Themata 5 E-learning Archaeology, the Heritage Handbook

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E-learning Archaeology

the Heritage Handbook

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Short user guide to the book *by Marjolijn Kok*

This short user guide will help you use the book efficiently. The book is intended for course developers to help them go through the course material rapidly. The book is divided into two parts: the introduction with a general description of the project and its background; and the e-learning modules. The modules all have a similar structure and headings in order for course developers to have an overview of the different elements.

Selection in the e-learning repository can take place at the level of curriculum, module and learning unit. This book only deals with modules and learning units, for the specific curriculum the repository has to be consulted.

The titles of chapters and sections correspond with module and learning unit names in the e-learning repository. Module titles start with a number and learning units start with the letters LU. They can be retrieved from the repository using their name without the number or LU. If you use language other than English translate some core terms or use tags to find the material in the e-learning repository.

In principle, all learning units can be selected separately. Some of the modules were, however, written before this selection was possible. This means that learning units can be selected from these modules, but that certain basic elements are always included. In the book these compulsory elements start their section title with MSCO.

All sections starting with SCO or MSCO are the smallest unit of learning and cover one (interactive) page in the e-learning system. They can not be selected separately. If there is an animation within a (M)SCO this is indicated with the small heading 'animation'. In book form only the text of the animation can be represented, otherwise the book would grow to an unmanageable size.

To manage the size of the book, all exercises have only been indicated by their heading. In this way the teacher or trainer knows when there is a test. Most exercises are interactive and have a game element. They are meant as self-tests for the students, so they can evaluate if they understood the teaching material presented. Any other tests used for scoring purposes, such as essays, exams or other assignments must be developed by the trainer.

This book is meant to show the textual content of the e-learning repository. The actual learning material has many more pictures (in colour) and has many interactive elements. Therefore, although this book is meant to help educators develop a course, it is certainly worthwhile opening some e-learning units and browsing around to get an impression of the actual teaching material.

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