Author Guide for Converting PowerPoint to eLearning

This is a guide that subject matter experts (SME) can use to expand their MS PowerPoint presentations into a format that can be used for eLearning courses. The recommendations in this guide assist SME's to create instructionally sound content that easily flows into ReadyGo WCB.

Guide Outline

Guidelines for Creating an Effective Web Course

It is best to provide eLearning course information in small chunks. Learners typically have a 15 to 20 minute attention span when taking web courses. Use the following guidelines when dividing the presentation into smaller sections:

- Break your presentation into sections, what we call chapters. An effective course will have five or less chapters. If you have more then seven chapters, consider breaking the content into multiple courses.
- Each chapter should consist of about 10 to 15 bullet pages. Avoid having more then 20 bullet pages in a chapter.
- Every bullet page should have a unique title. Limit the number of bullet points on each page. Your goal should be three to five bullets per page, with no more than three levels of indentation. Avoid using phrases, bullet points should be made up of complete sentences.
- Additional features found in courses
    - Create test questions, about 5-15 per chapter.

    - If applicable, create a glossary of between 10-15 words. Each word should have a description of one to two sentences.

    - Summaries help frame the material that will be presented. Throughout the course there are many places to add a summary.

Using Learning Objectives

To create a better focused course that will meet business objectives it is recommend that you start out by creating a list of learning objectives for the course, e.g. by the end of this course you will be able to …
- o For your course learning objectives list three to five goals or learning objectives
- o Include these learning objectives or goals in your course summary
    - Make sure that your course content covers these goals
    - If content does not cover your course goals you will need to create additional chapters or pages to your existing presentation
- o For each chapter create three to five goals or learning objectives
    - Use these learning objectives or goals in your chapter summary
    - Review the pages in your Power Point to make sure they meet your learning objectives
    - If your content does not meet your learning objectives you will need to create additional pages to your existing presentation

Powering a Power Point

Before bringing your Power Point into ReadyGo there are a few simple things you can do to the document to insure that the course works well and is brought over easily.

1. View your document in outline mode
2. Turn title pages into bullet pages
3. Make sure each title has a unique name. Web pages can be any size. You can consolidate multiple pages to one page if the reason for multiple pages was due to limited page size.
4. Make sure all slides have a title (no blanks)
5. Make sure titles and bullets display in this mode. If they do not display, you can easily copy past them from the slide view into the outline view.
6. At each logical break of between10 to 20 pages add a chapter page using a bullet slide example: title – chapter 1; bullet point chapter title, bullet point for chapter objective.
7. Make sure all slides have at least one bullet point – for graphic only slides add a bullet point identifying the graphic found on that slide.
8. Turn one to two word bullet descriptions into full sentences
9. Place test questions, articles, and links to resources in the notes section of the associated page.
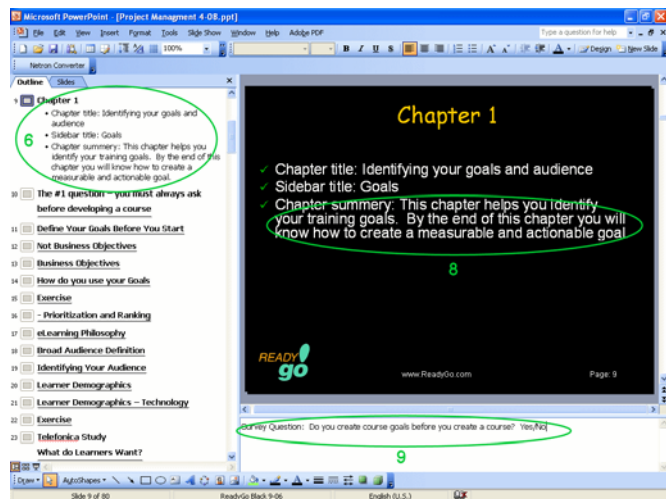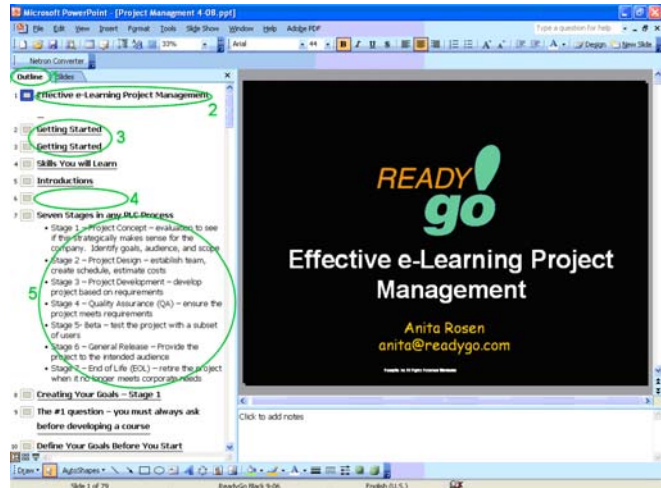
Elements and Description

Main Page

Every course has a main introduction page. Turn your presentation cover page (Title Slide saved as a bullet slide) into your introduction page. For an eLearning course you should have the following elements on the introduction page.

