

Online Module Guidelines

The following guidelines are intended to support University of Toronto instructors and content developers during the module design process. This research-informed framework highlights key components essential to a high quality learning experience for students. **Accessibility guidelines must be addressed in all shared modules developed at the University of Toronto.** Examples are provided when necessary to promote clarity.

GUIDE: C= Complete, NC = Near Completion, I = Incomplete

Introduction and Learning Outcomes		
Description	C/NC/I	Comments/Suggestions
Introduction provides learners with clear information regarding what will be expected of them with respect to use, content, and activities.		
Introduction clearly outlines the estimated time required to complete the module (when appropriate/predictable)		
Any requirements and/or prerequisite knowledge for the module are listed.		
Information on contact person(s) is available, in the event that an instructor or learner is seeking additional support (may be for entire set of modules or individual module level).		
Learning outcomes are specific and measurable. e.g. define, apply, synthesize (from Bloom's Taxonomy)		
When the module is divided into several sections, each section has specific learning objectives.		

Assessments, Activities and Interactions		
Description of Quality	C/NC/I	Comments/Suggestions
Learning outcomes, assessments and activities are closely aligned.		
Assessment is linked back to the module learning outcomes and aligns with instructional activities.		
Activities are linked back to the module learning outcomes and align with content presentation and assessment.		
Explicit information is provided regarding expectation for learners when performing an activity.		
Activities are varied and target multiple learning styles.		

There are possibilities for self-assessment and/or reflection of learners' performance during the module.		
Learners can proceed at a pace that is appropriate for them and can repeat sections as often as they need to.		
Feedback is provided for both correct and incorrect answers and shows learners consequences of their choice (where appropriate).		
Feedback is immediate and constructive (where appropriate).		

Design, Media and Technology		
Description of Quality	C/NC/I	Comments/Suggestions
The layout is uncluttered and free of unnecessary elements.		
Module is well-organized and easy to navigate.		
Learners have the possibility to self-direct their navigation through the module.		
Size and type of utilized font is comfortable for reading.		
Images, illustrations, tables and other visual aids are perceivable and readable without difficulty.		
Navigation allows learners to understand their position within the module.		
Design and configuration of module components does not constrain learner ability to manipulate the playback of video or other controls, allowing them to move at their own pace.		
There are clear transitions between the different sections of the module or between modules.		

Module Content		
Description	C/NC/I	Comments/Suggestions
Instructions are stated simply and are easy to understand and follow.		
New and/or complex language and/or terminology is defined (reference can be made to glossary) and used appropriately.		
The content is engaging, interactive, relevant and current.		
Media used in the module are appropriate to the material being covered, add value to the		

module and are tied to instructional strategies.		
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Accessibility		
Description of Quality	C/NC/I	Comments/Suggestions
All hyperlink text is descriptive (i.e., not simply “click here”).		
Colour is not used as the only method to convey importance or information.		
Text and backgrounds provide sufficient color contrast.		
Provide text alternatives for non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.		
Media components include at a text-based alternative (e.g., transcript or closed captioning) as needed		
Complete program can be navigated using the keyboard (tab accessible).		
All web content meets expectations of Accessibility for Ontarian’s with Disabilities Act. See Web Accessibility customizable quick reference for guidance on labelling and formatting content and other strategies to ensure accessibility.		

Additional comments or concerns:

[Adapted in collaboration with Michal Kasprzak. Resources: Digital Education Strategies, *DES Online Course Development Quality Assurance Checklist*, Ryerson University; Kidney et al., (2007), *Toward a Quality Assurance Approach to E-Learning Courses*, *International Journal on E-Learning* 6(1), 17-30; S. Uvalic-Trumbic and Sir J. Daniel, Eds., (2012), *A Guide to Quality in Online Learning*, Academic Partnerships; European Foundation for Quality in e-Learning, (2014), *Open ECBCheck*.]

For more information contact Online Learning Strategies at online.learning@utoronto.ca