

## Content development checklist for Academic Content Developers

The checklist below reflects **the DFL criteria for a high-quality myLMS module**. By working through it regularly, it should help you continually improve your content development approach. It can also be used as a tool to help review your colleagues' work. (\*DFL: Design and Future Learning Department).

The checklist is based on global and local standards for high-quality learning design in higher education. It is aligned with what COPs (Faculty) [expect of DFL](#).

### Glossary

**AI:** Artificial Intelligence

**COP:** Community of Practice

**CW:** Content Writer

**DFL:** Design and Future Learning

**LD:** Learning Designer

**MG:** Module Guide

**NQF:** National Qualifications Framework

**QA:** Quality Assurance

**QE:** Quality Enhancement

## How to use the Checklist

General use	Targeted <b>quality enhancement (QE)</b> or onboarding
<ol style="list-style-type: none"><li>1. Download the document (<a href="#">click here</a>).</li><li>2. Re-upload to your own space where you store documents, but where you can also share it with your line manager/peers/colleagues.</li><li>3. Fill in the 'module information' section.</li><li>4. Carefully read through the checklist.</li><li>5. Start using it actively. Set milestones for yourself when you are going to refer back to it, in your development process (e.g. on a weekly basis).</li><li>6. Use the comments section to keep track of things you still need to address or clarify, or ideas you might have for the next iteration of the module.</li><li>7. Alert colleagues if you need input. Share the document for peer review, or to brainstorm ideas.</li><li>8. Congratulate yourself on continually enhancing the quality of your work!</li></ol>	<ol style="list-style-type: none"><li>1. Schedule a meeting with your line manager. Together, select the module or specific section (e.g., Weeks 1-3) for review, identify the key QE deliverables to focus on, and choose your peer reviewer. Set dates to complete the phases below (See: 'Start here' in the next section)</li><li>2. Download the checklist and upload a copy to your QE folder. Populate it as you conduct your review. Share the folder with your line manager, ensuring they have editing rights.</li><li>3. Carefully read through the checklist to ensure you understand its content. Add comments online if anything is unclear, and tag your manager by adding @[their name] in the comment to alert them.</li><li>4. Begin your module review, focusing on identifying areas for improvement. This is not a tick-box exercise but a quality enhancement process. If any criteria cannot be met, provide a rationale and include direct links to relevant examples in your module.</li><li>5. If you encounter difficulties, consult with your line manager, a peer, the DevHub Manager, or the NM: DFL. Be proactive in seeking the information, support, and examples of good practice you need.</li><li>6. Once your review is complete, share the document with your peer reviewer. After receiving and incorporating their feedback, share the finalised checklist with your line manager. Ensure these steps are completed by the milestone dates agreed upon in step 1.</li><li>7. Reflect on the process, noting what you have learned and areas where you would like to receive more training and support. Share these needs with your line manager and/or the DevHub Manager.</li><li>8. Congratulate yourself on continually enhancing the quality of your work!</li></ol>

## Start here

<ul style="list-style-type: none"><li>✓ I have downloaded a copy of the checklist and re-uploaded to a shared space that others can access</li><li>✓ I have read through the checklist and identified broad areas for improvement.</li><li>✓ In my own copy, I have completed the below information <b>(blue blocks)</b></li></ul>	
General areas for improvement: (required crucial for targeted QE)	
Faculty	
Module code; topic	
Link to module on myLMS	
Peer reviewer (required for targeted QE)	
Date to complete milestone 1: Self review	
Date to complete milestone 2: Peer review	

