



**online
resource
centre**

Author Guidelines

Higher Education Department | Oxford University Press | Great Clarendon Street | Oxford |
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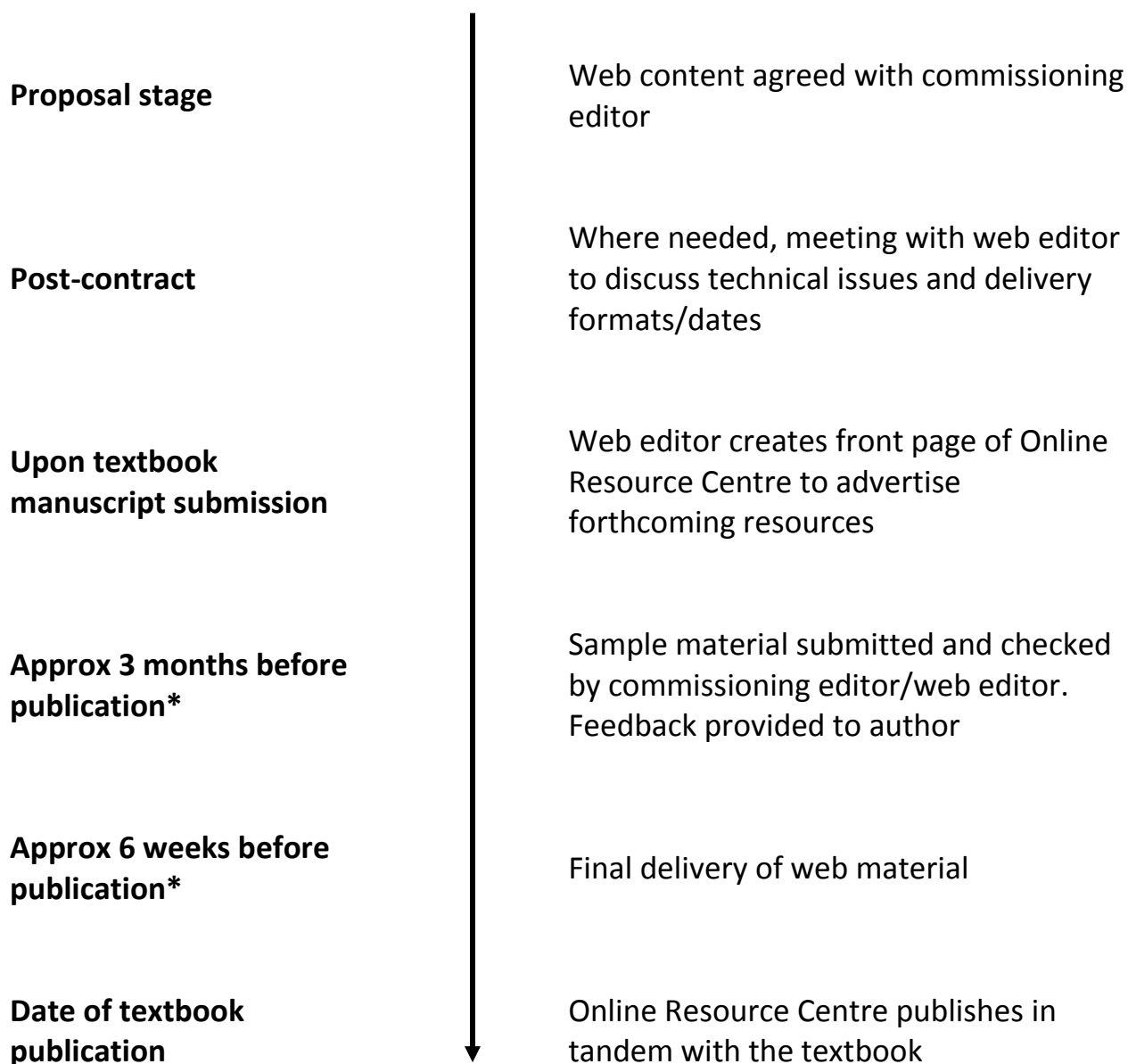


www.oxfordtextbooks.co.uk/orc/

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Timeline of the overall process:



*Submission dates will depend on the complexity and number of resources on the Online Resource Centre, and will be decided in conjunction with your commissioning editor/web editor.



Online Resource Centre Guidelines

Quick Reference Sheet

Please print this sheet and keep it to hand when writing your web material.

Key points:

- Agree all web resources with your commissioning editor and/or web editor
- Use relevant template where necessary (e.g. Word, PowerPoint, test bank, multiple choice question templates). All can be found on the author support page at <http://www.oup.co.uk/academic/authors/instruct/heaauthor/>
- Submit one document per chapter where resources are divided by chapter.
- Name files logically/sequentially and with no CAPS or spaces (see [Part C](#) of guidelines)
- Cross-reference back to the textbook wherever possible
- See the Online Resource Centre website at <http://www.oxfordtextbooks.co.uk/orc/> for examples of existing resources
- Contact your commissioning editor or web editor with any queries or ideas for your Online Resource Centre's material.

Part A: Introduction

1. About this guide

This guide aims to help website authors to prepare and submit content in a format which enables it to be easily uploaded to the book's Online Resource Centre. It also gives an introduction to the structure and layout of OUP Online Resource Centres and looks at some of the more common resources found on an Online Resource Centre. You should discuss your online resources with your commissioning editor so you can both ensure you are creating the content that will best support your textbook.

2. What are Online Resource Centres?

Online Resource Centres are websites that offer online support to lecturers and students using OUP textbooks. They follow a common format, which enables consistency across the brand.

The textbook and Online Resource Centre form a complete package, with the website providing additional related resources that are better presented in an online format. Lecturers can prepare courses and lectures more easily using the additional materials offered online. Students can take another approach to learning that is still closely related to the textbook.

Online Resource Centres are free to adopting lecturers and their students and, as with traditional supplements such as a hardcopy instructor's manual, they are intended to help sell the textbooks themselves. Access to both lecturer and student material can be restricted through a password protection system.

OUP will publish your Online Resource Centre home page when you submit your manuscript. This allows us to advertise the forthcoming resource. This is to ensure that we capitalize on sales and marketing efforts, which includes promoting the website on the front and back covers of the textbook. The complete site will publish in tandem with the book.

3. Integrating the website and the textbook

Your textbook and accompanying Online Resource Centre are a complete package and should be viewed as one whole product. Therefore, it's vital to think about, plan, and compose your website material as you are writing your textbook. Visitors to the site can tell from the quality of the resources if it's simply been added as an afterthought and not fully integrated with the book!

Consider including a description of the website in the preface of the textbook, explaining each feature on the site and its added benefit to the reader.

