In the Introduction you encountered the idea of learner profiles. You had the opportunity to assess the skills and background of your audience and to relate these ideas to planning learning outcomes. You looked at learning styles and diverse learning needs.

In this chapter, you will explore more information about your target audience and ways to analyze their needs. Knowing your audience will give you confidence that your e-Texts and the design for your course will meet their learning needs. This process is called user-centered design.

This chapter is the first of two chapters that present ideas and guidelines for writing for a wide range of users. In this chapter you are introduced to the user-centered design framework. We look at e-Writing related to cultural issues such as age, ethnicity, language, and cognitive development. In Chapter 3, we broaden user-centered design guidelines to include the better-known
issue of accessibility. As you read the chapter, record your questions about user-centered design in the *Handbook*.

**Key Ideas**

By the end of the chapter, you should be thinking about the diverse cultures represented by your audience. You should also be able to evaluate your current content, and the content of other available e-Texts for accessibility and appropriateness (go to *Questions and Goals* in Chapter 2 of the *Handbook*).

**Key Terms**

This chapter introduces a number of terms and phrases that you may not be familiar with. These terms are listed in the accompanying Handbook with enough space to define them in your own words or note examples, references, and resources (go to *Key Terms* in Chapter 2 of the *Handbook*).

- Learning outcome
- Knowledge construction
- Cognitive
- Affective
- Psychomotor
- Active learning
- Authentic assessment
- Collaborative learning
- Learning style
- Constructivism

**Plan Your Progress**

A concept guide for the ideas presented in this chapter is provided in the Handbook (go to *Concept Guide* in Chapter 2 of the *Handbook*). You can use this outline to help guide your exploration.

Record your own information or learning needs in the *Handbook* (go to *Questions and Goals* in Chapter 2 of the *Handbook*). If you have questions about UCD, record them here.
Teachers’ Views on the Approach of Digital Games-Based Learning within the Curriculum for Excellence
www.igi-global.com/article/teachers-views-approach-digital-games/62855?camid=4v1a