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Content Development, Presentation and Delivery for eLearning in Nuclear Science and Engineering: Experiences with Emerging Authoring Tools

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Transference of explicit knowledge starts from content development, and proceeds with packaging and delivery. A comparative study of some selected authoring tools for knowledge creation in Nuclear Sciences and Engineering education is being carried out at the School of Nuclear and Allied Sciences in Accra, Ghana. These authoring tools include commercial software (Macromedia Suite CS6, Learning 6.0) as well as freeware software (Xerte, eXe). A course, X-ray Fluorescence Spectrometry (NSAP 603), at the postgraduate School of Nuclear and Allied Sciences (SNAS), has been selected for migration onto an eLearning platform. Different authoring tools have been employed to create some ICT-based modules for teaching and learning. This paper therefore shares the experiences realized in moving from course syllabus to digitized modules, integrating pedagogical considerations, the strengths and weakness of the selected authoring tools, user-interactivity and usability of the modules produced. The need and the basis for the adoption of an appropriate authoring tool for creation of scientific, mathematical, and engineering documents and learning materials has also been discussed. Leveraging on ICT to produce pedagogically sound learning materials for eLearning platforms promotes interests of students in nuclear sciences, and ensures continuity in producing qualified professionals.

Country or International Organization

Ghana

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