



Building e-learning modules

What to keep in mind when building the IWM modules

Overview

1. Introduction
2. Pedagogical design
3. Media design

1. Introduction

Introduction

Up-to-date online learning modules should


- be self-explanatory and easy to use
- support individual learning processes
- employ media in an adequate manner
- enable learners to assess their learning progress
- provide some kind of interaction and feedback
- ...

Introduction

Questions are among others ...

- How can content / learning material be presented in an adequate manner?
 - Which content is relevant for the module?
 - What is a reasonable structuring of the content?
- What should the text be like that is suited for screen reading?
- What is the adequate mix of media? How to choose the adequate visualization (graphic, photo, animation, video)?
- Which design aspects have to be taken into consideration?
- How can interactivity be supported? What makes a good assignment and adequate feedback?
- ...

Implications for IWM learning modules?

Freie Universität  Berlin

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e-Learning
in the Environmental & Geosciences

Integrated Watershed Management

Start Information Introduction to IWM Interaction of geospheres Landscape Sensitivity Field research Data Management Soil & Water Conservation Planning Cycle Environmental changes Economy, policy and legislation


Start Information

View • Edit Page • Attachments (1) • Info

Welcome to the Watershed Management-Module!

In this e-Learning-Module the basics of Watershed Management are explained by various figures, texts, animations and other media.

- In this chapter you'll find information about
- the addressees of the Watershed Management-Module;
- the learning targets of the Watershed Management-Module;
- the module structure;
- how to learn with the e-Learning materials;
- the author of this module and the contributors.



Information about the different functions of the module (menus, etc.) and the page reproduction you can find in the overview of the e-Learning environment 'GeoLearning' ('how to learn with this e-Learning environment'). In this chapter it is also listed which software has to be set up on your computer ('technical requirements'). Specific information for learning the Watershed Management concept are further given in the chapter 'how to learn with the e-Learning materials'.

The intended addressees of the Watershed Management-Module are presented on the next learning page.

You are here: Watershed Management > Start Information

Contents:

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 - Environmental changes
 - Economy, policy and legislation

pedagogical design

- content selection
- interactivity
- ...

media design

- navigation
- screen design
- integration of media
- ...

<http://wikis.fu-berlin.de/display/iwm/Watershed+Management>

2.

Pedagogical Design

Pedagogical design

Idea

- develop interest: attract attention, personalization (learning paths), self-paced and self-organized learning, knowledge sharing
- improve understanding of content: building concepts, feedback, situated learning

**Given by IWM learning modules:
Start information**

Pedagogical design

Didactical approach of IWM modules

- situated learning
- problem-based learning

Explain approach to learners!

Learning path

You have two options:

- You learn the contents of Watershed Management in the **suggested sequence** by following the hierarchy of the menu structure or
- you choose your **own learning path** by using the **main (top)** and the **content (right) navigation** areas.

Chapter

- Introduction to Watershed Management
- Interaction of geospheres
- Landscape Sensitivity
- Soil and Water Conservation
- Planning Cycle

☐ Key questions





☐ Main part



☐ Test questions



Didactical instruction - Example



**INTEGRATED WATERSHED MANAGEMENT
E-LEARNING NETWORK**

Integrated Watershed Management

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[Planning Cycle](#)

Learning targets

[View](#) • [Discuss](#) • [Edit Page](#) • [Attachments \(1\)](#) • [Info](#) • •

The learning targets of the Watershed Management-Module are:

- you know the understandings of Watershed Management;
- you know the meaning of natural resource management;
- you understand the importance of natural resource management;
- you know the basics about the Watershed Management concept (principles and goals of Watershed Management, etc.);
- you can classify the Watershed Management concept within existing planning approaches;
- you know about the interactions of geospheres in shaping watersheds;
- you have an understanding about the processes that may act in watersheds;
- you know about the problems that may occur within watersheds;
- you have an first insight into the relationship between supply and demand for natural resources in watersheds;
- you know about the necessity to determine the relevant factors to develop a suitable Watershed Management strategy;
- you have an understanding of the influence of environmental changes on watersheds and the resulting effects on watershed

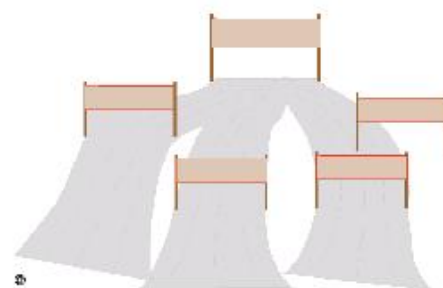


Figure: Learning targets.
Source: Stumptner, A. 2007.

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Didactical instruction - Example

Learning path

You have two options:

- You learn the contents of Watershed Management in the **suggested sequence** by following the hierarchy of the menu structure or
- you choose your **own learning path** by using the **main (top) and the content (right) navigation** areas.

