

# INSTRUCTIONS

***This is the Design Document which will be used throughout the Instructional Design and Technology Micromasters® Program***

An Instructional Design Document allows you to catalogue learning design architectural elements. The Instructional Design document is a guidebook for key individuals, such as stakeholders, subject matter experts, and peers who may be collaborating on your learning experience. By capturing these elements, you can provide key individuals with a snapshot or vision of the finished learning product. Knowledge of this information keeps all stakeholders heading toward the same goal. This documentation is also important when reviewing when a course should be retired (sunsetting), discontinued, or even resurrected.

You will begin using this document in 100x by creating your ePortfolio and checking off the elements you are creating. In 200x, you will begin to focus on your intent and rationale of your micro course and modules along with the objectives and assessments that you will use for your modules in 400x. In 300x, you will add media elements to support the material you created in 200x. In 400x, you will bring all of these elements together for your final micro modules.



## HOW THIS DESIGN DOCUMENT WORKS

The Instructional Design and Technology Micromasters® are interconnected and build toward a final project in LDT400x, in which you will build and deliver a 20-minute course.

Instructional Technology & Design course sequence:

LDT100x: Learning Theories

LDT200x: Instructional Design Models

LDT300x: Digital Media, New Tools and Technology

LDT400x: Instructional Design Course Evaluation and Capstone

A design document will be used in 100x, 200x, 300x, and 400x.

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# LDT100x INPUTS

*\*\* Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

In 100x, you will complete an ePortfolio. Please note the expectations in the course site to understand the sites available to use to create the ePortfolio as well as the expectations of the assignment.

To get started, add your link to your ePortfolio.

## ePortfolio Link

	Please provide a link to your completed ePortfolio.
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Link: <https://portfolio.csproj.net/>

Within your ePortfolio, you will have the following elements. You can check off the element once completed and/or add in the link to that specific element.

- Welcome Page
- Comparing Learning Theories (Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy)
- Personal Learning Experiences (elementary, high school or college, professional career)
- Behaviorism Overview
- Constructivism Overview
- Cognitivism OR Connectivism (you choose)
- Andragogy
- Authentic Assessment
- MicroLearning Project

Please remember to reach out to the instructional team if you have any questions or concerns.

# LDT200x INPUTS

*\*\* Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

<b>Document Author</b>	<i>Tetiana Kolpakova</i>
<b>Course Name</b>	<i>Web Technologies and Web Design for Beginners</i>

## ePortfolio Link

**i** Please provide a link to your completed ePortfolio.

Link: <https://portfolio.csproj.net/instructional-design-document-idd/>

## Executive Summary

(Complete this step last after you have filled in all other areas)

**i** In 200-400 words, provide a summary of the course that you are building. Make sure you are clear with the components you are building as well as future recommendations, considerations, or conclusions, if necessary. Click [here](#) for more information on Executive Summaries. **Remember** – Complete this step last!

### **Purpose of the course**

The course "Web Technologies and Web Design for Beginners" is designed to provide learners with a solid foundation in web development and design. The course is structured into six modules, each focusing on specific aspects of web development and design.

### **Structure of the course**

In Module 1, learners will be introduced to the basic syntax of HTML and learn about the structure of web pages. They will have the opportunity to practice creating a simple web page using HTML tags.

Module 2 focuses on applying CSS styles to enhance the appearance of web pages. Learners will understand the principles of cascading style sheets and how to style HTML elements. They will also learn about usability and accessibility principles.

Module 3 delves into document structure, teaching learners how to build more complex web pages using the block model. Learners will gain hands-on experience by modifying the structure of their existing web page.

Module 4 addresses cross-browser and cross-platform coding. Learners will learn about testing and optimizing web pages to ensure compatibility across different browsers and devices. They will also engage in peer reviews and testing.

Module 5 introduces learners to JavaScript and the jQuery library for creating interactive web elements. They will practice adding interactivity to their web pages using JavaScript and jQuery.

In Module 6, learners will explore the Bootstrap framework and its advantages. They will learn how to leverage pre-defined content blocks to enhance the functionality and design of their web projects.

### **Learning and Assessment strategies**

Throughout the course, learners will have access to video lectures, presentations, cheat-sheets, online resources, and quizzes to reinforce their understanding. They will also engage in practical exercises and peer reviews to apply their knowledge in real-world scenarios.

