



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

**STANDARDS FOR CURATION OF ONLINE
SUPPLEMENTARY
CURRICULUM SUPPORT MATERIALS**

APRIL 2016

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Definition of Terms

Animation: movies with drawings, computer graphics, or photographs of static objects, including all techniques other than the continuous filming of live-action images.

Community of practice (COP): It is a group of people who share common interest for something that they all do and learn how to do it better through their regular interaction. A COP, in this case, will come about because members are motivated to share their digitally generated resources which they want to improve through their collective quality assurance process.

Course Content (CC): Course content refers to any information or subject matter that is related to a specific subject taught in Kenyan institutions of learning which is submitted to the KICD Education Cloud Platform (KICD EdCP) for online evaluation.

Course: An accredited unit of curriculum.

Digital Learning Content: Assembly and aggregation of discreet, digital (or electronic for display on a computing device) learning objects designed to meet intended learning outcomes. Content is a specific package of material for use in an overall curriculum.

Guidelines: Suggested or recommended approaches. Guidelines are speculative and assume certain conditions that may not apply in all situations.

Interactive: Allowing a two-way flow of information between a computer and a computer-user; responding to a user's input

Instructional Design: Systematic method of planning, developing, evaluating and managing instruction to ensure competent performance by the learner.

Meta-data: It is a set of words or phrases that summarizes the 'who, what, where, when and why' of a learning object (content), what their preference, learners should have

Multimedia: this is content that uses a combination of different content forms such as text, audio, images, animation, video and interactive content. Multimedia is a computer application which

Standards for Curation of Online Supplementary Curriculum Support Materials

represents information through audio, animation, text, graphics drawings, still and moving images, and any other media where every type of information can be represented, stored, transmitted and processed digitally.

Plug-in: A file containing data used to alter, enhance, or extend the operation of a parent application program.

Revision Material: Materials that provide further practice and review the knowledge, skills and attitudes acquired through activities, assignment and tests. Revision materials involve revision books and workbooks.

Supplementary Content: Refers to content that addresses

1. Digital language and non-language readers
2. Readers on ECD activity areas
3. Digital Models
4. Contemporary and emerging issues
5. Digital Charts

Standards: Document descriptions that have received a stamp of approval or accreditation from KICD. Standards tend to go through a relatively slow evolution, are conclusive and complete, and are criteria specific. A standard is a “must”.

Learning resource: A learning asset or assets designed to address an intended learning outcome(s).

Learning Outcomes: They are statements of what learners are expected to know and do at the end of an indicated grade or course.

List of Abbreviations

- GIF** - Graphic Interchange format
- JPEG** - Joint Photographic Experts Group -a set of standards and file format for compression of digital color images. An image file compressed in this format.
- MP3** - The file extension for MPEG Audio Layer-3, a set of standards for compressing and downloading audio files from the Internet. A file compressed in this format.
- PNG** - Portable Network Graphics
- TIFF** - Tagged Image File Format

General Information

The Guidelines below provide detailed procedures for submitting supplementary online curriculum support materials for curation and approval. These are materials intended for basic education (ECDE, Primary, Secondary) and tertiary (Teacher Education and Technical and vocational education).

Eligibility

Interested content developers should note that submissions will only be accepted from individuals, groups and publishers who are legally incorporated and registered in Kenya, and who can therefore provide, on request, valid certification of such incorporation/company registration and legal operation.

Content developers who wish to submit materials on behalf of firms that are not locally registered should make available a certified copy of the Agency Agreement or Representation Authority.

Submission areas

Eligible content developers may submit online supplementary curriculum support materials for any of the learning areas in basic education and tertiary levels. Content may also be submitted for these levels addressing contemporary and emerging issues such as HIV and AIDS, life skills education, school health water and sanitation.

The choice of education level, subject area and category of material(s) to submit is entirely at the discretion and judgment of the interested/submitting developer. A developer can submit in as many subjects and categories as possible. Each Submission will be curated solely in terms of its relevance and suitability for the requirements of the specific curriculum area and categorization as outlined in the necessary specific standard. Each digital content title should be uploaded in the grey part of Kenya Education Cloud (KEC).

