

W.E.L.I.

(WRAC Extended Learning Initiative)

Content Strategy

Last Revised: September 18, 2014

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Purpose

The document constitutes a content strategy blueprint for the WRAC Extended Learning Initiative (henceforth referred to as WELI). It includes detailed descriptions of the reasons for creating WELI, how content will be developed for WELI, and how various audiences will engage with WELI.

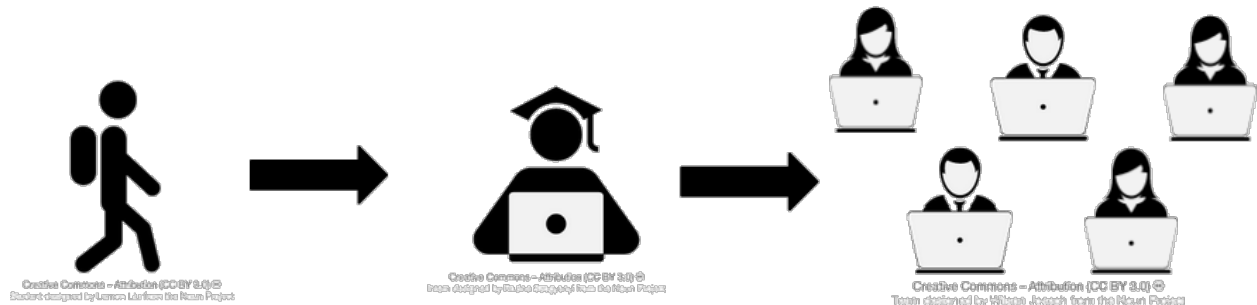
WELI has been developed by multiple faculty members involved with the Professional Writing (PW) program at Michigan State University. WELI is intended to expand the PW experience beyond the classroom walls and enable a community of practice that extends well beyond graduation from the program.

Throughout this document we will layout the needs of each participant in WELI and how they will engage with the system. We will also describe short-, mid-, and long-term goals in order to divide this large initiative into chunks that can be accomplished by the department.

A more simplified version of this content strategy can be found in this [presentation](#).

Strategy Statement - A Degree For Life

“A degree for life” is the core of WELI’s mission. This core is adapted from Bill Hart-Davidson’s concept of the Spartan Promise. Learning does not begin and end with the classroom. In order to truly provide value for current and future PW degree holders, MSU’s PW program must prepare and support students throughout every stage of their careers.



Why WELI?

It is not reasonable to expect alumni to return to the classroom to participate. Even if it were reasonable, it is not feasible for alumni to attend classes in-person if current class sizes are to be maintained. In order to support lifelong learning, WRAC needs a robust E-learning presence. WELI will extend the PW learning experience beyond the classroom for professors and current students and will enable alumni to remain connected to that learning experience wherever their careers take them.

Audiences

As previously mentioned, WELI will serve the needs of professors, students and alumni.

Professors

Professors constitute the audience that will first need to buy-in to WELI. This is due to the fact that professors will be the first content creators for WELI, and they have the access to students to get them involved in the initiative. Therefore, this is the group with whom the most research has been conducted thus far.

In order to buy-in to WELI, professors need to understand how the program will benefit their teaching practices and their students. They also need to understand exactly what is being asked of them and how certain concerns will be overcome.

Professors will benefit from WELI by using it:

- as a resource for previously offered courses.
- to open-up additional class time for discussion and collaboration
- to help students better appreciate course work by engaging with alumni and seeing the practical applications of what they are learning in class.
- to share knowledge with colleagues and build their own skills.

In order to successfully participate in WELI. Professors need:

- to be given the time needed to create the required E-learning materials.
- to understand their IP rights to the materials that are created.
- to be given the resources needed to effectively create E-learning materials
 - hardware/software used to create the content.
 - training in how to create the content and how to distribute it.
 - technical support
- a contract that accurately reflects the new need E-learning initiative.
- continued autonomy in course creation and development.

Students

Current students will benefit from WELI as students and later as alumni. They will use WELI:

- to develop the ability to learn from online resources.
- to learn tactical skills to support their in-class work.
- to establish a Personal Learning Network (PLN) that can last throughout their career.

- to develop the ability to collaborate with others outside of face-to-face environments.

Alumni

Alumni will benefit from WELI by using it to:

- Refresh learned skills as needed.
- Prepare for increasing responsibilities or lateral moves at work.
- Maintain a job-independent Personal Learning Network (PLN) within the PW department.
 - Share knowledge and career skills to gain credibility.
 - Ask for help when needed.

Timeline

Short-Term Goals

- Agree on an initial business model for WELI. (a suggested business model is covered in the final section of this document.)
- Set the foundation for professors to want to contribute.
 - Build understanding
 - Time/Resources
 - Collegial Sharing and IP
- Prepare a pilot with WRA 210 professors.
 - [Style Guide](#)
 - Training
 - Recruit Alumni

Mid-Term Goals

- Run Pilot with WRA 210 (Spring 2015)
 - Monitor student and alumni participation.
 - Establish best practices.
 - Create plan to extend to other courses.
- Conduct additional research with alumni to determine needs

Long-Term Goals

- Offer an E-learning component with every PW course.
- Open up opportunities for Alumni to create and contribute content.
- Focus on network development to extend the PW community beyond time in the program.
 - Facilitate engagement between degree-seeking students and life-long learners.