### **Conclusion**

By the end of the course, learners will have developed the skills to create functional and visually appealing web pages. They will have a solid understanding of HTML, CSS, JavaScript, and the Bootstrap framework. The course will provide a comprehensive introduction to web development and design, equipping learners with the necessary skills for further exploration in this field.

## Type of course

**i** *What type of course is this? Examples include:*

- Step-by-step process
- Informational
- How-to
- Onboarding or introductory

Think about the intent of course. What are you intending to do or what type of content do you intend to deliver?

This course serves as an initial foray into the vast field of web development, providing students with the **knowledge necessary to create their own basic website from scratch**. By taking this course, students will acquire a foundational understanding of **key programming languages** like HTML,

CSS, and Javascript. The course will cover **effective strategies for combining these languages** to create visually appealing, interactive websites that can function across a variety of platforms.

## Target Audience & Learner Profile

<b>i</b>	<p>Who is the audience is for this course? As you think about and research the instructional problem, you also need to conduct a learner analysis or a narrative description of the learners who will be taking the course.</p> <ul style="list-style-type: none"><li>• Are they first-year university students?</li><li>• High school seniors?</li><li>• 6th grade math students?</li><li>• Incoming employees to a corporate setting?</li></ul> <p>Think about “who” will take your course and why they will take it or benefit from it. This is also known as the “learner profile.” Describe the demographics, background or prior knowledge, skills, and dispositions that you anticipate learners may have when they begin the course.</p>
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The target audience for the course is **first-year students at a technical university**. This course aims to help them comprehend the fundamental concepts of web development while providing basic knowledge of the typical structure of a website, including the abilities and limitations of software developed for the web.

This course will be delivered in a self-paced, online format.

Prior to enrolling in this course, learners should possess the following skills:

- the ability to use text-formatting tools or an IDE (Integrated Development Environment).
- a fundamental understanding of the structure of the internet, as well as client-server architecture.

## Learning Gap

<b>i</b>	<p>What is the learning need, market opportunity or course rationale you are addressing with this course? Describe the need or rationale for your instruction—why you think the online learning experience is necessary. Essentially, the need for the online learning experience is what problem or instructional gap your learning experience will solve. Think about your stakeholders (decision-makers and users) and how their needs will impact what you are building.</p>
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The “Digital 2022: October Global Statshot Report”<sup>1</sup> reveals that there are currently **5.07 billion internet users worldwide**, representing **63.5% of the global population**. As a result, web development has become a crucial area of focus for both developers and businesses, and its importance is likely to continue to grow in the future.

The field of web development can be visualized as a tree, with branches representing different languages, technologies, and frameworks such as PHP, Ruby on Rails, WordPress, and Laravel. However, all of these branches share **a common root in HTML and CSS**.

To gain a deeper understanding of modern web technologies, learners must first grasp the **fundamentals of the web**. This will provide them with a solid foundation for further learning and creating more complex projects

### Terminal Learning Objective

**i** The **Terminal Objective** is the umbrella objective for the whole course

At the end of the course students will be able to **create** a static website using HTML, CSS, and JavaScript, **conduct** cross-browser and cross-platform testing and **troubleshoot** found issues.

*The first objective requires students to apply their knowledge and skills to create a website, while the second and third objectives involve higher-order cognitive processes such as analysis and evaluation, as well as problem-solving skills.*

### Course Learning Objectives

**i** The **Course Learning Objectives** break the Terminal Objective down to manageable parts. What do you want your learners to be able to do by the end of your course? Refer to the Learning Outcomes section in LDT200x, Week 2. Objectives should be measurable. The objectives need to be able to quantify what the learner is doing.

Consult Bloom's Taxonomy at for measurable verbs.

- Writing Measurable Learning Objectives  
<https://eclearn.emmanuel.edu/courses/1285497/pages/how-to-write-measurable-learning-objectives/>
- Bloom's Taxonomy  
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy>
- Guidelines for Writing Learning Objectives  
<https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives%C2%A0>
- Writing Goals and Objectives  
<https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml>

*Remember, this will be a 20-minute course. Keep your scope narrow*

The course consists of **6 modules** with the following learning objectives:

**Module 1. Basic Syntax:**

**Remember** key HTML tags, their attributes and their hierarchy.

**Module 2. Applying CSS Styles:**

**Visualize** verbal requirements using CSS styles.

**Module 3. Document Structure:**

**Modify** a web page structure using the HTML block model.

**Module 4. Cross-Browser and Cross-Platform Coding:**

**Optimize** a web page for cross-browser and cross-platform compatibility.

**Module 5. Interactive Documents with JavaScript:**

Add interactive elements to a web page using JavaScript and jQuery library.

