

## Assignment No.2

### Q.1 Discuss the concept of micro and macro approaches in development of training material.

#### Macro-Learning:

This type of learning focuses on the whole of a topic or domain. It typically picks a subfield within an entire field. Learners are introduced to that content through what can typically be thought of as a course.

The expectation from the learner is that macro-learning takes longer and is a substantial investment. However, from the designer perspective, macro-learning focuses on the holistic nature and is essential to student-centered learning.

#### Micro-Learning:

This type of learning focuses on quick bursts of content that are often made through a Google-search type of discovery. A learner can intentionally find this information or serendipitously encounter it through an unidentified information need. The learning in this environment is often implicit, in other words, it is barely discernible to the learner. From the learning designer perspective, microlearning is the ability to chunk content into easily consumable learning moments at the time of need.

Courtney is a data analyst assistant for her company and is looking to engage in professional development in order to be promoted to Lead Data Analyst. With this goal in mind, she might start searching for information on the latest in Big Data. Undoubtedly, through this search, she will be exposed to information related to certifications or courses online or in the company's LMS. She will also find individual web pages and links that talk about some aspect of Big Data.

Are both of these types of information in the domain of the eLearning designer? While the former undoubtedly has some instructional design behind it, the latter could be considered micro-learning a blog post or introductory website. However, it could also be a chunked micro learning opportunity to engage in a particular aspect of Big Data.

The primary difference between macro and microlearning is that in macro learning the focus is on the big picture and a complete learning series, while in microlearning is very short and there is a specific focus or skill that needs to be learned in a precise moment of need.

A weakness of macro design is that the focus on the holistic reduces flexibility for just-in-time learning or the 5-minute walk from the car to the office. In contrast, micro design is especially good at these situations. The weakness in micro design comes from the extreme focus on chunking and getting learners from one lesson to another without reflection on the big picture.

Conversely, the strength evident in macro learning is that it explains concepts thoroughly. Whenever there is a new process that your employees have to learn or when a topic is particularly challenging, Macro Learning is preferred. This goes back to the focus on Macro Learning being the why of what is needed. Micro Learning

excels in situations where people need immediate help or assistance at a granular level. **Micro Learning should be considered a subset of Macro Learning.**

### **1. Design with macro management principles**

According to an article in **eLearn magazine**, the perceived discrepancy between micro and macro design can be attributed to a misapplication of elaboration theory. One way to bring the situation back to balance is to design micro with macro principles in mind. This allows the eLearning designer to keep the big picture of the student at the forefront of design. Without this, the designer could use micro design that makes sense to them, but that is not central to the student.

### **2. Consider using breadcrumbs to provide context**

Breadcrumbs are those little streams of searching that show up when you are navigating within a website. You may progress from a section on instructional design theory to systems in instructional design to a particular design model. Some websites will show this navigation for you. Consider applying the same principal to micro eLearning design. Add breadcrumbs that give context and a grounding for that microlearning event. This could look like metadata or like a description at the top of the page or module.

### **3. Help Learners Master ONE Objective - and Explain How This Module Contributes to the Entire Puzzle**

In macrolearning courses are designed to cover several objectives over an extended period. With microlearning, instead, the focus should be on helping the learner master just ONE objective. So, make sure that you give the learner ONE concept to digest and induce ONE change in behavior or attitude to fulfill ONE learning objective. But besides focusing on presenting this one objective, explaining how it fits in with the overarching learning objectives or "macro" goal of the training program is a great way to guide the students as to why they are learning and what they should be able to do at the end of the entire unit (not just this 5-minute module).

This has another advantage. Learners can review the big objectives that the microlearning falls under and actually explore additional learning opportunities if they realize they have not mastered those objectives. In the case of Courtney, this means that she could start by learning about data visualization and come to the realization that another skill to acquire would be the use of statistical software.

### **4. Remember the first step in any good design, know your audience**

eLearning designers who practice micro design focus heavily on the chunks and the learning activities within those chunks. This tends to neglect a few things.

First, that can ignore the holistic needs of the learners who will take the modules or course. Even when creating a micro learning event, know the audience and their relative level of experience. Second, this fragments learning. This could be acceptable for the advanced executive who only needs to brush up on one area, but it is not suitable for a novice to the field. Knowing your audience allows you to devote more time to the macro or micro level of design.

**Q.2 Discuss format of lesson plan in detail. Highlight the difference in preparation of lesson plan for**

### **teaching of science subjects and other textbooks.**

"Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or manipulatives (learning tools or games that students can handle to help them gain and practice facility with new knowledge -- e.g. counting blocks). Teaching materials are different from teaching "resources," the latter including more theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials.

