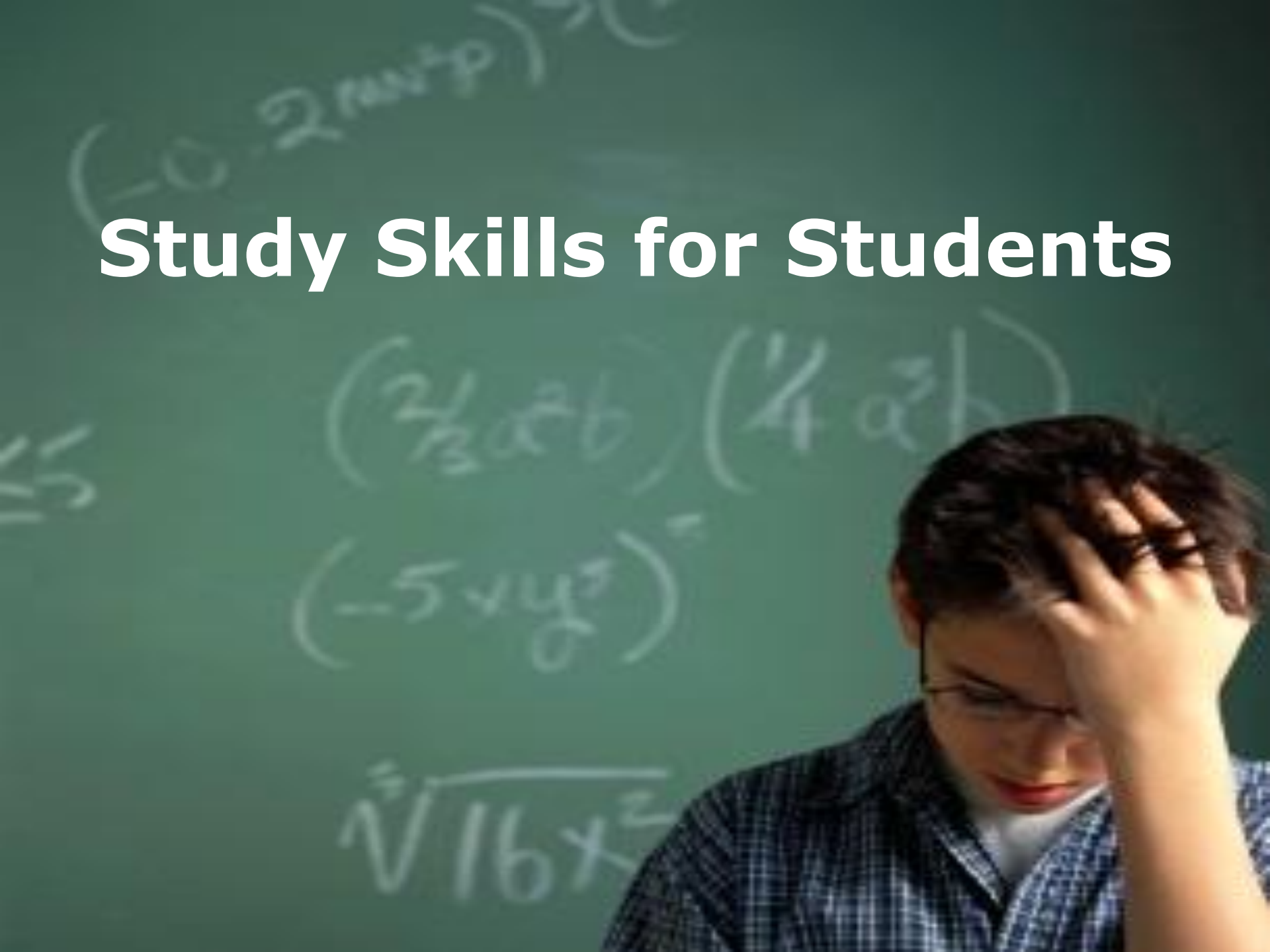
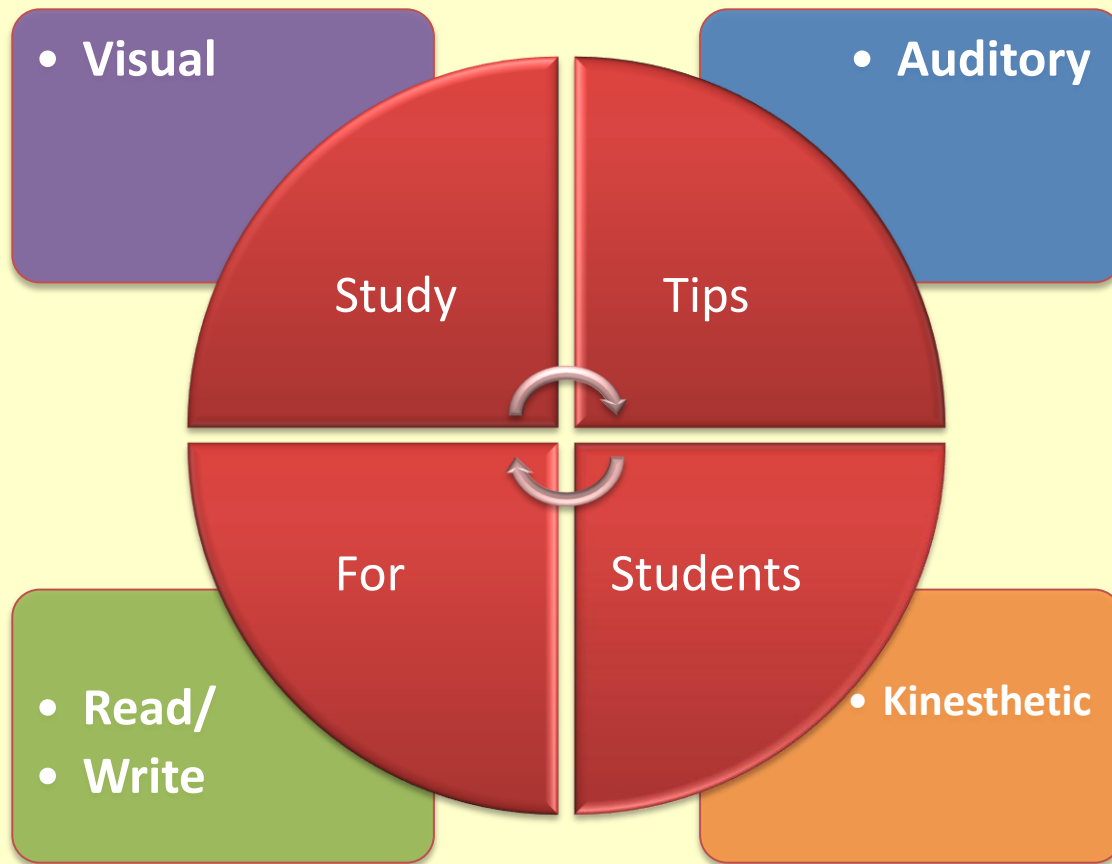


