

Sequential web. Instructions for creating the content

This document is intended as a guide for authors who have been commissioned to create teaching content in sequential web format. Here you will find some brief instructions on structural, formal and stylistic aspects that authors should take into account before starting work on their commission. They include recommendations to ensure that the content created is inclusive, respectful, non-discriminatory and non-sexist.

1. Formal and structural features

The content of a sequential web has the following structure: a cover page, the table of contents and the **subject matter**; it may also have other elements such as objectives, a glossary, a bibliography or appendices.

Sequential web are to be browsed **page by page**. It is always a good idea to list and number the website's pages in your written document, marking the start and end of the page as follows:

[PAGE X]



Text representing one page of content

[/PAGE X]

In sequential webs, there are various ways to highlight the different degrees of importance of different parts the content.

You can use the following resources, adding indications to the document to help the editing team.

1.1. Hierarchies and bullets

Sequential webs can have a maximum of five content levels, although we do not recommend using more than two in the side menu:

1. Section title

- 1.1. Subsection title
- 1.1.1. Sub-subsection title
- 1.1.1.1. Sub-sub-subsection title
- 1.1.1.1.1. Sub-sub-sub-subsection title

We recommend that you keep section titles as short as possible (about 5 or 6 words), (i) so that they can be displayed in the website's side menu, and (ii) so that they can be adapted to the different reading devices used by students.

The lists with bullets can have up to three levels of depth (although a three-level structure makes it more difficult to understand a classification).

Formally, the order of the bullets is the following:

1. Sample sentence to show what it looks like in a list.
 - Sample sentence to show what it looks like in a list. Sample sentence to show what it looks like in a list.
 - Sample sentence to show what it looks like in a list. Sample sentence to show what it looks like in a list.

To indicate hierarchies in the text, always use Word's automatic bullets. You may choose to use numbers. The automatic hierarchization is number, followed by bullet and lastly empty bullet. If there are only two, then it is bullet followed by empty bullet.

1.2. Content assimilation resources

The list below offers various resources you can use in sequential webs. None of these resources is mandatory. As authors, it is important that you select resources that will help the student assimilate the content studies; you are the expert in the subject and are best equipped to decide which resources are best. The following resource types can be used in sequential webs:

- text resources
- graphic and multimedia resources
- interactive resources
- exercises

Text resources

Apart from the text styles that you can use in the content (bold or italics), the sequential

web offers a list of text resources that have a different appearance from the rest of the text. Here we explain the different types of text resources and how to mark them within the text.

a. Key idea (or highlight)

This is a text that contains the key ideas for understanding the content. It is key information for students, for example a definition.

They should be short texts, such as the highlights that we can find in newspaper articles (about 40 words). Bear in mind that excessive use of key ideas makes them less effective.

How to mark them in the text: To identify a key idea or highlight, mark the beginning and end of the resource as follows:

`<key idea>`

Text to be inserted in highlighted format

`</key idea >`

Here's how it looks

Un dels problemes principals de les organitzacions actualment és que no saben aprofitar el gran volum d'informació que generen. I encara menys la informació externa a l'empresa que hi pot aportar valor.

b. Fixed table

Fixed tables are used to show relationships between contents that share rows and columns. We recommend numbering the tables and inserting a title and a footer below each table to cite the source (including tables created by the author).

How to mark them in the text: To identify a table, mark the beginning and end of the resource as follows:

`<fixed table>`

Table 1. Title

Column 1	Column 2	Column 3
Text 1.1	Text 2.1	Text 3.1

Text 1.2	Text 2.2	Text 3.2
----------	----------	----------

Source:

