

# AIB ONLINE LEARNING WRITER'S GUIDE

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## 1. Introduction and Deliverables

Thank you for agreeing to be a writer and helping to create high-quality content for an AIB facilitated online subject!

At AIB, our subjects are delivered online via the student learning portal in eight-week study periods. Students work their way through eight weeks' worth of learning content, including various learning activities, readings, three assessments and a reflective practice (week eight). During the subject, students are supported by online facilitators and academic staff, and students interact with fellow students and staff through discussion forums and other social media platforms.

**This guide has been developed to assist you in creating our learning content and provides you with information regarding:**

- subject content deliverables
- support resources (textbook(s), templates, checklists, etc.)
- guiding principles.

### 1.1 Project team and contacts

For each AIB subject, the finalised online content studied by our students is the result of a collaboration between you and various members of the Online Learning Team. As a writer, you are the SME writing the core subject content, however, it takes a variety of skills sets working in collaboration to create a well-designed online subject.

**Refer to the following list for a better understanding of the different roles and how they all work together:**

#### **Writer (your role)**

Write content based on the subject map, outline and other resources provided to you, and work in collaboration with the Online learning team to select readings, design media, etc.

#### **Educational Designer**

This will be your primary contact for any questions or queries you may have relating to your role and the deliverables. The Educational Designer coordinates the entire subject content creation process and designs the overall structure of the subject material. They will work in collaboration with you to create activities, assessments and other resources necessary for the subject.

#### **Librarian/Copyright Officer**

Sources library resources (books, articles etc.), checks whether resources can be used under the AIB Copyright License and approves them for use.

#### **Learning Materials Developer**

Builds designed content into the online learning portal, creates multimedia, creates storyboards and shoots and edits videos and animations, and edits and proofreads content.

For any queries related to writing AIB learning materials, please contact the Educational Designer managing your subject.

## 1.2 Subject Design Workshops

A critical part of your role will be to take part in **Subject Design Workshops** prior to the commencement of any writing. They are team-based and designed to support the writing of the subject content, assessments and learning activities, and ensure that:

- The subject learning outcomes are mapped to the assessments.
- The assessments are mapped to the content.
- The content, through the modules, is sequenced and scaffolded to cover what students need to know and be able to do to successfully complete the assessments.
- The learning activities support the learner in applying the key concepts and are linked to the learning outcomes (both the weekly learning outcomes and the subject learning outcomes). Learning activities should also support and prepare students for their upcoming assessments.

An **Action Plan** will also be completed during one of the **Subject Design Workshops** in collaboration with the Educational Designer assigned to the subject (see Appendix B). This plan details the tasks that must be completed for the subject, who will complete the task, risks and the completion date.

## 1.3 Deliverables

As a writer, you will be required to provide all the items allocated to you in the Subject Design Workshop **Action Plan**. This will usually consist of (unless otherwise advised):

- **Modules:** content modules that are in-line with the subject brief and subject map. The modules are a written discussion and explanation of the key concepts.
- **Assessments:** concepts for assessment items covering the subject learning outcomes and assessment videos.
- **Resources:** readings or other resources (required and optional) for the subject (including articles, case studies and videos).
- **Activities:** concepts for activities and discussion points.
- **Writer's checklist:** the signed checklist is to be submitted along with the first draft of the modules (see Appendix A).

## 1.4 Background information

You should familiarise yourself with the following background information that is relevant for writers and teachers:

- Graduate Qualities for AIB graduates
- The AIB Teaching and Learning Framework
- Assessment Policy V13
  - Assessment Procedure V2.1
- Copyright Policy
- Intellectual Property Policy

## 2. What writing resources should I use?

While writing the module sections, you are required to use several resources as prescribed by AIB. You will also be able to use a variety of other relevant resources.

### 2.1 Subject details

You will be provided with the subject brief which contains the subject rationale, synopsis, learning outcomes and graduate qualities. Also, refer to the subject map that you and the Online Learning Team worked on during the Design Workshop. You need to consider these elements, particularly the learning outcomes, AQF level and graduate qualities when creating the content. These subject details have been approved by the AIB Academic Board (but you can suggest changes if required).