We understand that producing the content for the website at the same time as producing that for the book is an added demand on you and your time, but with careful planning it is possible to produce materials that can significantly support the main textbook, creating a fully integrated product. You are encouraged to speak to your commissioning editor when deciding when to refer to the Online Resource Centre in the text.

Part B: Structure of OUP Online Resource Centres

4. Home page of an Online Resource Centre

The screenshot shows the OUP Online Resource Centre for 'Bryman: Social Research Methods: 4e'. The page is structured as follows:

- Header:** Oxford University Press logo, 'online resource centres' logo, search bar, and 'You are not logged in. Log in now' link.
- Navigation:** Home » Sociology » Bryman: Social Research Methods: 4e
- Left Sidebar:**
 - Student resources:** Multiple choice questions, Using Excel in data analysis, Flashcard glossaries, Student experience podcasts, Student researcher's toolkit, Web links.
 - Lecturer resources:** Case studies, Figures and tables from the text, Lecturer's guide, PowerPoint slides, Test bank.
 - Browse:** All subjects, Sociology.
 - Learn about:** Online Resource Centres, VLE/CMS content, Test banks, Demonstration resources.
 - Help:** Your feedback.
 - From our catalogue pages:** Find a textbook, Find your local rep.
- Main Content Area:**
 - Student resources:**
 - [Multiple choice questions](#): Available for each chapter supported by instant feedback and page references to the text.
 - [Using Excel in data analysis](#): Containing helpful suggestions to enable you to improve your skills in analysing data.
 - [Flashcard glossaries](#): Helps you to memorize the key terms used in the book; downloadable on to iPods and other portable devices.
 - [Student experience podcasts](#): Learn from the real research experiences of students who have completed their own research projects.
 - [Student researcher's toolkit](#): Practical advice and suggestions to help you design, carry out, and write up a social science research project.
 - [Web links](#): Annotated links to useful social research methods sites.
 - Lecturer resources:**
 - The following resources are password-protected and for adopting lecturers' use only.
 - Not yet registered for a password?** Please complete the two steps below:
 - 1. Inform your local sales representative that you are adopting this textbook. You may wish to do this via the [Find your sales representative](#) page.
 - 2. Complete the [registration form](#). Please note your registration can only be processed if your sales representative is aware of your adoption.
 - Already registered for a password?** Click on any resource below to log in.
 - [Case studies](#): Each chapter is accompanied by a case study for use in seminars or as assignments, to stimulate group work, and independent critical thinking.
 - [Figures and tables from the text](#): For downloading into your lecture presentations and handouts.
 - Right Sidebar:**
 - [View print version](#)
 - Text size: A A A
 - SHARE
 -
 - [View larger](#)
 - About the book:** Find out more, buy the book directly from the website, or order a free inspection copy if you are a lecturer, all from the [OUP catalogue](#).
 - Sample Content:**
 - [Chapter 05: Getting started: reviewing the literature](#) (size: 1.54mB)
 - Please note that the material here is taken from uncorrected proofs.
 - Get Adobe PDF reader [[US](#) | [UK](#)]
 - Keep me updated about this site:** Our email service will alert you when new material is added to this online resource centre. Simply send the email, leaving the subject line **Bryman SRM: Keep me updated!** as it appears.

The picture above shows a typical front page of an Online Resource Centre. The URL (website address) printed on the textbook will lead to this page, and hence it is the main point of entry for most users of the site.

The front page is based on a template that has three main sections:

- 1) **Resources** (student or lecturer)
- 2) **About the book**
- 3) **Sample content**

These sections are explained in more detail on the following pages.

1) Resources

Student resources

[Multiple choice questions](#)
Available for each chapter supported by instant feedback and page references to the text

[Using Excel in data analysis](#)
Containing helpful suggestions to enable you to improve your skills in analysing data

[Flashcard glossaries](#)
Helps you to memorize the key terms used in the book; downloadable on to iPods and other portable devices

[Student experience podcasts](#)
Learn from the real research experiences of students who have completed their own research projects

[Student researcher's toolkit](#)
Practical advice and suggestions to help you design, carry out, and write up a social science research project

[Web links](#)
Annotated links to useful social research methods sites

Lecturer resources

The following resources are password-protected and for adopting lecturers' use only.

Not yet registered for a password? Please complete the two steps below:

1. Inform your local sales representative that you are adopting this textbook. You may wish to do this via the [Find your sales representative](#) page.
2. Complete the [registration form](#). Please note your registration can only be processed if your sales representative is aware of your adoption.

Already registered for a password? Click on any resource below to log in.

[Case studies](#)
Each chapter is accompanied by a case study for use in seminars or as assignments, to stimulate group work, and independent critical thinking

[Figures and tables from the text](#)
For downloading into your lecture presentations and handouts

[Lecturer's guide](#)
To accompany the PowerPoint slides for each chapter of the book

[PowerPoint slides](#)
Available to view and download for each chapter of the book

This is the most important part of the website, containing most of the added-value content.

Resources vary from site to site, depending on the subject area, type of textbook and what will add most value.

In order to ensure that the potential of the site is maximized, it is essential that the material is structured in an accessible way. This can be achieved by arranging material chapter-by-chapter. Structure must be discussed with your commissioning editor before submission.

The resources section is usually divided into student and lecturer resources, although a single generic resources section can be created if this is more appropriate. Typical examples would be:

Lecturer resources

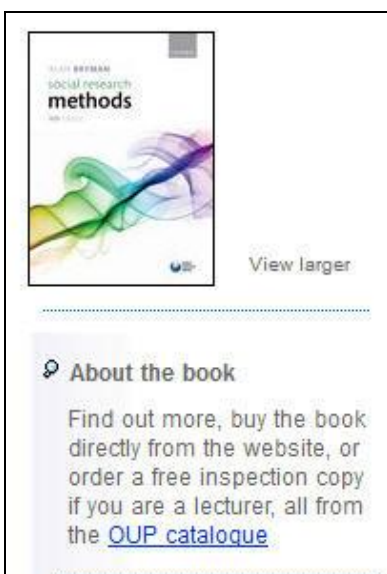
- PowerPoint presentations to form the basis of a lecture
- Instructor's manual
- Figures/Data/Tables
- Test bank
- Seminar activities
- Case studies
- Solutions manual

All of the above material can be restricted to lecturers through a password-protected system that OUP maintains and administers. Each registration is checked by OUP so that only lecturers who adopt your book for one of their courses are granted access.

Student resources

- Interactive self-test questions
- Web links
- Case studies
- Exam guides
- Model answers to questions in the book
- Glossary
- Further reading
- Updates

2) About the book



This section focuses on marketing information, and contains a link to the **online catalogue page**.

