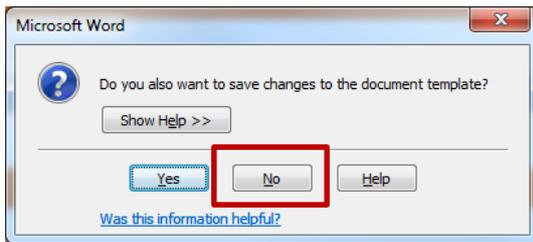


# EDU Guide to the writers template

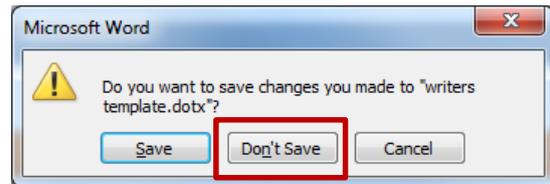
The following is a quick guide to working with the writers template to create content ready for development into an online learning resource. Make sure you save a copy of the template with an appropriate name in your document folder before you start to type so that you can reuse it.

When you create a new file from the template you may be prompted by this dialog box:



Click **No**

When you close the template file you may be prompted by this dialog box:

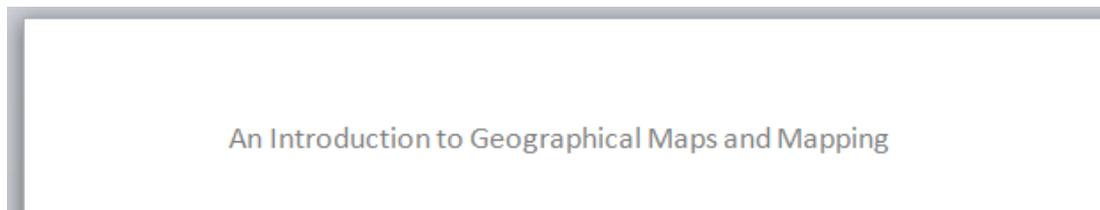


Click **Don't Save**

## Resource title

Provide a title for the resource – add this to the header of the word document.

**Example:**



Try to keep this fairly short - it will appear at the top of each page of the resource and will take up more space on smaller devices.

**Example:**



## Pages titles and sub-page titles

Section the content of the learning resource into pages, and sub-pages (if you need them), styling the titles of these with the page title and subpage titles available on the Home ribbon [shown below].



Highlight the heading then click the appropriate style.

### Example:

The image shows a document page with a navigation pane on the right. The title 'The basics of map skills' is highlighted in orange. Below the title is a paragraph of text and a bulleted list. The navigation pane on the right shows a list of sections: 'Introduction', 'The basics of map skills', 'Types of maps: Thematic maps', and 'Map generalisations and scale'. A red box highlights a tip: 'Tip: You can see the structure of your content as you write by opening the navigation pane:'. Below the tip is a screenshot of the 'View' ribbon in Microsoft Word, showing the 'Navigation Pane' checkbox checked under the 'Show' section.

**The basics of map skills**

On entering this course many students will already have been provided with the basics of map skills through study in school in subject related areas. A popular overview of these skills are provided here: [http://www.bbc.co.uk/schools/gcsebitesize/geography/geographical\\_skills/maps\\_rev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/geographical_skills/maps_rev1.shtml)

This content provides an overview of the basics of what to look for in understanding and interpreting maps. This includes:

- grid reference
- compass directions
- key
- scale
- map title.

By considering these key data components of a map, students can identify, describe and interpret a range of features of a map (e.g. [landuse](#)). In school, students are taught basic mapping skills and are able upon gaining the skills to identify, describe and interpret many features of maps.

**Types of maps: Thematic maps**

Thematic maps are used in geography to represent or map a specific theme or subject distinctly from topographic maps.

*"...maps have shaped the way most of us think about space and the way our understanding maps and how they are produced is an essential part of geography."*

**Tip:** You can see the structure of your content as you write by opening the navigation pane:

Select *Navigation Pane* in the *Show* section of the *View* ribbon.

- Ruler
- Gridlines
- Navigation Pane

Show

The developers will use the title, headings and sub-page headings to create the pages and navigation for the resource.

Example:

The screenshot shows a web page with a dark header containing the title "An Introduction to Geographical Maps and Mapping Technologies". A left-hand navigation menu lists various topics, with "The basics of map skills" highlighted in blue. The main content area features a sub-heading "The basics of map skills" followed by introductory text and a bulleted list of map components: grid reference, compass directions, key, scale, and map title. A map titled "Greenwood Forest" is also visible. A callout box on the right side of the page shows a zoomed-in view of the navigation menu, where the active sub-page "The basics of map skills" is indented and highlighted in blue, while other items like "Introduction" are not.

## Adding content

### Text

Break up your text with section headings, sub headings and lists and keep paragraphs fairly short to aid reading online.

### Images

Images and charts can be inserted within the pages but please also provide the developer with a copy of the original, full sized version or the web link (URL) to the resource online.