</fixed table>

Here's how it looks

Actividad	Descripción
Anuncios	<p>Los anuncios pueden tomar la forma de mensajes de texto vía el correo electrónico; o de audios, vídeos o avisos de texto publicados en el sistema de gestión de aprendizaje vía redes sociales o dispositivos portátiles. Los anuncios semanales y quincenales fortalecen la presencia del docente a lo largo del curso y mantienen activos a los estudiantes.</p> <p>Recomendaciones:</p> <ol style="list-style-type: none"> 1. Explicar las nuevas actividades en el tablón de anuncios. 2. Utilizar las redes sociales como twitter para los anuncios (crear un <i>#hashtag</i> para el curso).
Comentarios sobre las tareas (feedback)	<p>Ofrecer comentarios constructivos sobre la participación, las tareas y el desempeño a los estudiantes aumenta la sensación de presencia docente. Estos comentarios se pueden expresar mediante refuerzos y elogios positivos, explicaciones claras de las tareas o consejos constructivos sobre cómo deberían trabajar los estudiantes en el curso. Proporcionar comentarios individuales sobre las tareas en el entorno en línea no dista mucho de como se realizar en un entorno presencial. La diferencia reside, simplemente, en la cantidad de detalles provistos debido a la falta de presencia física.</p> <p>Retroalimentación a un trabajo (grupal o individual): los estudiantes trabajan en un documento editable que permite realizar los comentarios sobre el proceso realizado. Los comentarios y las anotaciones ayudan a dar forma a las entregas finales.</p>

c. Find out more (or complementary content)

This is a text that expands the idea discussed in the main text. It contains anecdotes, author biographies, clarifications, supplementary notes, etc. It is best to provide a brief title.

How to mark them in the text: To identify complementary content, mark the beginning and end of the resource as follows:

<Find out more>

Text to be inserted in complementary content or find-out-more format

</Find out more>

Here's how it looks

+

Reconocer las funciones didácticas, sociales y cognitivas del docente en línea es de suma importancia para favorecer el aprendizaje de los estudiantes. Estas funciones pueden manifestarse mediante mecanismos diferentes, como una **comunicación** adecuada y un **diseño pedagógico** que posibilite y favorezca el aprendizaje.

d. Story or example

Its purpose is to illustrate or exemplify an idea, concept, procedure or appraisal present in the material's basic content.


How to mark them in the text: To identify a story or example, mark the beginning and end of the resource as follows:

`<story>`

Text to be inserted in example format

`</story>`

Here's how it looks



Exemple

Dins del fenomen del sensellarisme hi ha una altra realitat que queda oculta, relegada i invisibilitzada de la que es percep sobre les persones sense llar. Aquesta realitat és la protagonitzada per les dones que viuen i suporten la situació de forma diferent de la dels homes. Aquest treball va obtenir el segon premi en els premis d'Economia Social de la Fundació Roca Galés.

e. Expert citation

A bibliographical citation that is integrated in the text and which may have as a title such as recommended reading, bibliographical reference, etc. Remember to mention the author beside the citation and to include the author in the bibliography.

How to mark them in the text: To identify a bibliographical citation, mark the

beginning and end of the resource as follows:


<citation text>

"Text of the citation"

(The citation's author)

</citation text>

Here's how it looks



Es esto lo que me ha llevado a destacar no solamente el descubrimiento y la invención, sino también la importancia de negociar y compartir, en una palabra, de una creación común de la cultura como tema escolar y como preparación adecuada para convertirse en un miembro adulto de la sociedad donde desarrollará su vida. (Bruner 1984 pág. 203).

f. Reflection (or 'Did you know?')

This resource is used as a summary or text that synthesizes the information explained in the content.

How to mark them in the text: To identify a reflection, mark the beginning and end of the resource as follows:

<Reflection>

Text to be inserted in summary or synthesis text format

</Reflection>

Here's how it looks

Sabies que...

Existeixen altres algorismes mixtos, com per exemple el *massive parallel processing*, que intenten portar la filosofia MapReduce a les bases de dades relacionals (les tradicionals). Són sistemes interessants sempre que el volum d'informació no sigui molt gran.

g. Links to external sources

We advise against including links to external sources from the text; if you have to, then they should be kept to the bare minimum. In this case, make sure that they are URLs to documents that can be used (rights) and that they are permanent (the link will not change over time and will always work, with no need for the content to be reviewed, updated or edited).