### 2.2 Prescribed textbook

You will be provided with a copy of the prescribed textbook (if any) and all textbook resources to assist you in the writing process.

### 2.3 AIB Style Guide

**You should refer to the AIB Style Guide while writing the modules, and in particular:**

- Use an author-date referencing style for in-text citations and reference lists (which should be provided at the end of each module containing only sources cited in your writing). You can use either Harvard or APA referencing, but you must be consistent throughout all modules.
- Use Australian/British English (e.g. use 'organise' rather than 'organize') unless it is a direct quote.
- Ensure any images are sourced correctly. If concept diagrams have been created, it is important to source and acknowledge where the concepts came from.

### 3. Providing concepts for assessments

Before writing the modules, you must come up with concepts for the assessments. This is an important first step, as the assessments should be based on the core learning of the subject. Before coming up with the concepts, you must first identify which subject learning outcomes are relevant for each assessment, and then ensure each assessment covers these required subject learning outcomes.

#### 3.1 Assessment design (if applicable)

In collaboration with the Educational Designer managing the subject, design three assessments with the 'real world' and students' experiential learning in mind.

##### Short summative assessment

This assessment is a low-risk check-in for students about the core content and learning outcomes from the subject. It should aim to provide students with feedback on their progress and give them a clear sense of how well they are grasping the first key concepts of the subject. Realistically, this assesses only a few of the subject learning outcomes, given it is situated in an early week of the subject. The mapping of the subject learning outcomes against the assessments will be completed with the Educational Designer during the Design Workshop.

##### Interim assessment

This assessment should cover many of the subject learning outcomes and should be written in a way that is both scaffolded on from the summative assessment and scaffolded towards the capstone assessment, making the assessment design as a whole more robust and holistic. The student should be required to demonstrate an understanding of the theoretical components while applying their learning to a real-world scenario.

##### Capstone assessment

This assessment should allow the student to practice their new knowledge and skills in a real-world scenario; for example, applying the concepts to their own workplace or a current industry issue. Some sample questions should be included here.

Please refer to the 'Assessment' section of the Teaching and Learning Framework which defines authentic assessment and expectations for assessment design and assessment procedures.

### 4. Writing modules

You are required to develop content modules which are a written discussion and explanation of the key concepts. Each module should have a title and its own theme or topic of focus. If necessary, it is ok for themes to cover two weeks (i.e. two modules). The themes and subject learning outcomes to be covered by each module are detailed in the subject map.

#### 4.1 Guiding principles

- The content must help students achieve the subject learning outcomes, must align with the subject synopsis and must address the subject rationale. Hence, the subject map created during the Design Workshop and AIB's formal subject brief with learning outcomes, rationale and synopsis is the starting point for the writing task as it outlines the parameters of the subject.
- You should provide students with a cohesive narrative and manageable chunks of information. The writing style should be professional yet friendly. Use a second person point of view, e.g. 'We need a multitude of products and services daily and it is the process of marketing that ensures these products are available to us at the right place and at the right time'. Think about the way in which you would explain a concept to a friend. Make the content approachable.
- Try to limit the number of quotations from the textbook. After all, the student can (and should!) read the textbook directly. Instead, further expand on the content in the textbook and, when necessary, summarise and paraphrase the textbook where possible.

## 4.2 Structure

- You will be provided with templates (see Appendix C) and example subject material to aid you during the writing process.
- **Each module should contain the following parts:**
- **Introduction** approx. 100 words (introduce the student to the main topic or theme of the module). The Introduction should address the following questions:
  - What is the Module about? What will you learn/ be able to do (ie. contextualised learning outcomes)?
  - Why is it important?
- **Weekly learning outcomes** (list what the student should be able to achieve (what they should have learned) after studying the module content for each week. Note this is not referring to the overall subject learning outcomes contained in the subject brief. For further guidance, please speak to the Educational Designer managing the subject)
- **Required and optional resources** (list any textbook chapters, journal articles, videos etc. that students are required to read/ watch or that are suggested extra resources. These should be integrated into the narrative of the modules. See the section '[5. Adding Required and Optional Resources](#)' for more information)
- **Body of content** (each module should contain several sections that flow logically and work through the main topic or theme of the module. Each section should have a short and concise sub-heading (of no more than five words, if possible). Content should be broken into easily digestible paragraphs that cater to the online learning format)