## 1. Enabling students' academic digital literacy

Criteria	Self-review: Y/N	Self-review: Comment	Peer review: Y/N	Peer review
<p>Have you integrated links to the guidelines and Eduvos policies that are relevant to different parts of the module?</p> <p><i>Here is a <a href="#">list of guidelines</a> and resources you can integrate in the learning journey, whenever most relevant.</i></p>	<p>Y = Yes, this criterion is met</p> <p>N= Not met.</p>	<p>[In your review of your own myLMS module, you can add a further comment here. If you are doing a self-review and this criterion is not met, motivate the reason]</p>	<p>Y = Yes, this criterion is met</p> <p>N= Not met.</p>	<p>Comments from the peer reviewer</p>
<p>Is there a <a href="#">baseline assessment</a> included?</p> <p><i>Example <a href="#">here</a>.</i></p> <p><i>Remember: The baseline is compulsory and can include foundation knowledge from pre-req modules or Gr12 work for 1st year modules. Not sure what questions to include in your baseline? Reach out to your line manager or a fellow CW to guide you, or reach out to your assigned MC to brainstorm. Generative AI tools can also help produce a few questions for you to edit and improve, if you prompt it using your module overview, your LOs and ACs.</i></p>				
<p>Have you included pre-Week 1 content to prime students (and get them excited) for the first lecture? (This is crucial for our flipped classroom model).</p>				
<p>Is your module guide complete (MG) and accurate?</p>				

<p>See an example of a well-designed MG <a href="#">here</a>. You can also complete the MG QA form* (preview <a href="#">here</a>) in your COP to ensure the MG is accurate. (The 'live' version of the form is available on the MyDocs page).</p>				
<p>Other</p>				

## 2. Structure of content

Criteria	Self-review: Y/N	Self-review: Comment	Peer review: Y/N	Peer review
<p>Has each week's learning journey been mapped out according to the allocated notional hours, before you started developing?</p> <p><i>See our online learning notional hour <a href="#">guideline</a>.</i></p>				
<p>Are there clear headings for each piece of content?</p>				
<p>Have you selected the appropriate myLMS activity/tool for each section of content?</p> <p><i>See a <a href="#">list of didactic and interactive myLMS tools</a> to choose from, here.</i></p>				
<p>Does the 'estimated time' for each piece of content (e.g. Notes / Activities) reflect the contents of the notes?</p> <p><i>See our online learning notional hour <a href="#">guideline</a>.</i></p>				
<p>Is each section of notes (e.g. a Book/H5P) introduced by first helping the student prepare for learning?</p> <p><i>E.g., in the first page/chapter, outlining the following:</i></p> <ul style="list-style-type: none"> <li>– <i>The associated learning outcomes;</i></li> <li>– <i>How long it should take the student to work through the content;</i></li> <li>– <i>Whether they will require Kortext access or their textbook at hand;</i></li> <li>– <i>Whether it will feature videos/audio (i.e. whether they should have earphones at hand if they do not want to disturb others);</i></li> </ul>				

<ul style="list-style-type: none"> <li>- Whether they are encouraged to take notes and summarise the content;</li> <li>- Whether any of it can be downloaded;</li> <li>- Whether it will help them prepare for their upcoming [lecture/assessment/Week 1].</li> </ul>				
<p>Have you provided navigational prompts*?</p> <p><i>e.g. "To start this exercise, click on the right arrow below" or 'Click <a href="#">here</a> to see how to navigate this online lesson"</i></p> <p><i>*This is important in Week 0 and Week 1, for especially 1<sup>st</sup>-year students, when new students are still getting used to navigating myLMS.</i></p>				
<p>Is your content 'chunked' into digestible sections?</p> <p><i>See an example of a well-designed myLMS Book (<a href="#">'Notes'</a>) <a href="#">here</a>.</i></p>				
<p>Is your content referring to the correct chapters and sections in the prescribed textbook (and updated with change in prescribed textbook/newer edition) and indicating what the student needs to gain from reading the section/viewing the figure/illustration/graph?</p>				
<p>Other</p>				

