

JUL - SEP 2018  
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# eLearning Newsletter

NEWS ON THE UNODC GLOBAL  
E LEARNING PROGRAMME

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## UNODC Global eLearning Programme in numbers July - September 2018

<b>40,579</b>	Registered Users
<b>17</b>	Languages Available
<b>389</b>	Training Modules
<b>17,339</b>	Hours of eLearning Training Delivered in 2017/2018
<b>197</b>	Countries Connected to the Programme
<b>23</b>	Mobile Training Units
<b>9</b>	eLearning Centres
<b>570</b>	Social Media Communications (Twitter/Facebook)

# The eLearning Development Process in Questions and Answers

## What is a script?



A script is the narrative of your eLearning module. A script is used to develop the eLearning storyboard and to develop the voice-over for an eLearning module (called the “audio script”). The Global eLearning team will work with your subject matter expert to help you develop a script that is based on defined learning objectives. Your eLearning focal point will guide you through this process. The script will be separated into on-screen text and audio script during the storyboard process.

## What is a storyboard?



A storyboard is a document that is developed from the script before the technical production begins. The storyboard contains notes on learning objectives, instructions for graphics and other visual components, on-screen text components, audio components, user interactions for every slide or screen in the module. An eLearning module will contain branches at points in the script where the user must select a course of action. This is visualised in the form of an overview diagram or flowchart that show relationships between slides and this also forms part of the storyboard. This storyboard needs to be approved before technical production can start.

## Should I use a human or digital voice over?



The Global eLearning team will provide samples of digital voice-over recordings in target language(s) for review before production begins. The first version of the module will be produced with a digital voice-over as the audio track. The technology for digital voice over has improved in recent years and we recommend, where possible, keeping all audio in digital form, as this will make it easier to keep the module up to date.

## What does eLearning interactivity mean?



By interactivity we mean tools embedded in a module, that require the user to actively participate in the course. We classify interactivity into tools that are used to teach and tools that are used to assess. Interactivity can range from simple (for example scrolling or clicking next) to complex (interactive video, simulations or in-built scenarios where a user chooses action, that affect the outcome). Other interactivity tools include animated timelines, onscreen characters that speak to the user, interactive graphics, games and interactive video, drag and drop exercises, quizzes and post-test. Each type of interactivity has a specific educational purpose linked to the learning objectives. A core principle of eLearning is that people tend to learn more when they are involved in an activity.



## How do I develop a script without experience in script writing?



The Global eLearning team will work closely with you on the script writing and storyboard process. We will assist you in the development of learning objectives that will explain the expected outcomes of the course. From these learning outcomes, we will assist you in drafting a script and storyboard using language that ensures learning objectives will be achieved and in selecting the level and type of interactivity that best suit your objectives. The eLearning script must be written in a manner that is inclusive regardless of the ethnicity and background of the end user and without using technical jargon or acronyms, in order to provide an enjoyable learning experience. In general, developing examples to illustrate key principles provides a more effective learning experience than copy-pasting text from a manual. During technical production we will also take into consideration different accessibility needs such as visual impairments, hearing impairments, and motor impairments (such as difficulty using a mouse) to make the eLearning module accessible to all end users.

**The Global eLearning Programme** follows United Nations Online Learning Guidelines and international best practices. This helps us to ensure that courses are easy to use, accessible, comprehensive, clear and that the modules incorporate educational tools that have been proven to be effective. During technical production, we will also take into consideration different accessibility needs such as visual impairments, hearing impairments, and motor impairments (such as difficulty using a mouse) to make the eLearning module accessible to all end users.



 **ONLINE LEARNING GUIDELINES**

All the resources you need to support the design, development, delivery and assessment of your online course at the United Nations.

I am a

LEARNING MANAGER	<b>COURSE DESIGNER</b>	COURSE FACILITATOR	COURSE PARTICIPANT
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# TRANSLATION OF ELEARNING SCRIPTS

By Yang Xu,  
UNODC Global eLearning Programme Intern (Translation)



In the UNODC eLearning programme, modules are translated from their original English language into new languages. In eLearning we need to ensure that the methodology used to enhance the learning capacity and understanding of the subject matter is not lost in the translation of the courses. We need to consider cultural differences and use appropriate wording for written scripts and narrator lines. This article highlights considerations for translation of eLearning scripts.

