



THE OPEN  
UNIVERSITY  
OF SRI LANKA

Centre for Educational Technology and Media (CETME)  
OUSL Study Material in print

Unit II

# THE HOUSE STYLE





OUSL STUDY MATERIAL IN PRINT

UNIT II

# THE HOUSE STYLE



Published by  
The Open University of Sri Lanka

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Revised 2012 (with a new cover)  
Revised December 1998  
First published - 1996  
**ISBN – 955–23–0760-0**

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## **Acknowledgements**

This manual originally prepared according to guidelines developed by the OUSL senate sub committee in response to the initiative of Professor N.R. Arthenayake, Vice-Chancellor of the OUSL, has now been revised to reflect the knowledge and experience gained on study material development and production through the Department for International Development (DfID) funded project (1996-98).

We gratefully acknowledge the contribution of members of the original House Style preparation team, and Dr. Reg Melton, Mr. Robin Kyd and Mr. Nigel Draper of the Open University, UK.

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## **Unit II**

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# **THE HOUSE STYLE**

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## Introduction

The Open University House Style contains Senate recommendations on the presentation of Open University study material. The application of the prescribed styles set out here is mandatory.

It is the responsibility of the desktop publishing team in co-ordination with the Educational Technology Division (renamed as Centre for Educational Technology and Media - CETMe in 2011) to develop and maintain styles and templates to provide guidance and help with the preparation of study material. The team has in fact produced two templates for this purpose, and this manual should help you to make good use of them.

We will begin by taking a look at the way in which courses are to be structured in terms of units and study sessions, as this provides *the basic framework for the course*, and explains the components to which we will be referring within the manual.

We will then go on to look at how the templates developed by the desktop publishing team may be used to help you present textual material in the style recommended by the university. The two templates may be accessed on your computer as *course template* and *unit template*, and we will consider each of these in turn within the manual.

- The course template is designed to help with the presentation of preliminary materials such as cover pages, titles pages, and the introduction to the course as a whole.
- The unit template is designed to help you with the presentation of the content of each unit - including the related study sessions.

All you have to do is select the appropriate style from the template, and this will automatically determine how the related text will be presented.

As most OUSL study material is presented on A4 paper, the styles have been developed for material of this size.

(This manual is not intended to advise on the actual preparation of study materials, The Senate recommendations for writing and editing study material have in fact been presented in the book entitled *Bridging the Gap - Distance Writing*, published by the Open University and last revised in December 1998).

## 1 The basic framework for the course

A *study programme* should be divided into *courses* and thereafter into *units* and ultimately *study sessions*. The guidelines on how to break down courses into units and study sessions are given in the book *Bridging the Gap - Distance Writing*.

Where a course is likely to contain a large number of units (as is typically the case with full credit and half credit courses) units may be compiled together in blocks of units as illustrated in Figure 1.

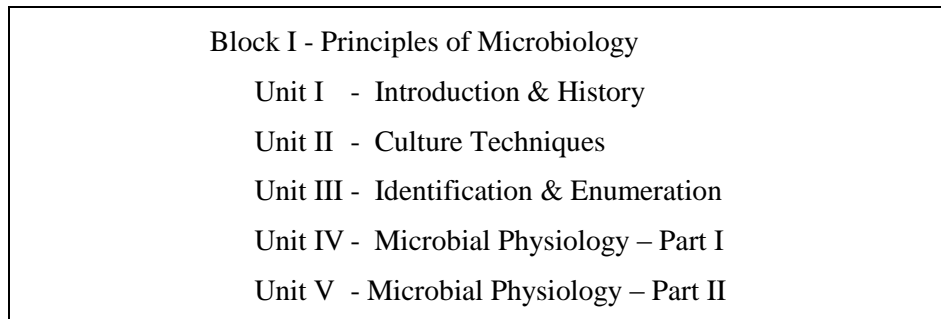


Figure 1: Example of the breakdown of a course into individual units

The units of instruction may contain not only a book but also audio-visual materials, articles for reference, kits, diagrams and so on. A study programme will have a hierarchical structure similar to that illustrated below in Figure 2.

