



IL MTSS-N Online Module Design Checklist

The purpose of this checklist is to provide guidance for the development of consistent, high quality online modules and to communicate feedback from reviewer to developer. It is designed to be used in conjunction with the [IL MTSS-N Online Module Rubric](#). Developers use the black checkboxes to guide their work and reviewers use the blue checkboxes for feedback. A comment box is included for additional feedback beyond the content of this checklist if needed.

TITLE OF MODULE/SERIES: _____

Pacing

- Approximately 1 to 1 ½ minutes per slide or animation
- A conversational style script is provided for each slide
- Online module is 60-90 minutes long, mini-module is 20-30 minutes long.

Engagement:

- Learner engagement is tied to content and included at least **every 8-10 minutes**
- An opening or welcome to set the tone of the module is present and contains:
 - A personal connection
 - Clear communication of learning objective
 - An explanation of how learning will occur
- Attention 'Getter' to provide connection or motivation is present
 - Scenario, Story, or Data
- Adequate learner engagement is present within content 'chunk' (see above)
- Deeper learner engagement strategies are included following each content 'chunk' (reflection, activity, reading, question formation, summarizing, etc.)
- Learning includes a reflective or summarizing closing that may lead to application
- Learners are directed about what next steps they can take including:
 - Additional supports that may be available
 - Additional resources provided
 - Available PL for further learning

Text and Fonts

- Size 24 or larger is used for most slides
- Emphasis may be added through:
 - Bolding important words.
 - Adding color to important words.
 - Using a larger font for emphasized words
- Left align or right align most text for ease of readability
- Use the template fonts
 - Do not add any fancy fonts, they won't convert in Adobe Presenter.
 - Be aware of 'uncomfortable' color combinations (e.g. red on blue)

- ❑ Use **RED** font very sparingly
- ❑ Text is limited to the fewest number of words possible and script supplements the text on the slide. (Reading the slide is NOT recommended.)
- ❑ Citations should be in APA format on slide (e.g. Hall, 1990) with the complete citation listed in the notes and on the handout as endnotes.

❑ Summary and Questions

- ❑ Brief summary or review of key points prior to learner reflection
- ❑ 1 “Questions” or ‘Reflections” slide at the end of each ‘chunk’ or a learner activity that accomplishes this outcome
- ❑ Questions or reflection statements or activities are used that promote higher order thinking, stimulate rich discussion or support application.

❑ Animation

- ❑ Keep animation simple and non-distracting
- ❑ Use animation to emphasize important points or explain processes and where more text is needed as in a chart or graph
- ❑ Build animation to emphasize growth or connection, phases, cycles, etc.
- ❑ Make sure that animation works within Adobe Presenter
 - ❑ E.g.: Fade or Appear.

❑ Template

- ❑ The IL MTSS-N newest version template with organization colors and fonts is available and appropriately used for slides as needed (color, size, fonts)
- ❑ Use clear and consistent icons for actions to be taken by the learner.

❑ Handout

- ❑ Visually indicate the handout in PPT to facilitate its use.
 - ❑ Use an icon on the slide with page number or fade a screenshot of the handout
 - ❑ Use a consistent method throughout the series
- ❑ Handouts should be loaded into the file share pod for learners to download and use
- ❑ The handout icon should have the following wording: ***Title of handout/Page #***
- ❑ Link to an example [‘interactive’ handout](#)

❑ Images

- ❑ **High quality** – 1024 x 768 pixels or larger
- ❑ Reinforce message of the slide/script
- ❑ Insert images using ‘File-Insert’, not drag and drop or copy and paste. Images may be layered in this way for animation.
- ❑ Use consistent images within a module.
- ❑ Use repetition as needed to support learner (e.g. using the same image for all reflections).
- ❑ Fill slide with image – but be careful not to stretch and distort the original image.
- ❑ Use the ‘Rule of thirds’ when laying out images with text.

- Use a white background to add text
- Images should 'fit' audience; i.e. teachers, administrators, parents, Elementary, High School, etc. and age of students.
- No clip art !**
- Diversity:
 - Consider the number of males vs. females and ages.
 - Count the number of white, African American, Hispanic and Asian.
 - Spread diverse images out evenly throughout the presentation.
- Download images from Shutterstock using the IL MTSS-N subscription
 - Can be previewed using the lightbox feature
 - Save images in [IL MTSS 'Shutterstock Images' Dropbox](#) folder

'Walk through'

- Watch the finished presentation in Presenter or slide mode to catch mistakes, misalignment of images or unpleasant color combinations.
- Read the script aloud to ensure familiarity and flow and practice, practice, practice before recording!!
- Be on the look-out for unexplained acronyms or uncited sources.

Final 'Package' Includes:

- Original PPT and materials for instructor led (F2F) learning
- Online module PPT with script
- Recording of completed module
- Handouts to support module
- Additional resources or activities for follow up coaching or TA

Additional Comments or Feedback:

Resources

- Mayer, R. Ten Research-Based Principles for Designing Multimedia Instruction. Presented at E-Learn: World Conference on E-Learning. Retrieved August 2, 2017 from <https://www.learntechlib.org/primary/p/180549/>.
- Pappas, C. (2015). Typography In eLearning: 5 Key Tips For eLearning Professionals. Retrieved August 1, 2017, from <https://elearningindustry.com/typography-in-elearning-5-key-tips-for-elearning-professionals>.
- Smith, J., & Thomason, D. (2014). The Exceptional Presenter Goes Virtual. Presented in online learning on August 12, 2014. Presentation by the Illinois Principals Association. Springfield, IL.