Test and exercise questions

Some information for answering the test and exercise questions:

- Follow the instructions given in the text. Arrows will appear on every page that lead you to the next page.
- You have always the chance to answer the question again!

explain learning and teaching methods

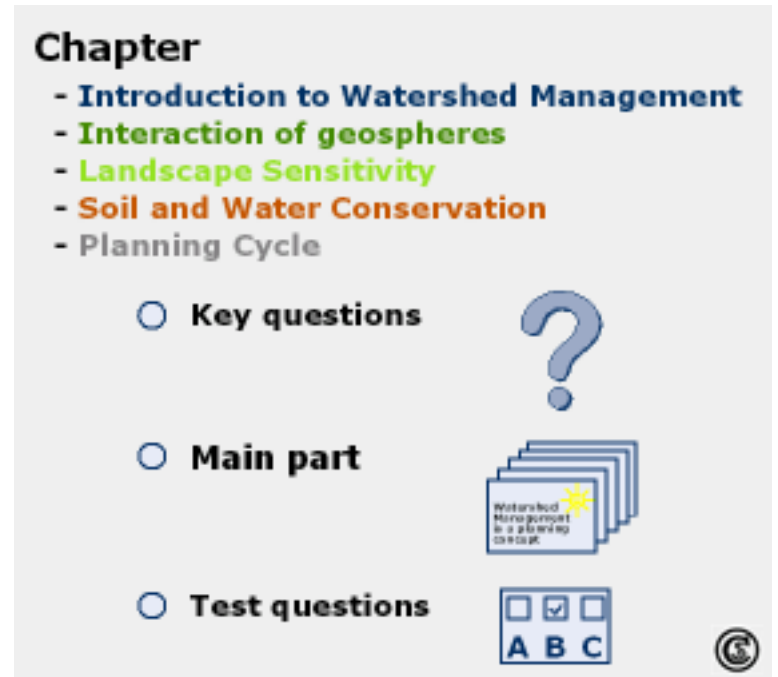
Content selection and structuring

Idea

- selecting the content to be presented
- structuring and modularising content

Keep in mind

- select content to be included according to learning objectives
- didactic reduction
- present content following a common pattern



**Pattern predefined by IWM;
realization in your module is your responsibility!!!**

Content selection and structuring

Keep in mind: expectations and skills of target group

Integrated Watershed Management

Start Information

Introduction to IWM

Interaction of Geospheres

Landscape Sensitivity

Field Research

Data Management

Soil & Water Conservation

Environ Policy&

Addressees

View • Discuss • Edit Page • Attachments (1) • Info • ☆ • ✉

The Watershed Management-Module is addressed primarily to

- students of a degree programme on Watershed Management;
- students of a master's degree programme in Geo or Environmental Sciences with elective Watershed Management or sub-areas of Watershed Management;
- students in advanced-level courses of geoscientific and environmental diploma and magister degree programmes with Watershed Management as optional subject or elective.

Further addressees are

- lecturers of Geo and Environmental Sciences who teach Watershed Management;
- geoscientific and environmental professionals who want to learn self-dependently the concept of Watershed Management and
- all people interested in Watershed Management.







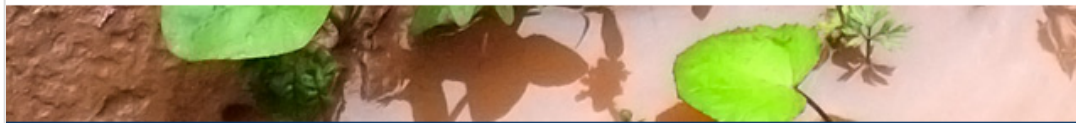








Figure: Different addressees of the Watershed

Content selection and structuring - Example




**INTEGRATED WATERSHED MANAGEMENT
E-LEARNING NETWORK**

Integrated Watershed Management



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Key questions

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The key questions guiding you through the introduction are:

- What is meant by Watershed Management?
- Why is management of natural resources necessary?
- What is meant by planning and management?
- What is required of natural resource management and development?
- How should management and planning carried out?
- What are the challenges for planners and managers?
- How is planning feasible?
- Which tools are available?
- Which planning models are provided?
- Which units can be planned for?
- What is a watershed?
- Why are watersheds a reasonable planning unit?
- Which principles are followed up by Watershed Management?
- What are the effects of sound Watershed Management?
- Which are the objectives of Watershed Management?
- What does Watershed Management comprise?
- What are the features of Watershed Management?