**Copyright:** You must provide attributions and copyright information for any resources used within the page.

## Comments

Notes to the developer can be added using the comments facility available from the *Review* tab on the ribbon.



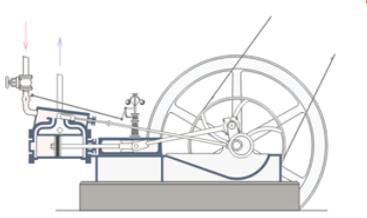
Select a word or phrase and click on *New Comment*.

### Example 1:

In understanding and producing maps, the cartographer and student must make a series of decisions about how to most effectively represent the spatial data they are mapping. Heywood et al (2011, p.42) use an excellent illustrative example associated with how a river and a road are represented on a 1:1,000,000 scale map.

*"Map accuracy and map detail are not synonymous. Accuracy refers to the amount of distortion (or lack thereof) in the representation of features. Detail refers to the amount of information or the number of features that are shown. The two are often confused, but a high level of detail does not guarantee a high level of accuracy."* (ESRI, 1996, p.14)

Using both lines of latitude and longitude any point on the planet can be accurately located by a reference given in degrees and minutes. Each point can also be located relative to each other and the distance between them calculated.



**Comment [SC1]:** Scan is included in file folder for reproduction.

**Comment [SC2]:** DEV - Quote

**Comment [MS3]:** <http://www.youtube.com/watch?v=swK8i6hHHMA>

**Comment [ED4]:** [http://commons.wikimedia.org/wiki/File:Steam\\_engine\\_in\\_action.tif](http://commons.wikimedia.org/wiki/File:Steam_engine_in_action.tif)  
Creative Commons Attribution-ShareAlike 3.0 Unported (CC BY-SA 3.0) <http://creativecommons.org/licenses/by-sa/3.0/deed.en>

**Example 2:**

The six major renewable energies commonly focused upon in academic and engineering literature are as follows:

- wind power
- hydro-electric power
- solar power
- geothermal heat power
- ocean - wave power
- ocean - tidal power
- biomass power - plant crops.

Renewable energy resources come from the Earth's natural resources and

**Comment [MS18]:** Can we add a wee icon to each of these instead of a bullet-point to illustrate the energy type - e.g. a wind turbine graphic beside 'Wind power'.

The seven major renewable energies commonly focused upon in academic and engineering literature are as follows:

 Wind power	 Hydro-electric power	 Solar power
 Geothermal heat power	 Ocean - Wave and tidal power	 Biomass power - plant crops

**Note:** The developers can create graphics or animations from sketches or ideas provided.

**Layout**

The developer will design the layout of each page based on the content provided but add notes to the developer if you would like something displayed in a particular way, for example in tabs, or highlighted in a pull quote.

*[See user interface examples on the following pages]*

## User interface examples:

### Definition pop-up

Highlight the word or phrase and provide the definition in a comment for the developer.

For example, a 1 kW power heater (k meaning 1,000) will deliver 1 kW of heat power. **The total energy released in 1 hour** is 3,600,000 J.

When the user clicks on the highlighted text the definition will appear.

The total energy released in 1 hour  
3,600 Is the number of seconds (S) in 1 hour.

### Hyperlink to video resource online



Physics - Energy - Types of Energy

### Quotation



*Renewable energy is energy obtained from naturally repetitive and persistent flows of energy occurring in the local environment."*

(Twidell and Weir, p.3)

### Pull quote



The Kerr Report set out a framework to deal with Scotland's overall poor health, health inequalities and the ageing population.

**Tabs** Large amounts of content can overwhelm, particularly when reading online. A tabbed interface displays the content for each tab when the user clicks the appropriate tab heading. *[Provide the developer with a suitable heading for each tab.]*

**Horizontal tabs**

The Legislature	The Executive	The Judiciary
<p>The <b>Legislature</b> is the place where laws are made. In the UK the legislative power has always rested with Parliament at Westminster with its two chambers – the House of Commons and the House of Lords. However since 1999 the Scottish Parliament has complicated this since it deals with legislating for Scotland in a specified or ‘devolved’ range of policy areas. The Northern Ireland Legislative Assembly and the Welsh Assembly have a similar purpose though they operate under different ‘rules’.</p> <p style="text-align: right;"><small>[Houses of Parliament - Wikimedia / public domain]</small></p>		



**Vertical tabs**

History	<p>Scottish society is different in a number of ways. Eating and drinking habits, housing tenure patterns, the density of the population, the urban/rural distribution, the sparsity of population in many areas, the nature of the heavy industrial legacy, and so on create distinctive sociological patterns which then translate into different economic and political interests and identifications.</p>  <p style="text-align: center;"><small>Crofting settlement, Skye - John Allan (Wikimedia) / Creative Commons BY-SA 2.0 Licence</small></p>
Law	
Church	
Education	
Media	
Sport	
Society	
MPs	
Scottish Political Parties	

If in doubt, or you have any ideas you'd like to discuss, get in touch with the EDL or Lead Developer for your project. 😊