There are several categories and specialisations within the field of translation. Translators work with a language pair, i.e. the language that is used in the original document and the language to translate the content into. My own language pair is Chinese (Mandarin) and English. This is one of the most difficult pairs in translation because of different structural elements between the two languages and also cultural differences.

I have provided examples of Chinese and English to illustrate differences, however similar examples apply to some extent to all language pairs.

## Phrasing, plurals and missing words

In English, we often use written and spoken phrases such as “*if you wish to...*”. However, in some of the Chinese contexts, these phrases are considered redundant and therefore they are not in use. Therefore, there is a need to adapt English sentences to better fit both written and spoken Chinese. On the other hand, when it comes to “they or we”, we have three different characters for these words, namely “he” (plural), “she” (plural) or “it (plural)”. Therefore, it is necessary to identify the context in which the word is used to be accurate.

Translators cannot always find an equivalent of an English word. In this case, the only two options available to the translator are (1) “creating a word”, usually by literal translation or transliteration-translation by pronunciation, or (2) “explaining a word”.



Many translators prefer to explain the words if there is no conventional translation. Even when I use transliteration, i.e. change the letters from one language into similar-sounding characters of the second language, I will add the explanation after the word for a better understanding.

## Structure of sentences

In Chinese, sentences tend to be written in small phrases with less strict grammar. For instance, read the following sentence in English: *It forms part of a series of modules and courses available through the UNODC Global eLearning Programme.* For translation into Chinese, I have to break it down to several parts, for example: *It is from, the UNODC Global eLearning Programme, it is a series of modules and courses', a part.* And in Chinese we use "A's B's C" more frequently than "C of B of A". Therefore, when producing eLearning modules we need to limit the number of words on each slide in English, to allow room for extra words in different languages, without affecting the overall design of the slide.

## Cultural differences

Sometimes, to translate a script in a literal way could inadvertently cause cultural offence. For example in Chinese, we use a different register (formality scale) for the word "please" In some contexts the word "please" will sound impolite, as if the author or narrator is giving the user an order. In the UNODC eLearning Programme, we aim to ensure accessible courses in different languages, which requires paying close attention to the wording of translated written and spoken scripts.



# COMING SOON: NEW MODULE ON TRANSNATIONAL ORGANIZED CRIME

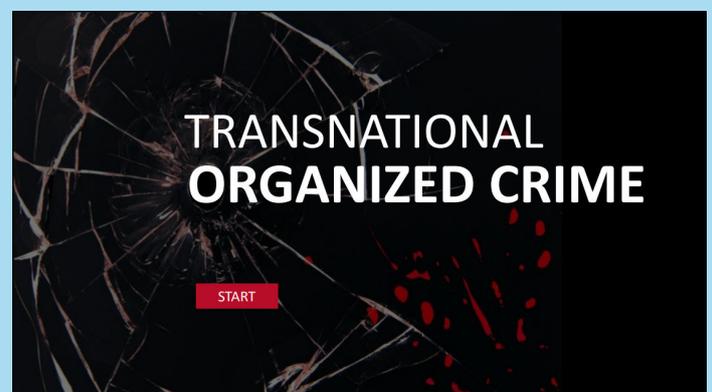


UNODC - VIENNA A new UNODC eLearning module on Transnational Organized Crime, developed by the eLearning programme in partnership with the Organised Crime and Illicit Trafficking Branch, was launched in October 2018. This module is designed to offer greater clarity on the nature of organized crime. It offers a careful analysis of the existing conceptual landscape, as well as presents a typology of organized crime activity that incorporates various forms of harmful conduct, including the provision of illicit goods and services and infiltration of legitimate business and government.

Organized crime is a global problem, and while its existence fascinates the public, its true nature and activities are often little understood. Muddying truth from fiction, popular media uses the concept of organized crime to sell their work, resulting in a combination of reality, stereotypes, and myths about the true nature of this area.

Despite misconceptions – which are also on the back of the complex and multifaceted reality of organized crime – what is an undeniable fact is that organized criminal groups seek illicit profits and seize opportunities to infiltrate Governments and control markets of illegal goods and services. They may use violence and corruption to achieve their goals and often exploit legal persons – such as firms or corporations – to commit crimes or launder the proceeds of illegal activities. The damage produced includes physical harm, economic harm, and undermining legitimate Government and business operations.

The new eLearning module on organized crime covers what organized crime is, its activities, the profit-making centres of organized criminal groups and how organized crime groups infiltrate business and governments.



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