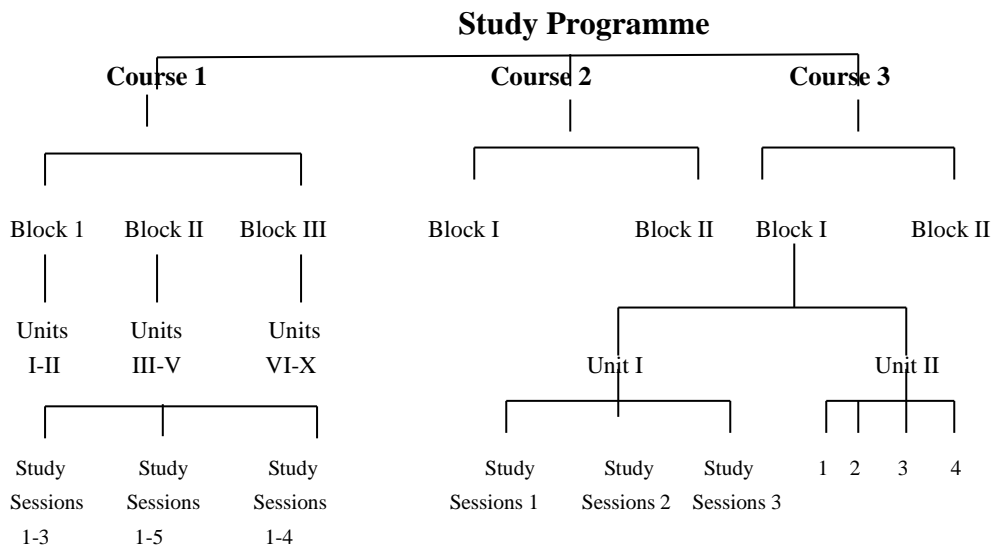


Figure 2: Hierarchical arrangement of components in a course

The decision concerning the number of blocks, units and study sessions in each course is left to each course team.

An overview of the course should be provided under a separate cover under the title *Introduction to the course* (see section 2.5).

Each block and each unit should also contain an introduction under the title *Introduction to the block* or *Introduction to the unit* (see section 3.1).

Additional materials such as laboratory and practical guide books which are an integral part of the course should carry the same course title.

*Example:*

Principles of Microbiology: Laboratory Manual

## **2 Using the ‘course template’**

The styles required to create cover pages and title pages for units are unusual in that many of them will not be used again in presenting the remaining parts of the units. It therefore makes sense to keep such styles on a separate template, and the course template is intended to help you layout preliminary pages in the appropriate format. The pages formatted on the template include

Cover page

Title page

Course team page

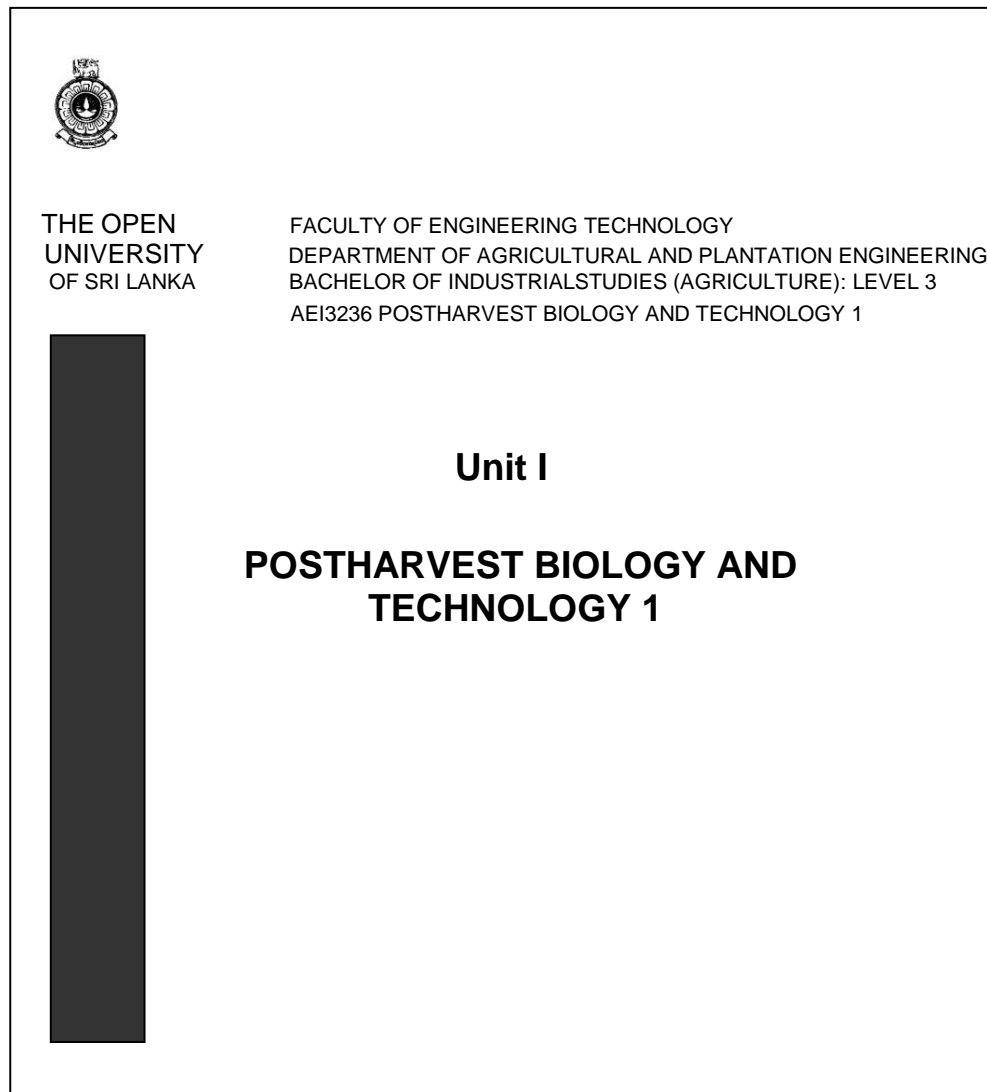
Acknowledgement page, and

Introduction to the course

In the paragraphs that follow we will indicate how the template may be used to determine the layout and styling of these pages. All you have to do is type in your own text and it will automatically be presented in the required format.