- Create a title (1).

- Write one to two sentences that describe the course and provide a course objective such as when you complete this course you will be proficient in … (2).

- Optionally you can provide a graphic that would work well on the main page of the course (3).

Below is a sample of what a main introduction page looks like:
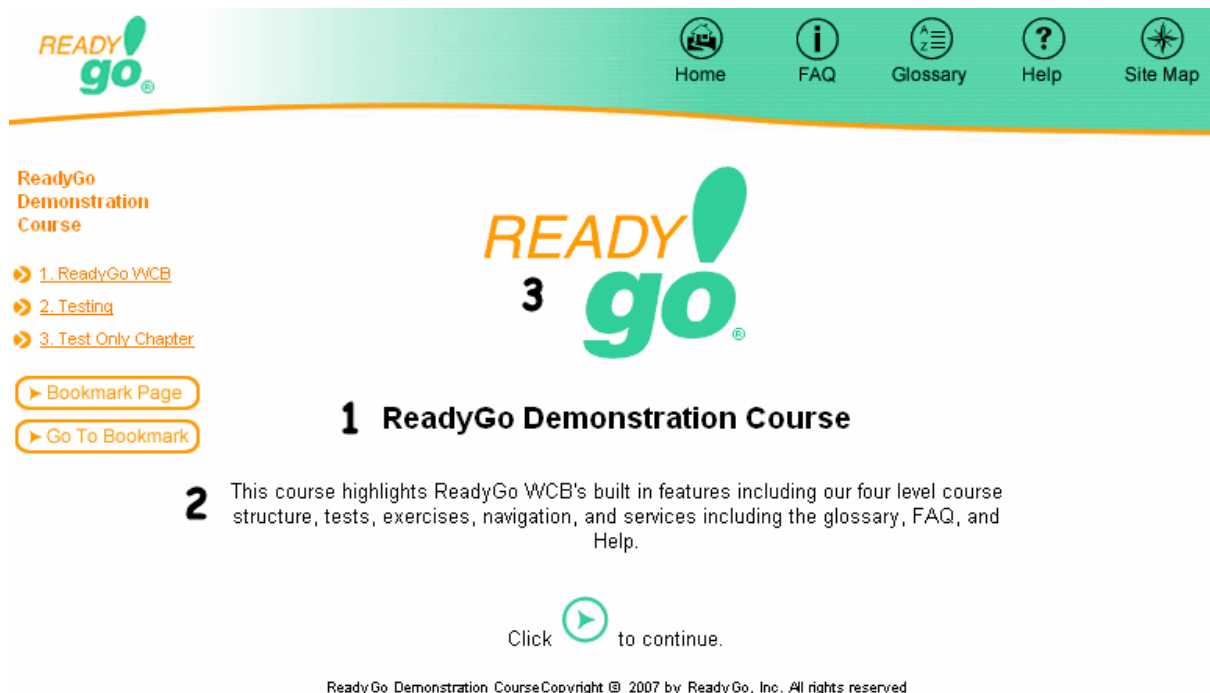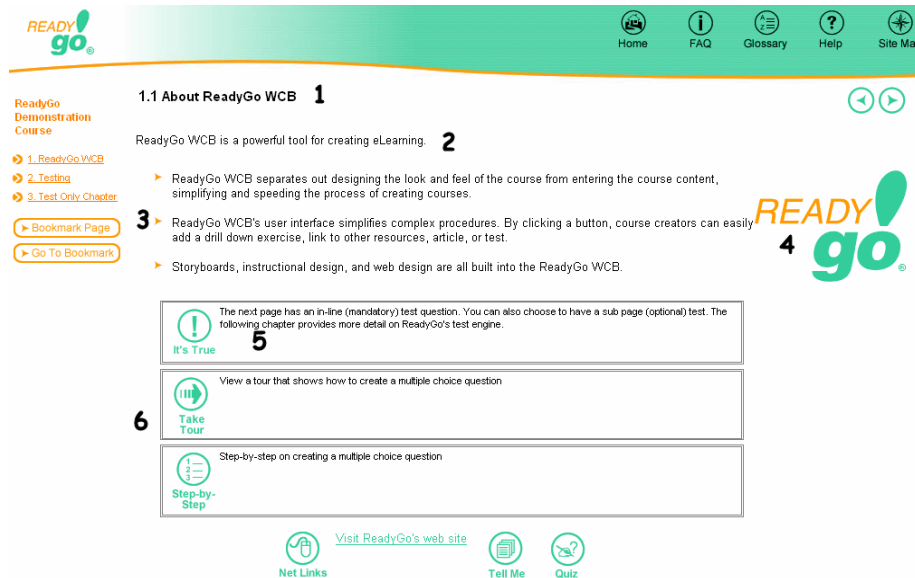
Chapter Title Pages

