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**Making Your  
Teaching Content  
eLearning Ready**

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## Introduction

Each section below will review some of the main concepts covered in the eLearning course. It is best to review these first before beginning to prepare your course and revisit them throughout your content preparation.

### 1. Selecting a Title

The title is the first thing the learner will see when searching and selecting the course in the eLearning Centre. Therefore, it is important that you choose a title that is both brief yet informative. It should emphasize the main focus of the course.

You must inform the developer of your title selection before development begins.

Also, develop a list of key words to describe the course. These will be used in the eLearning Centre to assist learners searching for courses.

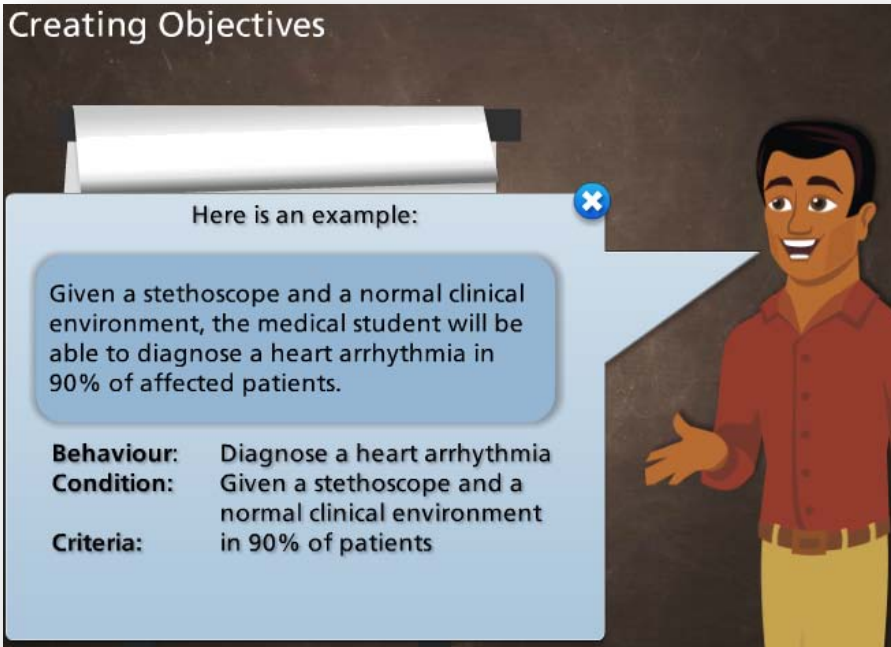


## 2. Outlining Objectives

Objectives are the most important indication of what the learner will take away from the course. The objectives you select should guide your content selection and should indicate the types of questions you pose in the quiz at the end of the course (if you are using a quiz for tracking). Typically, 4-5 objectives are sufficient.

An ideal learning objective has three parts:

1. A measurable verb (behaviour)
2. The important condition (if present) under which the performance is to occur
3. The criteria of acceptable performance



**Creating Objectives**

Here is an example:

Given a stethoscope and a normal clinical environment, the medical student will be able to diagnose a heart arrhythmia in 90% of affected patients.

**Behaviour:** Diagnose a heart arrhythmia  
**Condition:** Given a stethoscope and a normal clinical environment  
**Criteria:** in 90% of patients

### 3. Writing the Content

Here are some questions you should consider when selecting the content to include in your eLearning course.

- Do the learners need a full, detailed course or do they need a quick cheat sheet for one-the-spot reference?
- Can scenarios be used to demonstrate the content's applicability?
- How will learners demonstrate their understanding of the content, e.g., quiz or sign-off?
- Consider your audience. Who will be taking your eLearning course, new or experienced users?
- Is the course intended to introduce new information to learners or is it meant to be a refresher?
- Is the content concise and focused on meeting the learning objectives?



Here is an example of content that IS NOT eLearning ready.

## Writing Your Content

### Training Your New Puppy

- Leash your pet in the car
- Eat first
- Get on the floor to play
- Say bed when you put her in bed
- Never let her sleep with you
- No baby talk

**Before**

This is an example of content that lacks context. The tips listed on the slide tell the learner how to train a puppy. However, each bullet point is very brief and requires further explanation. This is something that would work well in a classroom setting, where the instructor can verbally explain each point. However, in eLearning, the content needs to speak for itself. A brief introduction or more detailed bullet points would help to resolve the issue in this example.

*Close this speech bubble to go back to the previous screen.*

Here is an example of content that is eLearning ready.

## Writing Your Content

### Training Your New Puppy

Puppies are so cute that it's hard to resist coddling them. Nurturing and training your pup for success starts and ends with you. Training should actually start as soon as you leave the breeder or the shelter.

Here are the key things you should do:

- Leash your pet in the car
- Eat first - feed your puppy after
- Get on the floor to play - don't put your puppy on your lap to play
- Say bed when you put her in bed
- Never let her sleep with you
- No baby talk - remind your visitors to follow this rule

**After**

By adding this intro paragraph you are giving your points context and focus for your learner. This content is eLearning ready.