Graphic and multimedia resources

You can also include graphic and multimedia resources in a sequential web. These resources are a great way to illustrate and exemplify the content. Here we explain the different types of resources and how to mark them within the text.

a. Photograph or image

You can include images and photographs to illustrate the content. You should not use images that do not add to the written content. They must be necessary and they must be justified in the explanation.

The images provided should be copyright-free and you should cite their source.

How to mark them in the text: Insert the image in the text and reference the source from which it was taken.

Here's how it looks



Source: Wikipedia https://en.wikipedia.org/wiki/Creative_Commons_license

b. Graph or diagram

Graphs or diagrams are conceptual maps that express relationships or synthesize concepts in a visual format. We recommend numbering the graphs and inserting a title and a footer to cite the source. Once it has been through production, the visual aid will be redone in the UOC masterbrand style so that it matches that of the sequential web template.

How to mark them in the text: To identify a graph, mark the beginning and end of the resource as follows:

<graph>

Graph 1. Title



Source:

</graph>

Here's how it looks

Figura 4. Pautas para visibilizar la presencia cognitiva.



Fuente: Garrison, D. R., Anderson, T., & Archer, W. (1999). *Critical inquiry in a text-based environment: Computer conferencing in higher education. The internet and higher education*, 2(2-3), 87-105.

c. Videos

You can also insert videos in the sequential webs. Authors may add videos to the material in the following cases:

- When they are videos covered by an open-access licence that allows this specific use.
- When they are videos subject to copyright and the copyright owners have been asked to authorize the specific use.
- When the video is used as a citation, for making an analysis or comment about it, or for making a critical judgement about the video as a whole.

If you want to insert a video from a platform, you will have to provide the link. We recommend numbering the videos and inserting a title and a footer to cite the source.

How to mark them in the text: To identify a video, mark the beginning and end of the resource as follows:

<Video>

Video 1. Title

<https://www.youtube.com/watch?v=rIxI36wGafY>

Source:

</Video>

Here's how it looks



Source: DCC: Managing Research Data.mov. TheDigitalCuration (2012) https://www.youtube.com/watch?v=2JBQSOqKOBu&feature=emb_logo

Interactive resources

Sequential webs offer a variety of interactive resources to make learning more dynamic. Here we explain the resources that are available:

a. *Accordion*

A list of terms or concepts that expand to show additional information. You can use this resource when there is a list of concepts and you want to explain each one with two or three lines.

How to mark them in the text: To identify an accordion list, mark the beginning and end of the resource as follows

<accordion>

Element 1: Text that explains element 1

Element 2: Text that explains element 2

Element 3: Text that explains element 3

</accordion>

Here's how it looks

A continuación enunciamos un conjunto de recomendaciones para profesores que comienzan en la enseñanza en línea (Boettcher *et al.*, 2016).

1. Estar presente en el curso.
La presencia regular y reflexiva juega un papel importante en la satisfacción del estudiante con las experiencias de aprendizaje. Esto se consigue, por ejemplo, mediante las herramientas de comunicación (anuncios en el curso, foros de discusión, introducción de actividades y comentarios en general).
+ 2. Fomentar una comunidad de aprendizaje de apoyo en línea.
+ 3. Dejar claro cómo se comunicará y cuánto tiempo deben dedicar los estudiantes al curso cada semana.
+ 4. Usar variedad de experiencias: grupos grandes, grupos pequeños e individuales.
+ 5. Proponer actividades sincrónicas y asíncronas, en la medida de lo posible.
+ 6. Pedir retroalimentación informal a los estudiantes sobre el curso.
+ 7. Proponer discusiones en el panel que inviten a la participación de los estudiantes.

b. Dynamic table

This is a table consisting of content and different interactive buttons. The interactive buttons, which unfurl information when pressed, can be distributed vertically (buttons in rows) or horizontally (buttons in columns).