Break your content into sections or chapters of 10 to 15 pages. Before each section or chapter create a chapter title page. In PowerPoint use a bullet page to create your chapter title page. Each chapter page should contain the following:

- Create two chapter titles:
  - For the chapter page (2), you can write a long and expressive chapter title that will be displayed on the chapter title page.
  - For the sidebar (1), choose a short title so that it fits nicely in your sidebar. For example, the full chapter tile may be "The introduction of printing machines in the 20th century", while the short title could be something shorter such as "Printing machines".

- A chapter summary (3) - Highlights the goals and learning objectives of the chapter such as when you complete this chapter you will be proficient in …. Please keep this under four sentences.

- The index (4) is automatically created from your page titles when you generate your course. To make your chapter and index an effective resource you should consider varying the page titles found throughout your chapter.

- Chapter picture (5) - you may optionally include a graphic that is displayed on the chapter title page.
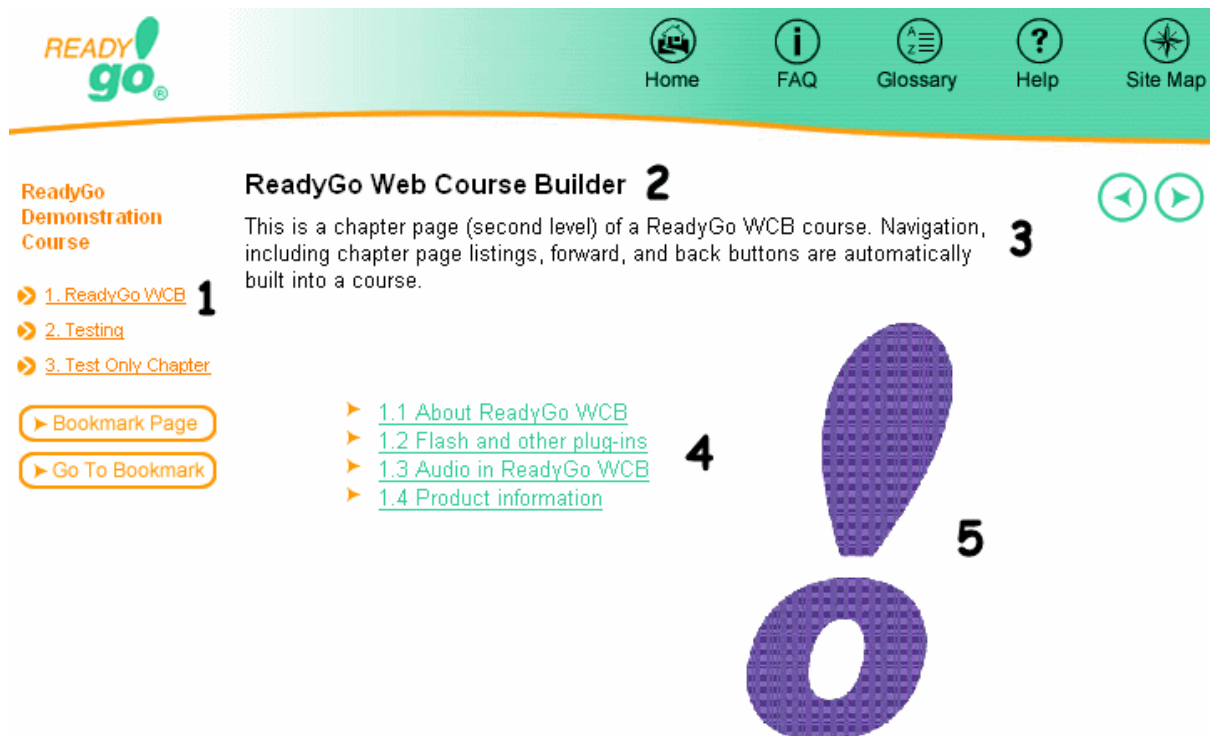
Bullet Pages

Bullet pages are the core of any PowerPoint and are also the core to any eLearning course. Bullet pages consist of the following elements:

- Title (1) - Make the title unique so that it provides effective navigation in the course map and chapter title page.