## 2.1 Cover page

An example of the cover page for a unit is included in Figure 3. There is a unique colour band for each faculty; Purple for Faculty of Education, Red for Faculty of Engineering Technology, Green for Faculty of Humanities and Social Sciences and Blue for Faculty of Natural Sciences. If the study programme is offered by two or more faculties then the respective faculty colours should be indicated on the cover (colour band should be extended to the spine of the book as well). The cover page for a block or a whole course is essentially the same, except that the word 'unit' is either changed to 'block' or eliminated as required.



*Figure 3: Example of cover page for a unit*

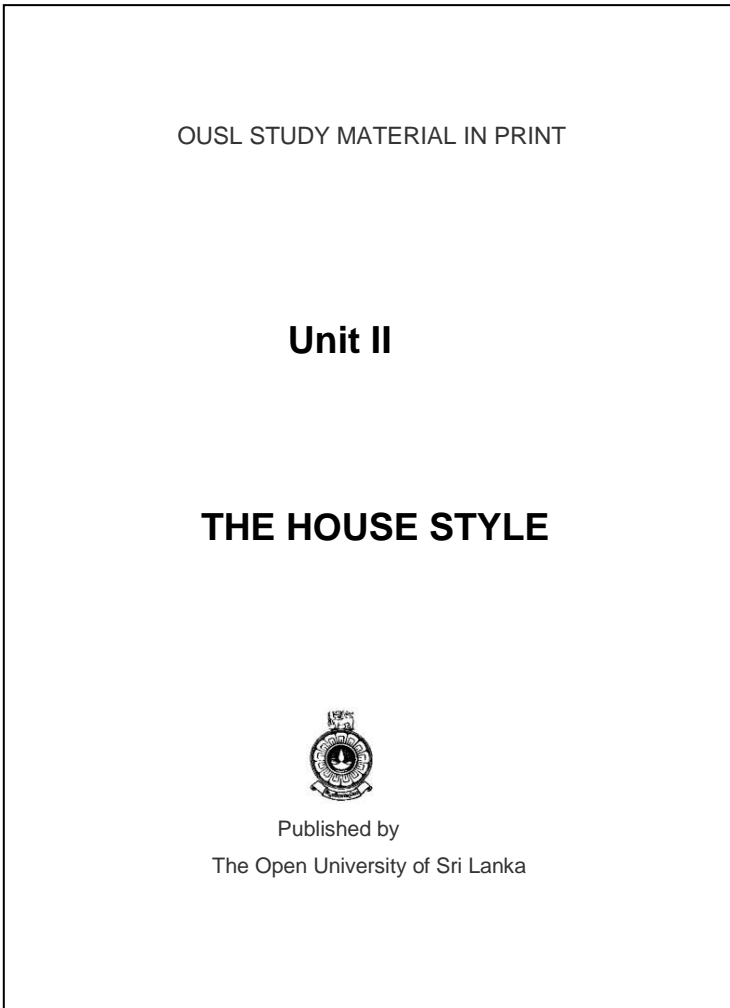
### *Formatting*

The styling of the cover page is included in the template. All that you have to do is type in the details as they relate to your own faculty, study programme, and course.

The font (type and size) for the unit title and unit number may be changed at the discretion of the course team/department.

## **2.2 Title page**

An example of a title page for a unit is included in Figure 4.



*Figure 4: Example of title page for a unit*

### *Formatting*

The styling of the title page is included in the template. All that you have to do is type in the details as they relate to your own course.

## **2.3 Course team page**

The way in which information on a Course Team should be presented is illustrated in Figure 5. Further details on related components are included in the paragraphs that follow.

<b>Course Team</b>	
<b>Course Team Chair</b> [Course Team Chair's Name]	<b>Language Editor</b> [Language Editor's name]
<b>Course Team Manager</b> [Course Team Manager's Name]	<b>Media Designer</b> [Media Designer's name]
<b>Authors</b> [Names of Authors]	<b>Desktop Publisher</b> [Desktop Publisher's name]
<b>Educational Technologist</b> [Educational Technologist's name]	<b>Cover Designer</b> [Cover Designer's name]
<b>Content Editor</b> (Content Editor's name)	<b>Graphics Designer</b> [Graphic Artist's name]
	<b>Word processing Operator</b> [Word processing operator's name]
The Open University of Sri Lanka Nawala Nugegoda, Sri Lanka	
Revised 2012 Revised October 1998 First published 1996	
<b>ISBN -955-23-0760-0</b>	
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*Figure 5: Example of way in which course team information is presented*

### *Formatting*

The styling of the course team page is included in the template. All that you have to do is type in the details as they relate to your own course.

### *Course team*

You should note that names in course teams should carry only titles such as Professor, Dr, Rev. and Ven. It is recommended that titles such as Mr, Mrs and Ms be avoided. Qualifications and designations should also be excluded.

### *Imprint*

Make sure that you include in the imprint the year of publication (or that of revision together with the date of the original publication). You should also include the International Standard Book Number (the ISBN number) which may be obtained from the Centre for Educational Technology and Media (CETMe).

### *Copyright legend*

Include in the copyright legend the year of publication.

