ANNEX1 - TEMPLATE EXAMPLE

Module-title

The module title is a necessary title at the beginning of the first Module. It will not be repeated it in all units. The Module title is a good point to insert the author's name as well:

"D. Zarka: Basics of course development"

Lesson-title

Lesson title is used at the beginning of every Lesson or Unit. At the first unit it is positioned as the second after Module-title.

Body

Body is the most commonly used style. This style should be used instead of "normal" because wWith this technique we can be sure that no text part remains unformatted in our formatting system.

Sub-title

This is a Unit or Lesson sub-title and meant to signify a topic by giving it a title. So please DO NOT use it to emphasize words or sentences!

Objective

We tell at the beginning of a unit or a lesson of what will we reach by the end of it - it is an old instructional heritage. Although the name of the style is Objective, you can use the same style for Outcomes. The two things are technically the same, philosophically obviously not. Nowadays outcomes are more frequently used. (in Vocational education and in the company life we still use business and educational objectives)

Learning-time

When designing your course try to estimate the learning time for the typical learner of the target population. A typically good learning time is 20-30 minutes. But if you planned 5 topics for 5 hours I guess the learning time is about 1 hour.

Bulleted-list

Numbered-list

We designed two types of lists. Please DO NOT use the list buttons of your MS word (if you can resist...). Try to make the list as simple as you can, and mostly avoid 2-3 level deep lists, where the list item is also another list. as on screen it is not easy to follow. If you have this type of content, try to cut it to smaller lists.

Bulleted list is the default list, use numbered list only when you want to express the sequence (in time or space) of the items, the relation of fixed and set.

If you can't avoid two level lists, start with a numbered list and continue with the bulleted list at the second level.

term

emphasized

If you want to emphasize a word or a sentence please do not use the Bold or Underline style! Use "Term", or "Emphasized". Emphasized is the default to highlight something. Term is dedicated to special terms you want to highlight, for example to look it up afterwards or to use as you intended. So "Emphasize" is broadly something "Important", while "term" is a keyword that can be found in the GLOSSARY (if there is any).

Graphic

All graphical illustrations have to be put in a "box". Only one illustration can be put in in one box. Every graphic have to be in a separate box, one under the other. (This is important for the scalability of the digital material.) In the head or the caption under the graphic you put a number and/or title, for example: "1. picture: Training in a European institution"

In the body you specify the file name of the graphic, and write all the resources and copyright things that has to be done. For ex.: Photo by: D.Zarka (We ask you to send all non textual elements: graphic, picture, graph for us in a separate directory.) You can also insert the graphic in the body part, but we will use it only as a preview.

Activity

This is a style for different activities that you would like to ask from the learner to do. Give a number and/or title to the activity! This can be an observation, or a hands-on tool to try out, and it can also be an open question to solve. Activities may require using any on-line tool that ILIAS/Moodle or other LMS offers. Activities can be followed up by "feedbacks" (see below) that will become visible (roll down) when the learner pushes a "solved" button in the bottom of the Activity box.

Assignment

This is an activity type that will be evaluated by a tutor or a mentor. Give a number and/or title to the assignment. Assignments have to be configured (by the editor team) in ILIAS/Moodle or other LMS so that the artefact may reach the inbox of the tutor or mentor.

Test

Tests are closed type measurements, like quiz, matching, true-false or any other that your LMS may offer. Give a number and/or title to the test, and write the test itself in the body with the correct answer. The test will be configured (by the editor team).

Feedback

Feedbacks are important pairs of activities. Write feedbacks to activities even if you do not know the exact answer for the activity, for example it can be a typical answer or further clarification on the activity to help learners to finish it with success. Feedbacks become visible for the learner when they click on the "solved" button of the activity.

Video

All video illustrations have to be put in a "box". Only one video can be put in one box. Every video has to be in a separate box, one under the other. (This is important for the scalability of the digital material.) In the head or the caption under the graphic you put a number and/or title, for example: "1. video: Lunch in a European institution"

In the body you specify the link of the video, or the file name if it is a smaller video, and write the link and copyright things that has to be noted. For ex.: http://youtube...

Table

All Excel or Word tables have to be put in a "box". Only one table in one box. Every table has to be in a separate box, one under the other. (This is important for the scalability of the digital material.) In the head or the caption under the graphic you put a number and/or title, for example: "1. table: Increase of migrant number in EU institutions" Use small tables, otherwise it will become very small on the screen and it will be impossible to study the content.

In the body you specify the file name of the table, and write all the resources that has to be noted. For ex.: Table from EUROSTAT 2015. (We ask you to send all tables in original format in a separate directory.) You can also insert the graphic in the body part, but we will use it only as a preview.

Group Assign

This is a style for different group activities or assignments that you would like to ask from a group of learners. Give a number and/or title to the group activity! Group activities can be followed by "feedbacks" that will become visible (roll down) when the learner clicks on the "solved" button on the bottom of the Activity box. Group Assignments have to be configured (by editor team) in ILIAS/Moodle or other LMS so that the artefact may reach the inbox of the tutor or mentor.