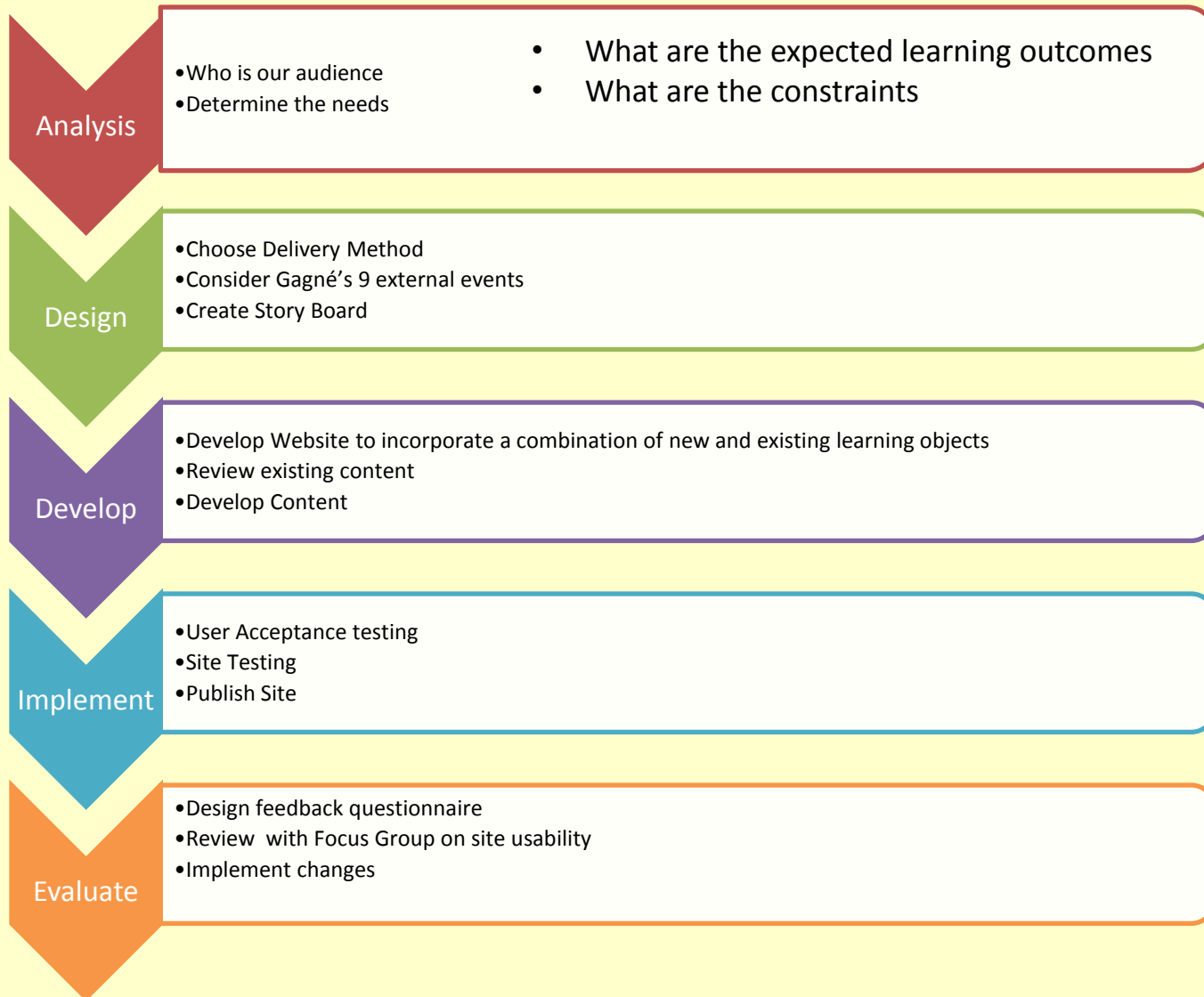
Study Skills for Students



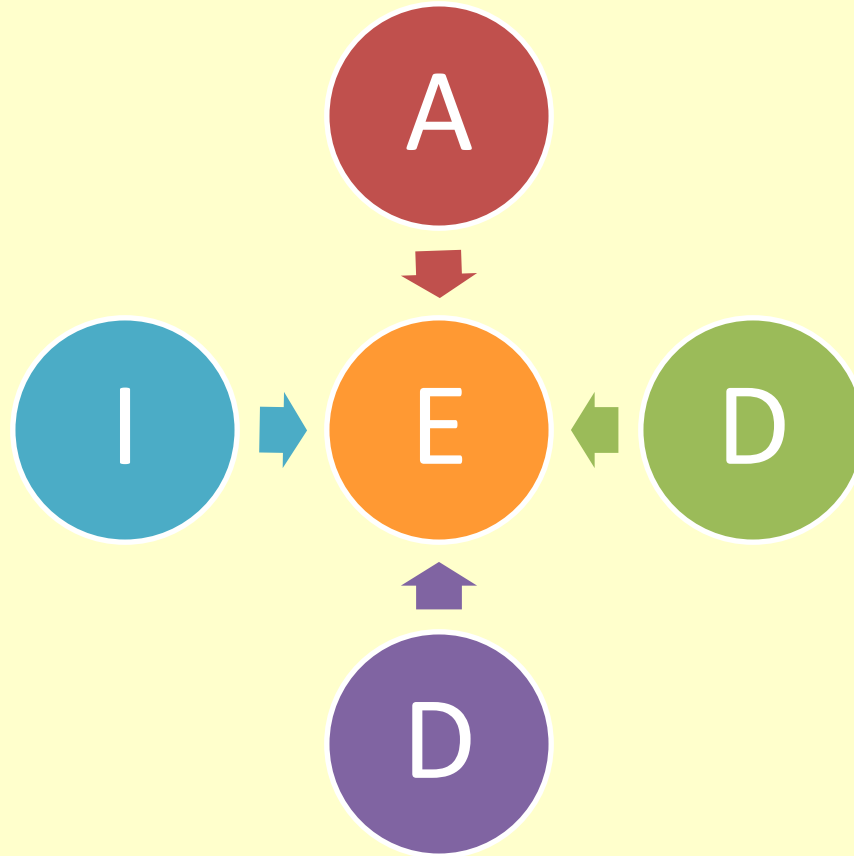


The Process

This resource is being developed using the ADDIE model



Evaluation Throughout the Process



ANALYSIS

Our Audience

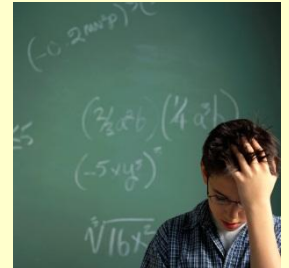
- ✓ Students new to third level education who have recently completed second level education and may be unfamiliar with the demands of studying effectively in a new environment
- ✓ Mature students who have returned to education after a number of years
- ✓ Third level students who have agreed to mentor other students and help them study more effectively

What are their needs

- ✓ A reusable resource that allows students easily identify their dominant learning style
- ✓ A resource that will allow students engage with a range of tools that can aid effective study
- ✓ Notify students of study tips relating to their learning style

Constraints

- ✓ Within time scale not possible to design for full accessibility
- ✓ Within time scale not possible to design or use large amounts of content
- ✓ Time required to :-
- ✓ Learn to use new tools
- ✓ To develop the website



ANALYSIS



Rationale



Resource

- Many students lack effective study skills.
- Students can be unaware of the range of study techniques
- Students are often unaware of their learning style and how it may change depending on the subject they are studying.
- Tying study skills to learning styles should foster more effective study practises