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Tests and exercises

Idea

- get learners involved
- test understanding and knowledge
- advance the learning process

Keep in mind

- specify the learning objectives that are tested
- ensure that the assignment type is suitable
- provide adequate feedback
- integrate tests and exercises into the learning process (e.g. pre-test, test following a learning unit, self-test)

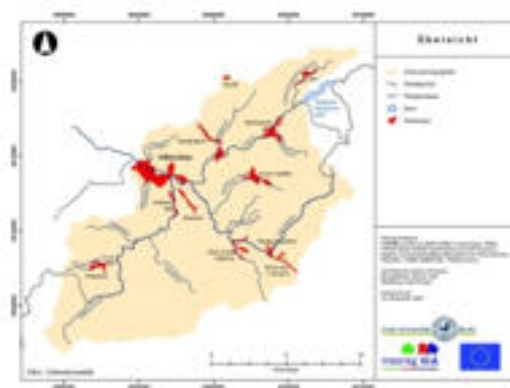
Tests and exercises - Example

Test Questions - Introduction

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1. Understanding of Watershed Management

The Flöha River drainage basin is located in the border area of the Czech Republic and Germany. It is located in the ridge areas of the middle 'Erzgebirge'.



Click one of the images to enlarge or click arrow to continue.



3.

Media design

Media design

Relates to

- content presentation (e.g. text, figures, audio, animations ...)
- navigation
- functionalities (e.g. search, print, sitemap)
- screen design (functionality, consistency ...)
- user control
- ...

Media design: Text

Idea

Scanning text on screen vs. reading text on paper:

- relevant information / teaser at beginning; something to animate user to stay on page
- limit number of text on page (scrolling)

Keep in mind

- simple language without jargon
- limited number of words in sentences, and number of sentences in paragraphs
- concise, expressive, and visible links - not buried in text
- terms, acronyms or abbreviations are avoided or defined
- same words and phrases are used consistently to describe an item
- unique and descriptive headings
- references according to pattern: <http://wikis.fu-berlin.de/display/iwm/Referencing>
- ...

Media design: Hypertext

Idea

- Hyperlinks are used to relate chunks of knowledge / texts and link to content in the WWW.
- Modularity supports selective access, flexible access of large amounts of information

Keep in mind

- granularity of hypertext elements
- clear structure of hypertext: hierarchical, network, linear
- link labels make sense when read out of context (avoid “click here”)
- some kind of orientation (cf. screen design)
- internal vs. external links are clearly distinguishable
- See also: <http://wikis.fu-berlin.de/display/iwm/Hyperlinks>

Media design: Multimedia items



Idea

- depending on the content, a particular medium is best suited
- purpose: illustration, structuring, (decoration)

Keep in mind

- use images, video, animation, audio etc. meaningfully
- provide an introductory explanation for animation/audio/video prior to it being listened to / viewed
- use appropriate formats
- cf. Styleguide / Figures and tables: <http://wikis.fu-berlin.de/display/iwm/Style+Guide>

Media design: Navigation

Idea

- table of contents of a web page
- provides orientation and access point for navigating the content of the web page
- good navigation answers the questions “Where am I?”, “Where do I come from?”, “What can I do here” and “How do I get on / back?”
- importance of a well thought-out navigation for usability

Keep in mind

- link texts are consistent with the title or headings of the destination (i.e., target) page
- identical links are not named differently
- no misleading cues to click; visual clues for orientation
- text links are used rather than image links
- current location within the site is shown clearly

Media design: Navigation - Example

inconsistent use of link texts
identical links are named differently

Start Information

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Figure: PC illustration.
Source: Stumptner, A. 2007.



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- Planning Cycle

Media design: Navigation - Example

current location within the site is shown clearly

Start Information	Introduction to IWM	Interaction of Geospheres	Landscape Sensitivity	Field Research	Data Management	Soil & Water Conservation	Environmental Policy&Economy	Planning Cycle
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Start Information