## **2.4 Acknowledgements page**

Acknowledgement of copyright material and the author's personal acknowledgements should be placed on the next page. The title is already pre-formatted, and the styles used are as indicated below.

<b>Content</b>	<b>Style</b>
Title (Acknowledgement)	title
Text	Normal

## 2.5 Introduction to the course

An example of an introduction to a course is included in the following pages in Figure 6 (a, b). The introduction should be bound under a separate cover under the title *Introduction to the course*, and should include the following elements:

- a course outline
- details of prerequisites for the course
- the structure of the course
- teaching strategies and
- assessment strategies

The more detailed requirements are as indicated below.

### *A Course outline*

All that is required under this heading is a statement highlighting key features of the course.

### *Details of prerequisites for the course*

Identify any prior qualifications that are required and any other requirements that restrict entry to the course.

### *The structure of the course*

What is required here is an advance organiser for the course identifying not only the number of blocks/units in the course, but also describing the nature of the contents of each block/unit, why they are seen to be important, and how they relate to one another.

### *Teaching strategies*

Information should be provided on such aspects as study guides, audio-visual components, and the anticipated number of tutorials (supporting face to face sessions), day schools, and laboratory sessions.

### *Assessment strategies*

A description of how the student will be assessed including an accurate list of the number of open-book tests, take-home assignments, closed-book tests and an explanation of the basis of determining eligibility for the final examination needs to be explained here. If assessment procedures are likely to be changed, say so, and instruct students where to obtain current information.



## Introduction to the course

Welcome to the XYU 2301 Online *Learning*. This Level 4 course is one of the ... courses that make up the Bachelor of Educational Technology. It is a ... credit course which will require about... hours of study.

### Course outline

This course will introduce you to techniques and management of online learning and its place in society today as an alternative to conventional systems of education. The course will also focus on the significant role that communication technologies play in delivering knowledge in the open and distance learning. The course should help you to ...

### Prerequisites

In order to gain entry into this course, you will need to have completed your level 3 of the Bachelor of Educational Technology or the OUSL Diploma in Distance Education.

### Structure of course

This course consists of three blocks. They are:

Block I - Principles and Theory of Online Learning (units 1-12)

Block II – Online Tutoring (units 1-7)

Block III - Management of Online Learning (units 1-9)

A complete list of the units contained in each of these blocks is provided with each block of units.

### Teaching strategies

#### Video films

This course has two video tapes, both of which support Block II Tutor Training. They are:

- Basic training techniques (18 min., English) to be used at the end of unit 4,
- Training the online tutor (22 min., English) to be used after unit 7.



The relevant units carry introductions to the video and instructions on how to make the most of them. Your attention will be drawn to the video by a TV-viewer icon in the margin. With prior arrangement, your regional or study centre will provide you with the tape and facilities to view it.

#### Audio cassettes

There are five audio tapes in this course. They relate to each unit as follows:

Unit I: Two tapes

- Tape 1 Development of distance education for use with study sessions 1-3
- Tape 2 Principles and theories for use with study sessions 6-7.



Figure. 6a: Example of way in which 'Introduction to the Course' might be presented (continued in 6b).

Unit II; One tape

Tape 3 Common problems of experienced trainers for use with study sessions 4-5

Unit III: Two tapes


Tape 4 Management styles for use with study sessions 1-3

Tape 5 Case studies on management for use with study sessions 6-7.

These will be provided together with the course units. As with the use of video tapes, the relevant study sessions carry introductions to the audio programmes, and will tell you what you need to do with them. Your attention will be drawn to the audio by a listener icon in the margin.

**Day schools**

There will be three day schools during which you will be able to sort out problems you may encounter. They will deal with the following topics:

- |   |  |
|---|--|
|  | Day school 1 - Principles and theories |
|   | Day school 2 - Training                |
|   | Day school 3 - Management              |

As you would notice, the three day schools are planned to deal with each block of units in the course and in order to gain the most from it, you are advised to work through the block of related units and the related supplementary material (including all activities) before you come.

The icon in the margin (of five students in discussion) will accompany your instructions for preparation for the day school. The timetable issued to you at the time of your registration will indicate the venue and dates of these days schools.

At the end of each block you will find

- a list of units in each block
- titles and details of audio visual support material and
- the required readings to be done prior to your day school.

As you read the units within each block, you will be advised when to refer to the various forms of support material.

**Assessment**

You will have two open book tests and two take-home assignments as means of continuous assessment of your progress in the course. Your best three scores will be used to determine your eligibility to sit for your final examination. Your performance on the course as a whole will be determined from your continuous assessment and final examination scores with the former contributing to 30% and the latter to 70% of the final score.

We hope that you will find the course material interesting and that you will enjoy your learning experience at the Open University of Sri Lanka.

*Figure. 6b: Example of way in which information 'Introduction to the Course' might be presented (continued from 6a).*

### Formatting

The title *Introduction to the Course*, is already pre-formatted, and the styles used for the various elements are identified below.

Content	Style
Title (Intro to the course)	title
Main Heading	heading 1
Sub Heading	heading 2
Text	Normal
Icon for Activity	Autotext/activity
Icon for Video	Autotext/video
Other Icons	(See section 3.8)

## 2.6 Backing up of pages

With the exception of the *Introduction to the course* none of the preliminary pages should be backed up in the printing process. However, the *Introduction to the course* should be backed up in the usual way.

