

## Web Translations for Learning Materials:

Before (F2F) or Print	After (Online)	Format in Writing from SME	Bloom	Gagne
Ice Breaker	<p>Synchronous -            Elluminate/Adobe Connect session. Use a Map Graphic on a ppt. slide placed up on the 'whiteboard.' Ask students to indicate using markers or text where they are from</p> <p>Asynchronous – “Tell me about yourself” activity from the <b>Online Learning Idea Book</b>. (P. Shank)            Assignment via discussion board posting is to fill out slide(s) with information about themselves</p>	<p>None</p> <p>Questions can be altered or adjusted per instructor’s discretion.</p>	NA	1
<p>Lecture</p> <ul style="list-style-type: none"> <li>- Simple images</li> <li>- Bulleted points</li> </ul>	Audio enabled presentation in Flash with	<p>Word document with content in lecture style including images/diagrams. Lecture notes included</p> <p style="text-align: center;">Or</p> <p>PowerPoint presentation with notes (in notes section) – see example ppt document. Resource: How to write a great presentation</p>	1	1, 2
Lecture	Podcast (audio) – Presentation notes can be printed out for students to read	Audio script or slides with presentation notes written out		

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Visual Demo of Concept (Graphs)	Swf. Movie Interactive Movie (that reacts when data is added by user)	Diagram includes full written explanation or storyboard of how they want the animation of graph to be built in Flash		
Hand out or reading material	Pdf document.  Note: use sparingly i.e. only when it's necessary to print out and refer to materials	Written information drafted in its final form.		
Pop quiz	Knowledge check (interactive) created in Captivate or Blackboard	Questions/problems written out with answers. <ul style="list-style-type: none"> <li>- Examples of application include</li> <li>- Matching of concepts to definitions</li> <li>- Multiple choice</li> <li>- True or False</li> <li>- Classification/Categorization</li> <li>- Decision making</li> </ul>		
Performance based test	Simulated test that users can take online. More suitable for software applications. Student is evaluated for completing task correctly. Simulation is developed in Captivate.	Step action table of steps needed to complete the task. Step action table includes: <ul style="list-style-type: none"> <li>• Desired steps</li> <li>• Outcomes of each steps</li> <li>• Criteria for successful completion</li> </ul>		
Scenario/Decision making test	Simulated decision making test which can be weighted or scored. Created in Captivate.	Questions/decision steps written out with answers and or consequences of path decisions.  Path tree which illustrates possible		

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		paths.		
Interactive Demo/Practice	Same as performance based test, but activity is not scored	Same as performance based test		
Equations Building or construction	Audio enabled animation of problem solved in steps. Audio follows problem solving	Each step of problem or construction built out in step action table with scripted notes to the right.		
Process Process flow	Animation built in Flash or Captivate with process developed. Student can click on button to see animation of flow progress	Flow chart with notes for each element in the flow chart included. Can be created in Visio or Powerpoint		
Scenario or story	Video or Flash/Captivate presentation relating story	Scenario written out with the following identified: <ul style="list-style-type: none"> <li>• Individuals involved/players</li> <li>• Series of events written out – Storyboard</li> <li>• Images desired if any</li> <li>• Script written out if necessary</li> </ul>		
Class Discussion – Synchronous	Chat room (in Blackboard) discussion with rules of engagement presented prior	Main goals/objectives of discussion and topics and questions for students written out.		
Class Discussion – Asynchronous	Discussion thread/postings	Main goals/objectives of discussion and topics and questions for students written out.		
Class Discussion – Aysnchronous	Blog where students participants are invited to post and respond. Great living/organic form of	Instructor provides prompts for discussion based on curriculum content and learning activities		