The module should value-add to the essential readings and textbook, rather than repeat the information of the texts. In the module itself, consider:

- How would you use the content covered in a business context?
  - What case studies illustrate the key concepts?
  - Are there contemporary examples/ news articles relevant to this
  - Are there alternative views? Why or why not is there debate on these?
  - Where is this assessed?
- **Learning activities** (identify where the weekly learning outcomes can be created into an activity (Educational Designers will create the suitable online activity) see the section '[6. Identifying Activities](#)' for more information)
  - **Summary** approx. 100 words (include a small paragraph that highlights the main points of the module and indicates what students should know, why it is important, and how it links to the next module)
  - **References** (list all the resources used to write the module. This could include the prescribed textbook chapter, journal articles and other textbooks and readings).

## 5. Adding required and optional resources

- You are encouraged to incorporate resources (articles, multimedia, textbook chapters) as extension material for each module. A proportion of our students want to do more than the minimum required. The additional content will cater for the students who like to go deeper into the week's subject matter.
- Selected readings should be either scholarly articles, websites or individual chapters of textbooks (10% maximum total usage).
- Readings should be pitched at the subject's AQF level and be contemporary and up-to-date (i.e. no older than ten years, unless they are a classic reading or seminal text).

All resources must be vetted by the AIB Copyright Officer [aibcopyright@aib.edu.au](mailto:aibcopyright@aib.edu.au). Please email your suggested list of resources with URLs and/or PDFs and an explanation of how they add to the learning for the subject. The list will be reviewed and if the resources can be used under the AIB Copyright Licence, they will be approved for use. Please keep in mind items behind paywalls and that incur a fee; for example, Harvard Business Review articles and cases should only be recommended if the information cannot be sourced elsewhere.

The following is a good example of a required resource with a summary:

- de Araújo Nascimento Cunha, R & Steiner Neto, PJ 2015, 'The adolescent influence in family decision-making: parents perception', *International Business Research*, vol. 8, no. 5, pp. 244–251.

[This article further expands on Module 7. It discusses how family members make purchase decisions as a group, by measuring the adolescent level of influence on the acquisition of several selected products.]

## 6. Identifying activities

You must decide where in the content you think it would be suitable for a weekly learning outcome to be created as an activity. Identify the place and weekly learning outcome that will help students with their learning or scaffolds towards their assessment. For example, students could write a draft of their assessment or a component that will enable them to get formative feedback. If possible, write some feedback for students. Your assigned Educational Designer will help to develop and build the activity.

## APPENDIX A: Writer's/Reviewer's Checklist

The Writer's/Reviewer's Checklist must be submitted with the first draft of the learning materials (for a redeveloped or new subject), or on completion of the review.

### Writer's/Reviewer's Checklist

Subject name:	Overall due date:
Writer's name:	Reviewer's name:
Type of work (e.g. new subject, major re-write, upgrade, etc.):	

No.	Item	Criteria	Initial
	Subject Materials	<ul style="list-style-type: none"> <li>The overall subject material helps students to achieve the subject learning outcomes, aligns with the subject synopsis, is appropriate for the AQF level of the subject and addresses the subject rationale.</li> </ul>	
	Assessment Concepts	<ul style="list-style-type: none"> <li>Assessment concepts have been provided, keeping in mind the weekly learning outcomes</li> <li><i>(If applicable)</i> Any assessments developed in collaboration with the Educational Designer are clearly written with easy to understand instructions</li> </ul>	
	Modules	<ul style="list-style-type: none"> <li>The AIB module template has been used</li> <li>Each module has a heading</li> <li>An introduction has been provided that contextualises the module and relates it to the weekly learning outcomes</li> <li>Weekly learning outcomes that cover what the student will learn from the module have been written</li> <li>Sub-sections have concise sub-headings (ideally, no more than five words) and follow a logical structure</li> <li>The writing is clear, concise, uses conversational language (i.e. avoids overly academic or convoluted writing styles), and the second person point of view has been used (i.e. 'we', 'you')</li> <li>Content is relevant, using up-to-date examples</li> <li>Any reference to the textbook includes the correct page numbers</li> <li>Content has been checked for spelling, grammar, sentence construction, meaning and relevance by the writer</li> <li>Quotations from the textbook have been limited. Rather, the content further expands on the textbook and, when necessary, text from the textbook has been paraphrased</li> <li>Any key concepts that could be turned into videos have been identified and discussed with the Educational Designer</li> </ul>	
	Activities	<ul style="list-style-type: none"> <li>Two to three weekly learning activities each week - and include: What (what this activity is about and how it fits into the subject), Why (the purpose of the activity – which weekly learning outcomes does it relate to) and How (instructions for students to complete the activity)</li> <li>It has been noted where the activities could be integrated into the narrative of the modules.</li> <li>Any learning activities created in collaboration with the Educational Designer focus on key concepts and support the learner to apply the theory</li> </ul>	