Submission requirements

- Materials submitted for curation and approval should strictly be finished products.
- Any material that a content developer intends to be evaluated and considered for more than one level should be submitted in the distinct sets for each level, each set constituting a submission.

- It should be noted that materials that have been presented to be evaluated as course books before **should not** be submitted for curation as supplementary Materials.
- Any material that bears information that purports it to have been ‘Approved’ by MoEST/ KICD prior to the current Submission; Curation and Approval process shall not be curated.
- Materials that carry a Foreword ostensibly from an official of MoEST/KICD should not be submitted.
- Electronic teaching aids which require operations must be accompanied by an operational manual. The parts and components of such submissions should be in good working condition. Testing to confirm workability of equipment will constitute the curation process.

Technical specifications

All materials presented for curation and approval must satisfy the requirements as outlined in the specific standards.

- The software used to package the content should be supported by popular operating system in the learning institutions
- They should be branded

Costs of curation and approval

The submission fees will be communicated during invitation.

Invitation to Submit Online Supplementary Curriculum Support Materials

The Kenya Institute of Curriculum Development wishes to invite educational e-Content developers represented in Kenya to submit their online supplementary curriculum support materials for curation and approval. These procedures are to guide interested content developers on the process of submission and criteria for curation.

Content developers should submit their materials online after filling the online Supplementary Materials Submission Form. Each submission has to be accompanied by a non-refundable curation fee paid online as per the supplementary materials to be submitted.

Submissions are invited for the following levels of education; Early Childhood Education, Primary, Secondary, Teacher Training and Technical and Vocational training.

The Online Supplementary Materials Submission, Curation and Approval Procedures are available at the KICD website www.kicd.ac.ke.

All enquiries should be directed to:

The Director

Kenya Institute of Curriculum Development

P.O. Box 30231 – 00100

NAIROBI – Kenya

Tel: (254 020) 3749900 – 9, 3748204, 3747994

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E-mail: info@kicd.ac.ke

Schedule of Activities for Curation and Approval of Online Supplementary Curriculum Support Materials

	ACTIVITY
1.	Formal invitation for submission of online course curriculum materials
2.	Payment of submission fees
3.	Submission of online course curriculum materials
4.	Curation process
5.	Formal approval and recommendation
6.	Release of curation results
7.	Uploading of the online Orange Book
8.	Uploading the approved materials

General Standards for Curation and Approval of Online Supplementary Curriculum Support Materials

Online supplementary materials will be curated on the following broad areas:

- Conformity to the curriculum
- Accuracy and currency of the content in the material
- Language use
- Promotion of positive values and attitudes
- Responsiveness to contemporary and emerging issues
- compliance with the Kenyan education policies
- creativity of packaging to enhance the information
- provision of assessment activities to deepen the understanding of concepts and develop required skills
- Multimedia elements
- Technical design
- User guide
- Cloud content attributes

Generally, whatever the category, the materials should

- ✓ feature Kenyan content and examples wherever relevant
- ✓ be sensitive to societal values
- ✓ represent the Kenyan cultural, ethnic and environmental diversity, illustrations and examples, wherever it is considered appropriate and relevant.

Specific Standards

SPECIFIC STANDARDS FOR DIGITAL LANGUAGE AND NON-LANGUAGE READERS (story materials, novels, poem, plays, comics, biographies)

Content

- The setting should be appropriate and to the level of the learner
- The plot should be well developed and appropriate for the level of the learner
 - * The plot should have an appropriate ending
 - * There should be a maximum of three characters
- The characters should be credible, appropriate and well developed
- Themes should be well developed and to the level of the learner
- Themes should be appropriate for the level of the learner
- The material should have no factual errors
- The length should be appropriate for the level of the learner

*N/b: * should be evaluated only for ECD online language readers*

Language

- The vocabulary and sentence structures should be suitable for language acquisition by the target learner.
- Language should be accurate and appropriate to the level of the target learner
- The reader should be creatively written

Editorial quality

- The reader should have no grammatical errors
- The reader should have no typographical errors
- There should be promotion of positive values and attitudes

Multimedia elements (photographs, animations, illustrations, sound & video)

- All multimedia elements must be relevant.
- Content features should be interactive and interesting to the users.