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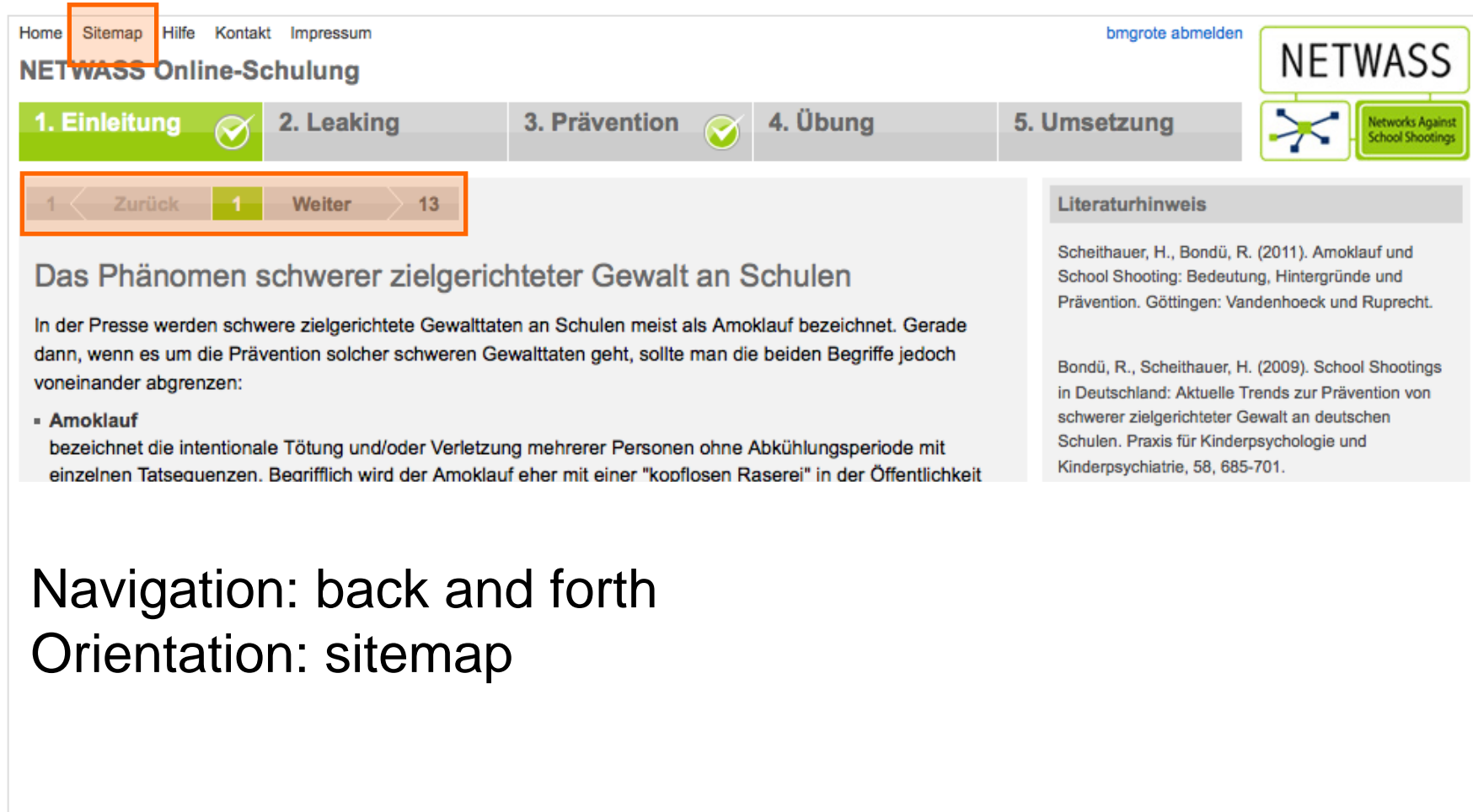


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Media design: Navigation - Example



The screenshot displays the 'NETWASS Online-Schulung' website. At the top, a navigation bar includes links for 'Home', 'Sitemap' (highlighted with an orange box), 'Hilfe', 'Kontakt', and 'Impressum'. On the right, there is a 'bmgrote abmelden' link and the 'NETWASS' logo with a sub-label 'Networks Against School Shootings'. Below the navigation bar, a progress bar shows five steps: '1. Einleitung' (highlighted with an orange box and a green checkmark), '2. Leaking', '3. Prävention' (with a green checkmark), '4. Übung', and '5. Umsetzung'. A secondary navigation bar below the progress bar shows '1' (highlighted with an orange box), 'Zurück', 'Weiter', and '13'. The main content area is titled 'Das Phänomen schwerer zielgerichteter Gewalt an Schulen' and contains text about school shootings and a definition of 'Amoklauf'. A 'Literaturhinweis' section on the right lists two references. The bottom of the page features the text 'Navigation: back and forth' and 'Orientation: sitemap'.

Home Sitemap Hilfe Kontakt Impressum

bmgröte abmelden

NETWASS

Networks Against School Shootings

1. Einleitung 2. Leaking 3. Prävention 4. Übung 5. Umsetzung

1 Zurück 1 Weiter 13

Das Phänomen schwerer zielgerichteter Gewalt an Schulen

In der Presse werden schwere zielgerichtete Gewalttaten an Schulen meist als Amoklauf bezeichnet. Gerade dann, wenn es um die Prävention solcher schweren Gewalttaten geht, sollte man die beiden Begriffe jedoch voneinander abgrenzen:

- **Amoklauf**
bezeichnet die intentionale Tötung und/oder Verletzung mehrerer Personen ohne Abkühlungsperiode mit einzelnen Tatsequenzen. Bearifflich wird der Amoklauf eher mit einer "kopfloren Raserei" in der Öffentlichkeit

Literaturhinweis

Scheithauer, H., Bondü, R. (2011). Amoklauf und School Shooting: Bedeutung, Hintergründe und Prävention. Göttingen: Vandenhoeck und Ruprecht.