*Continued*

No.	Item	Criteria	Initial
	Required Readings	<ul style="list-style-type: none"> <li>• Are current, i.e. no more than 10 years old (unless a seminal text)</li> <li>• Are referenced correctly as per the AIB Style Guide</li> <li>• Working links or PDFs have been provided to the librarian/copyright officer</li> </ul>	
	Optional Readings/ Resources	<ul style="list-style-type: none"> <li>• Optional readings and resources provide relevant and adequate extension, additional material</li> <li>• Working links or PDFs have been provided to the librarian/copyright officer</li> </ul>	

Writer/Reviewer Name: \_\_\_\_\_

Writer/Reviewer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX B: Action Plan

The subject Action Plan is to be completed with the assigned Educational Designer during the initial Subject Design Workshop.

### Action plan

What needs doing	Who will do it	Help needed & sources of help	Risks	Completion date
Writing of Assessments				
Writing of rubrics				
Finalisation of the Subject Outline				
Writing of Weekly Learning Outcomes				
Key Learning Activities identified (based on key concepts & weekly learning outcomes as well as relating to assessments)				
Subject Map completed				
Story board created in Planner				
Identification of Media to be created				
Scholarship articles identified and forwarded to Librarian				
Moodle instance created				
First two weeks of modules written & signed off (including learning activities)				
Readings for first 2 weeks' modules identified, signed off and forwarded to Librarian				
Editing of first 2 weeks' Modules (in Word)				
First two weeks modules built in Moodle (including learning activities)				
Review of first two weeks (and minor changes made in Moodle as required)				
Weeks 3 to 6 modules written & signed off (including learning activities)				
Readings for weeks 3 to 6 modules identified, signed off and forwarded to Librarian				
Editing of weeks 3 to 6 Modules (in Word)				
Weeks 3 to 6 modules built in Moodle (including learning activities)				

*Continued*

What needs doing	Who will do it	Help needed & sources of help	Risks	Completion date
Review of modules for weeks 3-6 modules (and minor changes made in Moodle as required).				
Weeks 7 & 8 modules written and signed off (including learning activities)				
Readings for weeks 7 & 8 modules identified, signed off and forwarded to Librarian				
Editing of Modules (in Word)				
Weeks 7 & 8 modules built in Moodle (including learning activities)				
Final review of Moodle instance and any (minor) changes made in Moodle				
Testing of the Subject				
Access date				
<b>PARKING LOT (things for next iteration)</b>				

## APPENDIX C: Subject Writing Template

The subject Template is intended to guide you as to the content and design of the subject material as you write. It prompts you to consider important aspects in designing subjects for online delivery.

### Home page

[The synopsis from the Subject brief will appear here, e.g. In this subject, you will ....]

**This subject is centred around the key themes of:**

- *Dotpoints...*
- 
- 

### Getting Started

[Provide the subject rationale and objectives, plus a script for Introductory Video for Topic.]

### Learning outcomes

[Provide the subject learning outcomes, e.g. On the successful completion of this subject, you will be able to:

- *Dotpoints... ]*

### Textbook and readings

[Provide full reference to textbook, and any special instructions/ versions.]

### Week x

**Module x:** [name of module]

### What you will learn this week:

[Provide a high level introduction to the week's Module, e.g. In this week, you will.....]