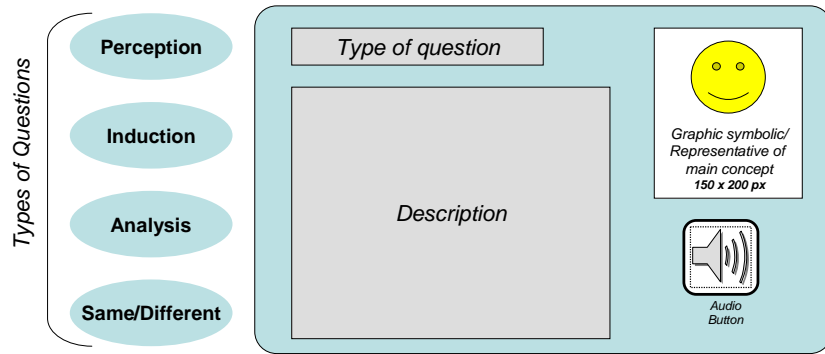
Before (F2F) or Print	After (Online)	Format in Writing from SME	Bloom	Gagne
	posting. Blog forum can be set up as private.			
Problem Solving/Decision Making Activity	Simulation of decision making process that includes branched content. Students chose paths in the decision making process and the activity is shaped by the paths they take	All options in the decision making process are written out		
Multi or single player games using manipulatives	Flash game (single player)	Instructor must design game rules and pieces.		
Glossary/Terminology	Glossary db Audio Flash Cards – created in Captivate. Flash card text can be included in quick and easy to make knowledge checks (repurpose the Captivate file by importing them directly into a quiz)	Table with glossary terms and definitions. For the audio flash cards include pronunciation of terms.		
Board game	Board game created in Flash based on a board game template			
Slide Show/Review of concepts	Flash cards created in Flash or Captivate	Content and text for each flashcard with common fields for terminology clearly written out.		
Description of correct/incorrect behaviors or actions	Captivate interactivity where users can view, listen to or read about correct and incorrect examples to scenarios	Description of scenarios then examples/non examples of appropriate action or behavior. Script for any spoken parts		
Tables of categorized information. Rows	Flash interactivity with buttons which allows you to	Table with all information on each category broken into named columns.	2	

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with multiple columns	view each category (or row) of information from the table separately. See visual prototype of “Types of Questions” presented below.	Text in each entry must be in its final written format and edited for grammar, spelling, and readability		

## Types of Questions in proposed (Prototype) Online format

Basic Questions for Gathering Information and focusing attention

HOME  
BUTTON



Developer Notes



Audio (see notes for script)

***Backup Materials/Reference***

**Brainstorm on solutions per Gagne’s nine events.**

Gagne’s Nine Events	Possible solutions/applications
1. Gain attention	<ul style="list-style-type: none"> <li>• Story</li> <li>• Flash/Captivate visual</li> <li>• Video story or scenario</li> <li>• Animation</li> <li>• Cartoon</li> </ul>
2. Inform learners of objectives	<ul style="list-style-type: none"> <li>• Presentation slide with audio clip</li> <li>• Avatar relating course objectives</li> <li>• Video cast or podcast of instructor introducing the objectives</li> </ul>
3. Stimulate recall of prior learning	<ul style="list-style-type: none"> <li>• Captivate, wiki page or blog for course (asking participants to post their own experience regarding the subject/topic being treated)</li> <li>• Students post brief podcasts of KWL (What they know, what they want to learn, etc.)</li> </ul>
4. Present the content	<ul style="list-style-type: none"> <li>• Audio visual presentation (Flash/Captivate)</li> </ul>
5. Provide "learning guidance"	<ul style="list-style-type: none"> <li>• Synchronous meeting online (Adobe Connect, Elluminate) including speaker/participant access to audio sharing/microphone.</li> <li>• Use of online chat for “Office Hours.”</li> <li>• Question and answer/discussion thread</li> </ul>
6. Elicit performance (practice)	<ul style="list-style-type: none"> <li>• Captivate performance based test</li> <li>• Discussion thread</li> </ul>
7. Provide feedback	<ul style="list-style-type: none"> <li>• Synchronous meeting online</li> <li>• Wiki/blog where instructor and peers can post comments to students work</li> </ul>
8. Assess performance	<ul style="list-style-type: none"> <li>• Interactive quiz or test</li> <li>• Self-survey or assessment or skills</li> </ul>
9. Enhance retention and transfer to the job	<ul style="list-style-type: none"> <li>• E-Portfolio or project either individual or group work. Portfolio judged by instructor.</li> <li>• Students build blog site and interact with live responses</li> </ul>

Siemens, George (2002, October 8). Interaction. Retrieved May 24, 2007, from Elearn Space Web site: <http://www.elearnspace.org/Articles/Interaction.htm>

Shank, P (Ed.). (2007). *Online Learning Idea Book*. San Francisco, CA: Jone Wiley & Sons, Inc..

**Other resources:**

[http://www.e-learningguru.com/articles/art3\\_3.htm](http://www.e-learningguru.com/articles/art3_3.htm)