

Creating learning content

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Introduction

Creating high quality online learning content as part of an EDU project begins with the drafting of learning content by subject specialists. To support subject specialists undertaking this task, two documents have been created:

[Word template](#)

[Word template guide](#)

By using the Word template and the guide, subject specialists can create source content which, when developed into online format, is clearly laid out, well structured, and enhanced by examples, images and links to further learning content.

The use of the review menu within the template allows writers to share ideas with the EDU team, by adding comments, suggestions and links to source materials.

In the examples shown over the page, the subject specialist for the PDA Supporting Individuals with Autistic Spectrum Disorder project provided draft content in the template which was developed by the EDU team into learning content as shown.

As the images illustrate, the formatting with the template directly relates to the content structure of the online resource.

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The Senses

Human beings assimilate knowledge through their senses. These are usually tempered to filter out 'unimportant' chunks of data in order to avoid overloading the brain. Contrary to popular thinking there are actually more than five senses.

According to Sir Ken Robinson in his book 'Out of Our Minds' we have at least nine. [Robinson \(2011\)](#) Perhaps individuals on the spectrum have other senses other than the accepted given 'normal' range. He suggests that these are balance, orientation, pain, and temperature.



The classic five senses, what springs to mind immediately are hearing, seeing, smelling, taste and touch.

Activity 1

Can you think of any other senses? Have a quick look at this [article](#).

In many forms of autism sensory overload results in negative behaviours. It must follow therefore that if it were possible to create environments where this did not happen, there might be great benefit. We will explore some ideas how this might be achieved later.

All people learn through their senses. Some are strongly visual [learners](#), others learn easiest from touch. We will be looking at a way of assessing this later using a VAK (Visual, Kinetic, and Kinetic) tool.

Source content in the Word template

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The screenshot shows a digital learning page. On the left is a navigation menu with items like 'Introduction to Session 1', 'Universal basics and equality?', 'The senses', 'Theories', 'Critical thinking', 'Positive risk taking', 'Critical thinking tools', 'References', and 'Web resources'. The main content area is titled 'The senses' and contains text explaining that human beings assimilate knowledge through their senses, which are usually filtered to avoid overloading the brain. It references Sir Ken Robinson's book 'Out of Our Minds' and lists nine senses: balance, orientation, pain, and temperature. Below the text is a diagram of five senses: sight (eye), hearing (ear), smell (nose), taste (mouth), and touch (hand). To the right of the main content is a box for 'Activity 1' with a question: 'Can you think of any other senses? Have a quick look at this article.' Below that is a text box discussing sensory overload in autism and the VAK (Visual, Kinetic, and Kinetic) tool.

Online resource developed from template content

The benefits of online learning content

There are a number of benefits in creating online learning content as part of an EDU project for both you and the learners. Your learning content can be easily uploaded to the university's virtual learning environment (VLE) and reused as and when required.

For learners, the online learning content can be accessed on a range of mobile devices and can be reviewed as often as they wish, to support their individual learning needs. This can be particularly important where learners may feel remote from their peers and tutors.

By focusing on core learning content outside of the classroom, the focus of the classroom and tutorial sessions can be on clarifying, developing and deepening understanding of learning content.

Quality assurance and further support

Online content developed by the EDU team is informed by sound practice in technology enhanced learning and provides students with learning content which:


- Is underpinned by current practice in learning design;
- complies with quality guidelines on accessibility, copyright, and specific university standards, including UHI Harvard referencing and branding;

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- adheres to the university's minimum specifications which comply with the requirements of the virtual learning environment.


About these resources ✕

This resource consists of text, audio and video and it may be accessed on any device.



Assessment feedback feedforward policy and guidance

This Policy is to be read in conjunction with the guidance document. The [policy and guidance](#) applies to all HE provision.



Acknowledgements

A number of staff contributed and provided content, case studies, advice and guidance and peer review including HISA representatives. Particular [thanks are due to these names listed](#).

Accessibility Contact Disclaimer Key PDF Bookshelf

Accessibility

All efforts have been made to ensure materials created by the EDU comply with current accessibility guidelines ([IISC: Support for learners with disabilities](#)).

If further assistance is required with accessibility matters please contact the student support section in your academic partner [UHI: Accessing learner support](#).

Information panel from 'Assessment feedback and feedforward'

Further support

A project lead is assigned to each EDU project and you will liaise with them as the project takes shape and progresses.

The Project Lead can provide you with advice, guidance and examples of previous EDU projects.

For queries about the EDU in general or about using existing learning resources please contact edu@uhi.ac.uk and your email will be dealt with promptly.