Business Model

WELI will be founded on a strong, self-sustaining business model. As mentioned above, the first step to WELI's success will be solidifying this business model. While funding from the university may be available, WELI can only be successful long term if it can be fully supported by those who benefit from its use.

The Business Strategy Canvas provides a visual to represent the varying elements that will support this business model.

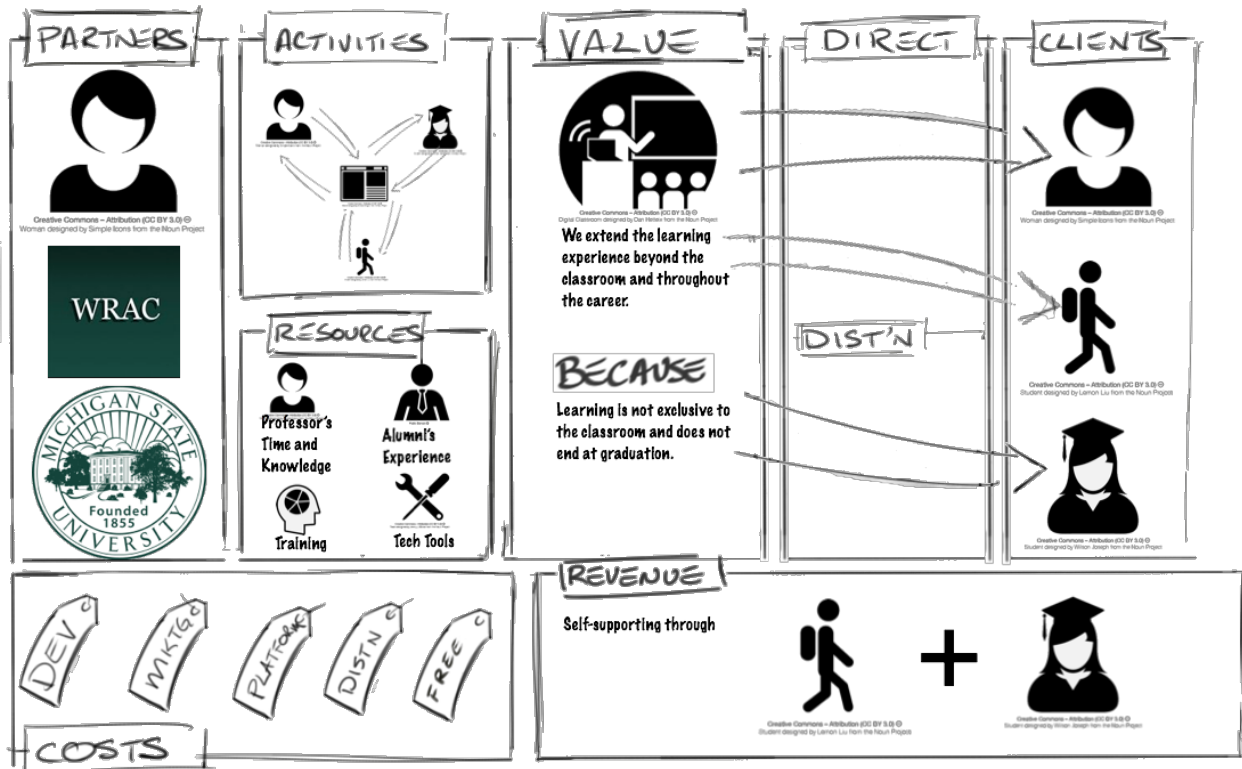


Fig. 2 - Business Strategy Canvas

Partners: For WELI to work, there are three main partners who will need to support its development. At a high level, this includes the university, the WRAC department, and Faculty members who make up the PW committee as well as teach the PW courses.

Activities: In the long-term a successful WELI will allow professors, students, and alumni to both create shareable content and learn from the content created by others.

Costs: Creating WELI will incur the following costs.

- Development work to create and maintain the E-learning modules. This may include both time developing the content modules, and development work on the presentation platform.
- In order to recruit current alumni, WELI will have to be marketed to them through various formats. It may also be desirable to use WELI as a marketing vehicle to attract incoming students.
- Costs related to maintaining a presentation platform for the content modules.
- Distribution costs related to creating and maintaining student and alumni access to the course modules.
- If certain content modules are provided to alumni free of charge, those costs will need to be supported and absorbed by the WELI business model.

Resources: WELI's creation and maintenance will require the following resources.

- Participating professors' time and knowledge to create the E-learning modules.
- Training for all content creators.
- The technology tools required to make the content modules.
- Alumni to share their post-graduation work experience.

Value: At the core of WELI is the value proposition that the learning experience should be expanded beyond the classroom and throughout the career because learning is not exclusive to the classroom and does not end at graduation.

