

This checklist was created by the Learning Development Institute. We can help you build your skills in creating and delivering effective training. Call 407-603-7063 or email contact@learningdevelopmentinstitute.com

Course Name: _____
 Subject Matter Expert: _____
 Reviewer: _____

Item	Measure	Rationale for Inclusion	Notes about Current Course
Learning Objectives			
LO1	Must have stated learning objectives	Without learning objectives, learners don't know why they are taking this training, what they should pay attention to most, or what they should take away from the experience. Learning objectives set the context (expectations) for the learner and answers the question of what they can expect to gain by investing their time.	
LO2	Learning objectives must be shown within the first 3 screens of the course	Telling learners (early) what to focus on helps them apply their brain power to the right things. Earlier is better – the learner is not left wondering.	
LO3	All learning objectives are written using Bloom's words (action verbs)	This makes learning objectives discrete and measurable. Assessment questions will be written to measure these. This is how we'll know if anyone learned.	
LO4	Each learning objective has a single goal	Learning objectives that are compound are difficult to teach to and assess against. When mixed, we can't untangle which ones learners do/don't understand. This makes it hard for us to determine what kind of extra support they need - or which of our topics need improved.	
LO5	Learning objectives are summarized at end of course	Reinforces what they learned and gives them opportunity to self-evaluate - did I really learn that? Or do I need to go back?	
LO6	Summarized learning objectives are not re-statements	Re-stating not as instructionally valuable as extending with examples. Re-stating is boring. Summary of learning objectives should remind learners of an example of each item they've learned, not just simply re-state the learning objective text (which is boring and does not increase knowledge)	
Assessment			
AS1	Offers test-out option at start of course	Saves learner time (and company money) - no need to train on what you already know. So learners are not forced to take a course where they have already mastered the content. Eliminates learner frustration and lost time.	
AS2	Has a graded final assessment (posts result to LMS)	Helps us demonstrate value to the org - prove that people learned something. So we can determine whether learners have knowledge of the subject. This is what proves the course offered some value to the company.	
AS3	There are no questions which are clear giveaways or trick questions	Ensures questions are rigorous and fair - results from assessments are trustworthy measures of learning. Giveaway questions are not valid indicators of learning. Trick questions are unfair and do not help with learning goals	
AS4	Questions are not binary (T/F, A/B)	Binary are too easy to guess - not a good way to evaluate learning.	

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Audio			
AU1	Has audio (spoken voice)	More than one mode of communication (on screen text and images plus audio) is easier for more learners to comprehend. Reduces amount of reading learners have to do. Makes course more interesting and faster. Supports learners who prefer to hear rather than read. Supports learners with vision challenges.	
AU2	Audio complements on-screen text	Audio that simply reads the screen is (research) proven counter-productive to learning - and it's boring. Only have word-for-word audio if a regulator requires you to.	
AU3	Text of the audio is available to learners who need to read it instead of hear it.	Some learners are in noisy areas, have no speakers or headphones or have hearing challenges. This ensures inclusive design.	
AU4	Audio is free from excess noises.	Learners should not have to strain to hear. There should be no echo, hiss, pop, distortion...)	
AU5	Audio is real human	Real human audio is (research) proven to generate better comprehension and retention than computer-generated voices.	
AU6	Learner can re-play audio	If the learner needs to hear the audio again, they should be able to make the audio re-play.	
Instructional Strategy			
IS1	Interactivity at least 10% of the course seat time.	An active learner will comprehend and retain more than a passive learner (research). Engages the learner in active processing of the material, alerts learner if they need to review material before moving on.	
IS2	Mentors	Any dyad relationship that facilitates knowledge sharing, asking of questions - so the training is not simply show and tell. Examples: Radio show host and guest, senior leader and new hire, etc. Humanize the experience by providing a real (or realistic) guide who impacts practical wisdom. Can be human, cartoon or other being.	
IS3	Scenarios	Realistic stories that help the learner envision themselves in a situation where they need to apply what they have learned.	
IS4	Check Your Knowledge Questions	Give learners opportunity to verify they understand fundamentals before proceeding to more complex content. All answer options have associated feedback to help learner understand why that option was (not) correct.	
IS5	Branching & Looping	Give learners the opportunity to explore the multiple ways that a situation can unfold. Good for complex situations with decision making and consequences. Corrects learner misunderstandings before they become permanent or negatively impact future ability to understand the content.	
IS6	Course Length is 30 minutes or less (30 screens or less)	Learners can't devote concentration to learning for longer than 30 minutes. Forces us to exclude the unnecessary and break up the lengthy.	

