

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 personalizes 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 guidelines, 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