Standards for Curation of Online Supplementary Curriculum Support Materials

- All multimedia elements should contribute to understanding text and not distract the user.
- Multimedia should be varied and adequate.
- Multimedia elements must be clear, properly proportioned and proper colour used.
- All multimedia elements should be well captioned/Labelled.
- All multimedia elements must be audible and proper sound effects applied.
- Proper synchronization, pronunciation, articulation, intonation and pace.

Note: ECDE and lower primary materials should have a font size of 14 and font style of Comic Sans. Content should be presented in single columns.

Adapting Multimedia Elements for Special Needs

Learners with visual impairment

- There should be a compatible platform that allows print to be read.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.

Learners who are hearing impaired

- There should be appropriate signing provided to accompany sound
- Video elements should have accompanying text.

Technical Design

- Navigation aids should be provided and well positioned.
- There should be provision of exit points.
- Links & hyperlinks provided should be functional and useful.
- Screen layout should be logical and consistent.
- The screen/forms should be scalable without distortion.
- Content composition should not be media dependent.
- Availability of essential modules
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.

- Plug-in facility provided should be functional
- The content should be in a secure format

Architectural quality attributes

- The system must function fully.
- The system must support interoperability.
- The system must be robust.
- The system should be portable.

Content attributes in the cloud

- Content streams smoothly
- Content downloads easily

The user manual

- The user manual should contain information about system specifications required to run the software.
- It should explain how to install and uninstall the software in the device.
- It should provide a step-by –step guide on how the users should use the application
- The information in the user manual should be correct and accurate
- The user manual should give adequate directions to a user with special needs on how to use online content

Meta Data

Subject	Level
Class	
Category of Learners (Regular or SNE).....	
Category of Special Need (For Example, Visually Impaired – VI, Hearing Impaired – HI among others if Applicable).....	
Title.....	
Course Material’s Code.....	
Teacher’s Guide (TG) Code (Where Applicable).....	
Author(s).....	
Author(s) Credentials.....	
Publisher.....	Publisher’s Code.....
Country.....	
Community of Practice (Where Applicable).....	
Type of License (Applicable to OERs).....	
Language.....	
Brief Description:	
Format (e-Pub, Interactive Digital Content).....	
Year of Production.....	
Edition/Version Number.....	
Rights (Where application)	
Size (Bytes)	Code of Evaluator
Price.....	Date

Specific Standards for Readers on ECDE Activity Areas

Content

- Themes should be well developed for the level of the learner
- Themes should be appropriate for the level of the learner
- Concepts should be theme based
- Concepts should be appropriate to the level of the learner
- Concepts should be relevant to the level of the learner
- Concepts should be clear and well developed
- Competences should be relevant
- Competences should be appropriate
- The material should be accurate
- should promote positive values and attitudes
- The length should be appropriate

Language

- The vocabulary and sentence structure for language acquisition should be appropriate for the target learner
- The language should be accurate and appropriate to the level of the target learner
- The reader should be written creatively

Editorial quality

- The material should be grammatically accurate
- The material should be typographically accurate

Activities:

All materials should have activities, which should:

- ✓ Be appropriate
- ✓ Be relevant
- ✓ Be varied
- ✓ Capture various competences
- ✓ Have clear instructions

Multimedia Elements (Photographs, Animations, Illustrations, Sound & Video)

- All multimedia elements must be relevant.
- Content features should be interactive and interesting to the users.
- All multimedia elements should contribute to understanding text without distracting the user.
- Multimedia should be varied and adequate.
- Multimedia elements must be clear, properly proportioned and proper colour used.
- All multimedia elements should be well captioned/Labelled.
- All multimedia elements must be audible and proper sound effects applied.
- Proper synchronization, pronunciation, articulation, intonation and pace.

Adapting Multimedia Elements for Special Needs

Learners with visual impairment

- There should be a compatible platform that allows print to be read.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.