This section is generated using our marketing database.

3) Sample Content



This section enables readers to browse sample chapter(s) from the textbook. All sample material is in PDF format

If there is a particularly interesting, important or unique chapter in your textbook that you would like as the sample content, please let your commissioning editor know.

Part C: Before you Start Writing

5. Writing for the Web

The web and new media adopt a conversational tone and your audience is likely to be young and familiar with this kind of tone. However, this consideration needs to be weighed against the tone, style, and level of the textbook the resources will support.

Reading from the Web is different from reading from a printed textbook and users expect different things from the medium. Therefore to engage your audience you need to follow some guidelines.

- **Keep copy short** – at least half of what you would use in a print publication.
- Readers scan for headers – therefore **avoid long blocks of text**, and use short paragraphs, bullets, and sub-headers.
- Content should be **concise** and well organized, to ease reading.
- The value of the textbook and the site increases if you **make links between the material in the site**, and that in the textbook.
- **Reference all figures**, tables, and examples with page numbers or brief captions.
- **Don't use CAPS** for headings, for accessibility reasons (screenreaders read capital letters out letter-by-letter).
- **Do not underline or italicize** text, as this can be mistaken for a hyperlink. **Bold text** can be used where necessary to provide emphasis.

Please note the following spellings of words related to the Web

Online Resource Centre	web link	the Internet
website	email	World Wide Web
online	home page	the Web

6. Permissions

Please be aware that producing material for inclusion on the Web carries the same permissions issues as producing material for print. When seeking permission to use material in your textbook, you will also need to request electronic permissions for material that will be placed online.

For any **additional** figures, graphs, and diagrams you should restrict materials to those which are copyright free. However, if you wish to include material on your website that will incur a cost, please discuss this with your commissioning editor. The following points should be followed as a guide when using material from other web resources:

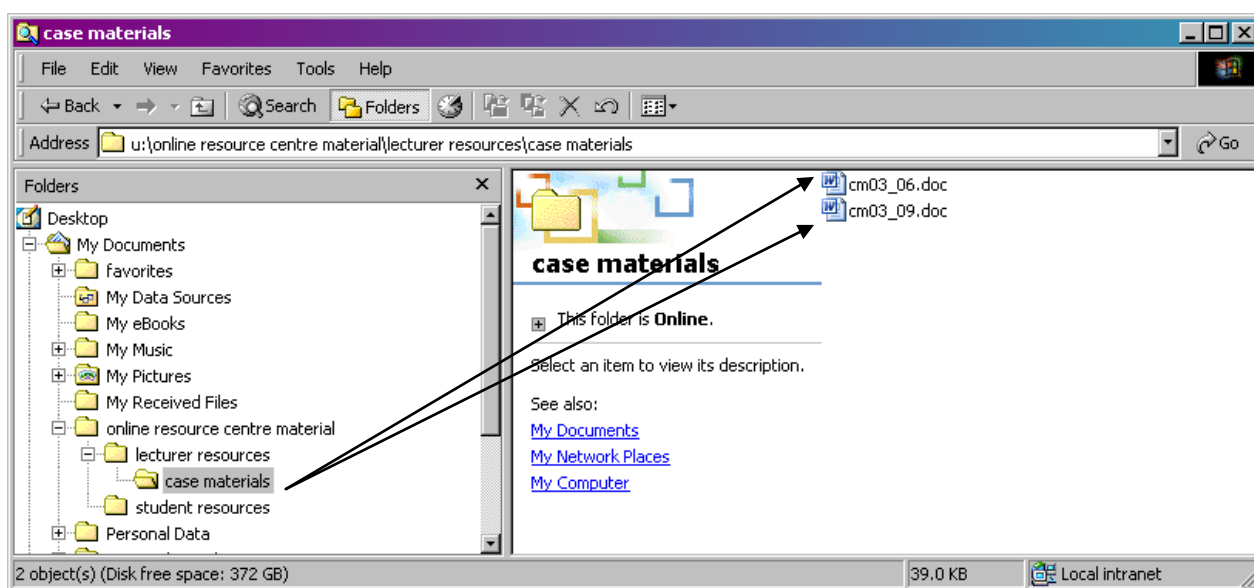
- Internet resources usually carry a copyright statement that must be adhered to when using the resource. The difficulty is that, unless the permitted uses are clearly set out by the copyright holder, no assumption can be made about what the user is permitted to do, so permission must be sought.

- Resources may be 'public domain', which usually allows copying and use of the resource, as long as it is not for profit and that the source is acknowledged. Where no statement can be found or the conditions are very limiting, **contact the webmaster or site owner with clear information about what you wish to do with the resource**. The copyright holder may wish to charge a fee for permission.
- If you intend to link to a web page of another site, permission is not necessary, if you are linking to the home page and as long as you acknowledge the source. On rare occasions there may be an issue with 'deep linking', where links are provided to other specific pages on a website, but this is only in circumstances where it is not necessarily clear who is the owner of the content and/or the content is charged for and the link bypasses the login page.
- **Clip Art** – please note that Microsoft does not hold the copyright for all ClipArt images and, therefore, the use of certain images may be restricted. Please see: <http://office.microsoft.com/en-us/clipart/FX101321031033.aspx?pid=CL100570201033> for more information.

7. File names

Files and folders should be named consistently and logically. For example within *Chapter 3, Cases 6 and 9* for the *Case Materials* section of the website could be named as follows: **cm03_06.doc**, **cm03_09.doc**, and then placed in a folder named: **case materials** (as in the figure below). This is to ensure that submitted material will be placed in the correct section of the website. The same is true for all figures, tables, and illustrations.

Use **lower case letters** and numbering as follows: 01, 02, 03 etc to ensure the files save themselves in logical order, and **avoid using spaces in file names**. Ensuring that files are saved separately where necessary and using the correct naming convention will save considerable time when building the web pages. If you have any queries about this please consult your web editor.



To summarize:

- No spaces in file names
- Lower case letters only
- Consistent file names - preferably by chapter

8. File formats

Most of the material you supply for inclusion on your Online Resource Centre should be submitted in a Word document using the Word template provided on the Higher Education author support page: <http://www.oup.co.uk/academic/authors/instruct/heaauthor/>. There are a few exceptions which are discussed in the specific resources section. Your web editor will advise you if there are any additional resources which need to be submitted in an alternative format.

- Extensive formatting (font, size, boldening, tab settings etc.) should be avoided.
- Ensure the same font is used in all your documents. We recommend Arial.
- Pick a font size for your headings and text and stick to it.
- If you use bulleted lists pick one style to use throughout.
- Ensure your paragraph spacing is consistent.
 - Do not underline text as this will look like a hyperlink but will not function as one. Use **bold** to emphasize a word or part of a sentence.
 - Do not use capital letters for emphasis, this causes problems for the visually impaired who use screen readers. Instead use **bold** to emphasize a word or part of a sentence.
- Please avoid the use of macros within Word documents.