The Learning Development Institute supports clients with: learning strategy, creation and implementation of processes and standards, and improving the instructional design and facilitation skills of our clients.

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Content Quality			
CQ1	Does not contain spelling, punctuation, grammar, capitalization, spacing or other editorial errors	These errors are distracting (at best) and potentially misleading. If a single instance found (or more) must be corrected.	
CQ2	The default language for training is American English.	The majority of people in the course are native speakers of American English. Mixed spelling (such as UK spelling) can be distracting.	
CQ3	Title case for titles on each screen	Inconsistent capitalization distracts learners - who may infer that the changes in capitalization carries meaning they should consider. Titles on each screen use sentence case. First word is capitalized, the rest are lower case. The exception is words that are proper nouns.	
CQ4	Learners are asked to select onscreen elements (not click)	Some learners will not be using a click mouse as their input device. Select is device agnostic.	
CQ5	No Latin	Do not use Latin unless it's an essential part of the content (for example - teaching medical or legal subjects). Not everyone understands seemingly common Latin phrases the same way. Moreover, they should not have to think about Latin translation when simple American English words will convey the same meaning. When you want to use: Use: i.e. (id est) that is, for example e.g. (exempli gratia) for example etc. (et cetera) and so on	
CQ6	Uses only acceptable forms of emphasis.	It is OK to use bold or italic. Underline is universally understood to be a sign that the text is hyperlinked. This may cause users to click and get nothing. Quotes have a purpose - quoting. They are not a form of emphasis.	
CQ7	Bulleted lists have parallel construction	Similarly organized thoughts are easier to understand than a variety. Examples: all items in the list are written in past tense, all items in the list are complete sentences...	
CQ8	Bulleted lists are either numbered or un-numbered	Bullets are not a beautification tool (to make text look pretty) but are meant to provide clues about the relationship of the bulleted items to each other. Bulleted lists use symbols (such as solid circle) if the items are of equal value and not presented in a sequence. Bulleted lists use letters or numbers to convey relative importance or sequence	
CQ9	Acronyms are spelled out when first used.	Acronyms are numerous and not all are known to all people. Additionally, there are some acronyms that have more than one meaning within the organization. Spelling them out gives the learner the full information they need to understand the content.	

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CQ10	Reference materials, or content subject to frequent change is stored outside the course.	A course can quickly become out of date (and therefore misleading or unhelpful) if it contains reference material or short-lived material. Reference materials should be easy to find in the future. The learner should not have to return to the course to find them. Short-lived content (such as contact information) should also be stored elsewhere and the learners taught where to find it. This reduces the ongoing maintenance costs for the course.	
CQ11	Plain language - we are using the simplest versions of words wherever possible	Jargon or advanced vocabulary does not necessarily make sense to everyone - and does not translate well into other languages.	
Intellectual Property			
IP1	We own, or have licensed, the content in the course	Liability issue for the business. Compliance for learning team. Theft of intellectual property is not legal or ethical. Using any content (such as, but not limited to, a picture, a movie clip, graphics, diagrams...) without permission or licensing is not allowed. Contains only content where we are the original creator or we have properly licensed or gained documented approvals to use the content.	
IP2	Attribute other's ideas	When referencing someone else's work (such as a quote, fact or other content) - attribute the content to that person or organization. We expect others to do the same for us - reinforces our respect of others' IP.	
IP3	Do not exceed Fair Use	When referencing someone else's content, keep it short. If we use too much, we might be liable for IP theft. See: US copyright office guidelines on Fair Use	
IP4	Vendor identity is not visible anywhere in a course.	When we hire a vendor to create a course (work for hire) their branding should not appear anywhere in the user experience. (Non-example: Plant Security Basics course asks our learners to email the vendor for resetting the course. Our learners should not be in touch with the vendor.)	
IP5	No export controlled information in the course	Helps to prevent escapes of our proprietary information to unapproved audiences. Escape risk for the business. Our LMS is visible to and managed by non-US persons and contractors. Subject matter expert or course sponsor has certified the course contains no content which is export controlled or license required.	
Global, Local, Inclusive			
GL1	No offensive images	Learners should not have to be distracted or offended by visuals in a course. By selecting thoughtful images from the outset we avoid offending - and rework. Examples of images to avoid: thumbs up, OK, victory/peace (there are many others)	
GL2	Professional translation service used	If the course is in a language other than American English, one of our pre-screened and approved translation partners was used to create or translate the content. Translation is a linguistics science. Being a native speaker of a language does not guarantee that a person can also translate. The possibility of introducing errors that interfere with student learning is high if an amateur translator is used.	