VARK learning styles model

- VARK is compatible with multimedia as an engaging and effective method to describe each style
- the mnemonic(1) - easier for our target audience to remember the styles
- User friendly description of each style
(2)

A N A L Y S I S

The aims of this resource

To help students recognise their dominant learning styles

To develop a range of study techniques that suit students' learning styles

To design a resource that students can use to coach other students to help improve their study techniques

Learning Outcomes

At the end of this module you will⁽¹⁾

- Be able to recognise the 4 learning styles in the VARK model
- Be able to identify your dominant style
- Be able to identify study tips associated with each learning style
- Be able to access websites that provide useful tools to aid study techniques
- Be able to assist other students in identifying their dominant learning style

DESIGN

Choose Delivery Method

Resource will be hosted on external Website

Pages and Navigation: (1)

- ✓ Home Page (Link to each style, quiz & blog)
- ✓ V(isual) Link to quiz, blog, useful links
- ✓ A(uditory) Link to quiz, blog, useful links
- ✓ R(ead/Write) Link to quiz, blog, useful links
- ✓ K(inesthetic) Link to quiz, blog, useful links
- ✓ Blog/Forum
- ✓ Quiz (not included in navigation but accessible from each page)

Identify Content

- ✓ Are there existing learning objects that can be reused?
- ✓ What additional content needs to be created?