Depending on its purpose and length the material you supply in Word may appear on your Online Resource Centre in one of three formats: Word, PDF, or HTML.

If your material will contain lots of mathematical data that is difficult to create in Word please speak to your web editor about supplying this in a different format. Also please make your web editor aware if you plan to use Mathtype or other add-ons to include equations in your Word files.

Graphics and illustrations can be included in the content, but should not be embedded into text, and should be submitted separately. The two main formats that we support are GIF and JPEG, and their main uses are as follows:

GIF

- Suited to images that are composed of blocks of a few distinct colours (for example cartoons, illustrations, buttons, icons and text)
- Not ideal for photographs or where graphics are to be printed

JPEG

- Suited to photographic and greyscale images
- Uses millions of colours

Please save Microsoft Office files in version 97-2003 (.doc) format rather than in a later version (.docx), so that the files are accessible for users who do not have access to the latest version of Microsoft Office. You can do this by selecting the file type when going to 'File' and 'Save as' from the menu toolbar.

Part D: Writing and Submitting Your Material

In order to ensure that the website is as user-friendly as possible, the format will normally follow that of the book (i.e. chapter by chapter), unless otherwise agreed. **It is important that there is material to accompany all chapters of the book, wherever possible, so that we can offer the user a complete package.**

When you are ready to submit material, send an electronic copy of your material via email, or on a USB drive. If you have Large files (over 4mb), please contact your web editor who will advise whether these should be zipped or sent via OUP's FTP or SharePoint site. Please contact your web editor if you need assistance in sending material. Ensure that you keep a copy of all material that is submitted.

9. Instructions for specific resources

PowerPoint presentations

PowerPoint presentations are a useful resource for lecturers as a basis for preparing lectures and handouts. It is important to bear in mind that **lecturers may wish to manipulate the slides**, therefore they should be easy to customize and free from excessive formatting and special effects.

- Use the OUP template to create your slides. This is available on the Higher Education author support page: <http://www.oup.co.uk/academic/authors/instruct/heauthor/>.
- If you wish to create a template which follows the design of your book please consult with your commissioning editor or web editor who will discuss this with you.
- The first slide of each PowerPoint presentation should be labelled with the **textbook title**, author, and chapter/page reference. The resource is designed to support your textbook so highlight the link between the two.
- Text (font type, size, etc.) should be consistent, and easy to read. Remember that the presentation is likely to be projected in a lecture so we recommend keeping font sizes above 24pt.
- Don't try to squeeze too much information on one slide. It is better that a topic spreads over two or more slides and remains readable.
- Consider the length of your presentation. In most cases they should be designed to fit a one hour lecture. Where this is not appropriate for your topics/chapters please provide a short document giving guidelines on how much lecture time should be spent working through each presentation.
- If you need to use any effects or animation in your slides keep it simple. Too much can be distracting for students.
- If you wish to use figures, or other material from the textbook you **must** have been granted **permission to reproduce these electronically**. Enter the figure numbers on the relevant slides and provide a list of these to your web editor who will source the material from the typesetters and add these where you have indicated.

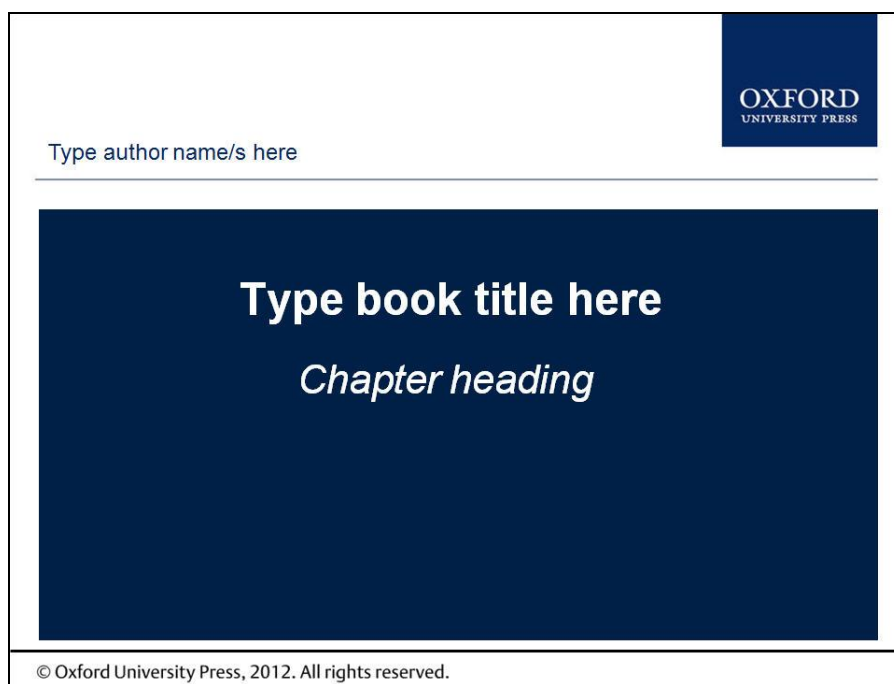
- If there are any graphics that you wish to insert that aren't in the book, use GIFs or JPEGs, paying careful attention to the information on permissions on page 12 of this guide.
- Ensure that your slides are saved as PowerPoint 97-2003 file format. Do not save files as PowerPoint 97-2002 & 95 format because this format results in very large file sizes.

Please see page 10 for information on permissions.

Please see page 11 for information on file naming convention.

To view an example of a PowerPoint presentation, please speak to your commissioning editor.

Sample PowerPoint template:



Figures

If your book contains a large number of figures, it may be beneficial to provide these electronically on the Online Resource Centre (providing electronic permissions have been obtained). This will be arranged in-house by your web editor who will order electronic figures from the typesetter.

Test banks

Test banks are a way to provide lecturers with ready-made assessments for their students, making them an excellent value-adding resource. They are fully customizable by lecturers and provide various options for testing students.

OUP delivers test banks via Online Resource Centres for use within WebCT, Blackboard, Moodle, Questionmark Perception, Respondus and other assessment or Virtual Learning Environment software which has the facility to import QTI XML.


The question types available for testing are: multiple choice, multiple response, true or false, matching, fill-in-blank and essay/short answer.