Clients (or Audiences):

- Professors will use WELI to open up additional class time for discussion and collaboration. Because of their current positions at MSU, they can be reached directly.
- Students will use WELI to connect with alumni who are now working professionals and to learn tactical skills to support their in-class projects. Because they are currently enrolled at MSU, they can also be reached directly through their course participation.
- Alumni will use WELI to stay connected to the PW community, be informed about changes in the field, and continue to learn from the program as it evolves. Current alumni will need to be contacted through distributed means because they are no longer directly connected to the university. This need may diminish as students are introduced to WELI during their studies at MSU and remain connected after graduation.

Revenue: WELI will be most successful if it can create and maintain its own revenue streams through current students and alumni. Current students will participate in the program through tuition payments or through course fees. Alumni will participate through either subscription style memberships, or one-off enrollment fees.

The Spartan Promise

Apart from benefiting graduates of the Professional Writing program, WELI is also the first step toward the fulfillment of Bill Hart-Davidson's concept of the Spartan Promise. The Spartan Promise is the idea that Michigan State University will stand behind courses taken as a part of the core curriculum beyond time spent in the class. WRAC's contribution to that promise would be through the first-year writing courses. This promise necessitates the type of robust E-learning program that WELI facilitates. By successfully implementing WELI, the PW program can demonstrate the success of a promise that can eventually spread throughout the university.

Style Guide

Voice and Tone

Our voice is:

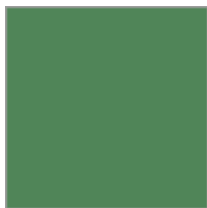
- Professional
- Approachable
- Informative
- Helpful
- Clever

Typography and Colors

The typography and colors for the content will reflect those found on the WRAC website to maintain consistency throughout the program.

Font: Arial

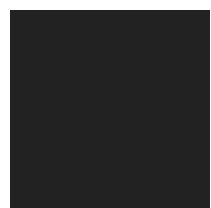
Colors:



R: 34 G: 34 B: 34
247 B: 247



R: 83 G: 133 B: 83



R: 247 G:

Types of Content

Where possible, content should be presented in multiple formats to account for the different needs of different viewers. For example, one student may prefer to learn through video content while another may prefer text. In addition, even if a student prefers to watch a video, there may be circumstances where they want to view content but are unable to watch a video in a particular context.

However, it is understood that, due to time constraints, it may be necessary to pick one format for the content. When this is the case, consider the following guidelines for choosing text, text/image delivery, video delivery.

Text is preferred:

- for content that will need to be edited and reused in the future.
- when it is more valuable for audience members to be able to quickly scan the content.
- when it is likely that audience members will want to consume the content in contexts where it is difficult to watch a video or listen to audio.

Video is preferred:

- When the primary value of the content is to provide a human connection with students.
- When the content is emotionally tricky and can be better conveyed with voice.
- When the content is specific to a group of people and can be quickly remade in the future.
- For content that can better be conveyed by visually guiding viewers through a process.

Below we have provided guidelines for creating video content for professors who are not familiar with this process.

Video Content Guidelines and Template

We want you to be creative with your video content. That being said, there are a few things that need to be included in each video to ensure accessibility and usefulness across content pieces. There are also some general guidelines to help give the content a sense of cohesion between videos as well as to make the videos relevant and effective.

Video Required Elements:

- Videos must be recorded with a 16:9 aspect ratio and dimensions of 1280x720 or greater. They must be edited and produced at 720p.
- Videos should include Closed Captions where possible.
- Videos should include the WRAC Introduction/Ending Sequence to create a cohesive look and feel across content.
- Videos should include a Table of Contents to help students navigate the video.
- If annotations are used, they should be in one of the brand colors described above.

Note: these elements are included or noted in the Video Template.

General Guidelines

- Start creating each video by storyboarding and/or creating a script
- Videos should follow the inverted pyramid, starting with the most important information first.
- WIIFM: each video should begin with a “what’s in it for me” (WIIFM) statement. Viewers should understand exactly what the video is about and what they’ll learn from it.
- The videos should try to stick to a five minute time limit as much as possible. If you find yourself going over ten minutes, try to figure out if there might be two videos you could make instead of one.
- When possible, it’s a good idea to include yourself visually in at least the beginning of the video. This help viewers connect with you as a person.

Video Template

- We’ve included a quick walkthrough of the Video Template to watch here - <http://bit.ly/1ew1GeU>
- The Video Template is formatted as a Camtasia Project and can be downloaded at the following link - <http://bit.ly/1ew1GeU>

Additional Templates

We’ve also provided a series of views to show how content may be displayed in different formats depending on the preferences of the audience. Because this content will likely be viewed on a variety of devices, we’ve provided both desktop and mobile versions.

Desktop Templates for Module Pages

WRAC Extended Learning Initiative

The diagram shows a desktop layout for a module page. At the top is a navigation bar with four sections: 'Example' (highlighted in blue), 'Navigation', 'Button', and 'Options' (labeled 1). Below the navigation bar is the 'Category: Lesson Title' (labeled 2). To the right of the title is a 'Back to Category' button (labeled 4) and a search box with a magnifying glass icon and the text 'search' (labeled 5). Below the title is the 'Name of Content Creator' (labeled 3). The main content area is a large rectangle (labeled 7) with a video player interface at the bottom, including a play button, a progress bar, a volume icon, and a full-screen icon (labeled 9). To the right of the main content area is a 'View this module as:' section (labeled 6) with two buttons: 'video' and 'text' (the 'text' button is highlighted). Below this are several tags: 'software statistics teaching technology', 'tips tool tools toread', 'travel tutorial tutorials tv', 'twitter typography ubu', 'usability vid' (labeled 8), 'visualization', and 'web 2.0'.