- Page summary (2) - Frames the ideas that will be presented on that page.

- Bullet points (3) - The course content should be provided in bullet points.

    o You may need additional refinement of your bullet points. If you need too many levels consider breaking your subject into multiple pages.

    o Studies have found that learners have between 48% and 120% higher retention levels when they receive information in bullet points over paragraphs.

    o It is best to have bullets with three or less levels of indentation.

    o eLearning content stands on its own, it is best to create bullet points that are complete sentences.

  - Graphics (4) - You may have multiple graphics on a page.   You can add your graphics to your Power Point presentation and copy/paste them into ReadyGo.

- Tip or It's true (5) - Use to highlight an interesting fact. Providing information in as a Tip or an It's True helps students remember information, breaks the course up, and provides a good way of adding interesting trivia to an eLearning course.

    o Create your Tip or It's true as the last bullet point on a PowerPoint page

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Drill Down Elements

A drill down element has a link (6) from the bullet page to the element. It may be frustrating for learners who are familiar with the subject to have to view every video, every exercise, and every article. A drill down makes access to these element optional.

- In the Notes section of your PowerPoint document you can provide instructions to the person who will turn your PowerPoint into an eLearning course. Allowing them to create drill down elements.

- Drill down elements - Provide supportive information by letting the learner drill down to receive additional information. Don't just tell the learner, show the learner. Drill down elements consist of:
  - Links to external web sites (no more than five per page), provide the URL (http://www.website.com). Do you know a good web site that has pertinent information? Give the learner the link. Provide the exact URL and the text you want them to see
  - Exercises or tours – These may include optional videos and exercises.
  - Articles – Text or PDF articles can be included.
  - Step-by-step Instructions – Information broken down and laid out in a table. The steps can include graphics. For example:

Step	Instruction	Picture
1	Fly to your vacation spot	
2	When you get there take a walk on the beach	

Tests

Tests are more then a way to measure a learner. Use test questions to assure the learner understands the material and is not flipping through the course. It is best to use test questions as follows:

Tests Within a Chapter
Use test questions within a chapter to make the material interactive.

1. Gets the learner thinking about the material: Ask a question before presenting a new subject. If the course is on eLearning, you might ask "Have you ever taken a course on eLearning? Answer Yes, or No; this gets the learner thinking about the subject you are about to present.

2. Remember the most important point you just presented. Ask them a strait forward question that highlights the most important point. This will make sure they read the material and it will help highlight this point.

3. Enter the question and choices into the Notes section of Power Point. You do not need to re-type question, in ReadyGo WCB, test questions can be copy/pasted from within a chapter to the chapter test. .

A very effective method to assure learners understand the material presented is to place a test question every one to three pages, repeat the questions at the end of the chapter, provide the questions a third time at the end of the course. By the third time the learner should get the questions correct. Having learners score 100% on a final test is important for compliance training when an organization needs to know that employees are aware and understand a policy or procedure.

Place your test question and answer in the notes section of PowerPoint. Your course creator will enter this into the tool. Identify if intra-chapter test questions can be used for end-of-chapter test questions and end-of-course test questions.

End of Chapter Tests
At the end of the chapter, you should create a five to ten question test. This will ensure that the learner has read and remember the points you brought up in the chapter. You can use the same test questions used throughout the chapter. Repetition helps students remember important points.

End of Course Test
Use the end of course test to ensure that the learner has learned the material you presented. You can use test questions from the chapters.

