

Reverse Outline

Academic writing must be clear and concise because your goal is to effectively communicate a message to your audience. This handout on reverse outlining will help you improve the clarity and flow of ideas in your paper by identifying superfluous information, ensuring the logical flow of arguments, and maintaining cohesive organisation of paragraphs.

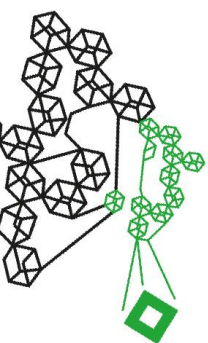
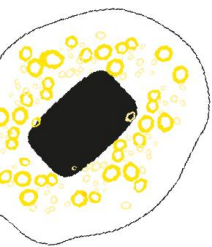
Typically, outlines are created before writing a paper. However, a reverse outline is created after the paper is written. While a traditional outline helps organise your thoughts before you start writing, a reverse outline reveals how you structured your thoughts during the writing process. If you worry that your paper is not conveying your intended message, whether all the information is relevant, or that the paper seems disorganised, a reverse outline is an excellent tool to start the revision process.

Steps in making a reverse outline

1. Print out your paper.
2. In the right margin, take notes on the focus of each paragraph.
 - This helps you to see any disconnect, gaps, or overlaps in information.
 - Helps identify anything that is off topic and can be cut out.
 - Perhaps information needs to be moved around.
3. In the left margin, take notes on the purpose of each section.
 - What is that paragraph trying to accomplish?
 - How does it support the main argument?
 - This helps you see how the paragraphs are working together to accomplish the overall purpose of the paper.
4. Highlight the first sentence of each paragraph.
 - Reading through the topic sentences should give you a good idea of the flow of ideas of the paper.
5. Ask yourself these questions.
 - a. Does your reverse outline reveal a congruence in your line of reasoning from the research question/thesis to the concluding statements? Would it be helpful to revise your research question or thesis?
 - b. Do your ideas flow logically and build on each other to create a clear line of reasoning?
 - c. Does information need to be rearranged?
 - d. Are there clear connections between paragraphs and sections?
 - e. Is there more than one main idea in a paragraph?
 - f. Is there information that can be cut out?

Example of a draft version and revised outline notes

Due to COVID 19 many previously in-person classes were to move online. With limited time and resources to make this transition, educators faced the challenge of adapting their materials to an online context. H5P is a free open source plugin tool which supports the creation of interactive content. Because H5P is accessible, interactive, collaborative, sharable, reusable and can be modified, it is a useful tool for adapting lesson content for online learning. Thus, the question to be investigated is: How can H5P be used to adapt course materials to an online format? The aim of this literature review is to first analyse the challenges faced by educators who were forced to quickly transition to online platforms due to COVID 19, followed by an investigation of interactive online learning tools, and finally an evaluation of how and why H5P can be used to aid in this transition.



Purpose:
Introduce topic
and outline of
paper

Focus:
How H5P might
be used in
online courses

Purpose:
Provide context?

Interesting, but not mentioned in aims of paper and doesn't help answer RQ

Online courses have become increasingly common over the past decade. Before COVID 19 one third of post-secondary students had taken at least one online course and about 30% of graduate students studied completely online (Horn, 2020). Despite their growing popularity, online courses often face the challenge of a 10% to 20% higher dropout rate compared to their in-person counterparts (Herbert, 2006 cited in Midcalf 2020), resulting in a total of 40% to 80% of online students ultimately not completing their course (Smith, 2010 cited in Midcalf 2020). Research suggests that lack of interactivity and the impersonal nature of online courses, resulting in low motivation to complete the course (Ha, 2020).