A paragraph of text containing a short description of the video, and perhaps some things to pay attention to in particular.

10 Related Modules:

11 Category

Three square placeholder boxes, each with an 'X' inside, arranged vertically under the 'Category' header.

12 Creator

Three square placeholder boxes, each with an 'X' inside, arranged vertically under the 'Creator' header.

13 Series

Three square placeholder boxes, each with an 'X' inside, arranged vertically under the 'Series' header.

WRAC Extended Learning Initiative

| | | | | |
|---|---------|------------|--------|---------|
| 1 | Example | Navigation | Button | Options |
|---|---------|------------|--------|---------|

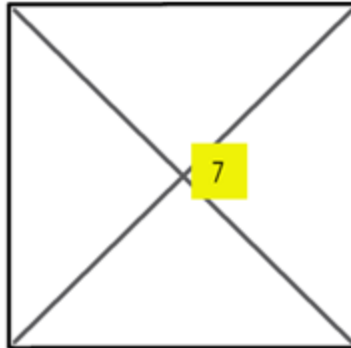
Category: Lesson Title 2

Back to Category 4

[Name of Content Creator](#) 3

search 5

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View this module c 6

video text

software statistics teaching technology

tips tool tools toread

travel tutorial tutorials tv

twitter technology ubuntu

usability video

visualization 8

web 2.0

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Related Module 10

Category 11



Creator 12

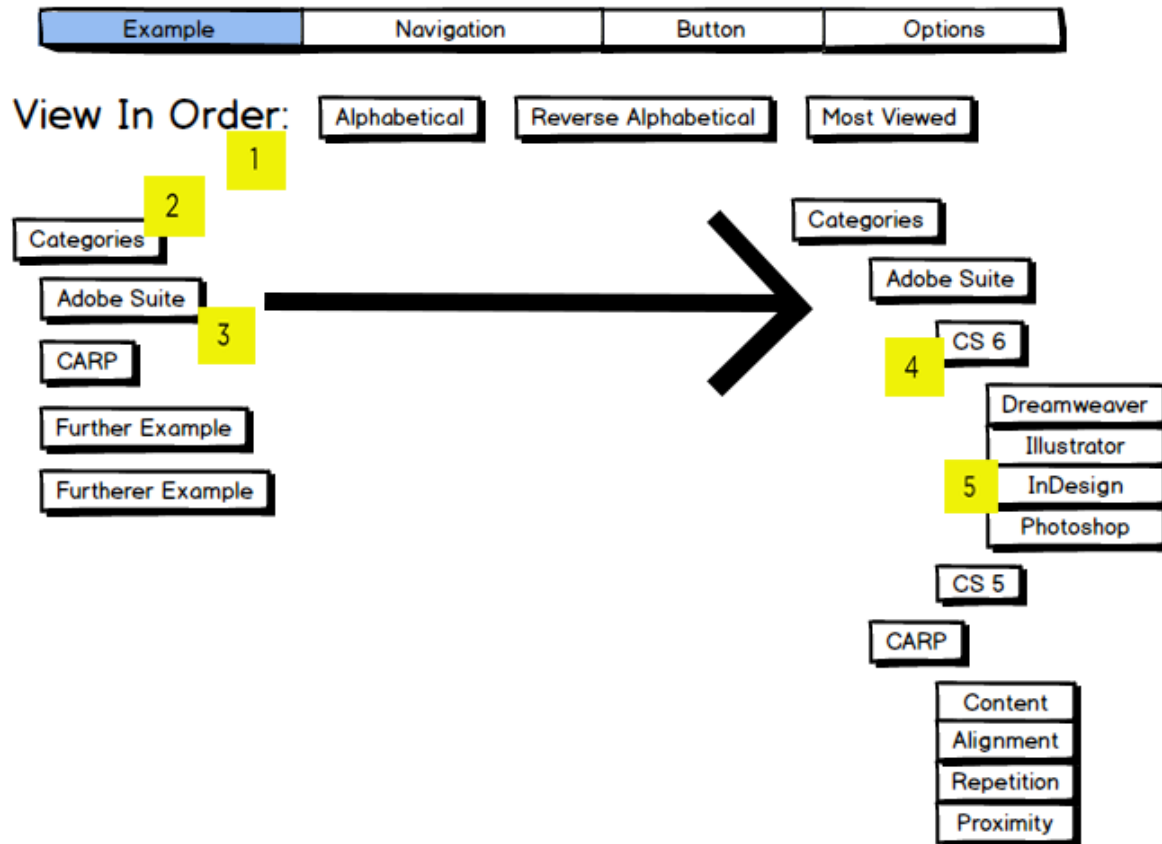


Series 13



Desktop Templates For Category Tree and Category Pages

WRAC Extended Learning Initiative



1. View Order

Users may toggle between different modes of viewing the categories. Some examples of how they might view them are: alphabetical, reverse alphabetical, most viewed.