**Evaluate** the effectiveness of jQuery library compared to native JavaScript code.

**Module 6. Bootstrap Framework:**

**Develop** a web project from scratch using Bootstrap framework

## Instructional Strategies



To achieve each learning outcome listed above, what learning activities or tasks will the participant need to complete?

## Activities & Tasks

1. **Lectures:** Instructors deliver pre-recorded lectures and presentations to teach students the basic concepts, syntax, and best practices of HTML, CSS, and JavaScript.
2. **Online resources:** Instructors provide students with access to online resources with interactive code examples to supplement their learning and help them to troubleshoot issues encountered during the course.
3. **Hands-on practice:** To reinforce the knowledge learned in the lectures, students participate hands-on practice exercises where they create and modify web pages using HTML, CSS, and JavaScript.
4. **Peer review:** Students will engage in peer review to provide feedback on each other's work. This would help them to learn from each other's mistakes, build teamwork skills, and develop critical thinking and analysis skills.

## Assessment Strategies



How will you measure whether a learner achieves the learning outcome? Consider the assessments you will use to quantify mastery and measure performance for each Learning Objective and the associated activity.

## Assessments

**Module 1:**

- + Multiple-choice quiz to assess understanding of key concepts.
- + Project assignment where learners create a simple web page to showcase their comprehension

**Module 2:**

- + Combined quiz with multiple-choice and short-answer questions to assess understanding of key concepts.

+ Project assignment where learners modify view of the previously created web page using gained knowledge

**Module 3:**

+ Multiple-choice quiz to assess understanding of key concepts.

+ Project assignment where learners modify layout & structure of the previously created web page using gained knowledge

**Module 4:**

+ Project assignment where learners optimize the previously created web page using gained knowledge

+ Peer review of the created project

**Module 5:**

+ Combined quiz with multiple-choice and short-answer questions to assess understanding of key concepts.

+ Project assignment where learners modify behavior of the previously created web page using gained knowledge

**Module 6:**

+ Project assignment where learners build a new web site from scratch using all knowledge gained during the course

+ Peer review of the created project

## Content Sources

**1. Walter Angelia. The all-in-one HTML, CSS and JavaScript Beginner's Guide**

The guide covers the three crucial languages for internet development and demonstrates how to make use of all these crucial technologies with each other.

<https://studylib.net/doc/25983282/walter-angelia-the-allinone-html-css-and-javascript-beginner>

**2. McGrath M. HTML, CSS & JavaScript In Easy Steps**

HTML, CSS & JavaScript in easy steps instructs the reader on each of the three coding languages that are used to create modern web pages.


<https://studylib.net/doc/26095633/html-css-javascript-in-easy-steps-special-edition-mike-m...>

**3. Jennifer Niederst Robbins. Learning Web Design A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics**

Each chapter of this book provides exercises to help you learn various techniques and short quizzes to make sure you understand key concepts.

<https://studylib.net/doc/26073098/learning-web-design-a-beginner-s-guide-to-html-css-jav...>

## Course Sequencing (Outline)

	Course sequencing often follows the Learning Objectives and should be a logical and orderly succession. Chunking may be used to separate chunks or sections of content
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together. How many chunks of content are there? Does the content need to be taken in a particular order or can the participants jump around?

The course “Web Technologies and Web Design for Beginners” will be presented in 6 Modules, which should be provided in sequential order. The knowledge gained in the previous module becomes the basis of the next one and project assignment is constructed in the way when user organically extends his project using recently gained experience.

### **Introduction**

[Discussion Forum] Getting acquainted with the learners, the instructor assesses learners’ level and checks if they have skills, needed for enrolling in the course.

### **Module 1. Basic Syntax (Length: 2 weeks)**

[Video Lecture] Instructor gives learners understanding of HTML language structure, web page architecture and rules of applying basic HTML tags.