Possible Types of Questions

- Multiple Choice
- True False
- Text Fill-in-the blank (allows a family of correct answers)
- Numeric fill-in-the blank (allows a range of correct answers)
- Multiple Selection (partial credit can be given)
- Picture Region Click with Multiple Regions as Choices
- Picture Region Click - click anywhere on the picture
- Matching column drag-and-drop (Drag from one column to its match in the other column)
- Matching column with lines drawn between the columns
- Multiple Match Drag-and-Drop to picture images
- Multiple Choice from a pull-down list
- Multiple Selection from a pull-down list
- Ranking/Sequence
- Likert/Preference Scale question (not graded, but tracked) questions can be grouped.
- Custom: Insert your own Flash/JavaScript – can be used to better manage tests created in other tools

Creating Questions

You will need to provide:

- The question (1)
- The possible choices (2)
- The correct answer (3)
- Graphics (optional)

1.1.5 This is a sample test page

ReadyGo supports 15 different types of test questions. The test on the last page of chapter two includes all types of test questions. The page after the test in the Test Only Chapter has a certificate.

Q 1. The Summer 2008 Olympics will be held in:
- ○ **A.** Sydney
- ○ **B.** Beijing
- ○ **C.** Athens
- ○ **D.** London

Q 2. A cross-country foot race of 26 miles, 385 yards is called a:

[   ]

Q 3. Within 0.5 seconds, what is the World Record for the Men's 100m race?

[   ]

Q 4. If you could attend only three of the following Olympic events, which would you choose?
- ☐ **A.** Swimming
- ☐ **B.** Track
- ☐ **C.** Sailing
- ☐ **D.** Closing Ceremonies
- ☐ **E.** Opening Ceremonies

Q 5. Do you agree or disagree? The Olympics should only be held in Greece.

| Strongly Disagree					Strongly Agree	No Opinion
○	○	○	○	○	○	○

[Grade the Test]

Your score will appear here

Glossary

The Glossary is an additional element you can add to a course. Glossaries consist of:

- An automatically created list of glossary words generated from the glossary terms.
- The term (1) - A word to be defined
- A definition (2) - One to three sentences defining the term
- Optionally you can include (3)
  - A graphic that helps explain the word
  - A link to a resource such as Wikipedia
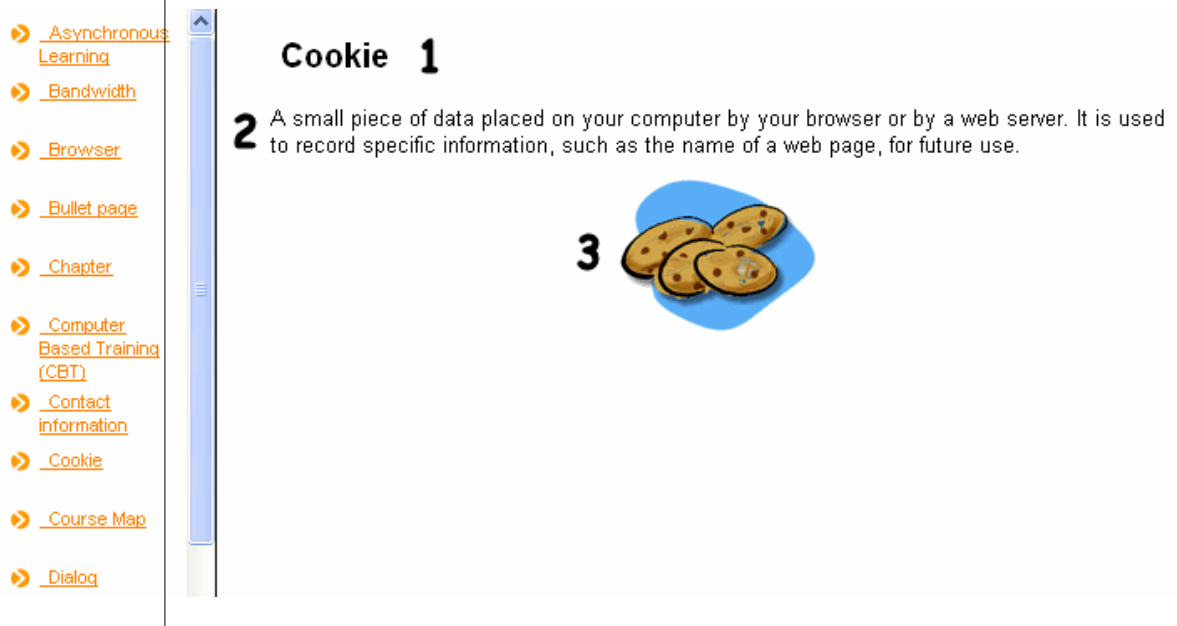
FAQ (Frequently Asked Questions)

FAQ's are a good way to provide additional information.   Provide a question and an answer for each FAQ. FAQ's can be broken into categories.

Help

Provide an e-mail address, web site, or news group that learners can use if they have a question or need some additional help.