2. Categories Tree Top Level

The top level is the title level.

3. Category Tree Secondary Level

The secondary level is where all categories that cannot be grouped into a larger category are listed.

4. Category Tree Tertiary Level

The tertiary level is where categories within secondary level categories are listed.

5. Category Tree Quaternary Level

The quaternary level should be the final level. Items at this level can be clicked to go through to a category page.

WRAC Extended Learning Initiative

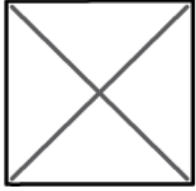
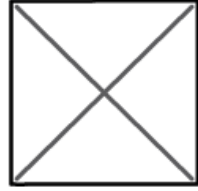
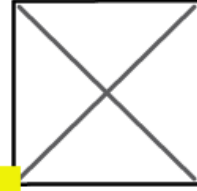
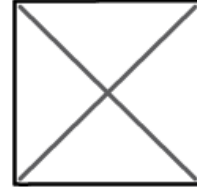
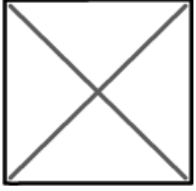
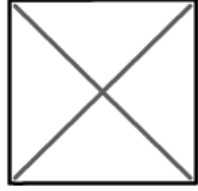
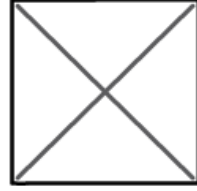
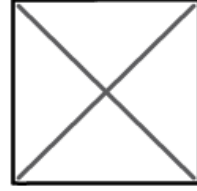
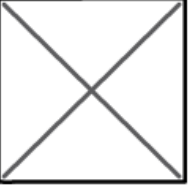
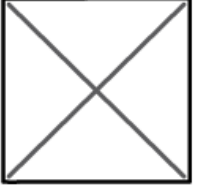
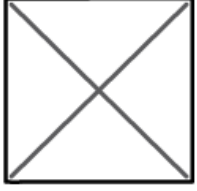
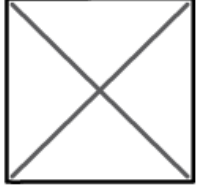
| | | | |
|---------|------------|--------|---------|
| Example | Navigation | Button | Options |
|---------|------------|--------|---------|

Category 1

2

search

Back to Category Tree

| | | | |
|---|---|--|---|
|  Example Title Tutorial |  Example Title Tutorial |  Example Title Tutorial |  Example Title Tutorial |
|  Example Title Tutorial |  Example Title Tutorial |  Example Title Tutorial |  Example Title Tutorial |
|  Example Title Tutorial |  Example Title Tutorial |  Example Title Tutorial |  Example Title Tutorial |

1. Category Title

Displays the title of the category.

2. Search Bar

Allows users to search within the immediate category and throughout the entire site.

3. Back to Category Tree

Takes users back to the category tree.

4. Module Preview

Gives users a preview of the module. If the module is video based or has some visual media included, the tile is a thumbnail of that media. If the module has no media and is only text, the tile is just a colored tile.

Video/Text Desktop

1. Navigation

Site navigation located at the top of the page underneath the site header. Active section is highlighted.

2. Module Title

Module title is preceded by the category in which the lesson is located; this is useful if users have multiple tabs open or the module could belong to multiple categories.

3. Module Creator

The name or username of the content creator is placed underneath the title of the module, and linked to a page with other works by the same creator; if the creator has no other works then the link could link to a page with the creator's single work or to their profile.

4. Back to Category

This button will take the user to the category that precedes the title of the module. While users could just use the back button, that assumes that they came to the module from the category page, when they could have found the module another way—a direct link or from the related section of another module.

5. Search

The search bar allows users to search for content across the site.

6. View as Video/Text

If modules are available in more than one format, this option allows users to toggle between formats. The emphasized word is the format the module is NOT in currently. Only appears if the module has both versions.

7. Video/Media

Video: this is where the video player of the module will be displayed if the module is video based

Text: various types of media can be inserted throughout the text of a module; they can be placed between paragraphs, floated next to text, wrapped, etc. Types of media can include images, short video clips (if these are included in the text version, they should be of things that are best represented visually, and should be auxiliary to the text), and audio.

8. Tags

A tag cloud of what the module is tagged with. Can be represented as a tag cloud or as a list, similar to the way tags are represented on the mobile view. Clicking on a tag will take the user to a page of content with the same tag.

9. Copy

Video: the copy is a short-medium length paragraph describing the video so that users can get some idea of what they're about to watch before they watch it; it can also be used as a place to mention specific things to pay attention to or think about during the video.

Text: the copy is however long it needs to be; it may be but does not have to be akin to a transcript of the video if there is a video option for the module. May be interspersed with various media (see number 7)

10. Related

Lists a number of related modules based on category, creator, and series. If the user likes the module they just saw/read, they may want to see/read more modules like it.