Learners who are hearing impaired

- There should be appropriate signing provided to accompany sound
- Video elements should have accompanying text

Technical Design

- Navigation aids should be provided and well positioned.
- There should be provision of exit points.
- Links & hyperlinks provided should be functional and useful.
- Screen layout should be logical and consistent.
- The screen/forms should be scalable without distortion.
- Content composition should be compatible with different media devices.
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.
- Plug-in facility provided should be functional

- The content should be in a secure format

Architectural quality attributes

- The system must function fully.
- The system must support interoperability.
- The system must be robust.
- The system should be portable.

Cloud content attributes

- Content streams smoothly
- Content downloads easily

The user manual

- The user manual should contain information about system specifications required to run the software.
- It should explain how to install and uninstall the software in the device.
- It should provide a step-by –step guide on how the users should use the application
- The information in the user manual should be correct and accurate
- The user manual should give adequate directions to a user with special needs on how to use online content

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Specific Standards for Models

Representation of the model

- The model should be an actual representation of the realia
- The model should be appropriately proportioned
- The model should be of appropriate size

Relevance of model to the subject / curriculum and target level.

- The model should meet the requirements of the subject/curriculum area and target level.
- Currency, accuracy & appropriateness of information
- The model should have current information
- The model should be factually accurate and the information provided should be appropriate.
- The language used should be appropriate and to the level of the subject
- It should be grammatically accurate
- It should be typographically accurate
- The model should be easy to manipulate and use; easy to assemble/compile
- Colour should be used appropriately, consistently, appealing, clear and bold

Multimedia Elements (Photographs, Animations, Illustrations, Sound & Video)

- All multimedia elements must be relevant.
- Content features should be interactive and motivating to the users.
- All multimedia elements should contribute to understanding text without distracting the user.
- Multimedia should be varied and adequate.
- Multimedia elements must be clear, properly proportioned and appropriate colour used.
- All multimedia elements should be well captioned/Labelled.
- All multimedia elements must be audible and proper sound effects applied.
- Proper synchronization, pronunciation, articulation, intonation and pace.

Technical Design

- Navigation aids should be provided and well positioned.
- There should be provision of exit points.
- Links & hyperlinks provided should be functional and useful.

Interface/layout architecture

- Screen layout should be logical and consistent.
- The screen/forms should be scalable without distortion.
- Content composition should not be media dependent.
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.
- Plug-in facility provided should be functional.

Adapting multimedia elements for special needs

Learners with visual impairment

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- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.

Learners with hearing impairment

- There should be appropriate signing provided to accompany sound
- Video elements should have accompanying text

Architectural quality attributes

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- The system should be portable.
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Cloud content attributes

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Specific Standards for Contemporary and Pertinent and Contemporary Issues

Materials envisaged in this category include Life Skills Education, Guidance and Counseling, Drugs and Substance Abuse, National Cohesion and Integration, Disaster Preparedness and Management, Environmental Conservation and Management, HIV and AIDs, Gender among many others

Content

- All information should be relevant to the target group
- All concepts covered should be relevant
- All skills and competences covered should be relevant
- All information should be accurate and current
- All information should appropriate and to the level of the learner or user
- All information should be well organized with proper sequencing throughout the topics and text
- The text and illustrations should:
 - ✓ Promote positive values and attitudes
 - ✓ Gender responsive
- The material should emphasis on concepts and skills and competence development
- The material should have editorial accuracy
- The material should have vocabulary and sentence structures that are within the level of the learner/user

Assessment and activities:

The assessment activities should be:

- ✓ Appropriate for the level of learner/user
- ✓ Adequate
- ✓ Varied
- ✓ Have clear questions
- ✓ Have clear instructions
- ✓ Have correct answers

Multimedia Elements (Photographs, Animations, Illustrations, Sound & Video)

- All multimedia elements must be relevant.
- Content features should be interactive and interesting to the users.
- All multimedia elements should contribute to understanding text and not distract the user.
- Multimedia should be varied and adequate.
- Multimedia elements must be clear, properly proportioned and appropriate colour used.
- All multimedia elements should be well captioned/Labelled.
- All multimedia elements must be audible and proper sound effects applied.
- Proper synchronization, pronunciation, articulation, intonation and pace

Adapting Multimedia Elements for Special Needs

Learners with visual impairment

- There should be a compatible platform that allows print to be read.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.