### 3 Using the 'unit template'

In the pages that follow you will see how the unit template can help you to present the content of each study session and the related unit in the appropriate OUSL style. More specifically, it can be designed to help you in preparing the following items:

- Introduction to a unit
- Table of contents for a unit
- Table of contents for a study session
- Study session headings
- Activities and self assessment exercises
- Figures and tables
- Highlighting of specific text
- Use of icons
- References within text
- List of references for a unit
- Glossaries
- Index

#### 3.1 Introduction to a unit

Just as every course needs to have an introduction, so every block and every unit of a course requires its own individual introduction. An example of the type of introduction that is needed is included in Figure 7. Essentially, what is required is an *advance organiser*, but this may need to be extended to include information on *study strategies* and *any resource materials* that may be required, and these are commented on in greater detail in the paragraphs that follow.

## Introduction

The focus in this part of the course has been on Managing Yourself and Your Job. We have already considered a variety of ways of looking at your job with the aim of providing you with new insights and new perspectives to help you see your work more systematically and analytically. We have also considered some of the factors which can influence your effectiveness as a manager, and we have determined your needs for improvement.

We are now going to highlight some of the problems that managers meet, and we will discuss some of the ways of coping with these problems.

One of the first problems encountered by a new manager is that of *coping with the transition into management*. The transition from 'being managed' to 'managing' can be a difficult one, and can be eased if those making it have some idea of what is expected of them and of the problems that they might encounter in making the transition. We will begin with a look at this process of transition.

You will need to give careful thought to *managing your time*. Most managers claim that there is simply not enough time to do everything that they would like to do, so it is important to plan how you can best make use of the time that you have available.

You must also think carefully about what you should and should not do yourself. It is all too easy to take on tasks which others could do, leaving yourself with too little time for those tasks which only you can do. It is important to recognise when *delegation* is not only appropriate but essential.

Inevitably you will encounter pressures and stresses in your work. You will probably find that a certain amount of pressure can be quite stimulating. However, too much pressure can be debilitating, and you need to recognise when pressure is excessive, and find ways of relieving it. *Coping with pressure* is important, if you are to survive and be effective.

These are all practical issues which concern most managers from time to time. The techniques needed to cope with the problems entailed are so fundamental to effective management and so all pervading that it makes sense to deal with them right at the start.

Figure 7: Example of an introduction to a unit

### *The advance organiser*

The advance organiser should introduce the contents of the unit, identifying in broad terms the nature of each study session and the relationships between them. What is required here is the type of advance organiser described in Melton's (1997) book (see pp 58-60). A well produced advance organiser for a unit should enable students to perceive at a glance the nature of the study sessions and the relationships between them.

The advance organiser for the unit should not repeat what has already been stated in the introduction to the course, nor should it include detailed lists of specific learning outcomes or content that are likely to have very little meaning until after students have completed the related studies. Such lists can be daunting, have little meaning at this point in time, hold up rapid access to the learning to follow, and are likely to de-motivate students.

### *Study Strategies*

The introduction might usefully include information on

- the broad aims of the unit, that is broad statements of intent rather than detailed lists of specific learning outcomes which are better included at the end of the unit
- study strategies, including advice on such matters as the use of media, activities, and projects
- hours of study, indicating roughly the number of hours students will need to set aside for the study of the unit as a whole and each study session within it.

### *Resource materials*

If any special resource materials are required - such as technical equipment, reference books, articles and so on - this should be included in the introductory comments.

### *Formatting*

In presenting the content of the *Introduction to the unit* the styles indicated below should be used.

<b>Content</b>	<b>Style</b>
Title to 'Introduction'	intro title
Main Heading	intro heading 1
Sub Heading	intro heading 2
Text	Normal

### 3.2 Table of contents for a Unit

An example of a table of contents for a unit is included in Figure 8.

<b>UNIT I</b>	
<b>DEVELOPING COURSE MATERIAL</b>	
<b>Introduction</b>	<b>1</b>
<b>Session 1</b>	
<b>Producing a unit outline</b>	<b>2</b>
<b>Session 2</b>	
<b>Developing core material for a unit</b>	<b>14</b>
<b>Session 3</b>	
<b>Developing teaching materials in full</b>	<b>26</b>
<b>Session 4</b>	
<b>Developmental testing</b>	<b>40</b>
<b>Session 5</b>	
<b>Editing and layout</b>	<b>55</b>
<b>Summary</b>	<b>56</b>

*Figure 8: Example of the table of contents for a unit*

The styles required for the various parts of the table are as indicated below. However, if your title is a long one you may need to reduce the related font size. Likewise, if you have a greater number of sessions than that illustrated in Figure 8 you will need to reduce the space between the session headings.

Content	Style
Unit Number	unit number
Unit Title	unit title
Table of Contents	
Intro, Summary	unit toc 1
Session Numbers	unit toc 2
Sessions Heading	unit toc 3

### 3.3 Table of contents for a study session

An example of a table of contents for a study session is included in Figure 9.

