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)