Open Learning, Thompson Rivers University – Multimedia Course Development Checklist

Review the following checklist when considering the use of multimedia in your course design. The following items may apply, depending on the context of the course material.

More detailed information to support the checklist can be found at:
https://olmm.trubox.ca

ALL MEDIA

✓

- ◯ The medium is directly relevant to the course content and learning objectives.
- ◯ The medium is available as an OER or is reasonably easy to produce by the course developer.
- ◯ Check the CC license to confirm that the OER is used in an allowable manner.
- ◯ *Redundancy principle.* The medium presents information that is distinct from the main text and from other media in the course.
- ◯ The medium conveys a message that is consistent with the course content and is free of error or self-contradiction.
- ◯ *Avoid split attention.* The medium is self-explanatory and conveys a clear message that does not require another piece of medium for interpretation.
- ◯ *Spatial contiguity principle.* The medium is located near the portion of the text that discusses the medium.

STATIC IMAGES

✓

- ◯ The image has a figure caption.
- ◯ *Cueing principle.* The image leads the viewer's attention with cues, such as labels, sequencing by numbers or letters, connectors (lines, arrows, etc.), and text appearance (monospace, serif/sans serif, bold, italic, underline, etc.).
- ◯ Colour cues in the image also have light/dark contrast in order to be accessible to viewers who cannot see colour.
- ◯ *Emotional design.* The developer anticipates and elicits an intentional emotional response from the student.

VIDEOS & AUDIO

✓

- ◯ The narration is closed-captioned and there is a transcript that has been reviewed by the developer.
- ◯ The video communicates concepts effectively and in the shortest amount of time possible.
- ◯ The point-of-view of the video is suitable for the course content.
- ◯ *Transient information principle*. The video does not overload the visual or auditory channels with too much information or with an overwhelming pace.
- ◯ *Segmenting principle*. The video lesson has buttons to pause, repeat, backtrack, or continue playing.
- ◯ *Cueing principle*. There are visual gestures or cues to guide the viewer's attention.
- ◯ *Redundancy principle*. The video lesson avoids unnecessary, redundant presentation of written text with spoken words.
- ◯ The synthesized voice pronounces technical words according to convention.
- ◯ *Voice principle*. The synthesized voice speaks with a human-like cadence and is comfortable to hear for long periods of time.
- ◯ *Personalization principle*. The narration speaks in a conversational, polite tone.
- ◯ The narration references the listener, except when discussing emotionally upsetting topics.

INTERACTIVE MEDIA

✓

- ◯ The user interface is simple to use.
- ◯ The interactive activity has clear objectives for students to accomplish.
- ◯ *Feedback principle*. The auto-graded questions deliver appropriate types of feedback: corrective versus explanatory and immediate versus delayed.
- ◯ The interactive medium has test runs to ensure that any feedback communicates appropriate messages.