Core component

Content strategy for remote e-learning product

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Introduction

The following documentation is the Core Components section of the content strategy proposal. This section contains the following elements of the strategy:

- Opening scenario
- Strategy Statement/Goal
- Key Performance Indicators
- Target Audience

Opening Scenario

The established client base of the Pack-it-Up remote e-learning company is comprised of several school districts that offer alternative schooling. The legacy remote e-learning product (web portal and modules) was originally developed to cater to a client base that primarily used the product for supplemental education. With the recent shift to full-time remote e-learning, there has been an increase in demand for a robust portal that can fulfill the demands of the Ontario Secondary School Curriculum. To meet and exceed the new expectations for the legacy product, the portal and modules are being redesigned to adhere to WCAG 2.1 standards.

Strategy Statement

The Resource Development department helps our company accomplish streamlined product implementation by providing descriptive and concise content that makes educational administrator clients feel fluent and empowered, so they can implement the educational product in school districts or public libraries.

The customers for this product are superintendents of school districts, who will decide whether to implement the product in schools. The end-users for this product are the students, educators, and school guidance counselors. This strategy statement applies to the engineers, QAs, and designers working on the redesign of the product, and the technical writers (Resource Development) working on the content for the product. The Pack-it-Up company defines quality as SCORM compliant module packages and module content that adheres to WCAG 2.1 standards and universal learning design (UDL) best practices.

Key Performance Indicators

The following indicators have been selected for the module content and accessibility documentation:

- Number of times a student exits a module activity to access the introductory instructional content of the module. This KPI will help determine whether the organizational structure and content of each activity in a module is clear. Clear and specific instructions for each activity are necessary for successful completion without interruption for more clarifying details.

- Amount of time spent on knowledge base pages that detail how to gain access to restricted material. This KPI will assess the clarity of instructor and student-facing documentation. Both students and instructors should have access to concise documentation that clearly outlines the procedures for requesting/giving access to restricted or blocked educational material. Concisely written documentation for both the students and educators ensures that both audiences will not have to reach out to human technical support.

- The amount of time spent only using the knowledge base. This KPI will monitor whether the instructional content contained in the modules are clear and actionable. If end-users are spending too much time going through the knowledge base, it could indicate that the larger organizational structure of the modules is difficult to navigate. A cohesively structured module will ensure that all end-users can easily locate the specific documentation they are looking for in the module without having to go on an information deep-dive.

Target Audience

The following audiences have been identified for: [a remote e-learning portal + modules product]

Superintendent Wetherbee: is the superintendent of the Clementine school district and is researching potential remote e-learning solutions for educators and students. She needs to assess whether the remote e-learning product can be used with little to no technical supervision. She uses the portal and the modules as a student and teacher. She makes notes on the navigability and accessibility of the product and requires product documentation to present to the school board in her report.

Teacher Clarissa: teaches 11th grade Biology and is restructuring course content and teaching methodology to help students transition to full-time remote e-learning. She needs to figure out how to present all the assessments for Biology in a modular format. Clarissa needs to keep track of the number of assessments each student completes. She needs to be able to view student assessment progress according to the following statuses: Not Activated, Incomplete, Completed with Passing Mark, and Completed without Passing Mark.

Student Enya: is an 11th grade student hoping to major in Biochemistry at UofT. Enya needs to find and complete all assessments for her biology module. She needs to be able to view the total number of assessments and the due dates for all assessments in her course calendar. Enya needs to know where to find the course material that will be addressed in each assessment and the marking schemes (rubrics).