## Session 3

# The pressures of management

---

Contents

Introduction, p 29

3.1 Coping with the transition into management, p 30

3.2 Managing your time, p 34

3.3 Delegating responsibility, p 40

3.4 Coping with pressure, p 44

Summary, p 47

Learning outcomes, p 47

---

### Introduction

Let us turn our attention to some very practical matters. The focus in this part of the session has been on managing yourself and your job. We have already looked at the variety of ways of looking at your job with the aim of providing you with new insights and new perspectives to help you see your work more systematically and analytically. We ...

Figure 9: Example of the table of contents for a session



The styles required for the various parts of the table are as indicated below.

<b>Content</b>	<b>Style</b>
Session Number	session number
Session Title	session title
Contents Heading	contents heading
Table of Contents	session toc

### **3.4 Study session headings**

The presentation of study sessions is discussed in some detail in Chapter 5 of Melton's (1997) book, and study sessions should conform to the style described in this chapter.

<p><b>Introduction</b></p> <p>The focus in this part of the session has been on managing yourself and your job. We have already looked at the variety of ways of looking at your job with the aim of providing you with new insights and new perspectives to help you see your work more systematically and analytically. We considered some of the factors ...</p> <p><b>3.1 Coping with the transition into management</b></p> <p>A very common problem that many new managers encounter when they first move into management is that of adjusting to the fact that their work as a manager is very different from the work they have been accustomed to doing. There are two aspects of the transition into management that we will consider here. The first is ...</p> <p><b>3.1.1 The play-manager syndrome</b></p> <p>Let us consider here some of the reasons why managers try to retain the functions in which they excel as operators. We can consider whether such an involvement is helpful or detrimental to the management role itself. Activities 14 and 15 should help you to do this ...</p> <p><b><i>Time wasting activities</i></b></p> <p>One major cause of shortage of time is due to a failure to identify key objectives and the related key activities upon which achievement of these objectives depend.</p> <p>There is an interesting concept which is often used in marketing which suggests that 80 per cent of a company's sales is made to 20 per cent of its customers, and the remaining 20 per cent of the sales is made to 80 per cent of its customers ...</p>
--

*Figure 10: An example of the use of different levels of headings*


The way in which headings should be styled within each study session is illustrated in Figure 10, while the actual styles required for this purpose are listed in the table that follows.

Content Headings	Style
Intro, Summary and Learning outcomes	heading 1
Section Headings	heading 1
Sub Section Headings	heading 2
Sub-Sub Section Headings	heading 3
Body of Text	Normal

### 3.5 Activities and self assessment exercises

The way in which activities (and self assessment exercises) should be presented as illustrated in Figure 11.

## Activity 1.6: Analysing News Presentations



This activity is intended to highlight variety of ways in which news may be presented and how this can result in different recipients acquiring very different perceptions of the news.

1. Read tomorrow's newspaper and select a topical news story and cut it out. Then watch the SLRC (Rupavahini) news telecast and select the same story. Listen to the SLBC (radio) news bulletin and pick out the same story. Now consider how the three media handled the one story. What facts were common in all media? What facts were missing from the television news cast? Was it compensated by the accompanying pictures? How much more in depth did the newspapers and radio handle it?
2. Write down your answer briefly. It may help if you divide your page into three columns - radio, newspaper and television and attempt to give equal treatment to the three media.

*This activity is rather limited in that no comment was provided. When students attempt to respond to activities, we must accept that some will run into difficulties. Comments should therefore be included indicating not only the type of responses we are looking for, but also some advice on what students might do should they run into the type of difficulties that commonly arise.*

Figure 11: Example of way in which an activity is presented

Using the styles in the template for activity (or self assessment exercise) will automatically have the characteristics that follow.

The activity number and title will have thick lines above and below them. You will need to add in the number of the activity and the title indicating its purpose.

Using autotext you should then place the activity icon alongside the title.

You should start with a short paragraph (*activity text*) placing the activity in perspective, and identifying any resource materials that may be required for the activity.

This should be followed by a numbered listing (*activity list*) of instructions.

A related set of comments (*activity comments*) should follow to provide the students not only with some indication of the responses expected, but also with guidance on what to do if they run into any of the difficulties that might be typically anticipated. However, they should be advised to make a serious attempt to complete the activity or exercise on their own without reference to the feedback provided, and the feedback is presented in less readable italics to encourage students to do just this.

Lines will automatically appear above and below the comments not only separating them from the rest of the activity, but also separating the activity as a whole from the rest of the text.

The styles required for the various parts of the activity are as indicated below.

<b>Contents of Activity</b>	<b>Style/Autotext</b>
Heading	activity heading
Icon	autotext/activity
Text	activity text
Listed Items	activity list
Comments	activity comments

### 3.6 Figures and Tables

#### *Figures*

All maps, diagrams, tables, charts, graphs, photographs and sketches should be labelled and numbered. The figure number and related label should be placed below each figure. Figure numbers should be sequential (1, 2, 3 ...) starting from 1 for each study session. Figure 1 for study session 1 is given as an example.

*Example:*

*Figure 1.1: Customer Growth Vs Time*

### Tables

As with any figure, the table should be labelled in a similar manner. However, the number and related label should be placed above the table. Table 1 for study session 1 is given as an example.

*Example:*

*Table 1.1: Comparison of standard deviations on question score distributions*

The styles required for the presenting of figures and tables are as indicated below.