11. Category

A list of modules in the same category, most recent-least recent

12. Creator

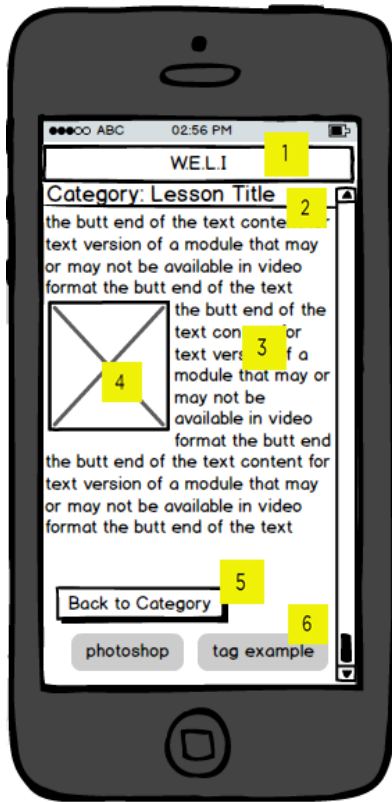
A list of modules created by the same person/account, most-recent-least recent

13. Series

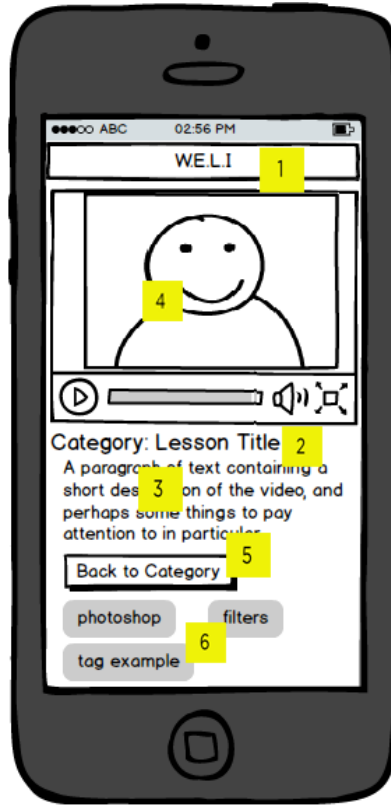
A list of modules in the same series. A series may be a group of modules all pertaining to a certain theme or class, but may be created by more than one individual and span across multiple categories.

