ATEP Content Creation Overview ...

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Or a simple guide to the various templates in use!

At first glance, it is apparent that the ATEP project is a large and complex undertaking. And when you look at the scope of the project, with its three one year courses comprising four 8-week modules, each with its own multimedia extensions, you can see there is a lot to do.

However, it is possible to break the process down in a more manageable manner that will allow teams to undertake the development of the material in an organized way...

**STEP 1: The Big Picture ...**

**What learning are we aiming at?**

National, State or CTE or Industrial Skill Standards?
Or, do we work from and adapt the project ATep Course and Module Outlines? (CTRL-click to download from the Hofstra ATEP webpage)

The Team Leaders will work with the Writing Teams to determine the standards used to guide and focus the curriculum goals. Teams will need to select the standards to be addressed for each module and its supporting pages.
STEP 2: Online Content

The Stuff the Students Learn!

The standards will give focus to what is written, and also inform the assessments that are used to judge how well students are progressing through the content, and form the basis of the end of unit assessments.

However, the students do need to be able to access content that they will learn. The content can be drawn from the Engineering and Technology Textbook,

or from other sources that better fit the need to address the standards selected.

It should be noted that E&T does provide a starting point for the development of content, and can be mingled with materials from other sources. It also is a rich source of images that can be use without seeking additional copyright clearance.

Where the content is drawn from is left up to the writing teams, the content does need to be presented in an online manner.
Step 3: Online Delivery

The content that is delivered will not change one iota by being presented online. The major difference will be in the use of sequential web-type pages delivered in some form of learning management system. We will be moving from a continuous text flow seen in a text book, seen below, to ...
Both formats present information in a manner that can be used by teachers to guide learning. However, when using a textbook, access to information relies on students accessing the pages as set by the teacher. In an online environment, the teacher has considerable control over the learning sequence, the content encountered and unlike the textbook, can also introduce assessment points when appropriate. In addition, an online environment also offers the ability to offer automatic remediation or tutorials depending on student responses to ongoing or diagnostic assessments.
Step 4: Organizing Content

How do we share information with the student in an online world?

We have to use a series of short very focused webpage’s ... no more than 200-300 words per page, but you can add graphics to illustrate the words if it helps. Each page is linked to the next topic.

(to learn more about the thinking behind organizing webpages to deliver contiguous content, have a look at the following Web Style Guide)
Step 5: Outlining Your Content

Outlining Helps you Plan ...

The use of an Outline document will the writing team identify and organize content elements. Below you will find a graphic showing the outline document. You will see that it is possible to create the outline document at the same time as you identify the content that is being inserted in the Content Templates.

You will also see that the Outline does set a limit to the number of 300 page elements (50 in total) that can be used in a module. It is suggested that no more than one media asset be used per element.

If you plan to use assessments to “check” student progress at the end of a section or topic, please show that with an asterisk on the outline.
Step 6: Using Templates

Producing content ...

To help you, the support team has prepared a number of templates to help writing teams develop materials in a format that is suitable for use in an online delivery system. The templates loosely follow the above notion that content is linked to form a big picture. However, it might be a lot simpler if we just said that teams should image that they are writing a large format text book for the visually disabled. Each page is large, each page has a large picture, each page has few words (no more than 300, and it is better if we aim at 200), and each page has a link to the next page in the sequence.

Below you will find an image of the online template ...
A module is often broken down into a number of sections. Here you will see the introductory page of one section ...

<table>
<thead>
<tr>
<th>MODULE TITLE</th>
<th>SECTION TITLE</th>
<th>SECTION #</th>
</tr>
</thead>
</table>

**INTRODUCTORY TEXT (300 words or less)**

Select images from the E&T cite page and figure number. Add [INSERT IMAGE HERE] marker showing image location in the above text.

**STANDARDS**

**LEARNING OBJECTIVES**

**KEY VOCABULARY AND DEFINITIONS**
Each section will often comprise multiple topics, and sub-topics to fully develop the learning that should be undertaken by students ... here you will see an example of a topic (it must be stressed that there will be multiple topics)

<table>
<thead>
<tr>
<th>Section #</th>
<th>TOPIC TITLE</th>
<th>TOTAL # OF PAGES IN TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select images from the E&T: cite page and figure number. Add [INSERT IMAGE HERE] marker showing image location in the above text.

<table>
<thead>
<tr>
<th>ASSESSMENT QUESTIONS - SPECIFY METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER NOTES - INSTRUCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
STEP 7: Using Assessments

How do you know?

One major advantage of an online delivery system is the easy with which assessments can be embedded into the learning experience. It is very important that every topic and sub-topic include assessment points, if they will improve learning or inform the instructor of student progress. In addition, it is essential that every section ends on a summative assessment that reveals the understanding of the topics covered in the preceding webpages.