<b>Contents</b>	<b>Style</b>
Text for Figures	figure
Table Headings	column head
Text for Tables with Left Justification	table
Centred Columns	table centre
Right Justification	table right
Decimal Alignment	table decimals
Label for figures and tables	label

Tables should generally be centered. The maximum width of each should be 15 cm (approx. 6 inches).

### 3.7 Highlighting of specific text

#### *Key Words*

Key words may be highlighted by either printing them in italics, or by placing the same word in small bold letters in the margin (usually with a related index at the end of the unit). They may also be highlighted by the use of bold characters, but the former methods are preferred. If bold characters are used, this should be done with care, since bold words can all too easily disrupt the flow of text and detract from the effectiveness of section headings. The first two methods recommended are less likely to do this. If you do have to use bold characters you should try to avoid the problems mentioned by choosing small bold fonts.

*Important statements*

Important statements such as definitions, postulates, hypotheses and equations may be highlighted by the use of boxes.

*Example:*

Microbiology is the science that deals with the study of living organisms that are so small that they cannot be seen with the naked eye.

Where a statement is considered to be of extreme importance, as with specific laws, and there is a desire to make it stand out from others that have been boxed, this can be achieved by the use of a different style (such as italics) within the box.

*Example:*

**Kirchoff's Laws**

*First Law: The total current flowing towards a node is equal to the total current flowing away from that node. i.e.. the algebraic sum of the currents flowing towards a node is zero.*

*Example:*

*Equation*

$$A + B + C = D$$

The styles available for the highlighting of text are as indicated in the table below.

Contents	Style
Keywords/Italics	keywords Italics
Keywords/label	keywords label
Keywords/bold	keywords bold
Important Statements	box
Law Text	law
Law Heading	law heading

### 3.8 Icons

Icons are typically used to draw the attention of students to various forms of media and activities. The icons developed by OUSL are illustrated in Figure 12.

Additional icons may be developed when required in consultation with the Centre for Educational Technology and Media (CETMe). Please address your requirements to the Director, Centre for Educational Technology and Media (CETMe).

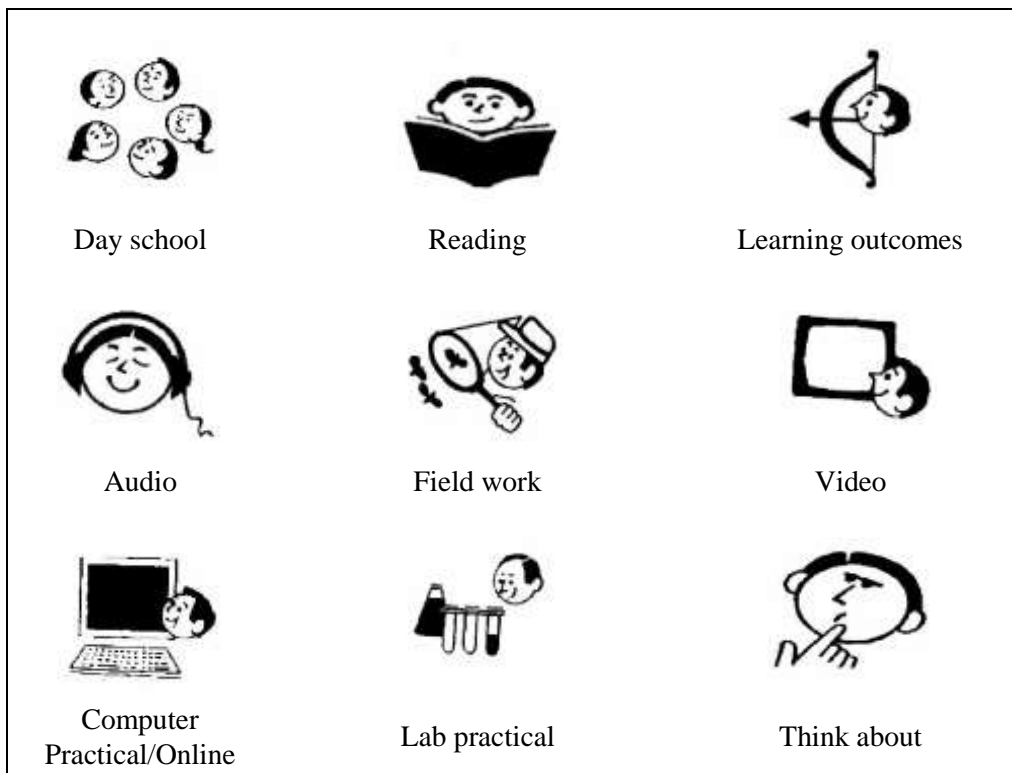


Figure 12: Example of icons used in OUSL texts

The icon required may be obtained through Autotext in the unit template as indicated below.

<b>Content</b>	<b>Autotext</b>
Day School	days
Readings	reading
Learning outcomes	outcomes
Audio	audio
Field Work	field
Video	video
Computer Practical/online	computer
Lab Practical	lab
Think About	thinking

### **3.9 References within text**

#### *References to articles*

References to published material should include the name of the author and the year of publication.