Focus:
Background info on growth of online courses

Purpose:
Need to understand the challenges teachers faced in order to evaluate whether H5Ps can help solve the problem

~~The literature reveals several challenges teachers face in online teaching including issues related to teaching strategy, anxiety surrounding the use of technology, increased time commitment, and lack of support from management.~~ The most commonly sighted challenge teachers face in the transition to online learning is related to teaching strategy. During the COVID 19 lockdown, teachers were required to make a giant paradigm shift without the pedagogical skills needed for the transition (Pedro & Kumar, 2020). Teachers were provided many tools and resources for online teaching but no pedagogical clues on how, when, and why to use them (Raptanta et al., 2020). Teachers often do not have an image of what good virtual teaching looks like (Gill, 2020). An abundance of resources without training and direction led, in many cases, feelings of being overwhelmed.

Focus:
Teachers feeling overwhelmed by many resources but no interaction on how to use them.

(Second sentence would be a better topic sentence for this focus)

Purpose:
Background info for investigation on effective tools for online learning

(this doesn't fit here - move to later in paper)

There are three types of interaction in online learning, teacher-student interaction, student-student interaction, and student-content interaction (Velicanu, 2013). Student-content interactivity is the focus on this study, and studies show that student-content interaction is the strongest predictor of student satisfaction (Velicanu, 2013). There are three theories on the role of interactivity in online learning: 1) Bandura's social cognitive theory, 2) Anderson's interaction equivalency theorem, and 3) Tinto's social interaction (Velicanum 2013). Most research has been in the effective use of learning management systems but little research in has been done on the effectiveness of specific online learning activities (Ha, 2020), which is the focus of this study.

Focus:
Explains 3 Types of interaction in online learning

Purpose:
Provide evidence that shows how H5Ps can improve interaction and therefore active learning

Since the lack of awareness of effective online pedagogy is a leading challenge teachers face, it is important to understand what the literature says on this topic. Active learning is widely recognised in higher education as a key factor in effective teaching and learning (Milman, 2004). ~~"The core element of active learning is students being actively involved and engaged in the learning process"~~ (Prince, 2004, as cited in King, 2020, p. 252). One way to incorporate this approach into online content is through online quizzes and interactive videos. Online quizzes provide motivation to complete the material, and the boost in knowledge helps students feel competent to contribute in class (King, 2020; Cook & Babon, 2017). Likewise, adding questions to videos transforms a passive learning experience into an active experience. Quizzes and interactive videos are elements within H5P and were used in the innovation. H5Ps provide an engaging platform to present content through interactive videos, quizzes, and other interactive knowledge check activities. These types of activities promote active learning which increases student motivation, understanding, and engagement (Cook & Babon, 2017; King, 2020).

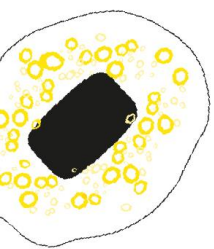
Focus:
How interactive content promotes active learning

(This is not clear from the topic sentence)


Switch last two sentences so I end with my analysis rather than with research

Revised version

Same introduction...



The most commonly sighted challenge teachers face in the transition to online learning is related to teaching strategy. During the COVID 19 lockdown, teachers were required to make a giant paradigm shift without the pedagogical skills needed for the transition (Pedro & Kumar, 2020). Teachers were provided many tools and resources for online teaching but no pedagogical clues on how, when, and why to use them (Raptanta et al., 2020). Teachers often do not have an image of what good virtual teaching looks like (Gill, 2020). An abundance of resources without training and direction led, in many cases, feelings of being overwhelmed.



Interactive online content is an effective tool in promoting active learning. Active learning is widely recognised in higher education as a key factor in effective teaching and learning (Milman, 2004). One way to incorporate this approach into online content is through online quizzes and interactive videos. Online quizzes provide motivation to complete the material, and the boost in knowledge helps students feel competent to contribute in class (King, 2020; Cook & Babon, 2017). Likewise, adding questions to videos transforms a passive learning experience into an active experience. Quizzes and interactive videos are elements within H5P and were used in the innovation. These types of activities promote active learning which increases student motivation, understanding, and engagement (Cook & Babon, 2017; King, 2020). H5Ps provide an engaging platform to present content through interactive videos, quizzes, and other interactive knowledge check activities, thus promoting active learning.