### 3. Learning materials and activities

Criteria	Self-review: Y/N	Self-review: Comment	Peer review: Y/N	Peer review
<p>Does your content align with the specified learning outcomes?</p> <p><i>Read more on <a href="#">why this is important</a>, and examples of <a href="#">how this can be done</a>.</i></p>				
<p>Does the content speak to the relevant NQF level?</p> <p><i>NQF explainer, <a href="#">here</a>.</i></p>				
<p>Have you ensured that course materials are up-to-date, and current?</p> <p><i>Example <a href="#">here</a>.</i></p> <p><i>Note: It is crucial that your content includes recent case studies / references to recent research and important developments in the field. South African examples should also be included, where appropriate.</i></p> <p><i>TIP: Consider freely-available <a href="#">Academic sources</a> <a href="#">Open Educational Resources</a> <a href="#">Open course materials</a> <a href="#">Open academic journal articles</a> <a href="#">Free academic podcasts</a> <a href="#">Open podcasts and other sources</a></i></p>				
<p>Are the <a href="#">threshold concepts</a> very clearly explained?</p> <p><i>TIP: EON experiences can be excellent, interactive ways to help students understand core concepts Here are great examples:</i></p>				



<p><a href="https://core.eon-xr.com/Lesson/Lesson3DDetail?id=530058">https://core.eon-xr.com/Lesson/Lesson3DDetail?id=530058</a> and <a href="https://share.eon-xr.com/lesson/618/895334">https://share.eon-xr.com/lesson/618/895334</a></p>				
<p>Did you include a range of types of learning material (written, videos/podcasts, graphs, relevant images, infographics case studies, etc) to speak to different learning styles?</p> <p>See a good example <a href="#">here</a>.</p>				
<p>Did you ensure that you balance passive learning material (that students read/watch/listen to) with active learning opportunities, for each theme?</p> <p><i>Tip: Consider using the more interactive <a href="#">Lesson Activity</a> instead of the myLMS Book activity, trying to create <a href="#">H5P activities</a>, <a href="#">embedding a formative quiz question in the Book</a>, creating a <a href="#">video-based discussion activity</a> and <a href="#">exploring other Moodle (myLMS) tools</a>.</i></p> <p><i><a href="#">More ideas on creating interactive material on Moodle (myLMS)</a>, and <a href="#">using simple tools in creative ways</a>.</i></p>				
<p>Are there any online, peer engagement activities included?</p> <p><i>.A simple way to do this is to set up a <a href="#">discussion forum activity</a> around a specific topic.</i></p>				
<p>If you added supplementary/optional learning material, did you make it very clear that these are not mandatory?</p> <p><i>e.g. "Herewith further reading on this topic. You are not required to access these resources, but they will be helpful in enriching your understanding on the topic".</i></p>				
<p>Other</p>				



## 4. Multimedia

The following is based on [multimedia design principles](#) for learning.

Criteria	Self-review: Y/N	Self-review: Comment	Peer review: Y/N	Peer review
<p>Did you ensure the content is visually engaging, by enriching text-based content images/videos/icons, where appropriate?</p> <p>See example <a href="#">here</a>.</p> <p>See:</p> <ul style="list-style-type: none"> <li>• <i>Guidelines on where to source open-source images and other media:</i> <ul style="list-style-type: none"> <li>○ <a href="#">Sourcing Free Images and Video</a></li> <li>○ <a href="#">Finding Copyright-Free Material</a></li> <li>○ <a href="#">Exploring the many freely-available images and graphics</a></li> </ul> </li> <li>• <i>Creating new imagery using AI:</i> <ul style="list-style-type: none"> <li>○ <a href="#">Microsoft's tool</a> or other <a href="#">AI alternatives</a>.</li> </ul> </li> </ul>				
<p>When you added a video, did you first explain</p> <ol style="list-style-type: none"> <li>1. What it is about</li> <li>2. Why this is important (and whether it is mandatory or optional to view).</li> <li>3. Who is presenting it (and why this is a reliable source)</li> <li>4. If relevant: What they should do with this information (i.e. further points to ponder / a short self-reflection exercise / making a connection between the video and the rest of the notes).</li> </ol>				

