CHECKLIST: DESIGN FOR LEARNING

Building Optimal Online Learning Environments

Writing
- I have identified my major topics (Heading 1) and my subtopics (Heading 2) using the Virtual Campus text editor.
- I have written my topic and subtopic titles in a way that clearly identifies what’s inside.
- I have communicated my essential points in the first three sentences of my paragraph.
- I have organized my essential points into bulleted or numbered lists where appropriate.
- I have included links to additional information that elaborates upon my essential ideas.
- I have emphasized key words through formatting (bolding/italicization) and included their definitions.
- I use the active voice in my writing.
- I write in a conversational tone.
- I have included anecdotes and/or stories that humanize and/or personalize my course materials.
- I have cited my references and identified secondary sources in a bibliography.

Multimedia
- I have utilized images and/or graphics where information is better conveyed visually.
- I have included images that communicate ideas and are not merely decoration.
- I have copyright clearance for my images and graphics.
- I have included video and/or animation where information is better conveyed through moving images and/or from multiple perspectives (i.e. processes, interviews, panels of experts, archival footage, etc.).
- I have created videos that are short in duration and organized by key themes or topics (as a general guideline, homemade videos should be no more than 5-20 minutes).
- I have linked the viewing of my videos to an activity and/or assessment.
- I have transcripts for videos and descriptions of animations to respect accessibility requirements.

Interactivity
- I have clearly labelled course-related materials, including: content, assessments and assignments, discussion forums, hyperlinks to videos and additional resources.
- I have written clear instructions for navigating my Virtual Campus course site.
- I have written explicit instructions for completing activities and assignments, including but not limited to: performance expectations, deadlines, submission formats, and the inclusion of rubrics.
- I have clearly indicated how and when students should use the Virtual Campus communication tools, including email and discussion forums.

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