### After completing this module, you will be able to:

- [Provide the Module learning outcomes, each as one dotpoint. The Educational Designer will have helped develop these at the design workshop, e.g. Explain the difference between leadership and followership]]

**Reading(s):** [Insert citations for readings and advise if they are Optional or Required, e.g. Chapters of text book and other key readings (including which particular sections to focus on – and any corresponding chapters/ sections in previous textbook version. Please note, AIB encourages a variety of sources and perspectives, rather than solely relying on the textbook. Think of the textbook and chapter that might be required reading as the launching off point to work through case studies, examples and other perspectives, which may form other required or optional reading/ viewing.]

**Time commitment:** [Indicate the time required by students to complete the module content. As a rule of thumb, students should be dedicating 20 hours per week to a subject. This includes reading the required readings, working through this module's content that you develop below, any videos and activities, plus preparing their assessment tasks.]

### What you need to do this week:

[Provide a list of the actions for the week, e.g.

#### 1. **Work through Module 1: Leadership Theories**

*Whilst going through the topics take notes and list anything that you need further help with. You can ask your questions on the Class Forum and/or attend the weekly webinar.*

#### 2. **Complete the activities:**

- Activity 1.1: Leadership Gaps Analysis
- Activity 1.2: Leadership Traits Questionnaire (compulsory for Assessment 1)
- Activity 1.3: Leadership Skills Inventory (compulsory for Assessment 1)

#### 3. **Attend the webinar** and bring your questions about anything you did not understand.

#### 4. **Write up Assessment 1** for your Leadership Reflection submission due on Sunday the 19th of January 2020]

### Introduction to <Module topic>

[The first paragraph should explain to students why this module is important and what practical applications it has, e.g. A digital marketing audit will help you identify the areas where you can improve and adapt your organisation's digital marketing strategy. This module focuses on the critical concepts for developing a digital marketing audit, so that you are able to develop this yourself (as your interim assessment).

It should also give an overview of what the student will need to do within the Module, e.g. Contained within this module of learning are several activities and tools. They have been designed to guide you through the process of undertaking a digital marketing audit.

Write the content assuming the student has no existing experience or knowledge of the content, leading them from fundamental concepts to more complex concepts. Include as many practical examples and case studies of the practical application of the theory as possible.

Link any content together so that the student can see the relationships between content and how this builds on previous content or prepares them for the next Modules or Subjects, e.g. Later in Module 2, we look at the core strategy and objectives of the organisation, all this information will feed directly into a comprehensive digital marketing plan that is progressively built over the duration of this subject.]

### Read/ Watch

[instructions]

[source, url etc]

Why? [explain what the relevance is for students – what should they get out of this?]

How? [Optional - If the students have to do something with this, outline the steps they need to take]

[As you develop the content for the module, insert relevant graphics, videos or readings; with a clear explanation of **why** this is important and the **key pointers** you want the students to take away from this, e.g. In the following video 'how a marketing audit can improve your entire business', it outlines what we mean when we say 'audit', in this context, as well as identifying the main business reasons for doing a marketing audit, and when!

Include details for all the sources so these can be appropriately referenced and prepared.]

### Activity

[As you develop the content, consider what activities (as a general rule of thumb, between 2-5 per module) would enhance the students' achievement of the Module learning outcomes. Consider, for example if there are reflections that can be made relating the content to the student's own experience, whether the students could share their thoughts on a particular key question to the discussion forum, or if this could be further explored as a case study or example in a weekly webinar. Your Educational Designer will assist you here, so you only need to indicate your ideas and they will develop these – but please, as with the readings or videos, consider WHY should a student undertake this activity (what value is it to them?) and HOW (any instructions to carry it out)]

[Use the above format for each of the key topics of the module. The online Subject should be around 2000-4000 words per module. However, this is not a piece of standalone writing, it is an online learning experience and therefore, the word count is less important than the careful curation and creation of appropriate resources (readings, videos, graphics, activities and key questions to prompt learning)].

### Summary

[Summary of key points from the module that relate to the learning outcomes of this module, and how it relates to the upcoming Modules]