### **Student Learning Support**

Learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

### **Lesson Structure**

Learning materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and student. They can provide a valuable routine. For instance, if you are a language arts teacher and you teach new vocabulary words every Tuesday, knowing that you have a vocabulary game to provide the students with practice regarding the new words will both take pressure off of you and provide important practice (and fun) for your students.

### **Differentiation of Instruction**

In addition to supporting learning more generally, learning materials can assist teachers in an important professional duty: the differentiation of instruction. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow you to modify assignments to best activate each individual student's learning style.

### **Acquiring Teaching Materials**

Getting your hands on valuable teaching materials is not nearly as difficult as it can seem at first. The Internet has many resources for teachers, most of them free, that can significantly increase the contents of your teaching toolbox. You can also make your own materials. Every learning material you develop will be an asset to you when you next teach a similar unit. An investment of time or money in good teaching materials is an investment in good teaching.

**Learning Resources Materials** are materials that are used for teaching a course.

Below are definitions of the Material Types that can be selected during the upload process for both the “Primary Material Type” field and the “Secondary/Other Material Type” field.

1. **Animation:** Successive drawings that create an illusion of movement when shown in sequence. The animations visually and dynamically presents concepts, models, processes, and/or phenomena in space or time. Users can control their pace and movement through the material typically, but they cannot determine and/or influence the initial conditions or their outcomes/results. Animations typically do not contain real people, places or things in movement..
2. **Assessment Tool:** Forms, templates, and technologies for measuring performance.
3. **Assignment:** Activities or lesson plans designed to enable students to learn skills and knowledge.
4. **Case Study:** A narrative resource describing a complex interaction of real life factors to help illustrate the impact and/or interactions of concepts and factors in depth.
5. **Collection:** A meaningful organization of learning resources such as web sites, documents, apps, etc. that provides users an easier way to discover the materials..
6. **Development Tool:** Software development applications platforms for authoring technology-based resources (e.g. web sites, learning objects, apps.).
7. **Drill and Practice:** Requires users to respond repeatedly to questions or stimuli presented in a variety of sequences. Users practice on their own, at their own pace, to develop their ability to reliably perform and demonstrate the target knowledge and skills.
8. **ePortfolio:** A collection of electronic materials assembled and managed by a user. These may include text, electronic files, images, multimedia, blog entries, and links. E-portfolios are both demonstrations of the user’s abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. An e-portfolio can be seen as a type of learning record that provides actual evidence of achievement.
9. **Hybrid/Blended Course:** The organization and presentation of course curriculum required to deliver a complete course that blends online and face-to-face teaching and learning activities.
10. **Illustration/Graphic:** Visual concepts, models, and/or processes (that are not photographic images) that visually present concepts, models, and/or processes that enable students to learn skills or knowledge. These can be diagrams, illustrations, graphics or infographics in any file format including Photoshop, Illustrator and other similar file types.
11. **Learning Object Repository:** A searchable database of at least 100 online resources that is available on the Internet and whose search result displays an ordered hit list of items with a minimum of title metadata. A webpage with a list of links is not a learning object repository.
12. **Online Course:** The organization and presentation of course curriculum required to deliver a complete course fully online.

13. **Online Course Module:** A component or section of a course curriculum that can be presented fully online and independent from the complete course.
14. **Open Journal – Article:** A journal or article in a journal that is free of cost from the end user and has a Creative Commons, public domain, or other acceptable use license agreement.
15. **Open Textbook:** An online textbook offered by its author(s) with Creative Commons, public domain, or other acceptable use license agreement allowing use of the ebook at no additional cost.
16. **Photographic Image – Instructional:** Photos or images of real people, places or things that visually presents concepts, processes and/or phenomena that enable students to learn skills or knowledge. These can be photographs, images, or stock photography.
17. **Presentation:** Teaching materials (text and multimedia) that are used to present curriculum and concepts to learners.
18. **Quiz/Test:** Any assessment device intended to evaluate the knowledge and/or skills of learners.
19. **Reference Material:** Material with no specific instructional objectives and similar to that found in the reference area of a library. Subject specific directories to other sites, texts, or general information are examples.
20. **Simulation:** Approximates a real or imaginary experience where users' actions affect the outcomes of tasks they have to complete. Users determine and input initial conditions that generate output that is different from and changed by the initial conditions.
21. **Social Networking Tool:** Websites and apps that allows users to communicate with others connected in a network of self-identified user groups for the purpose of sharing information, calls for actions, and reactions.
22. **Syllabus:** A document or website that outlines the requirements and expectations for completing a course of study. Course Outlines would also be included in this.
23. **Tutorial:** Users navigate through a set of scaffolded learning activities designed to meet stated learning objectives, structured to impart specific concepts or skills, and organized sequentially to integrate conceptual presentation, demonstration, practice and testing. Feedback on learner performance is an essential component of a tutorial.
24. **Video – Instructional:** A recording of moving visual images that show real people, places and things that enable students to learn skills or knowledge.
25. **Workshop and Training Material:** Materials best used in a workshop setting for the purpose of professional development.