The six question types explained

- **Multiple choice** - multiple choice questions should have between two and eight answer choices, but only one answer is correct.
- **Multiple response** - similar to multiple choice, except that there can (and generally should) be more than one correct answer.
- **True or false** - the student reads a statement and chooses either "True" or "False" as the correct answer.
- **Fill-in-blank** - students enter a word, short phrase, or string of characters as their answer, which must exactly match one of the answers you provide. You can enter multiple forms of the correct answer. For instance, if the answer to a question is "New York Yankees", you can make each of the following an acceptable answer: Yankees, New York, New York Yankees, NY Yankees, ny yankees, new york yankees and so on.
- **Matching** - matching questions require students to match items from two columns; the first column is fixed, the second allows students to select the match from a drop-down list. Each match must be unique: no two items should have the same answer.

Our author support page contains a working **demonstration of a test bank** containing one question of each type. <http://www.oup.co.uk/academic/authors/instruct/heauthor/>

To view the demonstration:

- 1) Click on the link to 'Download test bank demonstration' zip file (qtype_demo.zip).
- 2) When the standard security message pops up, save the zip file to a memorable location on your computer.
- 3) Locate the qtype_demo.zip file in the saved location and double-click to open.
- 4) Highlight the qtype_demo folder and click on the 'Extract to' button to choose a location to save it to.
- 5) Locate and double-click on the qtype_demo folder on your computer, then double-click on file called presenter.exe with this icon  to start the demo.
- 6) Please note that all other files within the qtype_demo folder are required to initialise and run the demo. You won't be able to open most of the files, but if they are moved or deleted the demonstration will no longer work.

Writing your test bank

Each question type has its own **test bank template** available on the Higher Education author support page: <http://www.oup.co.uk/academic/authors/instruct/heauthor/>. It is **essential** you use these templates so we can import the questions into the different types of software. You will need to discuss which types of questions to include in your test bank with your commissioning editor. These should consist mainly of multiple choice, true or false, and multiple response type questions as these are most suited for testing students' knowledge of the subject area.

Instructions:

1. Start with a new blank Word document for each chapter.
2. After deciding on a question type, open the relevant template and copy and paste the whole table into your main document.
3. Complete the question by overwriting all blue text:
 - a. Title (Chapter **XX** - Question **XX**) [NOTE - all chapter and question numbers should be two digits e.g. 02, 03 etc]
 - b. Question number (**XX**) – [note that this number should be two digits]
 - c. Question wording
 - d. The answer(s) or option(s)
 - e. Feedback and page reference
 - f. Correct/incorrect - delete as appropriate
4. Put in a return before pasting the template for your next question.
5. When finished, your main Word document should contain a separate table per question.

Essential points for authoring test bank content

Formatting

- Please use arial font, size 10.
- It is not possible to use coloured fonts in your question text. All text will be converted to black by the test bank software.
- Do not underline text as this will look like a hyperlink but will not function as one. Use **bold** to emphasize a word or part of a sentence.
- Do not use capital letters for emphasis. This causes problems for the visually impaired who use screen readers. Instead use **bold** to emphasize a word or part of a sentence.
- Avoid any surplus spaces or tabs.
- If you wish to use superscript or subscript formatting please do this by selecting font from the Word 'Format' menu and then choose superscript or subscript formatting.
- If you wish to use mathematical and scientific symbols that are not part of an equation please use a unicode/UTF-8 character for the symbol where possible.

Punctuation

- Ensure all sentences are fully formed, e.g. if the question and answer form a sentence then punctuate appropriately.

Writing questions and answer options

- Do not refer to another question (i.e. the question above or below etc.) because the question order can be randomized.
- Do not refer to other answer options as a, b, c etc. or use 'all of the above' or similar for any of the answer options. Answer options can be randomized in question software and they may not appear in the order that you create them. Instead use 'None of the options given is correct', 'all of the options given are correct', or write out multiple options in full.

Writing feedback

- Do not refer to answer options by letter in any of the feedback as answer options can be randomized.
- Do not divulge answers to other questions in the feedback of a question. Depending on the assessment method the lecturer chooses, students may be shown feedback after each question rather than at the end of the entire assessment.
- Feedback and page references must be included for every question. There is a character limit of 1,000 characters (including spaces). Your page reference details are included in the character count.
- Page numbers must be included after all feedback. You will not be able to do this until your book is at proof stage so we will return the copyedited test bank to you so you are able to add these. You may wish to add references to your manuscript initially to help you locate the relevant content in your proofs. In some cases, it may be more appropriate to include section references than page references.

Images

If it is important to include images in your questions you should:

- Embed the image in the word document.
- Also send images as separate files, saved in a folder per chapter. Images must be in gif, jpg or jpeg format (NOT tif).
- Number images consecutively, for example if you use an image in Chapter 1, Question 1, use the filename: 'ch01q01.jpg'.
- Include the filename of the image under the embedded image in the word document.

Essential points for specific question types

Multiple choice

- Each choice has **individual feedback**, so the feedback the student sees will be dependent on the choice they pick.
- Always **begin the feedback with 'Correct' or 'incorrect'** as appropriate.
- Remember that if a question asks the student to pick out the incorrect option, that option should be marked as 'correct' (i.e. it is correct in relation to the question).
- Ensure you have only marked one option as correct.

Multiple choice question template

Type: multiple choice		
Title: Chapter XX - Question XX		
XX)	Type question here	
Correct/incorrect	a.#	Type option here (options can be randomised so do not refer to options by letter in any other options or in the feedback. You should also avoid using 'all the above...' or 'all the below...' see author guide for full instructions)
Feedback: Type feedback here (maximum of 1000 characters (including spaces)) Page reference: XX		
Correct/incorrect	b.#	Type option here
Feedback: Type feedback here (maximum of 1000 characters (including spaces)) Page reference: XX		
Correct/incorrect	c.#	Type option here
Feedback: Type feedback here (maximum of 1000 characters (including spaces)) Page reference: XX		
Correct/incorrect	d.#	Type option here
Feedback: Type feedback here (maximum of 1000 characters (including spaces)) Page reference: XX		
END OF QUESTION		

Completed multiple choice question template

Type: multiple choice		
Title: Chapter 02 - Question 02		
02)	The direction of ion current through channels in the cell membrane is determined by:	
incorrect	a.#	the capacitance of the cell and the number of ion channels.
Feedback: The capacitance determines how much charge can be stored, but current can flow in either direction into a capacitor. The number of channels determines the amplitude of the current, not the direction. Page reference: 22		
incorrect	b.#	the intracellular concentration and extracellular concentration of the ion.
Feedback: These two determine the direction of the ion down its concentration gradient, if there is no membrane potential to attract or repel charged ions. Page reference: 22		
incorrect	c.#	the number of ion channels open and the membrane potential.
Feedback: The number of channels determines the amplitude of the current, not the direction. Page reference: 22		
Correct	d.#	the concentration difference of the ions and the membrane potential.
Feedback: The concentration difference of the ions determines direction of the ion down its concentration gradient, in addition to the membrane potential, which attracts or repels charged ions. Page reference: 22		
END OF QUESTION		

Example of a multiple choice question in Questionmark Perception

Unit 02 - Question 05
 An outward shift in the Production Possibility Frontier may be due to:

- Better training of employees
- An increase in unemployment
- Productive inefficiency
- A fall in demand for goods and services in the economy

Multiple response

- The feedback for a multiple response question **must be general** and apply to the question as a whole (you cannot have individual feedback per answer).
- Remember that if a question asks the student to pick out the incorrect option(s) that these options should be marked as 'correct' (i.e. they are correct in relation to the question).
- The wording 'Please select all that apply' is already entered into the template after the question. This indicates that more than one option may be correct.