[Presentation/Infographics] Learners get cheat-sheet of HTML tags and their attributes

[Practice] Learners select personal theme from the list, provided by instructor and create basic non-styled web page dedicated to it.

[Quiz] Knowledge Check

### **Module 2. Applying CSS Styles (Length: 2 weeks)**

[Video Lecture] Instructor explains learners the principles of cascading style sheets and their application to HTML tags.

[Presentation/Infographics] Learners get cheat-sheet of CSS attributes

[Online Resource] Instructor shares with learners code examples showing different applications of CSS styles.

[Practice] Learners modify the web page they created in Module 1, adding styling, fonts and colors and following the principles of usability and accessibility.

[Combined Quiz] Knowledge Check

### **Module 3. Document Structure (Length: 2 weeks)**

[Video Lecture] Instructor describes the way so build the structure of more complex documents using block model.

[Online Resource] Instructor shares with learners code examples showing block documents of different complexity.

[Practice] Learners modify the structure of the web page they updated in Module 2, adding more content blocks.

[Quiz] Knowledge Check

### **Module 4. Cross-Browser and Cross-Platform Coding (Length: 2 weeks)**

[Video Lecture] Instructor explains the principles of cross-platform and cross-browser coding, and shares the ways to perform cross-platform and cross-browser testing.

[Presentation/Infographics] Learners get cheat-sheet of most commonly used browsers and screen resolutions

[Online Resource] Instructor shares with learners code examples showing correct responsive pages.

[Practice] Learners optimize the web page they updated in Module 3 to support correct behavior on most used devices and in popular browsers.

[Peer Review] Students exchange their pages and perform testing on their devices, writing a test report.

### **Module 5. Interactive Documents with JavaScript (Length: 2 weeks)**

[Video Lecture] Instructor gives learners understanding of JavaScript syntax and intro into using jQuery library.

[Presentation/Infographics] Learners get cheat-sheet of JavaScript syntax

[Online Resource] Instructor shares with learners code examples showing various examples of interactive page behavior.

[Practice] Learners add to the web page they updated in Module 4 interactive elements according to individual task provided by instructor.

[Combined Quiz] Knowledge Check

### **Module 6. Bootstrap Framework (Length: 2 weeks)**

[Video Lecture] Instructor introduces learners CSS Frameworks and explains their advantages on example of Bootstrap.

[Presentation/Infographics] Learners get cheat-sheet of Bootstrap pre-defined content blocks

[Practice] Based on the content gathered during Modules 1-5 learners rebuild their web page using Bootstrap framework and create complete functional project.

[Peer Review] Students exchange their projects and perform user testing.

## Learning Model

**i** State and explain the project model you are using to create this lesson. Examples include ADDIE, Dick & Carey, Understanding by Design, and Rapid/Agile eLearning Design.

To ensure that this course leads directly to achieving the final learning objective, I will primarily use the **Understanding by Design** model.

With backwards planning, suggested by this model, I will ensure that every module aligns with its objectives, and that each assignment provides acceptable evidence for meeting those objectives.

## Learning Theory

**i** What learning theory or theories are you using to create your lessons? Explain your choice and rationale for this theory or theories. Examples include Behaviorism, Constructivism,

Cognitivism, Connectivism, Andragogy, etc. Remember, use the ePortfolio you created in LDT100x to respond to this section.

The **Constructivist Theory** is based on the idea that students construct knowledge and meaning through their experiences and interactions with the environment.

This theory is particularly suitable for a web technologies course, as it encourages students to learn through hands-on practice and experimentation. Students are given the opportunity to apply the new knowledge in a practical context via creating and modifying own web pages.

## Course Standards

**i** Simply stated, course standards are stated goals or criteria which a student must abide by. They are often found in the syllabus to let the students know what is expected of them. Some course standards are late policy, technology policy, assignment policies, etc. To see how a syllabus is created, consider these resources:

- Cult of Pedagogy: Course Syllabus How To  
<https://www.cultofpedagogy.com/course-syllabus-how-to/>
- Faculty Focus: Effective Syllabus  
<https://www.facultyfocus.com/articles/online-education/online-course-design-and-preparation/ideas-for-creating-an-effective-syllabus-for-online-learning/>

The course standards are designed to ensure a successful learning experience for all participants. By meeting these standards, you will develop a solid foundation in web technologies and web design. Please adhere to the following requirements:

### **Active Participation in Discussions:**

Ask questions, seek help, and provide constructive feedback to enhance the learning experience.