Mobile Portrait Views

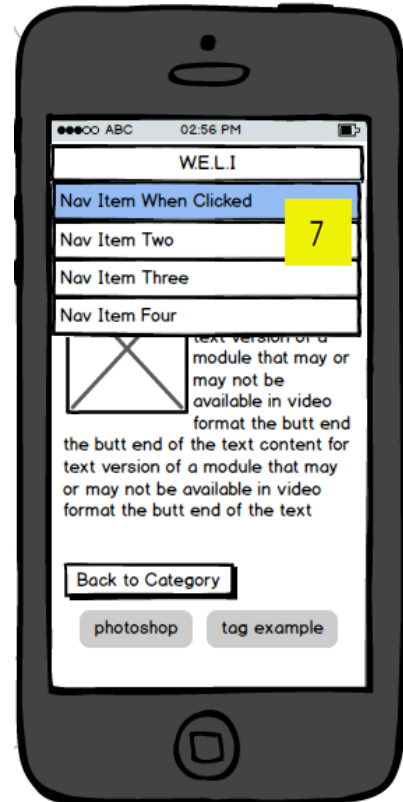
Text



Video

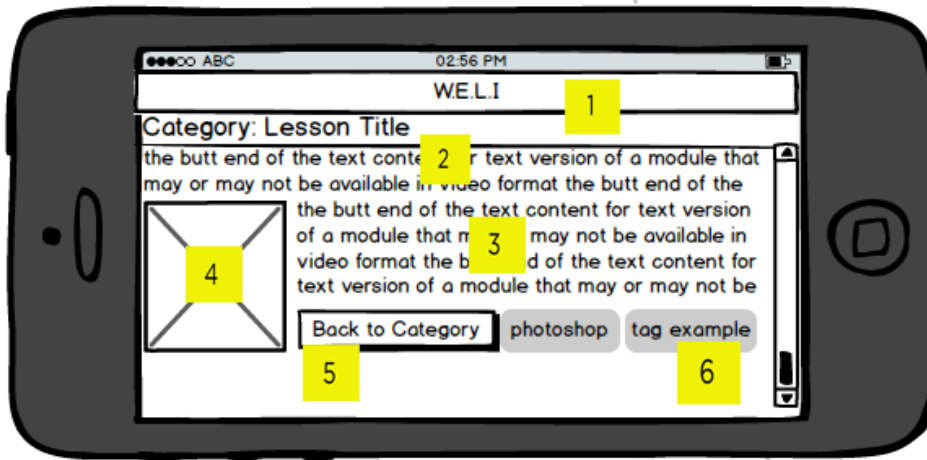


Expanded Nav

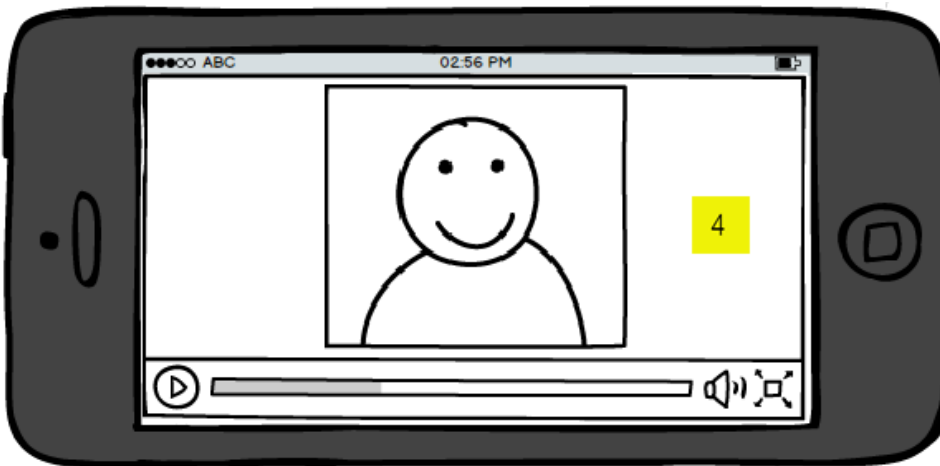


Mobile Landscape Views

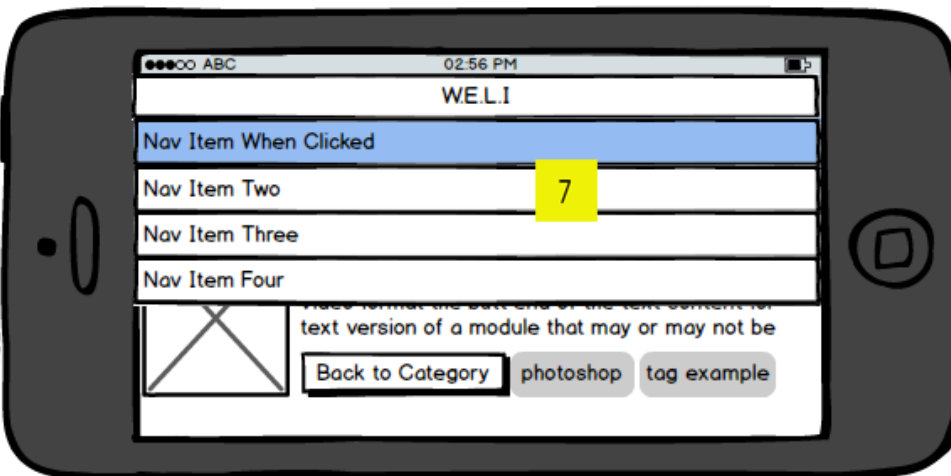
Text



Video



Expanded Navigation



Mobile Portrait/Landscape

1. Title/Nav Bar

Title of the site; tapping the site title toggles navigation dropdown. Navigation remains at the top of the screen as user scrolls.

2. Module Title

The title of the module is prefaced by its category; like the navigation, it remains at the top of the screen as the user scrolls.

3. Copy

Video: the copy is a short-medium length paragraph describing the video so that users can get some idea of what they're about to watch before they watch it; it can also be used as a place to mention specific things to pay attention to or think about during the video.

Text: the copy is however long it needs to be; it may be but does not have to be akin to a transcript of the video if there is a video option for the module. May be interspersed with various types of media (see number 4).

4. Media

Video: this is where the video player of the module will be displayed if the module is video based. Landscape version is fullscreen and all covers all other components of the mobile site.

Text: various types of media can be inserted throughout the text of a module; they can be placed between paragraphs, floated next to text, wrapped, etc. Types of media can include images, gifs, and audio.

5. Back to Category

This button will take the user to the category that precedes the title of the module. While users could just use the back button, that assumes that they came to the module from the category page, when they could have found the module another way—a direct link or from the related section of another module.