### **Q.3 How Textbooks are converted from print to electronic format and what are their benefits?**

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**Q.4 Discuss how editing of journal and scholarly books are different from textbook editing?**

Technical editing today covers far more than printed materials. Technical editors may be required to deal with:

- Printed materials (for example, books, pamphlets, quick reference cards, reports)
- Electronic materials (for example, online documentation, online help, web pages)
- Video scripts
- Computer-based training materials

In most cases, the audience for the material being edited is not composed of other technical people, and the



editor is not the person responsible for ensuring the technical accuracy of the material.

In some cases, the technical editor is responsible for some technical accuracy. For example, when editing a user's guide for a computer software program, the editor typically tests the written procedures using the software.

Technical editors work in a variety of fields, including:

- Computer software and hardware
- Engineering
- Medicine
- Sciences
- Legal, banking and brokerage services
- Website development for any business or activity

This section of the website includes the following pages.

Technical writing and technical editing

Working with a technical editor

What writers and editors can do to get the best results out of working together.

Who needs a technical editor?

The value and role of editors on a technical writing project.

Who needs a technical writer?

Why successful businesses need to use a professional writer's services.

Choosing and using a technical writer

How to find and evaluate writers and make the best use of their expertise.

Ethics in scientific and technical communication

Summarises some general categories of ethical issues faced by technical editors.

What do technical editors do?

Escape from the grammar trap

A revised version of this article. Distinguish between essential and nonessential rules of grammar, punctuation, and usage.

Technical editors' responsibilities

Job advertisements for technical editors in the computer software industry show some of the types of work, and the skills and knowledge required by editors.

The role of the editor in the technical writing team

What editors do; types of edit; interactions with the writing team.

The editor-writer relationship

Strategies for improving the editor's relationship with writers.

Classifying editorial tasks

Rule-based and analysis-based editing.

What is substantive editing?

How substantive (developmental, comprehensive) editing differs from copyediting.

How long does editing take?

Guidelines for accurate estimation.

Different ways of working

How to organise the flow of writing, editing and reviewing tasks.

Do editors focus on the wrong things?

Too many editors focus on details instead of the bigger picture.

Telecommuting

Time zones can be your friend

Advantages of working with people in a distant location.

Marketing your remote editorial services

Things to discuss with a prospective client at a distant location.

Finding telecommuting editorial work

Tips for finding work through networking and creative marketing.

Technical writers always want their work to be recognized by the audience. Technical writing and editing skills are highly associated with each other. Effective editing will help make bad writing good and good writing becomes even better. Experienced editing will catch both factual and grammatical errors in copy before it is published, preventing embarrassment, additional costs, and possible legal action. To become an experienced editor, here are some steps to improve your editing skills.

### **Step 1. Develop a mastery of the English language**

It is very important for technical editors to learn and understand the basic rules of the language, such as sentence structure, grammar, and punctuation. Technical editors also need to develop advanced skills for editing the style and context of technical writing work.

### **Step 2. Know the purpose of the work you are editing**

Technical editors need to define the goal of a writing work or the nature of its content in order to determine what kind of audience the writing is trying to focus on. Once the editors understand the purpose of the writing, they will be able to correct problems and help technical writers create sharp-looking documents.

### **Step 3. Familiarize yourself with the necessary style**

Each type of technical writing has different standards and expectations that the piece must conform to. For example, user manuals such as hardware guides, software guides, and product operational manuals are written in an instructional style. These documents teach users how to operate technical products. Informative materials such as scientific testing reports, annual reports, and organizational manuals are produced in a factual style.

They provide information of function on products or organizations to the public. Promotional materials such as advertising flyers, product campaign pamphlets, and marketing brochures are designed in a commercial style. They help the sales department of a corporation promote and sell its products and services.

**Step 4. Have the confidence to spot and fix errors**

An experienced technical editor should have the judgment to search not only for syntax errors, but also for logical mistakes, and to fix them in a correct way. Many companies use technical documents to market their technologies; any illogical error in the content will cause negative effects to these companies. Good editors will help the organizations increase their profits.