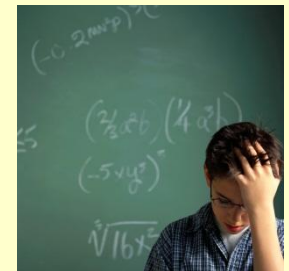
General Design

- ✓ Agree Template for Website
- ✓ Agree colour schemes and layout consistency
- ✓ Guidelines from Dyslexic site

Story Board

- ✓ Create storyboard

Design



Layout and Consistency

Website template selected. Logo designed.
Colour scheme chosen.

Home page layout agreed. Layout for pages for
each learning style agreed

Video and podcasts to last no more than three
minutes ⁽¹⁾

Font and text consistent with guidelines from
Dyslexia Association ⁽²⁾

The screenshot shows a web browser window displaying the BDA Dyslexia Style Guide. The navigation menu at the top includes: Home, About Us, About Dyslexia, Information & Activities, Membership, News, Get Involved & Fundraising, Quality Mark & Accreditation, Training & Events, and Shop. The breadcrumb trail reads: Home > About Dyslexia > Further Information > Dyslexia Style Guide. On the left is a sidebar menu with categories like BDA Helpline, FAQs, Information for Parents, Schools, Colleges & Universities, Adults & Employment, IT Information, and Further Information (with sub-items like Alternative Therapies, Eyes and Dyslexia, Dyslexia Style Guide, Reading, Audio Books, and Revision Guides, Books on Dyslexia, Publications, Research Information, and Emerging Discussion). The main content area is titled 'Dyslexia Style Guide' and includes a printer and email icon. It states the guide is in three parts: 1. Dyslexia Friendly Text, 2. Accessible Formats, and 3. Website design. It provides a link to download the full style guide. The first section, '1. Dyslexia Friendly Text', explains the aim to reduce visual stress and lists media and font guidelines.

Home > About Dyslexia > Further Information > Dyslexia Style Guide

- BDA Helpline
- FAQs
- Information for Parents
- Schools, Colleges & Universities
- Adults & Employment
- IT Information
- **Further Information**
 - > Alternative Therapies
 - > Eyes and Dyslexia
 - > Dyslexia Style Guide
 - > Reading, Audio Books, and Revision Guides
 - > Books on Dyslexia
 - > Publications
 - > Research Information
 - > Emerging Discussion

Dyslexia Style Guide

This Guide is in three parts:

1. Dyslexia Friendly Text
2. Accessible Formats
3. Website design

You can download the full style guide [here](#).

1. Dyslexia Friendly Text

The aim is to ensure that written material takes into account the visual stress experienced by some dyslexic people, and to facilitate ease of reading. Adopting best practice for dyslexic readers has the advantage of making documents easier on the eye for everyone.

Media

- Paper should be thick enough to prevent the other side showing through.
- Use matt paper rather than glossy. Avoid digital print processing which tends to leave paper shiny.
- Avoid white backgrounds for paper, computer and visual aids. White can appear too dazzling. Use cream or a soft pastel colour. Some dyslexic people will have their own colour preference.

Font

- Use a plain, evenly spaced sans serif font such as Arial and Comic Sans. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet.
- Font size should be 12-14 point. Some dyslexic readers may request a larger font.

<http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-style-guide.html>

Layout and Consistency



Logo will appear on the banner of all pages of the website



On the page of each individual style it will appear with appropriate style highlighted and other styles greyed out