Bondü, R., Scheithauer, H. (2009). School Shootings in Deutschland: Aktuelle Trends zur Prävention von schwerer zielgerichteter Gewalt an deutschen Schulen. Praxis für Kinderpsychologie und Kinderpsychiatrie, 58, 685-701.

Navigation: back and forth
Orientation: sitemap

Media design: Navigation

Keep in mind [cont.]

- colour changes are used to indicate to users when a link has been visited
- when using embedded links, link texts accurately describe the link's destination text
- internal vs. external links are indicated
- no unclear or missing relation of the link destination to source page

characteristics and interactions of the atmo-, hydro-, litho-, morpho-, bio- and human sphere determine which soil is formed in the watershed ([soil forming factors](#)); you can study these if you follow the hyperlink (in German). In other watersheds with changed characteristics of geospheres (e.g., changed meteorological parameters) may the interactions of geospheres result in another soil type. Changes within the Gina River catchment (such as intensified resource use) may cause changed soil characteristics.

Thus, the characteristics and interactions of the geospheres shape the nature of a watershed. They thus also determine the availability of natural resources and their quality. A sufficient precipitation rate with moderately intensity may supply an adequate amount of water available for human use. If it really sufficient, is depending of the actual demand of water. On the other hand, inappropriate land use practices may degrade the soil and finally reduce the usable agricultural area. These interactions of geospheres are the reason why [Watershed Management](#) takes an [integrated approach](#) of natural resource management.

Media design: Screen design

Idea

- design decisions **wrt** presenting information on the screen
- visual clarity, self-explanatory, user guidance

Keep in mind

- navigation clearly distinguishable from other elements (e.g. content, links ...)
 - consistent layout (font, colour, etc.)
 - consistent position on screen
- structuring
 - site design and layout is straightforward and concise
 - important items are placed consistently (and top center)
 - use structuring elements to improve orientation and steer user attention (captions, lists, icons, ...)
 - recurring layout of pages (grid)



But before starting with this you can answer the [test questions](#) of this chapter.



The [references](#) of this chapter you can see if you follow the hyperlink


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INTEGRATED WATERSHED MANAGEMENT
E-LEARNING NETWORK

Integrated Watershed Management

Suchen

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Interaction of Geospheres
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Soil & Water Conservation
Environmental Policy&Economy
Planning Cycle

Understandings of WM

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One common definition of Watershed Management says that:

Watershed Management (WM) is an intergrated approach to the management of natural resources that aims to secure the living conditions of local communities in a sustainable manner (GTZ, cited in Förch and Schütt 2004).



Figure: Watershed Management in Pakistan;
Source: Schmitt, M. 1997.

This is one approach of Watershed Management. It is practiced by regional developers in rural areas focussing on improving the quality of life for the local population; eg., GTZ. The regeneration of natural resources is viewed as secondary, as a means to an end (Förch and Schütt 2004 b).

Another approach to Watershed Management is that of natural resource managers who view water as a basic element of all life. Thus, their aim is to develop an integrated package of measures to pursue two water issues:

- First, to increase the availability of water for increased biomass production.
- Second, to reduce the destructive forces by water.

The improvement of living standards is therefore a consequence and not a priority of their measures (Förch and Schütt 2004 b). One advocate is Butler, for example.

A third approach to Watershed Management is also that of conservationists. This approach focuses on the management of natural resources (especially soil and water conservation) as its primary goal. However, livelihood concerns (i.e. poverty alleviation) are addressed in so far as that they help to further conservation objectives. Thus, socio-economic development is viewed as a means to this end (Bollom 1998; German et al. 2007). Michael Bollom is one advocate, for example.

This learning module is based on the first approach to Watershed Management.

But what is natural resources management? The next chapter will introduce you to [natural resource management and planning](#) before

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Main menu: top

Functions: top

Navigation: right

Content area: left

- Heading
- Activities / Functionalities
- Text: left-aligned
- Picture: right-aligned
- Quote: grey box
- Comments / site info: bottom

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NETWASS Online-Schulung

1. Einleitung ☒
2. Leaking
3. Prävention ☒
4. Übung
5. Umsetzung




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Die zwölf deutschen Fälle schwerer zielgerichteter Schultgewalt

In Deutschland sind bislang zwölf Fälle bekannt, bei denen Schüler und Lehrer innerhalb der Schule getötet und / oder verletzt wurden.



☒ Ortsnamen anzeigen

Wenn Sie mehr über die einzelnen Fälle erfahren wollen, laden Sie bitte den rechts stehenden Text herunter. Exemplarisch können Sie hier auch eine Pressemitteilung des Falls von Winnenden finden.

Willkommen beim Online-Lernmodul NETWASS
Stand 26.05.2011

Gibt es Unterschiede zwischen den deutschen und amerikanischen Taten?