Learners with hearing impairment

- There should be appropriate signing provided to accompany sound
- Video elements should have accompanying text.

Technical Design

- Navigation aids should be provided and well positioned.
- There should be provision of exit points.
- Links & hyperlinks provided should be functional and useful.
- Screen layout should be logical and consistent.
- The screen/forms should be scalable without distortion.
- Content composition should not be media dependent
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.
- Plug-in facility provided should be functional

Architectural quality attributes

- The system must function fully.
- The system must support interoperability.
- The system must be robust.
- The system should be portable.
- The system should be secure

Cloud content attributes

- Content streams smoothly
- Content downloads easily

The user manual

- The user manual should contain information about system specifications required to run the software.
- It should explain how to install and uninstall the software in the device.
- It should provide a step-by –step guide on how the users should use the application
- The information in the user manual should be correct and accurate
- The user manual should give adequate directions to a user with special needs on how to use online content

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Specific Standards for Online Charts

Appropriateness of content

The content presented should:

- support relevant themes / topics for specific education levels
- be presented logically with clear running headings
- be factually accurate
- have current information

Presentation of illustrations:

Illustrations representing certain objects should:

- be correct representations of the intended objects
- be in right proportions
- promote positive values
- have appropriate and consistent use of colour
- be appealing , bold and clear

Language

The language used in the charts should:

- be appropriate for the target level and the subject
- be grammatically correct
- be typographical accurate
- have appropriate detail and density of information for the target level

Captioning

- Should be in suitable print size and type face for the target learner
- Should be appropriately highlighted/bolded
- Should communicate the intended information appropriately

Labelling

- Should be clear
- Lines used should be straight, non-arrowed and should not cross each other(Pop-up box)

Layout

- Page layout should be appropriate to the target level and subject
- Should enhance readability and ease of use
- Should use appropriate print sizes, boldness and type face across the material in highlighting topics and sub- topics
- Illustrations should be correctly positioned in relation to the relevant text
- Margins should be used appropriately

Multimedia Elements (Photographs, Animations, Illustrations, Sound & Video)

Multimedia elements used on online charts should:

- be relevant the subject being supported
- be interactive and have interesting feature
- contribute to understanding content without distracting the user
- be varied and adequate
- be clear, properly proportioned and have appropriate colour
- be well captioned/labelled.
- be audible and have proper sound effects applied.
- be properly synchronized, have correct pronunciation, articulation, intonation and pace

Adapting Multimedia Elements For Special Needs.

Learners with visual impairment

- There should be a compatible platform that allows print to be read.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.

Learners with hearing impairment

- There should be appropriate signing provided to accompany sound
- Video elements should have accompanying text

Technical Design

The technical design should provide for the following:

- Well positioned navigation aids

- exit points.
- functional and useful links & hyperlinks
- logical and consistent screen layout
- scalable screen/forms without distortion
- Content composition that is not media dependent
- available and functional search and help facility
- functional glossary facility provided
- functional plug-in facility
- fully functional system
- a system that supports interoperability
- a system that is robust, portable and secure

Cloud content attributes

- Content streams smoothly
- Content downloads easily

The user manual

- The user manual should contain information about system specifications required to run the software.
- It should explain how to install and uninstall the software in the device.
- It should provide a step-by –step guide on how the users should use the application
- The information in the user manual should be correct and accurate
- The user manual should give adequate directions to a user with special needs on how to use online content

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Specific Standards for Curation of E-Bibles

Each Bible will be curated against the areas listed below.

Presentation

- The Bible should provide a preface/introduction
- The Bible should provide a comprehensive table of contents, specifying books of the Bible
- The Bible should be complete with the 66 canonical books
- The Bible should meet ecumenical standards
- The Bible should contain no scriptural errors
- The themes and subjects should be put under relevant subheadings

Language

The vocabulary and sentence structures used should be appropriate for the level of the learner.