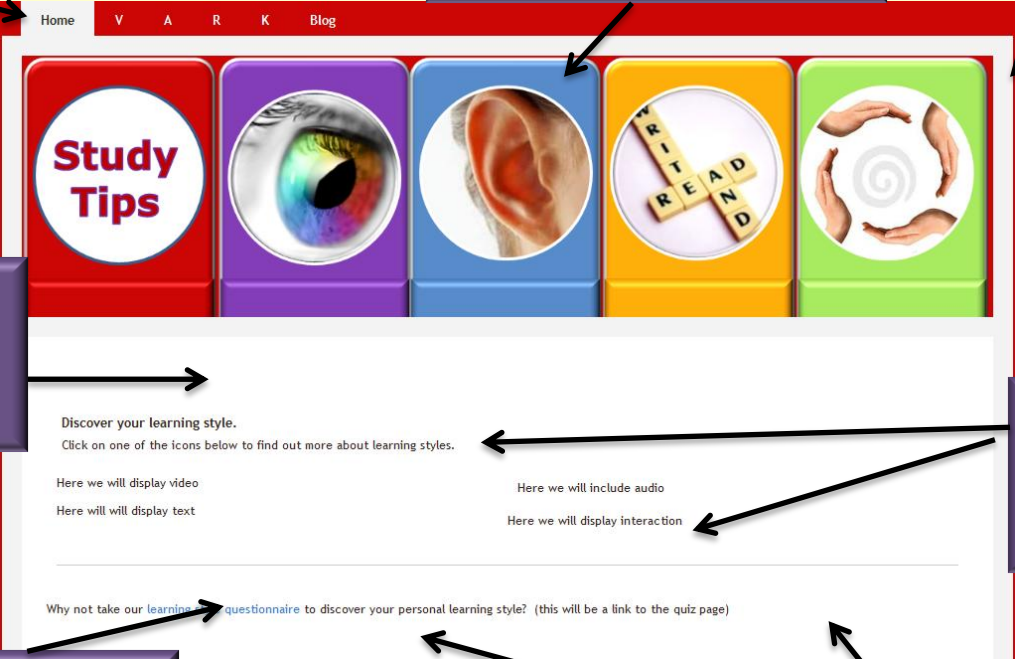
DESIGN

Home Page

Site Navigation

Each block leads to different learning styles

Logo



Placeholder for intro by extranormal

Placeholders for overview of each style

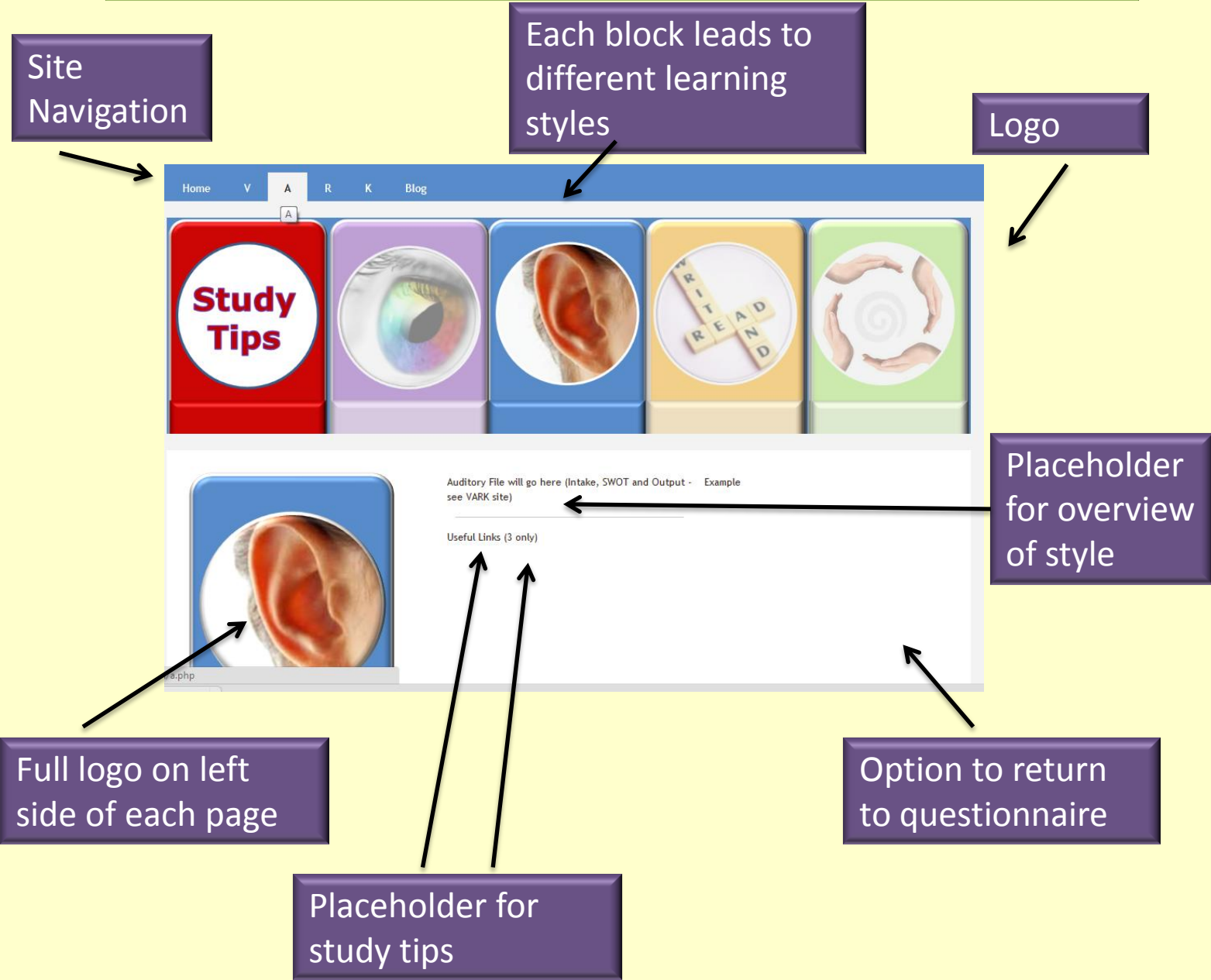
Link to learning styles Questionnaire

Option to download questionnaire

Links to study tips for each style

DESIGN

Learning style Page



Blog/Forum

- ✓ Forum for student to provide tips and suggestions for others



Site development and contents

DEVELOP

Setup Requirements

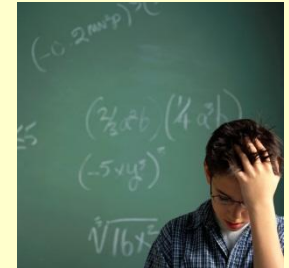
- ✓ Gmail Account
- ✓ Yola Site Account
- ✓ Tumblr Feed Blog Account

Applications

- ✓ Screenr
- ✓ Extranormal
- ✓ Voki
- ✓ Articulate
- ✓ Excel
- ✓ Flash

Content

- ✓ Video
- ✓ Podcast
- ✓ Word Documents
- ✓ Excel spreadsheets
- ✓ Links for external websites
- ✓ Graphics



