

MANITOBA EDUCATION, CITIZENSHIP AND YOUTH

INSTRUCTIONAL DESIGN, TECHNICAL DESIGN, SOCIAL CONSIDERATIONS FOR ALL SUBJECTS

Subject

Title

Resource ID #

A – Agree
D – Disagree
N/A – Not Applicable

For each of the following statements, check the box which best reflects your judgement of the resource. If the statement is not applicable, check the N/A box. Use the space following each item for comments, including relevant page numbers.

A D N/A	INSTRUCTIONAL DESIGN - Print, Audio, Video, Software	Comments
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Instructional goals and learner outcomes are clearly stated	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Pedagogy is research based	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. Suitable for a wide range of learning/teaching styles	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4. Promotes active learning	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5. Promotes student engagement	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6. Promotes student creativity	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7. Promotes communication skills	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8. Encourages group interaction	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9. Allows/encourages students to work independently	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10. Suitable for intended purpose	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11. Materials are well organized and structured	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12. Concepts are clearly introduced, developed, and summarized	

A – Agree
D – Disagree
N/A – Not Applicable

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INSTRUCTIONAL DESIGN – Print, Audio, Video, Software			Comments
A	D	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Assessment strategies are developmentally appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Assessment strategies offer a variety of ways for students to demonstrate their learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Integration across curriculum subjects is supported
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Technical terms are consistently explained/introduced
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Adequate/appropriate support for pre, during, and post activities provided
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Graphics are appropriate and clear
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Audio or Video only (For Integrated Resource or Kit)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AVI1. Extends or builds upon students' knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AVI2. Sequencing (chunking) allows for appropriate contextual pauses in viewing or listening
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AVI3. Adequate/appropriate pre- and post- activities are suggested in the support materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Software only
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SI1. Opportunities are provided for different levels of instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SI2. Opportunities are provided for different levels of interactivity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SI3. User inputs are monitored and appropriate responses are provided
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SI4. Feedback is non-threatening, immediate, positive, motivational, and user sensitive

A – Agree D – Disagree N/A – Not Applicable			For each of the following statements, check the box which best reflects your judgement of the resource. If the statement is not applicable, check the N/A box. Use the space following each item for comments, including relevant page numbers.	
A D N/A			INSTRUCTIONAL DESIGN – Print, Audio, Video, Software (Continued)	Comments
			<i>Software only</i>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SI5. Feedback is appropriate to user’s previous responses	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SI6. Colour is used appropriately and effectively to emphasize instructional concepts	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SI7. Sound effects are used appropriately and effectively to emphasize instructional concepts	
A D N/A			TECHNICAL DESIGN - Print, Audio, Video, Software	Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Appropriate support materials are provided	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Users can easily employ the resource	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Print, Video, Software only</i> PVST1. Visual design is interesting/effective	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PVST2. Illustrations/visuals are effective/appropriate	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Print only</i> PT1. Text relates to visuals	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PT2. Character size/typeface is appropriate	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PT3. Layout is logical and consistent	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PT4. Packaging/design/durability is suitable for the classroom	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PT5. Makes effective use of the medium	

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A D N/A			TECHNICAL DESIGN - Print, Audio, Video, Software (Continued)	Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Audio or Video only</i> (For Integrated Resource or Kit) AVT1. Volume and sound quality are appropriate	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AVT2. Narration is effective and appropriate (pacing, clarity, gender)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AVT3. Music and sound effects are appropriate for instructional purposes	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AVT4. Presentation is logical and varied / pacing is appropriate	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AVT5. Makes effective use of the medium	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Video only</i> (For Integrated Resource or Kit) VT1. Visual effects such as animation, graphics, captions and transitions are appropriate, clear and enhance learning	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Software only</i> ST1. System requirements are clearly outlined	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST2. Installation is easy and trouble free	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST3. Program is easy to use	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST4. A help function is provided and appropriate	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST5. Screen layouts are logical, consistent and uncluttered	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST6. On-screen text is clear, uncluttered and kept to a minimum	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST7. Where appropriate, material can be networked or shared across platforms, or retrieved using standard Internet tools	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST8. Illustrations/visuals are effective/appropriate	

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A D N/A TECHNICAL DESIGN - Print, Audio, Video, Software (Continued)			Comments
<i>Software only</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST9. Teacher control of progress and feedback is provided and appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST10. An escape feature allows the user to move back to a main menu or to the operating system. If the exit is to the main menu, then an exit out of the program is available.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ST11. Makes effective use of the unique qualities of the medium
S – Suitable or appropriate NS – Not suitable or appropriate N/A – Not Applicable			For each of the following statements, consider whether the resource addresses the issues appropriately. If the statement is not applicable, check the N/A box. Use the space following each item for comments and page references, or include comments and notes on a separate sheet.
S NS N/A SOCIAL CONSIDERATIONS			Comments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Inclusive language
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Gender equity/Role portrayals of the sexes/Age portrayals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Canadian content (author, language usage, literature, visuals, statistics, information, examples of Canadian achievement, people and places, spelling)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Diverse beliefs, customs, language use are accurately portrayed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Age and developmentally appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Socio-economic references/situations/bias
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Political references/situations/bias
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Diversity of western and northern Canadian society

S – Suitable or appropriate
NS – Not suitable or appropriate
N/A – Not Applicable

For each of the following statements, consider whether the resource addresses the issues appropriately. If the statement is not applicable, check the N/A box. Use the space following each item for comments and page references, or include comments and notes on a separate sheet.

SOCIAL CONSIDERATIONS

Comments

S	NS	N/A	(Continued)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Multiculturalism and anti-racism content	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Diversity of First Nations, Inuit and Métis culture and roles	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Portrayal of special needs	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Portrayal of violence	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Safety standards compliance	

OVERALL RATING
Curriculum Fit, Instructional Design, Technical Design, Social Considerations

Please check which best describes the resource

	Weak/Poor	Fair	Good	Excellent
Curriculum Fit				
Instructional Design				
Technical Design				
	Unacceptable	Problematic	Acceptable	
Social Considerations				

Describe the major reasons for recommendation for inclusion as a Manitoba resource

List any components of this package which are not considered essential for inclusion as a Manitoba resource

Describe the major reasons for non-recommendation as a Manitoba resource

SUMMARY

Recommended
 Complete Designation Form

Not Recommended
 Complete Designation Form

Evaluator: _____

Date: _____

Evaluator: _____

Date: _____