**Step 5. Give yourself time to do the job right**

Rushing to edit a piece of writing work will cause missed errors and make the document look unprofessional. Technical editing experts have provided several guidelines to create a sharp-looking document. They include putting away writing for a day, reading it out loud, using text-to-speak program, building a checklist of writers' most common mistakes, customizing spell check, and reading back to front, bottom to top, right to left.

**Step 6. Read it through once for comprehension**

Technical content always contains vital information on technologies and other important technical elements. Technical editors should read documents carefully before start editing to understand all important information. This will lead the editing process in a positive direction and avoid major editing flaws.

**Step 7. Re-read each sentence individually, making corrections as needed**

Editors should make sure a sentence states its meaning clearly, using the right words, and ensure that the sentence is in the right place in the paragraph. They need to eliminate redundancy by deleting duplicate or unnecessary words, sentences, and paragraphs. Also they should check relevant facts and correct misspellings, syntax errors, incorrect punctuation, and superfluous emphasis.

**Step 8. Review the work again by paragraph or section**

Technical editors should ensure the clarity of a writing work by reviewing the content thoroughly. A well-edited document will help the audience locate technical information from paragraphs or sections without difficulty.

**Step 9. Run an electronic spell check**

Technical editors should use the spell check to catch typo errors that they may have missed. An electronic spell check will be able to catch misspelled words, but it cannot catch correctly spelled words used incorrectly. These guidelines provide great value to editors to help improve their editing skills. Technical editors and writers should work together to produce well-polished documents that will assist corporations to market their products and also will help the audience learn about today's new technologies.

**Q.5 Explain how globalization of tutors can be beneficial in 21st century. Explain the need and future of e-Textbook.**

Tutor orientation is the entire process by which new tutors are introduced to their jobs, their responsibilities, their colleagues and the workplace in general. This comprehensive process gives new tutors the chance to feel

more comfortable in their new roles in the company, as well as the departments and teams to which they'll be assigned. Your tutor orientation will be effective if you answer questions from your new recruits as well as deal with their concerns. Effective tutor orientation also makes your tutors aware of all the policies of the company as well as what is expected of them as tutors. It also helps them get comfortable with their new roles in the company.

Orientation is important for new tutors. Tutor orientation basically begins a fresh relationship between the employer and tutors. The tutors get acquainted with colleagues as well as managers. An orientation that does its job of communicating to the tutors what their responsibilities are and what the company expects of them will enable them to be more productive quickly. Good tutor orientations can even reduce tutor turnover, because there are fewer misunderstandings about expectations. When your company has a clear policy for the process of tutor orientation, all of your new recruits will undergo the exact same training and receive the same information across the years.

Training and development help improve how the tutors perform within the company. It's also about how the company seeks to increase the self-fulfillment of its tutors. This is done through a variety of education programs and methods.

There are plenty of new techniques coming up every day that companies can use to implement the training and development of tutors. However, some have survived through the decades and proven to be very effective. Any good training and development program will integrate several of these features in any combination. When blended together, these techniques make for an effective training program.

### **Company Orientations**

This is the most common kind of training method and helps ensure that new tutors are successful in your company. Whether you carry out the training through some kind of handbook, a one-on-one meeting, or a lecture, the information you convey to the tutors should contain the company's strategic and historic positions. The main people in authority in the company should also be mentioned, along with the structure of the company, as well as the specific departments. Tutors should also be educated on exactly how their departments contribute to company objectives and help it accomplish its mission. The tutor should also be educated about the rules and regulations of the company as well as its employment policies.

### **Training Lectures**

Lectures are very useful when you need to get the same information to a large number of people at the same time. You don't have to carry out individual meetings with the tutors, so that makes the lecture very cost effective. There are, however, some disadvantages to the lecture as a method of training tutors. Since a lecture only works one way, with one person addressing the crowd, it may not be very interesting, making it less effective for training. It really depends on the oratory skills of the person delivering the lecture. If you're not good at grabbing and holding the attention of people for extended periods of time, then the attention of the

crowd will soon shift. Another drawback is that the lecturer won't have an easy way of figuring out if the attendees have understood the message.

### **Case Studies**

This method of training is nondirected. Basically, tutors are given some practical reports of cases to analyze to learn the main points they need as part of their training. The case report will consist of an exhaustive description of some real-life situation tutors may encounter. They should then analyze the problems presented as part of the case study and figure out possible solutions to them. They are typically encouraged to be independent in their thinking and even think outside of the box when possible. The tutors should not rely on the direction of the instructor to perform their analysis of the case study. The main advantage that comes with the case study is that real-life stories are used. There is no better source of problems to analyze and come up with solutions. The tutors gain practical experience in dealing with on-the-job problems. They don't have to deal with abstract theories that they might have a hard time practically applying to the job.