Maintain a respectful and inclusive environment, refraining from any form of disrespectful or non-constructive behavior.

### **Quizzes:**

Achieve a score of 60% or higher on Quizzes during modules 1,2,3 and 5.

Demonstrate your understanding of the core concepts, principles, and techniques covered in the course.

### **Project assignment:**

Complete steps of project assignment in full amount and in time, because it is the key to successful fulfillment of next modules.

Score 60% or higher to showcase your practical application of the learned skills.

By fulfilling the above requirements, you will successfully complete the course and earn your completion Certificate.

Course owners encourage you to make the most of this learning opportunity, interact with your peers, and enjoy the journey of exploring web technologies and web design. If you have any questions or need guidance, feel free to use the discussion forum to seek assistance from your peers or the instructor.

Remember, the course environment is supportive and inclusive. Any posts or feedback that violate the respectful and constructive guidelines will be promptly removed by the course administrators.

Get ready to embark on an exciting learning journey, acquire new skills, and unlock your potential in web technologies and web design!

# LDT300x INPUTS

*\*\* Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

## ePortfolio Link

**i** Please provide a link to your completed ePortfolio.

Link: <https://portfolio.csproj.net/>

## Learning Gap

**i** Statement of the learning gap (instructional need) that your content will help overcome. You can have one identified learning gap (instructional need) that covers all digital media you edit or create, or you can identify different learning gaps / instructional needs that change with each digital media you edit or create.

Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below.

The “Digital 2022: October Global Statshot Report”<sup>1</sup> reveals that there are currently 5.07 billion internet users worldwide, representing 63.5% of the global population. As a result, web development has become a crucial area of focus for both developers and businesses, and its importance is likely to continue to grow in the future.

The field of web development can be visualized as a tree, with branches representing different languages, technologies, and frameworks such as PHP, Ruby on Rails, WordPress, and Laravel. However, all of these branches share a common root in HTML and CSS.

To gain a deeper understanding of modern web technologies, learners must first grasp the fundamentals of the web. This will provide them with a solid foundation for further learning and creating more complex projects

## Instructional Strategy

**i** Description of an instructional strategy on how the content can be infused into a learning experience.

Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below.

1. Lectures: Instructors deliver pre-recorded lectures and presentations to teach students the basic concepts, syntax, and best practices of HTML, CSS, and JavaScript.
2. Online resources: Instructors provide students with access to online resources with interactive code examples to supplement their learning and help them to troubleshoot issues encountered during the course.
3. Hands-on practice: To reinforce the knowledge learned in the lectures, students participate hands-on practice exercises where they create and modify web pages using HTML, CSS, and JavaScript.
4. Peer review: Students will engage in peer review to provide feedback on each other's work. This would help them to learn from each other's mistakes, build teamwork skills, and develop critical thinking and analysis skills.

## Digital Content Development

**i** The following is the minimum requirement for digital content. You may use the items created in this course. The weeks as listed in parenthesis.

- Digital document (ebook, flyer, infographic, interactive text, pdf). (Week 2 or 3)
- Original digital video (2-4 minutes in length) published online with closed captioning (non-auto generated). (Week 4)
- Screencast or mash-up or other Creative Commons licensed work you edited/enhanced to create original work. (Week 5)
- Enhanced Digital Images (at least 2 images) that you have created or edited in some manner. Identify how you've enhanced the images. (Week 3)
- Interactive (adaptive type) module. (Week 7)

### Infographics “History of HTML”

<https://www.canva.com/design/DAFnOpAHDAo/RRFHcZ77739AvUwzdsQS8Q/view?website#4>  
<https://portfolio.csproj.net/week-2-digital-document/>

### Flyer “Become a Web Designer”

<https://portfolio.csproj.net/wp-content/uploads/2023/07/Web-Design-Flyer.pdf>  
<https://portfolio.csproj.net/week-3-digital-document/>

### Video Lecture “Cross-browser and Cross- platform programming”

<https://www.youtube.com/watch?v=XhOs2-BhlqA>

### Screencast “Parameters of block models in HTML”

<https://www.youtube.com/watch?v=xag13eVZjzM>

Podcast “What is Internet?”