Grundsätzlich handelt es sich bei School Shootings um ein international verbreitetes Phänomen. Dennoch gibt es Unterschiede zwischen den deutschen und amerikanischen Taten: In Deutschland richten sich die Taten signifikant häufiger gezielt gegen Schulmitarbeiter. Zudem scheinen in vielen Fällen schulische Disziplinarmaßnahmen im Vorfeld eine Rolle gespielt zu haben.

Downloads

- [↓ Zusätzliche Informationen zu den zwölf Fällen in Deutschland](#)
- [↓ Pressemitteilung Mai 2009 am Beispiel Winnenden](#)

Functions: top

Navigation: top

Main Content area: left



- Heading
- Text: left-aligned
- Picture: right-aligned

Additional content: right

Media design: Screen design


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NETWASS Online-Schulung

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Beispiel einer Androhung eines School Shootings in Baden-Württemberg



Polizeibeamte suchen nach Schüler, der Amoklauf angedroht hatte
Quelle: Schwäbische Zeitung, 11.06.2010 23:20

Ein weiteres Beispiel für eine Drohung illustriert der Fall einer Grundschule mit Werkrealschule in Baden-Württemberg: Ein 14-jähriger Schüler hatte zu Beginn der fünften Schulstunde vor Mitschülern und einer Lehrerin Todesdrohungen gegen Lehrer ausgesprochen: „Ich bringe die Lehrer um und laufe Amok“, soll er gesagt haben, danach war der Schüler geflüchtet. Die Schulleitung verständigte daraufhin die Polizei. Polizeibeamte, teilweise in schussicheren Westen, eilten über den Schulhof. Alle Schüler mussten über das Unterrichtsende hinaus in ihren Klassen warten, bis nach einer Stunde Entwarnung gegeben werden konnte. Der Verdächtige konnte gefasst werden.


Weiterführende Links

► Artikel in der Schwäbischen Zeitung vom 11.06.2010

Willkommen beim Online-Lernmodul NETWASS
Stand 19.05.2011

Keep in mind [cont.]

- overall impression
 - integration of pictures, graphics
 - unnecessary animation is avoided
 - white space is sufficient; pages are not too dense
 - sufficient contrast foreground/background: black text on plain, high-contrast background
 - quiet background in order not to distract from content
 - pages that are not too crowded with items of information

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INTEGRATED WATERSHED MANAGEMENT E-LEARNING NETWORK

Integrated Watershed Management

Start Information Introduction to IWM Interaction of Geospheres Landscape Sensitivity Field Research Data Management Soil & Water Conservation Environmental Policy&Economy Planning Cycle

Hydrosphere of the Gina River catchment

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The hydrosphere of the Gina River catchment shows some basic characteristics which are listed briefly:

- The Gina River drains the catchment area.
- It is a third order tributary of the Hare River which drains into Lake Abaya, a lake of the Rift Valley system.
- Several streams feed the Gina River catchment (Beck et al. 2004).
- Since 1955 the surface water distribution per capita has been declining continuously in Ethiopia (Bekele 2001).




Figure: A tributary of the Gina River;
Source: Hahl, R. 2003.

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 - Atmospheric conditions in the Gina River catchment
 - Hydrosphere of the Gina River catchment
 - Lithosphere of the Gina River catchment
 - Morphosphere of the Gina River catchment
 - Pedosphere of the Gina River catchment
 - Biosphere of the Gina River catchment

Media design: Screen design

Keep in mind (cont.)

Predefined in IWM learning modules: Cf. styleguide:
<http://wikis.fu-berlin.de/display/iwm/Style+Guide>

- use bold and italic text sparingly but consistently
- language and style
 - short phrases and sentences, small readable paragraphs
 - simple and clear language / wording, correct spelling!
 - important items are placed at the top of lists

Media design: Screen design

Paging vs. scrolling

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[bmgrote abmelden](#)

NETWASS Online-Schulung


1. Einleitung

2. Leaking

3. Prävention

4. Übung


5. Umsetzung



Networks Against School Shootings

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Beispiel einer Androhung eines School Shootings in Baden-Württemberg



Polizeibeamte suchen nach Schüler, der Amoklauf angedroht hatte
Quelle: Schwäbische Zeitung, 11.06.2010 23:20

Ein weiteres Beispiel für eine Drohung illustriert der Fall einer Grundschule mit Werkrealschule in Baden-Württemberg: Ein 14-jähriger Schüler hatte zu Beginn der fünften Schulstunde vor Mitschülern und einer Lehrerin Todesdrohungen gegen Lehrer ausgesprochen: „Ich bringe die Lehrer um und laufe Amok“, soll er gesagt haben, danach war der Schüler geflüchtet. Die Schulleitung verständigte daraufhin die Polizei. Polizeibeamte, teilweise in schuss sicheren Westen, eilten über den Schulhof. Alle Schüler mussten über das Unterrichtsende hinaus in ihren Klassen warten, bis nach einer Stunde Entwarnung gegeben werden konnte. Der Verdächtige konnte gefasst werden.

