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
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.
An Alternate Reality for Education?: Lessons to be Learned from Online Immersive Games
Alex Moseley (2012). *International Journal of Game-Based Learning* (pp. 32-50).
www.igi-global.com/article/alternate-reality-education/69784?camid=4v1a