Home Page

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- ✓ Develop Logo for banner
- ✓ Provide for access to different learning styles
- ✓ Provide for access to blog
- ✓ Develop extranormal introduction
- ✓ Develop overview of each learning style using a combination of Visual, Auditory, Text and Kinaesthetic supports
- ✓ Create online version of questionnaire
- ✓ Create downloadable questionnaire

Learning Style Page

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- ✓ Develop Logo for banner – is that not part of home page?
- ✓ Overview of learning style.
- ✓ Study tips for style consistent with information from VARK site
- ✓ Develop or review existing content for study tips – not sure about this
- ✓ Add useful links to each page
- ✓ Provide access to the questionnaire

I M P L E M E N T

Test Phase

- ✓ Upload content to site
- ✓ Group test of site
- ✓ User Acceptance Testing
- ✓ Browser Test



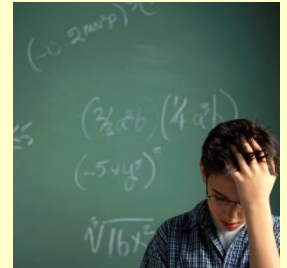
Evaluate Resource

- ✓ Did it achieve expectation
- ✓ What have we learned: Group Review
- ✓ Improvements: How can we make it better?

Design

Accessibility

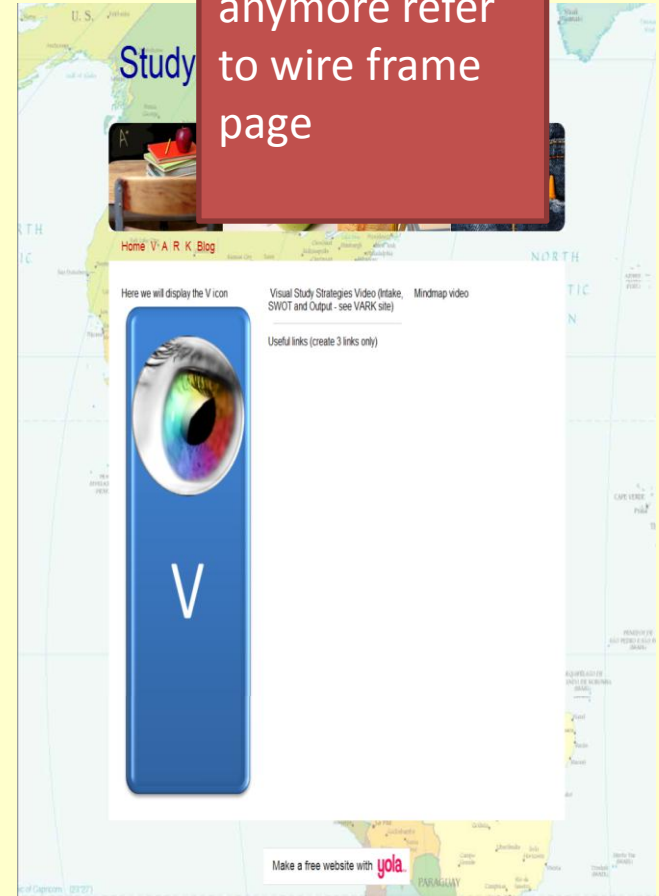
- ✓ Future development for use on smart phones
- ✓ Fully developed for visually impaired (eg Alt tags, option to increase font size by clicking on a button)
- ✓ Further development for dyslexia compliance



Visual Page

- ✓ Video on what tips suit best
- ✓ Examples suited to learning style
- ✓ Useful links for visual learners

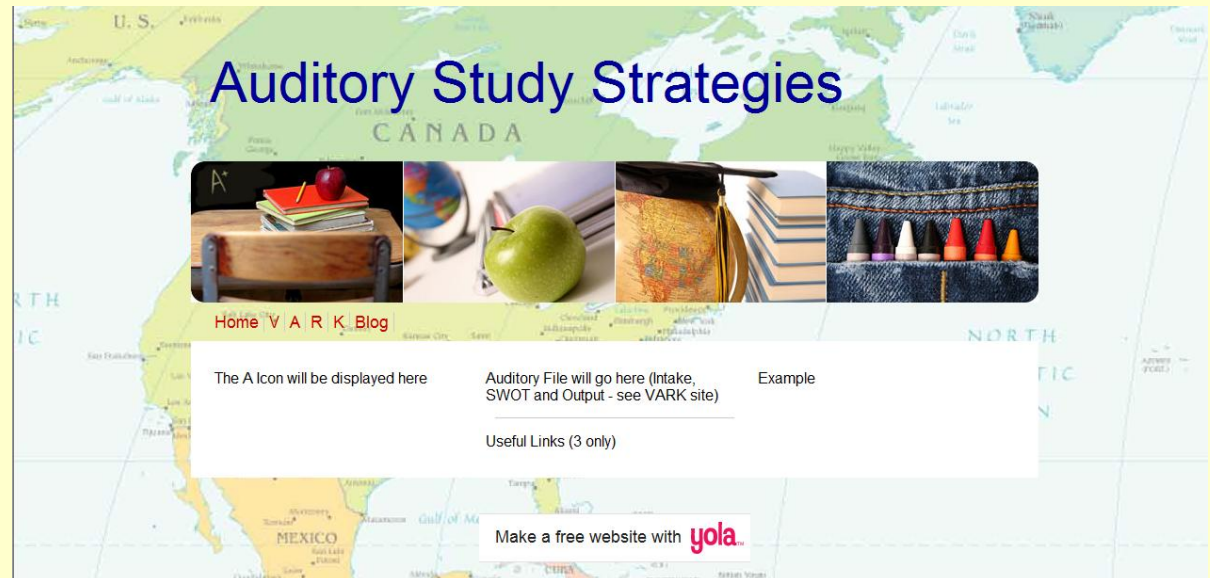
This slide may not be needed anymore refer to wire frame page



