodes, which are often swollen and filled with fluid, [2] is often encountered.
Item 3	In the kidney there is a marked [3]
Description	[1] congested [2] lymphoedema [3] congestion of the medullar space

Tests for interaction

Feedback Right	[1] Right. The lungs present normally or slightly congested. [2] In the lymph nodes, often swollen and filled with fluid, perilymph nodal oedema is often encountered. [3] In the kidney there is a marked congestion of the medullar space.
Feedback See solution	The lungs present normally or slightly congested. In the lymph nodes, often swollen and filled with fluid, perilymph nodal oedema is often encountered. In the kidney there is a marked congestion of the medullar space.

Tests for interaction

- **TRUE – FALSE**

Tests for interaction

Title of the theme: Clinical signs and pathology	
Screen n° 13 Interactive	**True/False**
Text	Bovines and ovines are susceptible to CCHF and show strong signs of haemorrhage . (FALSE) Complete autopsies are rarely performed in patients who die of Crimean-Congo haemorrhagic fever, and the examination of the tissues is usually limited to a simple biopsy of liver samples.(TRUE)
Feedback1	No histopathological sample is pathognomic for CCHF (TRUE)
Description	False at the first answer
Text	**Right.** All animals, including the primates, are either not susceptible to CCHF or have only a slight infection, not manifested clinically, sometimes with transient viraemia.

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TERAMO

THANKS FOR YOUR ATTENTION!