The Bible should not have any typographical errors

Illustrations

Illustrations used in the Bible should be:

- Relevant to the text
- Varied
- Appropriate to the level
- Clear
- Responsive (Gender and Disability)

Layout

Page layout should:

- be appropriate to the level
- enhance readability and ease of reference
- have appropriate font type and size across the text

- have appropriate use of highlighting and bolding
- have correctly positioned Illustrations in relation to the relevant text (where applicable)
- have appropriate use of margins

Index/ concordance

The Bible should have an exhaustive and easy to use index/concordance

Glossary/Concordance

The Bible should have an adequate glossary/concordance

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Where applicable, multimedia elements should have the following attributes:

- relevant to the content
- contain features that make it interesting and interactive eg games, topical Bible studies, animations
- contribute to/enhance understanding of the subject matter
- not distract the user
- varied and adequate
- graphics are clear, appropriately coloured and proportional
- responsive to users with special needs
- incorporate and address emerging issues
- well captioned and labelled
- sound audible, clear and properly synchronized
- proper pronunciation, articulation, intonation and pace
- appropriate sound effects

Adaptation for learners with special needs

There should be sufficient effort to adapt the content for use by learners with special needs. These may include signage, click-on text sub-titles to accompany videos transcripts for hearing impaired learners, click-on audio transcripts for visually impaired learners, additional exercises for gifted learners. Content should be scalable to cater for learners with low vision

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user move easily around the resource and foster independent use (e.g. forward and backward arrows, exit points,)
- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level and subject
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material
- The screen/ forms should be scalable.(No distortion across devices and platforms)
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about system specifications required to run the software.
- It should explain how to install and uninstall the software in the device.
- It should provide a step-by –step guide on how the users should use the application
- The information in the user manual should be correct and accurate
- The user manual should give adequate directions to a user with special needs on how to use online content

Meta Data

Subject	Level
Class	
Category of Learners (Regular or SNE).....	
Category of Special Need (For Example, Visually Impaired – VI, Hearing Impaired – HI among others if Applicable).....	
Title.....	
Course Material’s Code.....	
Teacher’s Guide (TG) Code (Where Applicable).....	
Author(s).....	
Author(s) Credentials.....	
Publisher.....	Publisher’s Code.....
Country.....	
Community of Practice (Where Applicable).....	
Type of License (Applicable to OERs).....	
Language.....	
Brief Description:	
Format (e-Pub, Interactive Digital Content).....	
Year of Production.....	
Edition/Version Number.....	
Rights (Where application)	
Size (Bytes)	Code of Evaluator
Price.....	Date

Specific Standards for Curation of E-Dictionaries

Content profile

The following parameters should be adhered to in order for electronic dictionaries to be acceptable into the Kenya Education Cloud.

- Should provide adequate guidance on usage.
- The number of headwords- should be based on specific level and area of dictionary under consideration.
- A minimum of 1000 headwords for lower primary English
- A minimum of 8000 headwords for upper primary English
- A minimum of 1000 headwords for lower primary Kiswahili
- A minimum of 5000 headwords for Upper Primary Kiswahili
- A minimum of 40,000 headwords for Secondary English
- A minimum of 15,000 headwords for Secondary Kiswahili, French, German and Arabic.

Note: Subject and Area- Specific Dictionaries may have fewer headwords.

- All entries should give pronunciation, definition, examples of usage and grammar as may be relevant to the subject or level
- All graphics should be appropriate to the headwords
- The dictionary should have adequate number of graphics depending on the target level.
- The choice of headwords should be consistently relevant to the target level and the Kenya environment, and support the basic requirements of the subject(s)/ curriculum areas. However, for dictionaries in foreign languages (German, French, Arabic) Kenya environment may not apply.
- The definitions and examples of usage should be relevant and useful
- The definitions and examples of usage should be consistently clear, accurate and well presented, consistently comprehensible to target level, useful and informative to students and teachers and well supported by accurate examples of usage.