How to mark them in the text: To identify a dynamic table, mark the beginning and end of the resource as follows

<Horizontal dynamic table>

Column 1	Column 2	Column 3
Text of column 1	Text of column 2	Text of column 3

</Horizontal dynamic table>

Here's how it looks

El inicio

El desarrollo

El final

Se correspondería con el planteamiento que hace el profesor de una actividad, reto o problema. Al tratarse de una actividad que se desarrolla de forma asíncrona y en línea, no es suficiente con que el estudiante acceda al aula virtual y consulte el planteamiento y materiales disponibles. Es preferible que el docente introduzca la actividad por medio, por ejemplo, de un mensaje en el que resalte aquellos aspectos donde cree necesario que se focalicen los estudiantes, y donde se despierte el interés. En este inicio, el papel del docente, además de presentar la actividad en sí misma, será el de velar para que el estudiante se concentre en el trabajo planteado, atendiendo a las posibles consultas y tratando de evitar que se distraiga con cuestiones periféricas. Aquí juega un papel muy importante el diseño que se haga de la actividad (enunciado, recursos disponibles, explicación de la actividad, objetivos, tiempos de desarrollo, etc.).

<Vertical dynamic table>

Row 1	Text of row 1
Row 2	Text of row 2
Row 3	Text of row 3

</Vertical dynamic table>

Here's how it looks





Los estudiantes pueden crear su propio mapa conceptual para sintetizar la información, compartirla en el área de discusión con otros y participar en el intercambio de ideas sobre similitudes y diferencias en las interpretaciones. Los mapas conceptuales se pueden crear utilizando programas de software como Mindomo, Mindmaps, CmapTools, etc.

c. Image carousel

This is an interactive resource that enables you to display different images with a short associated explanation that can be opened beside them, similar to a slideshow. We recommend giving a title to each text associated with the image.

How to mark them in the text: To identify a carousel, mark the beginning and end of the resource as follows

<carousel>

	<p>Title 1</p> <p>Text 1</p>
	<p>Title 2</p> <p>Text 2</p>

`</carrousel>`

Here's how it looks




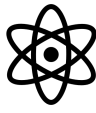
d. Flip

This is an interactive resource consisting of squares with a front and a back. Normally, the front shows a concept or image and the back has the explanatory text (brief).

How to mark them in the text: To identify a flip, mark the beginning and end of the resource as follows

`<flip>`

FRONT	BACK
<p>Title 1</p> 	<p>Title 1</p> <p>Text 1</p>

<p>Title 2</p> 	<p>Title 2</p> <p>Text 2</p>
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`</flip>`

Here's how it looks

<p>Con el propósito de obtener información sobre los intereses de los estudiantes y comenzar a crear un sentido de presencia en el grupo.</p>	<p>Durante el curso</p> 	<p>Final de curso</p> 
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Exercises

Sequential webs can also include certain types of simple exercises. These types of exercises consist of questions leading to feedback. The feedback given depends on whether the question has been answered correctly or not. Here we explain the types of exercises that you can include and how you should mark them in the content.

a. *Single choice*

This consists of a generic text with different possible answers (but only one is correct). One type of feedback is provided if the right answer is given and another type if the answer is wrong.

How to mark them in the text: To identify a single-choice exercise, mark the beginning and end of the resource as follows

`<single choice>`

Text of the exercise

Option 1

Option 2 `[correct]`

Option 3

`<Positive feedback >` Text of positive feedback `</Positive feedback>`

<Negative feedback> Text of negative feedback </Negative feedback>

</single choice>

Here's how it looks



Demostra el que saps

Pregunta 1 de 10

Tria la resposta que consideris més adequada.

Indica quina de les següents afirmacions és correcta en relació amb les dades massives (*big data*).