Auditory Page

- ✓ Podcast on tips
- ✓ Examples suited to learning style
- ✓ Useful links for auditory learners

This slide may not be needed anymore refer to wire frame page



Read/Write Page

- ✓ Text file of tips
- ✓ Download of text file
- ✓ Examples suited to learning style
- ✓ Useful links for textual learners

This slide may not be needed anymore refer to wire frame page

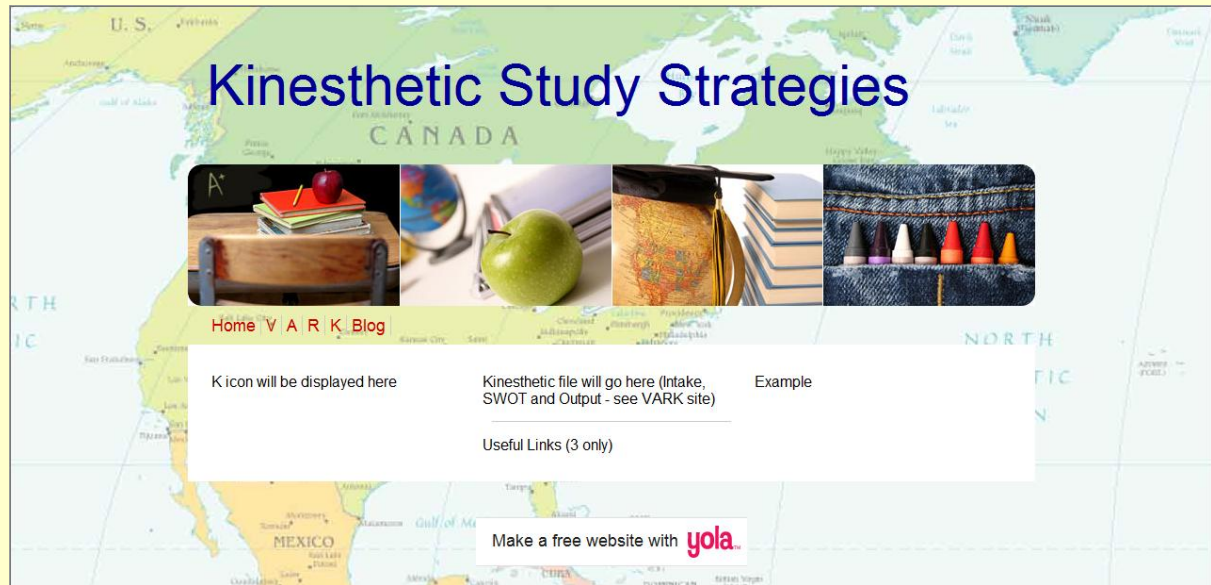
DEVELOP



Kinesthetic

- ✓ Interaction explaining study t
- ✓ Examples suited to learning s
- ✓ Download docs (Cornell Template ,
- ✓ Useful links for kinesthetic learners

This slide may not be needed anymore refer to wire frame page



Learning style Questionnaire

- ✓ Complete quiz through interaction
 - ✓ 16 questions with four options, respondent selects one answer from each question
- ✓ Provide feed back on dominant style
- ✓ Provide Quiz and scoring instructions in PDF format
 - ✓ Respondents receive a result indication how many questions were answered with one of the four learning styles

Layout and Consistency

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Site Banner – Logo all aspects of logo greyed out except for learning style on view

Site Navigation

This Slide
to go ?