Weiterführende Links


» [Artikel in der Schwäbischen Zeitung vom 11.06.2010](#)

Willkommen beim Online-Lernmodul NETWASS

Stand 19.05.2011

paging
related content on
several pages

Media design: Screen design



Natural resource planning thus is - with regard to resources - the identification of possible desirable future end states, and development of courses of action to reach such end states" (Mitchell 2002, 6).

Definition of management

Management refers to the controlling and planning of details (Bauer 1998). By judicious use of available means the actual decisions are made and actions are carried out to achieve the objectives (Storey 1960).

Management thus requires both plans and objectives (Storey 1960).

The manager has therefore to control, handle and direct the decision-making and the course of action. He has the responsibility and the authority to allocate the capital, technology and human resources to achieve the desired end (Mitchell 2002; Ratter 2002).

Natural resource management thus comprises actual decisions and actions concerning policy and practice regarding how resources are appraised, protected, allocated, developed, utilised, processed, rehabilitated, remediated and restored, monitored and evaluated (Ewert et al. 2004; Mitchell 2002).

This management process includes the broad economic, social, environmental and technical considerations that influence natural resource management decision-making (Ewert et al. 2004). Thus, management is complex and requires substantial advance planning.

Planning the development and management of natural resources should involve the broader development goals of the community aiming to improve the living conditions of the local population (such as marketing opportunities for the cultivated crops). In this context, natural resource management means less the outright protection of natural resources (e.g., game reserves to which local people are denied access); rather it means a sustainable and environmentally appropriate management (Bolton 1998).

What is meant by sustainable is explained on the next learning page.

[Kommentar hinzufügen](#)

You are here: Watershed Management > Introduction to IWM > Natural Resource Management and Planning > Meaning of planning and management




Figure: A planner is planning;
Source: Stumptner, A. 2007.

- planning
 - Realisation of Integrated Natural Resource Management
 - Challenges for planners and managers
 - How to plan
 - WM as a planning approach
 - Test Questions - Introduction
 - Interaction of Geospheres
 - Landscape Sensitivity
 - Field Research
 - Data Management
 - Soil & Water Conservation
 - Environmental Policy&Economy
 - Planning Cycle

scrolling
related content on
one page

Media design: Screen design

Keep in mind

- scrolling
 - no need for users to scroll horizontally
 - facilitate fast scrolling by highlighting major items
 - location of headings and other page elements does not create the illusion that users have reached the top or bottom of a page when they have not (avoid scroll stoppers)
- paging
 - related information or tasks are grouped on the related pages
 - sometimes need for many clicks, not everything at a glance
 - provide printing option for related content