- Qualsevol anàlisi de dades pot ser de dades massives (*big data*).
- Utilitzar sistemes de dades massives (*big data*) ens assegura poder treure valor de les dades.
- Sempre és recomanable emprar dades massives (*big data*) per a analitzar dades.
- Un gran volum de dades fa recomanable l'ús de dades massives (*big data*).

Comprova

b. Multiple choice

This consists of a generic text with different possible answers; to answer the question correctly, all the correct options must be marked. One type of feedback is provided if the right answer is given and another type if the answer is wrong.

How to mark them in the text: To identify a multiple-choice exercise, mark the beginning and end of the resource as follows

<multiple choice>

Text of the exercise

Option 1

Option 2 [correct]

Option 3 [correct]

<Positive feedback > Text of positive feedback </Positive feedback>

<Negative feedback> Text of negative feedback </Negative feedback>

</multiple choice>

Here's how it looks



Demostra el que saps Pregunta 2 de 10

Tria les respostes que consideris més adequades.

Indica en quins dels casos següents podria ser recomanable utilitzar dades massives (*big data*).

- Per a l'anàlisi dels centres de compra d'un gran comerç en línia per a determinar possibles ofertes.
- Per a analitzar les transaccions d'un comerç de barri per a determinar usuaris més fidels.
- Per a analitzar les dades de sensors (de places d'aparcament, fanals...) en una *smart city*.
- Un gran volum de dades fa recomanable l'ús de dades massives (*big data*).

Comprova

c. Combo or completion

This consists of a text explaining the exercise and then one or more texts in which an element is missing and must be completed. The missing text is provided as a drop-down list with several options. Generic feedback is provided if the right answer is given and another type if the answer is wrong.

How to mark them in the text: To identify a combo exercise, mark the beginning and end of the resource as follows

<combo>

Text explaining the exercise

Text 1 [element A] continuation of text 1	Element A [correct] Element B Element C
Text 2 [element C] continuation of text 2	Element A Element B Element C [correct]

<Positive feedback > Text of positive feedback **</Positive feedback>**

<Negative feedback> Text of negative feedback **</Negative feedback>**

</combo>

Here's how it looks

Demostra el que saps

Pregunta 7 de 10

Tria les respostes que consideris més adequades.
Completa cada frase amb el terme correcte.

No utilitzarem un model d'implantació Selecciona una opció ▼ en el cas que la nostra empresa vulgui desenvolupar un departament propi de dades massives (*big data*).

Utilitzarem un model d'implantació Selecciona una opció ▼ en el cas que l'empresa no disposi de cap experiència en l'àmbit de les dades massives (*big data*).

Utilitzarem un model d'implantació Selecciona una opció ▼ en el cas que es disposi d'equip tècnic a l'empresa però que no es vulgui fer una gran inversió tecnològica en màquines.

Utilitzarem un model d'implantació Selecciona una opció ▼ en el cas que la nostra empresa hagi de tractar una gran quantitat de dades i amb una gran estacionalitat (moltes dades a l'estiu i a l'hivern).

2. Style

Try to use a direct style, that motivates the student, without losing the appropriate register for university material. For reference purposes, you can apply the following general indications about style:

- a. To make students feel involved with the author, use the first person plural:
we will explore... , we can see... , as we noticed...
- b. Address students directly with imperative or modal verbs:
check..., make sure..., you can look up...
- c. Paragraphs should not be overly long (no more than 15 lines).
- d. It is not possible to refer to other materials used in the course, as each text must function as a standalone unit.
- e. The size of the sections should be balanced whenever possible (for example, try to avoid having one section with one page and another with 15 pages).
- f. Check whether all the references cited in the text are included in the bibliography.

3. Diversity and gender

The contents that appear in the sequential webs, whether they are in graphic or audiovisual format, must respect equality and dignity, guaranteeing representation of the diversity in our society. This entails using language that respects people, thus avoiding terms or expressions that could marginalize certain social groups.

