In Chapter 4, you were introduced to the idea of learning (or educational) objects and repositories. Chapter 4 emphasized the identification, retrieval, and reuse of learning objects that reside in repositories around the world.

This chapter assumes that:

- You have original content that you want to redevelop for the Web
- You intend to develop new content expressly for the Web

This chapter continues to expand on the idea of usability. You will learn more about making your e-Texts accessible to all readers. You will explore:

- How to write texts to maximize readability
- How to incorporate media into your texts

This chapter appears in the book, E-effective Writing for e-Learning Environments, authored by Katy Campbell. Copyright © 2004, Idea Group Inc. Copying or distributing in print or electronic forms without written permission of Idea Group Inc. is prohibited.
• The idea of e-Texts as genres
• And how to adapt existing electronic formats to e-Learning environments

You will be encouraged to think differently about designing your message. Key ideas include:

• Linear vs. hypertext
• The language of interactivity
• Engagement
• Writing for clarity, coherence, and efficiency
• Structuring e-Texts through interface
• Minimizing the e-Reader’s cognitive load

**Key Terms**

This chapter introduces a number of terms and phrases that you may not be familiar with. These terms are listed in the *Handbook* (go to Key Terms in Chapter 5 of the *Handbook*). Check off the terms you know. Then, use this list to guide your reading of the chapter.

• Semantic linking
• Converging technologies
• Instructional wrap-around
• Message design
• Cognitive load
• Hit and run
• Downloading
• Keyhole problem

**Plan Your Progress**

A concept guide for the ideas presented in this chapter is provided on in the *Handbook* (go to Concept Guide in Chapter 5 of the *Handbook*). You can use this outline to help guide your exploration.
Formative Assessment and Feedback with Teacher Immediacy Behaviors in an E-Text-Based Context
www.igi-global.com/chapter/formative-assessment-feedback-teacher-immediacy/52929?camid=4v1a