6. Tags

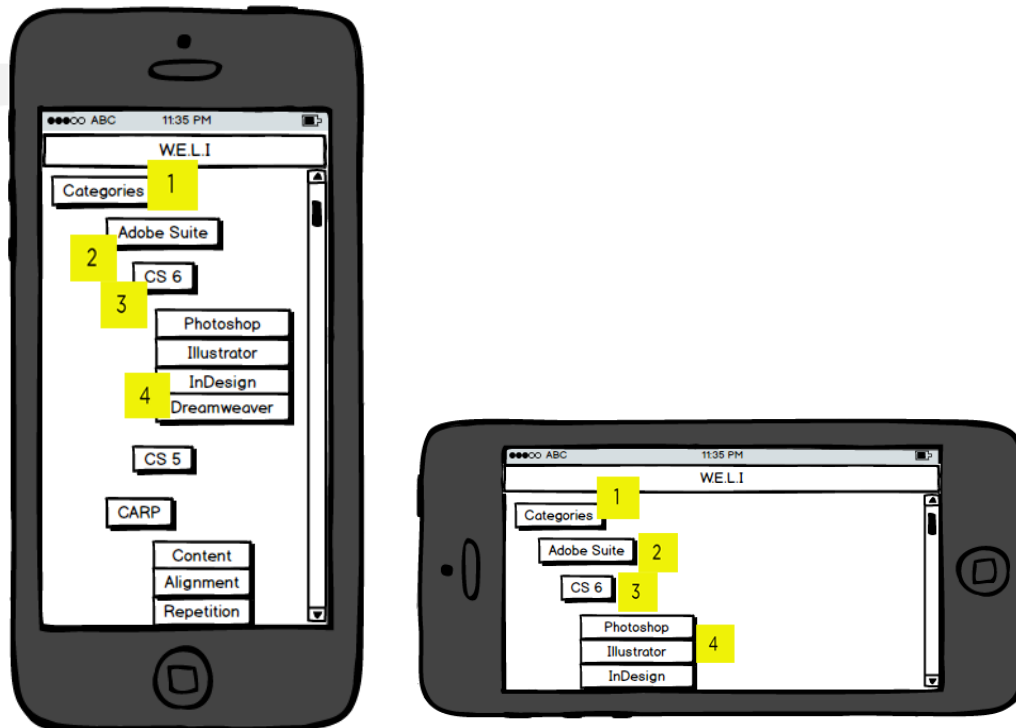
A list of the first five tags the module is tagged with. Tapping a tag takes the user to a page with content tagged with the same tag. These pages are similar or identical to category pages.

Expanded Nav:

7. Expanded Navigation:

When the title bar is clicked on the navigation drops down; the item the user clicks is highlighted; appears over the module and users can continue scrolling while the nav is open; nav can be closed by clicking on the nav bar again.

Mobile Category Tree Portrait + Landscape



1. Categories Tree Top Level

The top level is the title level.

2. Category Tree Secondary Level

The secondary level is where all categories that cannot be grouped into a larger category are listed.

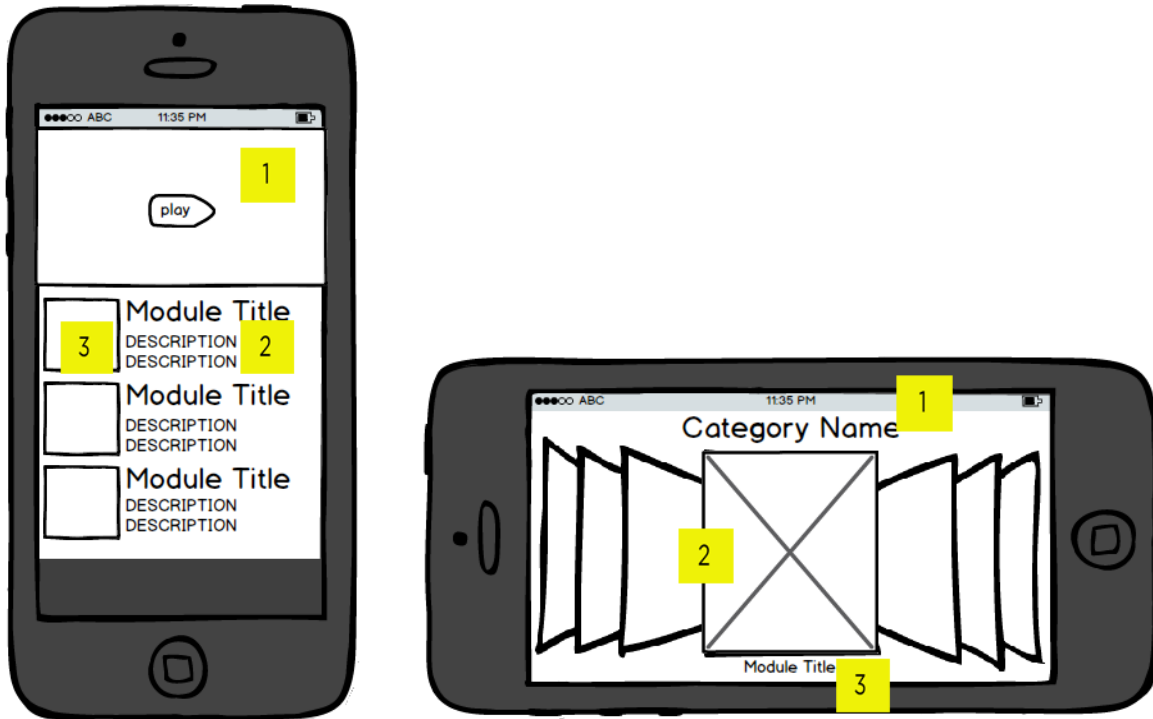
3. Category Tree Tertiary Level

The tertiary level is where categories within secondary level categories are listed.

4. Category Tree Quaternary Level

The quaternary level should be the final level. Items at this level can be clicked to go through to a category page.

Mobile Category Page Portrait and Landscape View



1. Featured Video

Featured video can either be the most recent video uploaded or the recent video within that category tagged as featured.

2. Module Media Preview Tile

A small (portrait) to medium (landscape) sized thumbnail of media contained in the module. If the module has no media then the thumbnail can be a colored tile or the site's logo.

3. Module Title (and description on Portrait)

The title of the module which links to the module; on portrait, a short description of the module is available.

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