Multiple response question template

Type: multiple response		
Title: Chapter XX - Question XX		
XX)	Type question here Please select all that apply.	
Feedback: Type generic feedback here (maximum of 1000 characters (including spaces))		
Page reference: Type page reference here		
Correct/incorrect	a.#	Type option here (options can be randomised so do not refer to options by letter in any other options or in the feedback. You should also avoid using 'all the above...' or 'all the below...' see author guide for full instructions)
Correct/incorrect	b.#	Type option here
Correct/incorrect	c.#	Type option here
Correct/incorrect	d.#	Type option here
END OF QUESTION		

Completed multiple response question template

Type: multiple response		
Title: Chapter 11 - Question 01		
01)	You can have a mole of which of the following? Please select all that apply.	
Feedback: You can have a mole of any entity – be it a molecule, a proton, bananas, grains of rice etc. So all of these responses are correct.		
Page reference: 306		
Correct	a.#	Atoms
Correct	b.#	Ions
Correct	c.#	Molecules
Correct	d.#	Electrons
END OF QUESTION		

Example of a multiple response question in Questionmark Perception

<p>Chapter 01 - Question 03 Gibson (1968) criticised behavioural models of learning and developed an influential model of the changes that a person's perceptual system progress through in the process of learning. Which of the following did he identify? [Please select all that apply]</p> <p><input type="checkbox"/> Learning the range of stimulus inputs <input type="checkbox"/> Categorisation of stimuli <input type="checkbox"/> Covariation <input type="checkbox"/> Explanation <input type="checkbox"/> Cogitation</p>

True or false

- The two answers, true and false, are pre-filled into the template for you. You simply need to enter a question and then delete as appropriate the Correct/incorrect text.
- Always **begin the feedback with 'Correct' or 'incorrect'** as appropriate.

True or false question template

Type: true-false			
Title: Chapter XX - Question XX			
XX)	Type question here		
Correct/incorrect	a.#	True	Feedback: Type feedback here (maximum of 1000 characters (including spaces)) Page reference: XX
Correct/incorrect	b.#	False	Feedback: Type feedback here (maximum of 1000 characters (including spaces)) Page reference: XX
END OF QUESTION			

Completed true or false question template

Type: true-false			
Title: Chapter 02 - Question 03			
03)	Job insecurity has increased substantially over the last four decades.		
incorrect	a.#	True	Feedback: This selection is incorrect. According to a survey carried out by the OECD in 1999 the data show little real change in job security, however the perception of job insecurity has increased, particularly amongst managers ((Sparkes et al. 2001). Page reference: 55
Correct	b.#	False	Feedback: This selection is correct. According to a survey carried out by the OECD in 1999 the data show little real change in job security, however the perception of job insecurity has increased, particularly amongst managers ((Sparkes et al. 2001). Page reference: 55
END OF QUESTION			

Example of a true or false question in Questionmark Perception

Chapter 09 - Question 07
 Globalization has been both a motivator and facilitator for transnational organized crime and terrorism.
 True
 False

Fill-in-blank

- The 'blank' should be indicated using underscores (e.g. _____ is the capital of Canada.) rather than dashes etc. Do not make your 'blanks' too long as students have to enter the exact characters, including any spaces and punctuation, to get a score for the question.
- **You cannot have more than one 'blank' per question.**
- The 'blank' should consist of a single factual answer and not be too ambiguous.
- The feedback for a fill-in-blank question **must be general** and apply to the question as a whole.
- The **full sentence with the 'blank'** in place should form the first sentence of your feedback.
- If there are more than two spellings or correct answers for your question, the template can be amended to accommodate this. Add another answer row to the table below answer 'a' and change the 'a' to 'b'.

Fill-in-blank question template

Type: fill-in-blank	
Title: Chapter XX - Question XX	
XX)	Type question here using underscores for your 'blank' - Note: there can only be one blank word or phrase per question.
Feedback: Type the full sentence here, followed by general feedback for whole question (maximum of 1000 characters (including spaces))	
Page reference: XX	
a.#	Type 'blank' here
END OF QUESTION	

Completed fill-in-blank question template

Type: fill-in-blank	
Title: Chapter 02 - Question 05	
05)	A coroner must be a barrister, solicitor, or _____ of at least five years' standing.
Feedback: A coroner must be a barrister, solicitor or doctor of at least five years' standing. This is the qualification requirement if someone is to sit as a coroner.	
Page reference: 152	
a.#	doctor
END OF QUESTION	

Example of a fill-in-blank question in Questionmark Perception

Chapter 03 - Question 01

The work of Aaron Cicourel gave rise to the view that official statistics can be understood only with reference to the way in which the agencies responsible for them carry out their work. This is known as the _____ perspective.

Matching

- Ensure the **answer to the right of the equals sign is the correct match to the option on the left** of the equals sign. Once the question is entered into the assessment software, the software will randomize the order of answers.
- Enter the **longer half of the match into the box on the left-hand side** of the equals sign, and the shorter half to the right. It is the right-hand side answers that will form a drop-down menu, so shorter words/phrases will be more suitable here.
- Each option must have a different answer. **You cannot have two options which have the same match.**
- The feedback for a matching question **must be general** and apply to the question as a whole (you cannot have individual feedback per match).