<i>NOTE: Videos should always be <a href="#">cited</a>.</i>				
Did you check that you used any third-party video/audio/imagery <a href="#">fairly</a> ? (This is mandatory).  <i>See our <a href="#">fair use guidelines here</a>.</i>				
Did you cite/credit your multimedia correctly?  <i>See above <a href="#">guideline</a>, as well the Eduvos referencing guides for APA and Harvard referencing methods.</i>  <i>If you generated content/images using AI this must also be <a href="#">cited</a>.</i>				
Other				

## 5. Language style, editing and formatting

Criteria	Self-review: Y/N	Self-review: Comment	Peer review: Y/N	Peer review
<p>Did you use South African (British) English spelling?</p> <p><i>See the differences between British (SA) and American spelling <a href="#">here</a>.</i></p>				
<p>Is your tone of language appropriate?</p> <p><i>TIP: Use plain and straightforward language to ensure that content is easily understood by a diverse audience. Avoid jargon, overly complex vocabulary, and long-winded sentences. Be concise and to the point. Avoid unnecessary verbosity. Each sentence should serve a clear purpose and convey important information effectively.</i></p>				
<p>Did you provide clear definitions for technical terms?</p> <p><i>Example <a href="#">here</a>.</i></p>				
<p>Did you break down complex ideas into manageable parts and use bullet points or lists where appropriate to enhance readability?</p> <p><i>Example <a href="#">here</a>.</i></p>				
<p>Have you used Moodle (myLMS) formatting tools (bold / colour / headings / spaces / tables / text boxes) to signal important information?</p> <p><i>Tip: See an example and quick how-to guide, <a href="#">here</a>.</i></p>				
<p>Did you add hyperlinks in-text, and check that it opens up correctly, and that <b>it does not link to content beyond paywalls</b></p>				

(e.g. that the student will need a subscription / account to access)?  <i>Remember: Videos that we do not have permission to use, must be opened in a new tab, on the actual source website.</i>				
Did you re-check all links in repeat modules, to ensure that expired links are removed or replaced?				
Other				

## 6. Accessibility

Criteria	Self-review: Y/N	Self-review: Comment	Peer review: Y/N	Peer review
<p>Did you use the Microsoft <a href="#">accessibility checker</a> in your first draft, to review and repair any inaccessible items?</p> <p><i>If you prefer not to draft in Microsoft Word, you can familiarise yourself with accessibility basics <a href="#">here</a> and <a href="#">here</a>.</i></p>				
<p>Have you reminded students that content shared with them via the Book activity can be downloaded?</p> <p><i>You can add, at the start/end of the book “Remember that these notes can be downloaded. Click <a href="#">here</a> to see how”, (This is important for students that do not have consistent access to Wi-Fi).</i></p>				
<p>Do the video and audio files have captions and transcripts – where possible?</p> <p><i>See: <a href="#">Tips on how to generate transcripts from YouTube and other videos.</a></i></p>				
<p>Do images (which offer important information not contained in the text) include text descriptions?</p> <p><i>Read more on <a href="#">alternative text ('alt text')</a> and why this is <a href="#">necessary</a>.</i></p>				





## 7. Assessment design:

Please click here for dedicated assessment checklist : [Formative](#) & [Summative](#). Alternatively, for a quick reference guide, please use [this link](#). Please note, some of the screenshots and settings menus may be outdated due to User Interface changes between Moodle updates. For any corrections or suggestions please contact [angus.little@eduvos.com](mailto:angus.little@eduvos.com).

We will offer CWs an Assessment design workshop in B3-B4 2024.

## 8. Evaluation

Criteria	Self-review: Y/N	Self-review: Comment	Peer review: Y/N	Peer review
Does your module have the required early opportunities for anonymous student feedback? (see: <i>Micro-evaluations guideline, here</i> ).				
Have you asked for feedback from your COP on your content?  <a href="#">See COP Collaboration Charter, here</a>		<a href="#">MoU CW and COP</a>		
If you are a new CW, have you approached a fellow, more experienced CW to look at your content and provide constructive feedback?				