Text
description
of learning
style e.g.
Visual

Overview of
style

Study Tip 1

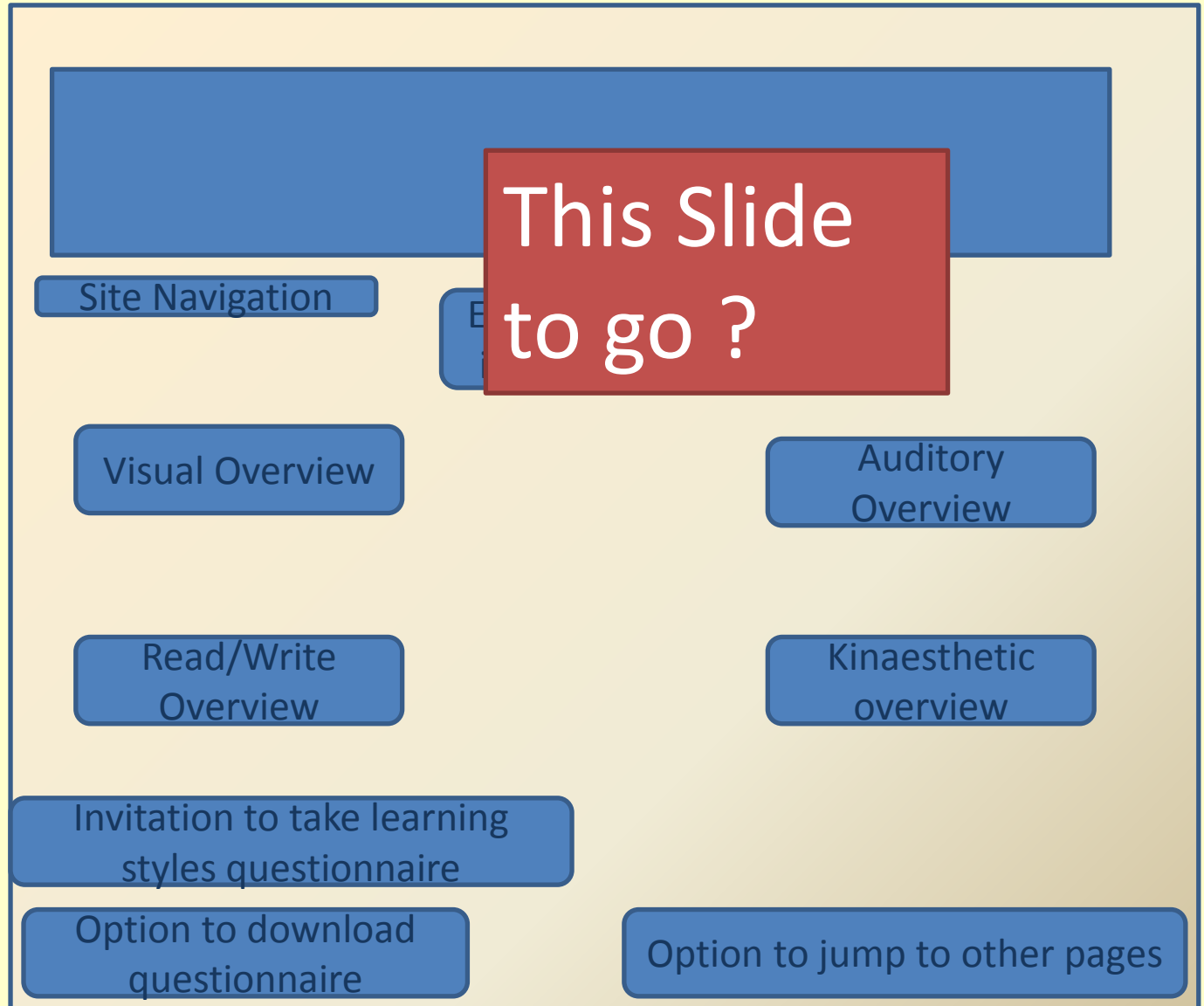
Study Tip 2

Option to take learning styles
questionnaire

Option to jump to other
pages

Layout and Consistency

DESIGN



Implementation Section

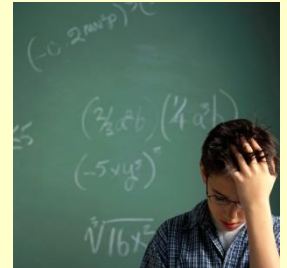
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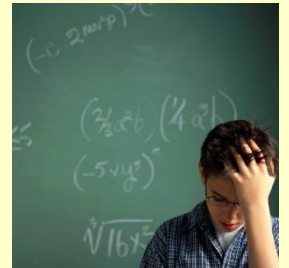
- ✓ Implement: Launch Resource
 - ✓ Overview: What users will do
 - ✓ Feedback: Blog/Forum

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What users will do

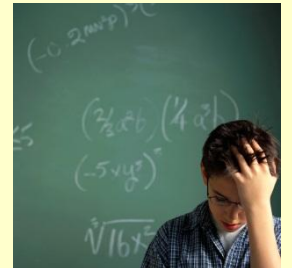
- Users will be presented with an overview of the VARK model in video, podcast, text and interaction
- On completion of the overview students may complete a questionnaire to identify their learning style
- Students may progress to any module on any learning style and view the appropriate tips
- Students may skip to helpful sites area



Feedback

- ✓ Formative review
- ✓ Students may provide feedback or suggestions for other students

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Evaluation Section

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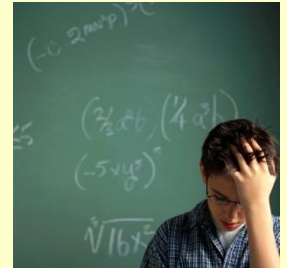
E V A L U A T I O N

- ✓ Did the resource achieve expectation
- ✓ What have we learned:
 - ✓ Group Review
 - ✓ The Process
 - ✓ The tools
 - ✓ The research
- ✓ Improvements: How can we make it better?



What do the experts suggest

- ✓ Use a combination of our readings to extract common themes to provide a rationale for our approach
- ✓ Use a model to design authentic activities



Improvements

- ✓ Accessibility:
 - ✓ Future development for use on smart phones
 - ✓ Fully developed for visually impaired (eg Alt tags, option to increase font size by clicking on a button)
 - ✓ Further development for dyslexia compliance
- ✓ Should we say here rather than technical skills what will resource be designed for eg access on smart phones



References/Useful links

- ✓ <http://www.bdadyslexia.org.uk/about-dyslexia/further-information/dyslexia-style-guide.html>
- ✓ <http://coe.jmu.edu/LearningToolbox/cornellnotes.html>
- ✓ Pachler, N. & Daly, C.,(2011) *Key Issues in e-Learning; Research and Practice*, Continuum International Publishing Group: New York
- ✓ Horton, W, (2006) *eLearning by Design*, Pfeffier: San Francisco