*Example:*

*(Miles, 1987)*

#### *Cross-references*

Asking students to refer to materials elsewhere can be frustrating for the student, particularly if it is not absolutely necessary, or if the clarification required could have been achieved by adding a few additional words to the existing text.

Unnecessary cross-referencing should be avoided. However, where it is essential, references should be made to units, study sessions or sections of study sessions rather than to page numbers, as pagination may be altered in new editions.

### *Footnotes*

As with cross-references, footnotes can be frustrating for students, particularly if a few simple words added within the text could provide the clarification required. Try to include all the information required in the main text.

The styles required for the above items are as indicated below.

Content	Style
References in Text	keyword italics
Cross References	cross reference

### **3.10 List of References for a unit**

All references should include complete bibliographical details and be placed at the end of the unit, under the heading 'references'. References should be arranged alphabetically by author's name. Page numbers should be given in all references to help individuals in finding the actual content referred to.

The way in which references are presented will depend on the type of publication referred to, as will be seen from the examples that follow.

#### *Books*

References to books should include details of the author(s), year of publication, title (italics), publisher, place of publication, and page numbers.

*Example:*

Rowntree, D. (1990), *Teaching Through Self Instruction*. London: Kogan Page, pp. 162 –5.

#### *Edited Books*

References to edited books should include details of the author(s), year of publication, title of the chapter (within quotation marks), in editor(s), title (italics), publisher, place of publication, page numbers.

*Example:*

Laurillard, D. (1988). 'Computers and the emancipation of students: giving control to the learner', in P. Ramsden (Ed.). *Improving Learning: New Perspectives*. London: Kogan Page, pp. 18-23.



### Articles in journals

References to articles in journals should include details of the author(s), year of publication, title (within quotation marks), journal name (italics), volume no., number, and page numbers.

*Example:*

Kember, D. and Murphy, D. (1990). 'Alternative new directions for Instructional design'. *Educational Technology*, 30 (8), pp. 42-7.

### Unpublished Papers

References to unpublished papers should include details of the author(s), year of presentation/date, title (within quotation marks), presented at conference/ seminar (italics), place, and page numbers.

*Example:*

Fenwick, J. (1985). 'Individualised teaming'. Paper: 13<sup>th</sup> *ICDE Conference*, Melbourne, pp. 25-34.

The styles required for the above types of material are as indicated below.

Content	Style
Ref to books	references
Ref to edited books	references
Ref to articles	references
Ref to unpublished papers	references

## 3.11 Glossaries

### Words and phrases

A glossary may include English, Sinhala or Tamil words and phrases to help better comprehension. It is recommended that any such glossary (Figure 13) should be placed at the end of each unit and should be alphabetically arranged.

<p><b>Cluster sample:</b> A Probability sampling technique in which subgroup of a population are identified in stages and then the, sample is drawn randomly from the final subgroup.</p> <p><b>Database:</b> A collection of information organised in such a way that specific items can be retrieved.</p> <p><b>Empirical research:</b> Observation, description and often explanation of the relationships between or along variables or events.</p>
---

Figure 13: Example of part of a glossary

You may also use a trilingual glossary as shown below to explain terms used in the text (Figure 14).

<i>English</i>	<i>தமிழ்</i>	<i>கிංஞ</i>

Figure 14: Example of part of a trilingual glossary

#### Symbols

A glossary of symbols should be included at the end of each related unit (study session) for quick reference (Figure 15).

<b>Glossary of symbols</b>	
<b>Symbol</b>	<b>Description</b>
<i>f</i>	frequency
Md	median
Mo	mode
$\Sigma$	sum of
$\mu$	mean of a probability distribution
$\beta$	Probability of erroneously accepting null hypothesis

Figure 15: Example of a glossary of symbols

The styles required for the above forms of glossary are as indicated below.

<b>Content</b>	<b>Style/Auto Text</b>
Term in Glossary	glossary headword
Explanation in Glossary	Normal
Terms in Trilingual Glossary	autotext: trilingual glossary
Symbols	autotext: glossary of symbols

### 3.12 Index

In contrast to books, indexes do not have to be produced for units of study. Each course team should determine whether its students are likely to find an index helpful, and the answer will tend to depend on the subject area concerned. Where it is determined that one is required the hierarchy of detail should have no more than three levels. It should also include commonly used alternative terminology with cross referencing as appropriate.

The styles required for producing indexes are as indicated below.

Content	Style/Auto Text
Index 1, level 1	level 1
Index 2, level 2	level 2
Index 3, level 3	level 3

### 3.13 Page parameters

Both templates will normally automatically set up the required margins for you. The margin settings are as follows:

Top margin: 3 cm

Bottom margin: 3 cm

Inside margin: 3 cm

Outside margin: 5 cm

You will have noted that the margins on facing pages provide mirror images of one another. If you need to set your own margins you would select 'mirror margin' and set the inside and outside margins (instead of left and right margins).

Page numbers are set at the bottom of the page ("footer) with outside alignment. They should be sequential throughout the unit.

The 'preliminary pages' should not be numbered. The 'introduction' will therefore be the first page of the unit. It is common practice to suppress the number on the first page, so that the first page number to be printed out will be p 2.

The pages in the *Introduction to the Course* (which is printed under a separate cover) are numbered in a similar manner.

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