When it comes to choosing examples, we should reproduce everyday situations with an equal representation of both sexes. Try to avoid disseminating messages that promote stereotypes, except in cases in which the example is actually intended to highlight a discriminatory situation.

Similarly, the images or visual resources provided (photographs, videos and illustrations) should ensure that, across any given hierarchical level, there is balanced representation in terms of gender, culture, religion, race, etc.

In bibliographical references, the same visibility should be given to both men and women. The full name should be given instead of simply the initial. For example:

Cortés, Josepa; Pons, Vicent (1993). "La biblioteca jurídica de Jaume d'Eixarc (1479)". *Saitabi* (XLIII, pp. 181-194)

On the Language Service website, you will find basic advice on how to use gender-neutral language in your writing.

4. Submission format

The originals should be sent in .doc file format (although .ppt is also accepted). The length of the originals should be appropriate for the nature of the commission, between 10 and 50 pages for each module, assuming 270 words (or 2,100 characters including spaces) per page. Another good rule of thumb as regards text length is to use the standard A4 page size, 1.5 line spacing and Verdana 10 or Arial 12 font.

When establishing minimum presentation requirements, a distinction should be made between newly created learning resources and revisions of existing sequential webs

(updates, errata, etc.).

4.1. Newly created sequential web

a. Authors do not need to use a specific template when creating a new, non-multiformat resource. This means you can focus on the content and not worry about the text's format or final layout, which is determined by pre-defined template styles. We recommend using delimiting tags like [Start key text] / [End key text] to identify the different elements, or any other unambiguous system that is easy to understand.

b. We prefer original documents written in Word or equivalent formats such as OpenOffice.

c. The figures can be embedded in the document or they can be submitted separately with references indicating their positions in the text.

d. We ask that authors put their names at the beginning of each original.

e. If there are mathematical formulas, it is best if they are created using MathType. Alternatively, you can use the Word formula editor. Formulas must never be imported as images, made using other applications that cannot be exported to MML, or handwritten, as this would require rewriting them, increasing the margin of error.

f. Instructions, comments or general notes for the editors should be provided in a separate document.

The final format of a sequential web will be WEB. PDF versions are no longer being created as they can only be produced manually in a way that is not cost efficient, and are not a scalable solution.

If you need to offer a learning resource in PDF format, when preparing the course content you should choose a learning resource from the catalogue that does offer this format as a publication medium.

4.2. Revisions of existing sequential web

The first thing to consider is how extensive the update of the existing resource will be. If it is a correction of errors with very few changes, how the originals are submitted will be much less important than in the case of a complex content update.

When identifying the changes, we ask authors to use the latest version of the PDF (if it exists) as the basis for reference. It is important to make sure that the latest version is used.

When making changes to the PDF, we recommend using the tools provided by Acrobat (*Insert, Replace, Comment*). Very short indications, notes and amendments can be made directly in the PDF; changes in sentences, paragraphs and longer content should always be made in separate documents, referenced as "text 1", "text 2", for example.

Any other method that is easy to understand and consistent may be valid. What is important is to avoid ambiguity or contradictions.

In revisions with very few changes, it is practical to create a document (similar to an errata list) detailing the changes by page (URL), section, etc.

If the revisions apply to resources in more than one language, it is sufficient to submit the updates and changes in just one of the versions. The editors will transpose them to the other versions as required.

The updates must always be made to the latest version of the final documents; they must never be made to draft originals or any earlier version. However, if the author wishes to work on a Word document and decides to convert the latest web version of the resource into Word (that is, converting from PDF to Word or copying the text directly from the website), the changes must be marked in the text (for example, tracked changes enabled).

When converting the final PDF into Word, sometimes the format and the images are changed with respect to the original PDF, but the authors are not required to fix it if this happens.

In highly complex revisions, to assess specific cases or whenever you consider it necessary, we recommend asking the contact person at the Library about your doubts.