### **Role Playing**

This training method asks people to take on various roles and play out those roles in a team. The facilitator of the training session will come up with a scenario that is to be acted out by the tutors. The scenario is usually deeply rooted in practicality, and the interpersonal relations that are simulated are quite genuine. The participants receive feedback immediately – from both the facilitator of the training session and the scenario they are carrying out itself. They will, therefore, have a much better understanding of their own behavior as well as that of others. This method is quite cost effective and is often employed in management training and marketing training.

### **Simulations**

The main difference between simulation training and role-playing is that role-playing is a subset of the simulation method. Basically, simulations are structured games and competitions that model the real world and seek to emulate scenarios that could plausibly occur in real life. The benefit of such methods is improvement of various tutor skills, including problem-solving, understanding, decision making and the ability to perceive and respond to actual problems. They are also exciting enough to both capture and hold people's interest.

### **Computer-Based Training**

Computer-based training programs are focused on developing a structure for the learning process. Instructional materials are provided, via computer, to the new hires, and they can complete it by themselves while bosses or trainers facilitate the process. The main benefit of this kind of program is that tutors have the luxury to learn at their own pace and can learn at the times most convenient to them. The primary use of this method is in learning about operational equipment, computer hardware and computer software. Computer-based training is particularly important when it comes to learning about operational equipment, because the tutor gets a simulated experience of operating the equipment without having to risk either damage to the

equipment or injury. The operational equipment also doesn't have to face any downtime because it's simulated.

A particularly popular kind of computer-based training is web-based training, wherein people complete their training online, where there are additional resources; the company doesn't have to develop its own training materials but can use relevant materials that are already available online. Since more and more organizations have high-speed internet available, web-based training is becoming a lot more common.

### **Audiovisual Training Methods**

These training methods include videotapes, film and television. They are similar to simulations and role-playing games in the sense that they also give tutors access to real-world scenarios and are cost effective. The main disadvantage of this kind of training is that it's very hard to customize this kind of training for a given audience. Also, the audience doesn't get to participate in the training by asking questions during the presentation.

### **Team Building**

This kind of training method involves the creation of effective teams with the same goals as the business or particular department within the company. It's not quite the same as the kind of ad hoc and informal use of teams in the workplace. Team building is a well structured and formal process and is usually facilitated by some third party, typically a consultant. It is usually done to solve the issue of poor dynamics within groups and teams, manage relations between tutors and management, and also to improve productivity and quality of work.

Training is an important part of preparing new tutors for their roles and positions within the company and also helping existing tutors stay current on the latest information about the company. For a training program to be effective, it needs to have a purpose and then implement the right training methods. By understanding the factors affecting training and development effectiveness, you can either change your current training programs or develop them to meet the needs of your tutors and your business. Here are some factors influencing the effectiveness of training programs:

#### **The Purpose of the Program**

Of all the factors that affect work, the purpose is the greatest factor that will influence how the training program will be planned and executed. For you to be able to develop the right kind of training program, you'll have to understand exactly what kind of knowledge and skills you want to impart to your tutors. The training scope will also determine whether it will be possible to hold the training internally or you'll have to contract a third-party consultant or institution to hold the training on your behalf.

#### **The Resources Available to Your Company**

The resources you have at your behest will determine the exact type and extent of your training program. Your budget, for example, will determine the type of training you'll be able to afford. You might not be able to send all of your tutors to a local college for training, but you might be able to call a few professors over for

a series of training workshops. The space you have available in your workplace will also affect what is possible. You need a large enough space to train your tutors. If you have limited space, you might have to do it in smaller groups. You will also need training materials to make your training program strong.

### **The Audience of the Training Program**

The kind of audience that attends your training sessions also affects how you develop the program. Some courses are made for all of your staff, while others are suitable only for a small section of it. You, therefore, need to have an understanding of the kind of background knowledge you need to develop a training session that is appropriate to the specific audience you're dealing with. You should know about any prior knowledge the participants of the training session have and build from there.

### **The Training Staff Involved**

The staff members in charge of the training program are also important to the effectiveness of the training program. Trainers who are educated and experienced in teaching professionals will conduct far better training sessions than those without that experience. You also want your trainers to understand the goals and values of the company and have enthusiasm for training your tutors.