Matching question template

Type: matching			
Title: Chapter XX - Question XX			
XX)	Type question here		
Feedback: Type general feedback for whole question here (maximum of 1000 characters (including spaces))			
Page reference: XX			
a.#	Type option here	=	Type answer here
b.#	Type option here	=	Type answer here
c.#	Type option here	=	Type answer here
d.#	Type option here	=	Type answer here
END OF QUESTION			

Completed matching question template

Type: matching			
Title: Chapter 02 - Question 02			
02)	Match the following brief descriptions with the name of a stress model		
Feedback: This is a general set of descriptions of four influential models that inform stress research. The general adaptation syndrome describes the stages an organism typically goes through in its attempts to meet environmental demands. The emergency stress response is one explanation for apathy and lack of motivation in low demand jobs. The P-E fit model argues that an individual's characteristics and the demands of the environment must 'fit' (be appropriately matched) to avoid stress. The demands control model proposes that control over one's work (decision authority and skills discretion) is an important moderator of the stress reaction and that, therefore, a highly demanding job is not necessarily stressful if the requisite control is available to the one doing the work.			
Page reference: 58; 62; 73 – 74.			

a.#	Alarm, resistance, exhaustion.	=	General adaptation syndrome
b.#	The result of under stimulation.	=	Emergency stress response
c.#	The extent to which an individual's abilities, personality and aptitudes match environmental demand characteristics.	=	The P-E fit model.
d.#	Decision authority and skills discretion are a significant moderator of stress reactions.	=	The demands-control model
END OF QUESTION			

Example of a matching question in Questionmark Perception

Chapter 04 - Question 03
 Match the following descriptions to the names of the physical processes they represent.

The transition from solid to liquid

The transition from liquid to solid

The transition from gas to liquid

The transition from liquid to gas

Chapter 04

4 of 10

- Melting
- Vaporization
- Condensation
- Freezing

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Please see page 11 for information on file naming convention.



For further information about test banks, please see our 'Learn about Test banks' page:
<http://www.oup.com/uk/orc/learntestbanks/>

Student Self-assessment questions

The self-assessment questions available on the student part of the website enable students to test themselves online and in their own time. These allow students to test themselves, unlike a test bank which lecturers can use to test students as part of assessments.

There are five question types available:

- Multiple choice
- Multiple response
- True or false
- Fill-in-blank
- Matching

Although these types of questions can also be provided in the lecturer test bank resource, the templates for the student self-assessment questions differ.

You will need to discuss which types of questions to include with your commissioning editor. These should consist mainly of multiple choice, true or false, and multiple response type questions as these are most suited for testing students' knowledge of the subject area. It may be that solely multiple choice type questions are used.

Formatting

- Please use arial font, size 10.
- It is not possible to use coloured fonts in your question text. All text will be converted to black by the test bank software.
- Do not underline text as this will look like a hyperlink but will not function as one. Use **bold** to emphasize a word or part of a sentence.
- Do not use capital letters for emphasis. This causes problems for the visually impaired who use screen readers. Instead use **bold** to emphasize a word or part of a sentence.
- Avoid any surplus spaces or tabs.
- If you wish to use superscript or subscript formatting please do this by selecting font from the Word 'Format' menu and then choose superscript or subscript formatting.
- If you wish to use mathematical and scientific symbols that are not part of an equation please use a unicode/UTF-8 character for the symbol where possible.

Punctuation

- Ensure all sentences are fully formed, e.g. if the question and answer form a sentence then punctuate appropriately.

Writing feedback

- Feedback and page references must be included for every question. There is a character limit of 1,000 characters (including spaces). Your page reference details are included in the character count.
- Page numbers must be included after all feedback. You will not be able to do this until your book is at proof stage so we will return the copyedited test bank to you so you are able to add these. You may wish to add references to your manuscript initially to help

you locate the relevant content in your proofs. In some cases, it may be more appropriate to include section references than page references.

Multiple Choice Questions (MCQs)

- 1) Use the student MCQ template provided on the Higher Education author support pages: <http://www.oup.co.uk/academic/authors/instruct/heauthor/>.
- 2) Overwrite all blue text including:
 - a) chapter and question number;
 - b) answer options (deleting as appropriate whether correct or incorrect - **remember** - only one option can be correct). If you wish to have more than four answer options, copy and paste a new row. You can have between 2 (i.e. for 'true/false questions) and 8 answer options;
 - c) general feedback and page reference.
- 3) Do not alter any black text other than incrementing the question number under the title field. Remember that if a question asks the student to pick out the incorrect option, that option should be marked as 'correct' (i.e. it is correct in relation to the question).

Multiple choice question template

Type: multiple choice		
Title: Chapter XX - Question XX		
1)	Type question here	
Feedback: Type general feedback here (maximum of 1000 characters (including spaces))		
Page reference: XX		
Correct/incorrect	a.#	Type option here
Correct/incorrect	b.#	Type option here
Correct/incorrect	c.#	Type option here
Correct/incorrect	d.#	Type option here
END OF QUESTION		

Completed multiple choice question template

Type: multiple choice		
Title: Chapter 06 – Question 07		
7)	Which of the following is not an example of a behavioural variable?	
Feedback: Product-related methods of segmenting consumer product and service markets include using behaviouristic methods (e.g. by product usage, purchase, and ownership) as bases for segmentation. Observing consumers as they utilize products and media can be an important source of new product ideas It can also lead to ideas for new product uses or product design and development.		
Page reference: 221		
incorrect	a.#	Product usage
incorrect	b.#	Media usage
incorrect	c.#	Purchase occasion
Correct	d.#	Personality
END OF QUESTION		

Multiple Response questions

- 1) Use the student multiple response template provided on the Higher Education author support pages: <http://www.oup.co.uk/academic/authors/instruct/heauthor/>.
- 2) Overwrite all blue text including:
 - a) chapter and question number;
 - b) answer options (deleting as appropriate whether correct or incorrect).
 - c) general feedback and page reference.
- 3) Do not alter any black text other than incrementing the question number under the title field.

Multiple response question template

Type: multiple response		
Title: Chapter XX - Question XX		
XX)	Type question here Please select all that apply.	
Feedback: Type generic feedback here (maximum character limit of 1000)		
Page reference: Type page reference here		
Correct/incorrect	a.#	Type option here
Correct/incorrect	b.#	Type option here
Correct/incorrect	c.#	Type option here
Correct/incorrect	d.#	Type option here
END OF QUESTION		

Completed multiple response question template

Type: multiple response		
Title: Chapter 02 - Question 04		
04)	Probability is usually determined through: Please select all that apply.	
Feedback: Probability calculations rely on observations, experience, and empirical methods.		
Page reference: 178		
Correct	a.#	Observation
incorrect	b.#	Conversation
Correct	c.#	Experience
incorrect	d.#	Coaching
Correct	e.#	Empirical methods
END OF QUESTION		

True or False questions

- 1) Use the student True or False template provided on the Higher Education author support pages: <http://www.oup.co.uk/academic/authors/instruct/heauthor/>.
- 2) Overwrite all blue text including:
 - a) chapter and question number;
 - b) answer options (deleting as appropriate whether correct or incorrect – only one answer can be correct);
 - c) general feedback and page reference.

- 3) Do not alter any black text other than incrementing the question number under the title field.

