# eCBIL™ eLearning Specifications

## Purpose

The purpose of this document is to identify the parameters around which the first generation of eCBIL™ Breeze elearning will be created. This document is considered to be a working document, and as such will be updated and/or modified as new items and/or changes are identified.

## Specifications

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<th>Item</th>
<th>Description</th>
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<tr>
<td>Length of Program</td>
<td>- Sixty minutes is the maximum for each offering. Timing may vary, depending on topic and content.</td>
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| Program Structure      | - Each eCBIL™ learning offering may be broken into smaller, self-contained segments that may be completed separately. This allows participants to complete the program in two to three segments instead of one longer setting.  
                         - Narration (audio track) will be used to flesh out main ideas through relevant examples, quotes, and explanations.  
                         - When appropriate, a combination of male and female voices will be used on the audio track. |
| Testing                | - Pre and Post Tests will be given.  
                         - Post-test questions may be intermittently dispersed throughout the program rather than held until the end of the program.  
                         - Results will be tracked and appropriate reports generated for the client.  
                         - Comparing pre-test to post-test results will provide a measure of learning that has taken place. |
| Reports                | - Reports to clients should provide the following measures:  
                         - Average improvement from pre-test to post-test.  
                         - Average percent correct at T1 (pre-test) and average percent correct at T2 (post-test).  
                         - Reports may also determine areas where learning has taken place and areas where additional reinforcement is needed.  
                         - Reports also track attendance/participation. |
| Graphics and Animation | - Initial offerings will contain photos, graphics, and animation that can be obtained through pre-purchased sources.  
                         - As a general rule, content drives graphics, animation, and photos used, rather than the other way around.  
                         - Images used must be content-appropriate, professionally skewed, and sophisticated, rather than cartoon-like.  
                         - Minimal special effects are to be employed. |
| Template               | - Similar to graphics, the template must be:  
                         - Simple, professional looking, and sophisticated.  
                         - Not cluttered with ancillary images.  
                         - Modules in a series must have a coordinated look, using a similar graphic composition, color choice, and background. They will share a common logo or other identifying graphic branding mark.  
                         - Font type and size must be coordinated for all offerings within a single program series. |
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| **Disclaimer and Copyright** | - Each program and module will carry a disclaimer that has been approved by SLCC’s General Counsel  
- Each program and module will carry a copyright notice.  
- Each program and module will carry the College’s logo.                                      |
| **Content**                 | - Each module should confine itself to three to four main learning points.  
- Modules should be activity driven – they should provide participants with opportunities to:  
  - Engage in self-assessment.  
  - Explore concepts.  
  - Develop skills, if appropriate.  
- Main ideas and their primary sub-points should (generally) appear on slides.  
- Supporting detail should (generally) be provided via the audio track.  
- Questions should be posed to help participants develop understanding of the material and where appropriate, skills. |
| **Music**                   | - Music should be used to:  
  - Introduce program.  
  - Provide transitions between program segments.  
  - Emphasize important module elements.  
  - Provide background when reflection time is needed.  
  - Signal the end of the program.  
- Common musical themes may be used to link different modules in one program series together.  
- Music should not detract from program content.  
- Music will be obtained through pre-purchased sources. |
| **Program Evaluation**      | - Each module will have its own evaluation where participants can rate the effectiveness and appropriateness of the content, delivery, activities, and program structure. |
| **External Links & Resources** | - Each module will have a list of printed resources that can be consulted for further information.  
- External links to other online resources will also be provided. |
| **Participant Materials**   | - Where appropriate, a Participant Packet will be available via download.  
- Materials in this packet will include:  
  - Tips and suggestions.  
  - Questions for participants to answer.  
  - Scenarios that are a part of the online program that participants can write down their responses to.  
  - General Notes pages.  
  - Action Plan in which participants will write down how they will put the information and/or skills to use after the program is over. |