*Close this speech bubble to go back to the previous screen.*

## 4. Assigning Section Headings

Use section headings to break apart the content and indicate a logical point in the content to begin a new area of focus. These headings will help guide the learner in the course so that they are able to easily navigate to areas within the course where they wish to gain further knowledge.

## 5. Using Images

Like the content in your course, the images you choose must be:

- Original (taken by your team or ours); or
- Copyright free.

Images found on Google or other websites cannot be used, unless you have direct written permission from the owner. If needed, the eLearning developer can purchase stock images for your course.

## 6. Creating a Quiz

### **General Quiz Recommendations and Guidelines:**

- Vary the position of the correct answer to avoid a detectable pattern that assists guessing.
- Avoid using “All of the above” or “None of the above”.
- Avoid using negative items, such as “Not True”. If used, negative items should be capitalized, e.g., NOT TRUE.
- Quiz items are stated in simple, clear language.
- Only one idea is included in each item.
- All or most content experts would agree with the answer you indicate as correct.
- Avoid using the following words: All, Always, Never, Frequent, Often, Sometimes.

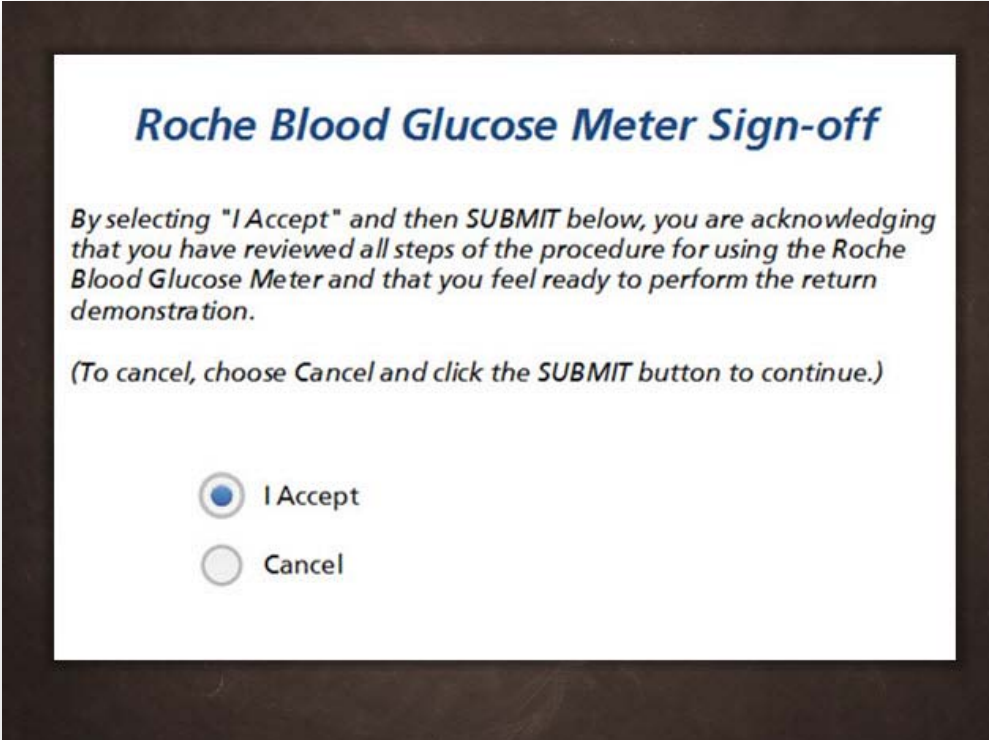
### **Multiple Choice Specific Recommendations and Guidelines:**

- All options should be approximately the same length.
- Provide 4-5 answer options per question.
- Answer options for each question should be similar in their type of content.
- Incorrect answers should be plausible and attractive.

## 7. Creating a Sign-Off

If a quiz is not a necessary component of the course, you will be using a sign-off to track user completion. The user must agree to the terms of the sign-off to get a completed status in the eLearning Centre.

Here is an example - the wording for a sign-off is written to suit the specific objectives of each course.



**Roche Blood Glucose Meter Sign-off**

*By selecting "I Accept" and then SUBMIT below, you are acknowledging that you have reviewed all steps of the procedure for using the Roche Blood Glucose Meter and that you feel ready to perform the return demonstration.*

*(To cancel, choose Cancel and click the SUBMIT button to continue.)*

I Accept

Cancel

## 8. Adding Resources

Providing learners with additional resources allows learners to take learning into their own hands. You may include a list of websites, documents, or any other information that learners might benefit from having access to.

Keep in mind not to overwhelm the learner with too many resources. Otherwise, the important information will get lost within the long list.



## 9. Providing Contact Information

At the end of each course, provide learners with a link to your department's intranet site. Never provide a specific individual as a contact. This way, in the event that there are staffing changes, the course will not need to be changed to reflect a new contact.