

Checklist for Digital Transformation

Writing and organizing a textbook with digital distribution in mind is a little different than doing so for print publication alone. The textbook now also serves as a repository of content for digital learning products. Keep the following in mind as you work. *(Note: References to corresponding pages in the Digital Guidelines have been placed in blue parentheses.)*

□ Create Clear, Measurable Two-Tier Learning Objectives

Learning objectives provide the framework upon which digital products are created:

- Employ **action verbs** that are measurable: use words like *list* or *describe*, not *learn* or *understand*. (p. 3)
- Create two tiers of learning objectives: Terminal Learning Objectives (TLOs) and Enabling Learning Objectives (ELOs): (p. 6)
 - **Align each main (H1) head with a Terminal Learning Objective (TLO)**
 - **Align each second-level (H2) head with an Enabling Learning Objective (ELO)**

□ Remember Each Section Is a Digital Lesson

Digital lessons are created using each main (H1) section, not by chapter. Clear, cohesive concept hierarchies are critical for effective digital lesson creation. Be mindful of:

- **Clustering**—group content into meaningful categories whenever possible: (p. 9)
 - Group headings under a new broader (H1) heading
 - Fold headings under an existing main (H1) heading
- **Chunking**—segment long passages of content into clear, digestible units: (p. 11)
 - Create more second-level (H2) heads with associated ELOs
 - Use bulleted or numbered lists to break up content
- **Proportionality**—try to make sections proportional in length. In digital products, length often translates to time-on-task—that is, how long a student spends on a particular lesson: (p. 15)
 - Use clustering and chunking to help create proportionality

□ Use Key Terms Appropriately

Key terms in digital products are used to measure, evaluate, and help remediate student understanding. For more effective digital consumption:

- Consider whether each term is vital to core understanding of the intended objective. If it is not, consider removing the term from the key term list. (p. 17)

□ Use Photos and Figures Carefully

For more effective digital consumption of **photos and figures**, keep the following in mind:

- Make sure each photo/figure highlights, reinforces, or explains key concepts. (p. 17)
- Use simple rather than complex photos/figures. (p. 18)
- Give each photo/figure a clear, descriptive caption. (p. 18)
- Be mindful of diversity and inclusion. (p. 18)