<https://portfolio.csproj.net/wp-content/uploads/2023/07/audio.mp3>

Interactive module “Fonts in Web design”

<https://portfolio.csproj.net/lms/>

OERs, Creative Commons, Checklist



- Identify at least two Open Educational Resources to support content development.
- Label your media with a Creative Commons license (student choice on the level of rights to allow),
- Apply your updated Digital Media Checklist created in week 1 to each of your digital media, provide the overview of findings and describe in a short statement or rationale why each digital media artifact will support content development or your lesson.

Week 1 - Open Education Resource Evaluation Checklist (Empty)

<https://portfolio.csproj.net/wp-content/uploads/2023/06/Digital-Media-Checklist-Empty.pdf>

Week 1 - Open Education Resource Evaluation Checklist (W3C Schools)

<https://portfolio.csproj.net/wp-content/uploads/2023/06/Digital-Media-Checklist-W3C-Schools.pdf>

Week 2 - Open Education Resource Evaluation Checklist (HTML)

<https://portfolio.csproj.net/wp-content/uploads/2023/06/Digital-Media-Checklist-HTML.pdf>

Week 3 - Open Education Resource Evaluation Checklist (Flyer)

<https://portfolio.csproj.net/wp-content/uploads/2023/07/Digital-Media-Checklist-Flyer.pdf>

Week 4 - Open Education Resource Evaluation Checklist (Video)

<https://portfolio.csproj.net/wp-content/uploads/2023/07/Digital-Media-Checklist-Video.pdf>

Week 5 - Open Education Resource Evaluation Checklist (ScreenCast)

<https://portfolio.csproj.net/wp-content/uploads/2023/07/Digital-Media-Checklist-ScreenCast.pdf>

Week 6 - Open Education Resource Evaluation Checklist (Audio)

<https://portfolio.csproj.net/wp-content/uploads/2023/07/Digital-Media-Checklist-Audio.pdf>

Week 7 - Open Education Resource Evaluation Checklist (Interactive)

<https://portfolio.csproj.net/wp-content/uploads/2023/07/Digital-Media-Checklist-Interactive.pdf>

# LDT400x INPUTS

*\*\* Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

## ePortfolio Link

**i** Please provide a link to your completed ePortfolio.

Link:

## Identify Main Issue

**i**

- A short essay or prospectus where you identify and clearly explain the main issue or problem under critical consideration and how your module overcomes the issue or problem
- Discussion of how learning theories influenced your design and discussion of why you are using that approach

**\*\*revisit work from 100x and 200x**

Enter here

## Syllabus

**i**

- Course title & description of outcomes
- Course objectives
- Schedule (due dates) and description of all assignments, activities, discussions, and final project (summative assessment)
- PDF version available on your course site

**\*\*revisit work from 200x**

Enter here

## Published Lesson



Provide URL to the published lesson on the platform of your choice.

Enter here

## Objectives



- Minimum of one measurable terminal objective
  - Minimum of two enabling objectives per terminal objective
  - Each terminal objective must be measured using a performance-based assessment
- \*\*revisit work from 200x

Enter here

## Assessments



- Minimum of two formative assessments
  - Minimum of one summative assessment
  - Scoring rubric to evaluate summative assessment
- \*\*revisit work from 100 and 200x

Enter here

## Engagement



- At least one element of social constructivist and/or active engagement each week
  - Example discussion question, project posted to course with follow up comment & feedback
- \*\*revisit work from 100x

Enter here

## Audio Visual

<b>i</b>	<ul style="list-style-type: none"><li>• Minimum 3 images</li><li>• Minimum 1 video</li><li>• Minimum 1 screencast or narrated presentation</li></ul> **revisit work from 300x
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Enter here

## Compliance

<b>i</b>	<ul style="list-style-type: none"><li>• Copyright, fair use, and Creative Commons used appropriately</li><li>• Use APA for all citations and attributions for Creative Commons items</li><li>• ADA compliance, including but not limited to image alternative tags and closed captioning for all videos on course</li></ul> **revisit work from 300x
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Enter here

## Quality Assurance

<b>i</b>	<ul style="list-style-type: none"><li>• Professional look and style (theme), with correct and consistent spelling and grammar</li><li>• Self-assessment of your MicroLesson</li></ul>
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Enter here