



Developing Rich and Locally Relevant Content in Education

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Adopted from the **CDC's E-learning Essentials:**
A guide for creating quality electronic learning

Center for Surveillance, Epidemiology, and Laboratory Services
Division of Scientific Education and Professional Development



General Guidelines for Quality Content



- Identify objectives of the course, and use them to drive all content and eliminate unnecessary information.
- Organize concepts logically, and check for gaps in information.
- Place the most essential, key messages at the beginning of e-learning courses, sections, paragraphs, and sentences.
- Keep language simple, concise and consistent.
- Use a conversational style with active voice, present tense, and second person, as appropriate.
- Write to a reading level that is appropriate for the audience, and use a readability index or formula to check the reading level.

General Guidelines for Quality Content



- Allow learners to “click for more information” in areas that are text-heavy by providing a downloadable job aid, a link to another site, or a wiki.
- Avoid jargon, slang and idiomatic expressions that are not universally understood.
- Use bold and italic fonts only occasionally to highlight particular phrases or words.
- Avoid using all capitalized letters and underlines.
- Have a technical editor review content and ensure that meaning, grammar, and spelling are correct.



Graphical Elements

- Why Graphics: Content using text only:
 - Is inadequate for learners with diverse learning needs,
 - Does not constitute true e-learning,
 - Graphics, such as charts and other images, are used to explain or enhance written information, not replace it or detract from it. All graphic elements should increase understanding and accessibility of content for learners
- Guidelines for good graphics:
 - Ensure that graphics are accurately described with the appropriate alternative text.
 - Tabular data is displayed within a simple table that is clear and accessible.
 - When there is no other way to make an image accessible, such as a table or flow chart, provide a separate text version to meet accessibility requirements.



Graphical Elements

- Guidelines for good graphics:
 - Check to ensure screen resolution is functional and appropriate for the audience.
 - Ensure that images enhance the content.
 - Allow learners to “click for more information” in cases where images might need more explanation, and provide a downloadable job aid, or link to another site or a wiki.



Multimedia Elements

- Why Multimedia: Narration, video, animation and other multimedia, in combination with text and graphics, can:
 - Increase understanding and enhance the learning experience.
 - Help the learner to retain information.
 - Increase the learner's motivation and attention.
- Good multimedia:
 - Highlights important content
 - Presents a story or scenario
 - Provides examples



Multimedia Elements

- Qualities for good multimedia content:
 - Engages the audience
 - Mimics actual desired post-training performance
 - Helps the learner need to interact to check understanding of the content
 - Offers opportunities to collaborate through multimedia by using Web 2.0 features, such as a blog or a wiki
 - Addresses issues such as: Is the content linear? Will branching be needed? If so, what media can best influence learner behavior?



Evaluation of Content

- Formative evaluation
 - Ensures that problems that can hinder learning are detected and corrected.
 - Conducted during the design and development of a product.
 - Peer reviews, pilot tests, and usability tests are used.
 - Includes review of specific aspects of a course, such as instructional strategies, usability, functionality, and the overall learning experience.
- Summative evaluation
 - Focused on learning outcomes and is, therefore, conducted after a product has been developed and implemented.
 - Provide valuable information to improve future courses.
 - Often considered more valid and reliable than formative evaluation.
 - Tests whether: The product effective in achieving intended results?
Are changes in learner performance directly related to the product and its learning strategies?

Developing of Locally Relevant Content



- Status
 - Primary and Secondary Schools
 - KICD has made tremendous steps on ICT integrated content.
 - Local public/private publishers advanced on e-books.
 - KICD approves content for schools against approved curriculum.
 - Higher education
 - Autonomy on curriculum and content hence no uniformity.
 - Affected by declining focus on access to quality research, training and evaluation – part-times, less research, low thought leadership.
 - Culture not well transformed to adopt ICT integration.
 - Support mechanisms for development of quality content either weak or clueless for the task.

Developing of Locally Relevant Content



- Future

- Re-orient to quality of research, training and innovation.
- Transform internal culture
 - Content development the role of every don.
 - Mechanisms be reinforced to support development of locally relevant content.
 - Build capacity for curriculum development, instructional design, content development, customization, blending and technical support.
 - Improve IT service management to account for students, faculty, staff and myriad service and support demands.



Thank you