both have advantages and disadvantages => sensible combination of both

Media design: Functionality

Idea

- improve usability



**Predefined in IWM learning modules:
Wiki functionalities**

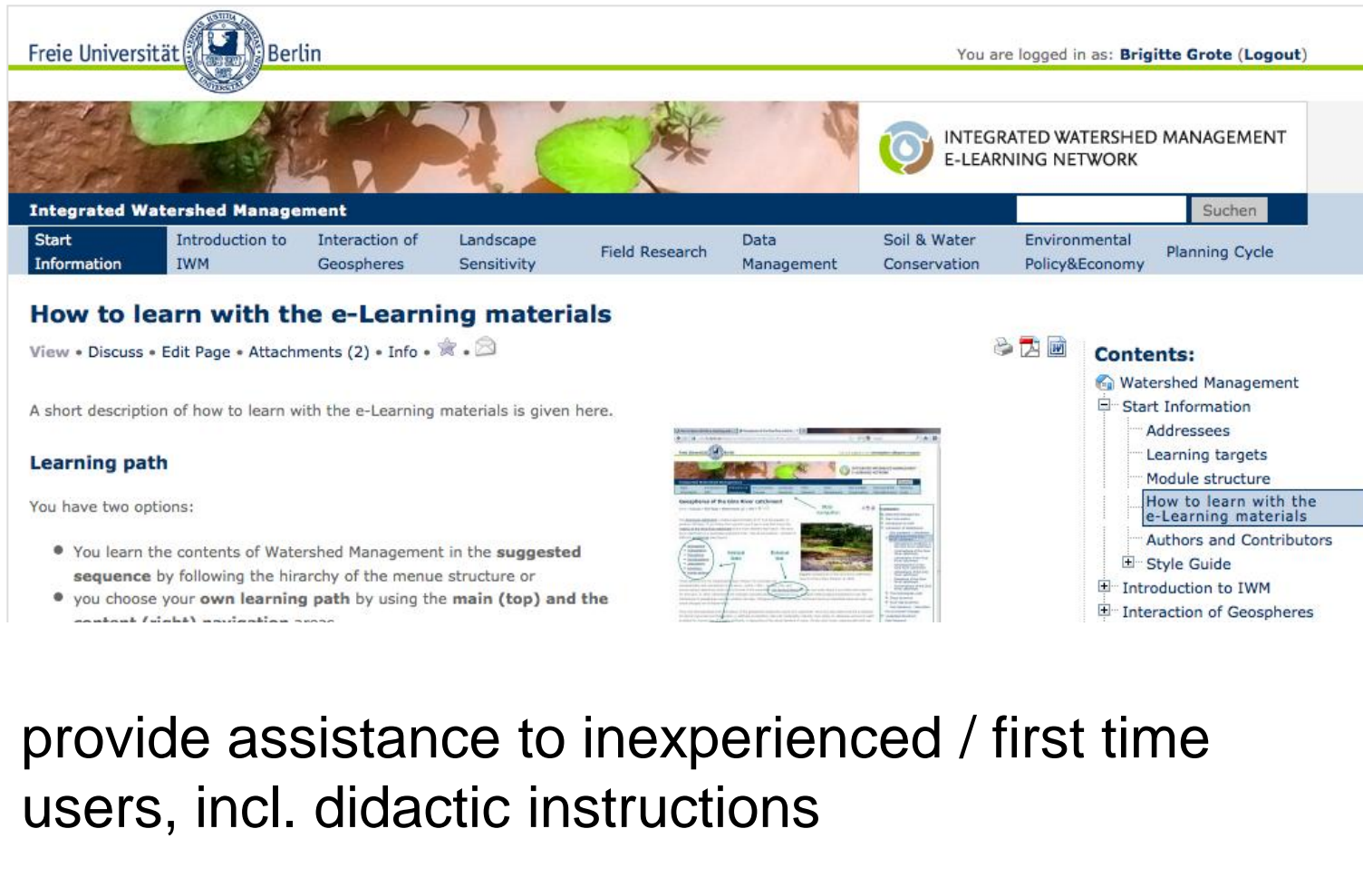
Media Design: Online help & user guides

Idea


- prevent users from getting lost
- provide information for efficient use

**Given by IWM learning modules:
Start module**

Media Design: Online help & user guides



The screenshot displays the user interface of the Integrated Watershed Management E-Learning Network. At the top, the Freie Universität Berlin logo and name are on the left, and the user login status 'You are logged in as: Brigitte Grote (Logout)' is on the right. Below this is a banner image of a pond with lily pads. The main navigation bar includes a search box and a 'Suchen' button. A horizontal menu lists various topics: Start Information, Introduction to IWM, Interaction of Geospheres, Landscape Sensitivity, Field Research, Data Management, Soil & Water Conservation, Environmental Policy&Economy, and Planning Cycle. The 'Start Information' section is active, showing a title 'How to learn with the e-Learning materials' and a list of actions: View, Discuss, Edit Page, Attachments (2), Info, and icons for star and envelope. A short description follows. The 'Learning path' section offers two options: following a suggested sequence or choosing a custom path. A central image shows a preview of the e-learning material. On the right, a 'Contents' sidebar lists the site structure, with 'How to learn with the e-Learning materials' highlighted in a blue box.

Freie Universität  Berlin

You are logged in as: **Brigitte Grote** (Logout)

Integrated Watershed Management

Start Information Introduction to IWM Interaction of Geospheres Landscape Sensitivity Field Research Data Management Soil & Water Conservation Environmental Policy&Economy Planning Cycle

How to learn with the e-Learning materials


View • Discuss • Edit Page • Attachments (2) • Info • ☆ • ✉

A short description of how to learn with the e-Learning materials is given here.

Learning path

You have two options:

- You learn the contents of Watershed Management in the **suggested sequence** by following the hierarchy of the menu structure or
- you choose your **own learning path** by using the **main (top)** and the **content (right)** navigation areas



Contents:

- Watershed Management
 - Start Information
 - Addressees
 - Learning targets
 - Module structure
 - How to learn with the e-Learning materials**
 - Authors and Contributors
 - Style Guide
 - Introduction to IWM
 - Interaction of Geospheres

provide assistance to inexperienced / first time users, incl. didactic instructions

Media Design: Interactivity

Idea

- extent to which the learning programme allows for user interaction
- motivate, inform, active learning, transfer, organise learning process ...

Levels of interactivity (Schulmeister, 1997; e-teaching.org)

1. examining and absorbing objects
2. examining and absorbing multiple presentations (-> learning preferences)
3. varying forms of presentation
4. manipulating content of learning module
5. constructing objects
6. receiving feedback

Keep in mind

- adequate design of instruction, tasks, feedback; cf. pedagogical design

References

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Thank you!

Dr. Brigitte Grote

CeDiS

Freie Universität Berlin

brigitte.grote@fu-berlin.de