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GL3	Course does not contain any idioms, or regional metaphors	These won't make sense to all within the home culture - and they won't translate well. Inclusive design - write globally from the outset. These can be difficult to understand and translate. Costs extra - and can lead to confusion. Examples: knock your socks off, home run (there are many others)	
GL3	Course does not use color-coding as the only method of teaching a concept	Colors don't have the same meanings across cultures, and some learners are color blind. Some learners can't distinguish all colors or all shades of color. They will miss the opportunity to learn. When using colors for meaning - explain their meaning and use other means of identification.	
GL4	Alternate means of learning available for those who struggle with the eLearning	Not all learners can successfully learn using eLearning. Course creators should provide an alternate means for the learner to acquire and master the material. (Example: print only, audio only, Webinar, personal phone call, face to face meeting...)	
GL5	Course text and background are high contrast	Many learners have eyesight challenges. High contrast ensures all learners can clearly see on screen content. Low contrast is hard to read.	
Visual Design			
VS1	Images are not stretched out of proportion	This is ugly (at best) and potentially ruins the instructional value of the image.	
VS2	Groups of objects are precisely sized, positioned and aligned	Mis-alignment looks sloppy and gives the impression the course was not well done. Mis-alignment might also give the wrong instructional impression - that objects are or are not related to each other in particular ways. Use the alignment tools provided by the software, do not try to do it by hand.	
VS3	Persistent objects don't jump	When a persisting object jumps, it is distracting to the learner and gives the impression of sloppiness in the course. Objects that persist for longer than one screen do not appear to change position or jump when viewed from screen to screen	
VS4	Typography: consistent, standard line spacing is used throughout	If line spacing varies, it distracts the learner. Can also cause overlap, making text hard to read.	
VS5	Typography: consistent, standard letter spacing is used throughout	If letter spacing varies, it distracts the learner. Can also cause overlap, making text hard to read.	
VS6	At least 25% of each screen is left as empty space	Eyes need to rest and be able to focus on a small number of highly important items. Over-crowded screens make it difficult for the learner to determine what's important. Overload.	
VS7	Navigation is simple and intuitive	Users shouldn't have to take training to learn the interface - or get frustrated with it. Good user experience.	
VS8	Uses only company official color palette	Brand conformance - avoid distraction and ugly art.	
VS9	Uses only company specified font	Brand conformance - avoid distraction and ugly attempts at font design.	
VS10	Does not use graphics which look actionable (button-like) when they are not.	Users shouldn't have to be frustrated by clicking on an apparent button - only to learn it does nothing - or to suspect it is a broken button. Can lead to help desk calls.	
VS11	company branding (logo)	Brand conformance - visual cue to learners that content is up to date.	

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VS12	Leaves the lower right corner empty	We will need space to add the Back and Next buttons that enable us to require learners to consume all slide content before they can continue.	
VS13	Does not use branding tag lines	Taglines change often. Avoid using them because it can make your content appear to be outdated (even if it is still timely content).	
Programmatic			
PG1	Responsive to clicks	Learners may think the course is non-responsive if this takes too long. There is minimal delay between when the user clicks forward or backward and when the course moves accordingly.	
PG2	Redirection messages are polite.	The default failure message in quizzes is changed to something more useful and polite. For example, the default message in Adobe Captivate (You failed!) is rude and unhelpful. Learners deserve a respectful redirection.	
PG3	Back and forward buttons are available.	Some learners like to review. A back button enables that. If not provided, document instructional reason.	
PG4	Navigation does not move locations.	Learners should not have to spend any of their efforts to locate (and re-locate) the navigation. Use consistent placement, in order of preference: 1. both buttons lower right, 2. both buttons lower left, 3. both buttons bottom center, 4. buttons split between lower left (back) and right (next).	
PG5	Instructionally relevant animation	Animations are used to support instruction, not for visual interest. Using animations or transitions solely to make it interesting actually distract the learner and suppress learning.	
PG6	Export controlled data, if needed, is securely stored.	Any training content that contains proprietary information or export controlled data must be stored on a controlled site - cannot be placed on the LMS content servers. Keeping the content in a controlled space enables the content owners to strictly control who has access to it. This is far more secure than the LMS.	
PG7	Create directly in eLearning software instead of PowerPoint	Eliminates re-work when moving from PowerPoint to the eLearning software. Can produce a PDF or Word version for clients to review.	
PG8	No third party players used	These don't work uniformly across all computer configurations.	