True or False question template

Type: multiple choice		
Title: Chapter XX - Question XX		
XX)	Type question here	
Feedback: Type general feedback here (maximum of 1000 characters (including spaces))		
Page reference: XX		
Correct/incorrect	a.#	True
Correct/incorrect	b.#	False
END OF QUESTION		

Completed True or False question template

Type: fill-in-blank		
Title: Chapter 01 - Question 07		
01)	In the civil process the two courts of trial are the county courts and the ____ Court.	
Feedback: In the civil process the two courts of trial are the county courts and the High Court. If a county court has jurisdiction then a case may commence in either a county court or in the High Court. For example, in contract and tort claims a claimant has a choice of whether to commence proceedings in a county court or the High Court subject to restrictions in the High Court and County Courts Jurisdiction Order 1991 (SI 1991 No 724).		
Page reference: 20		
a.#	High	
END OF QUESTION		

Fill-in-blank questions

- 1) Use the student Fill-in-blank template provided on the Higher Education author support pages: <http://www.oup.co.uk/academic/authors/instruct/heauthor/>.
 - 2) Overwrite all blue text including:
 - a) chapter and question number;
 - b) the question and the missing 'blank';
 - c) general feedback and page reference.
 - 3) Do not alter any black text other than incrementing the question number under the title field.
- The 'blank' should be indicated using underscores (e.g. _____ is the capital of Canada.) rather than dashes etc.
 - Each question should have only one 'blank', although the blank can be more than one word e.g. "learning curve"
 - Do not make your 'blanks' too long as students have to enter the exact characters, including any spaces and punctuation, to get a score for the question.
 - There can only be one answer option, so it is not possible to have alternative answers.

Fill-in-blank question template

Type: fill-in-blank	
Title: Chapter XX - Question XX	
XX)	Type question here using underscores for your 'blank'
Feedback: Type generic feedback here (maximum character limit of 1000)	
Page reference: XX	
a.#	Type 'blank' here
END OF QUESTION	

Completed Fill-in-blank question template

Type: fill-in-blank	
Title: Chapter 01 - Question 07	
01)	In the civil process the two courts of trial are the county courts and the ____ Court.
Feedback: In the civil process the two courts of trial are the county courts and the High Court. If a county court has jurisdiction then a case may commence in either a county court or in the High Court. For example, in contract and tort claims a claimant has a choice of whether to commence proceedings in a county court or the High Court subject to restrictions in the High Court and County Courts Jurisdiction Order 1991 (SI 1991 No 724).	
Page reference: 20	
a.#	High
END OF QUESTION	

Matching questions

- 1) Use the student Matching template provided on the Higher Education author support pages: <http://www.oup.co.uk/academic/authors/instruct/heauthor/>.
 - 2) Overwrite all blue text including:
 - a) chapter and question number;
 - b) the question and the missing 'blank';
 - c) general feedback and page reference.
 - 3) Do not alter any black text other than incrementing the question number under the title field.
- Ensure the answer to the right of the equals sign is the correct match to the option on the left of the equals sign.
 - Enter the longer half of the match into the box on the left-hand side of the equals sign, and the shorter half to the right. It is the right-hand side answers that will form a drop-down menu.
 - Each option must have a different answer. You cannot have two options which have the same match.

Matching question template

Type: matching			
Title: Chapter XX - Question XX			
XX)	Type question here		
Feedback: Type general feedback for whole question here (maximum of 1000 characters (including spaces))			
Page reference: XX			
a.#	Type option here	=	Type answer here
b.#	Type option here	=	Type answer here
c.#	Type option here	=	Type answer here
d.#	Type option here	=	Type answer here
END OF QUESTION			

Completed Matching question template

Type: matching			
Title: Chapter 02 - Question 01			
01)	Match the work-related ill health disorder with the statistics for the years 2006/7 in Britain according to the HSC?		
Feedback: According to the HSC, Self-reported work-health, Britain (2007), there were 1,144,000 Musculoskeletal disorders; 530,000 related to stress, depression, or anxiety; 142,000 Breathing or lung problems; and 75,000 hearing problems. Injury rates are relatively high in some parts of the economy – notably the agriculture, construction, transport and communications, and manufacturing sectors.			
Page reference: 196			
a.#	Musculoskeletal disorders	=	1,144,000
b.#	Stress, depression, or anxiety	=	530,000
c.#	Breathing or lung problems	=	142,000
d.#	Hearing problems	=	75,000
END OF QUESTION			

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To view an example of student self-test questions, see the Wilson et al: English Legal System Directions 2e Online Resource Centre:

http://www.oxfordtextbooks.co.uk/orc/wilson_directions2e/01student/selftest/

Web links

Web links guide students to other valuable online resources. These can be to a variety of sites e.g. those containing primary materials, background information, or current issues.

- Deliver your web links in a Word document.
- Web links should supplement the text book and provide additional information, please do not simply repeat information already in the textbook.
- Think about the order in which you want your web links to appear, and supply them organized that way. Possible options include: alphabetical, by theme, by prestige etc.
- Web links should include the name of the site, the URL and a statement of value to the user. Users need to know why they are leaving the current page, and what value they will get at the other end of the link.
You should start with a heading, followed by the URL, and finish with a sentence saying what the site is about and why it is useful.
- Take care when directly linking to PDF or Word documents, or other specific pages. **Avoid linking to pages with long urls**, as the URL path is more likely to change/break. Instead, provide a link to the homepage and direct users to the page where the files are stored.
- **Do not link to any web content that infringes copyright**, such as YouTube videos of BBC programmes that have been uploaded and recorded by a member of the public.
- Please ensure that web links lead to pages that are publicly available. If you **must** link to a site that requires a password, please indicate this in the annotation.
- The web links on the ORC should add value and not simply replicate the links in the book.
- OUP is responsible for the upkeep of web links, but if you notice any broken links, please do let us know.

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Ideas for other online resources

If you have any ideas for online resources that you think would work particularly well in your subject area please get in touch with your commissioning editor or web editor. We are always looking to provide innovative, interactive resources that students and lecturers will find both beneficial and engaging.

Some of our more popular online resources include:

- Web exercises
- Multiple choice questions
- Interactive map
- Interactive timeline
- Interactive case studies
- Glossaries

You can also browse our existing Online Resource Centres for further ideas:

<http://www.oxfordtextbooks.co.uk/orc/>

If you think it would be useful to include any of these resources on your Online Resource Centre, please speak to your commissioning editor first and your web editor, who will be able to advise you on how to create and deliver these resources.

If you come across any resources anywhere else on the Web, and think it would be beneficial to include similar resources on your site, please speak to your commissioning editor as early as possible so that we can brief any out-of-house designers in plenty of time and review any cost implications.