Language use and editorial quality

The content should be grammatically correct without typographical errors

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Attributes of multimedia elements:

- relevant to the content
- contain features that make it interesting and interactive
- contribute to understanding of the subject matter without distracting the user
- varied and adequate
- incorporate and address emerging issues
- responsive to persons with special needs
- clear, appropriately coloured and proportional
- well captioned and labelled
- sound audible and properly synchronized
- proper pronunciation, articulation, intonation and pace
- Appropriate sound effects

Adaptation for learners with special needs

There should be sufficient effort to adapt the content for use by learners with special needs.

These may include signage, click-on text sub-titles to accompany videos transcripts for hearing impaired learners, click-on audio transcripts for visually impaired learners, additional exercises for gifted learners. Content should be scalable to cater for learners with low vision

Technical Design

The material should provide appropriate navigational aids to enable the user move easily around the resource and foster independent use (e.g. forward and backward arrows, exit points,)

- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level and subject
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material

- The multimedia elements should be correctly positioned throughout the material
- The screen/ forms should be scalable.(No distortion across devices and platforms)
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about system specifications required to run the software.
- It should explain how to install and uninstall the software in the device.
- It should provide a step-by –step guide on how the users should use the application
- The information in the user manual should be correct and accurate
- The user manual should give adequate directions to a user with special needs on how to use online content

Meta Data

Subject	Level
Class	
Category of Learners (Regular or SNE).....	
Category of Special Need (For Example, Visually Impaired – VI, Hearing Impaired – HI among others if Applicable).....	
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Specific Standards for Curation of Online Reference Materials

Note: These standards are applicable to a variety of reference materials. Some sections may be unique to specific materials

Relevance to curriculum

The materials should:

- adequately cover relevant syllabus topics or themes, concepts and skills.
- be relevant to subject specific objectives
- provide accurate information (No factual errors)
- provide current information
- provided information appropriate to the target learner or user
- be organized in a logical sequence
- consistently promote positive values and attitudes

Language use and editorial quality

The language used in the material should:

- be grammatically accurate and without typographical errors.
- be appropriate for the level of the learner

Assessment activities

These standards are applicable to materials with the assessment activities component.

Assessment activities should:

- be relevant to the syllabus.
- be appropriate to the level of the target learner
- be adequate
- capture different levels of knowledge
- capture various domains of learning
- have logical flow
- be varied in assessment methods
- have clear and consistent instructions, questions and answers (where applicable)

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Where applicable, multimedia elements should have the following attributes:

- relevant to the content.
- contain features that make it interesting and interactive.
- contribute to/enhance understanding of the subject matter
- not distract the user.
- varied and adequate.
- graphics are clear, appropriately coloured and proportional
- responsive to persons with special needs
- incorporate and address emerging issues
- shots are well composed, framed and in focus.
- well captioned and labelled
- sound audible, clear and properly synchronized,
- proper pronunciation, articulation, intonation and pace
- appropriate sound effects

Adaptation for learners with special need

There should be sufficient effort to adapt the content for use by learners with special needs.

These may include signage, click-on text sub-titles to accompany videos transcripts for hearing impaired learners, click-on audio transcripts for visually impaired learners, additional exercises for gifted learners. Content should be scalable to cater for learners with low vision

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user move easily around the resource and foster independent use (e.g. forward and backward arrows, exit points,)
- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level and subject
- The layout should enhance readability and ease of reference

- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material
- The screen/ forms should be scalable.(No distortion across devices and platforms)
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about system specifications required to run the software.
- It should explain how to install and uninstall the software in the device.
- It should provide a step-by –step guide on how the users should use the application
- The information in the user manual should be correct and accurate
- The user manual should give adequate directions to a user with special needs on how to use online content

Meta Data

Subject	Level
Class	
Category of Learners (Regular or SNE).....	
Category of Special Need (For Example, Visually Impaired – VI, Hearing Impaired – HI among others if Applicable).....	
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Specific Standards for Curation of Online Revision Materials and Workbooks

Relevance to curriculum

The material should:

- cover all syllabus topics or themes, concepts and skills.
- be relevant to subject specific objectives
- provide accurate information (no factual errors)
- provide current information
- be appropriate to the level of the target learner or user
- be organized in a logical sequence
- consistently promote positive values and attitudes
- sufficiently develop concepts and skills

Language use and editorial quality

The language used in the material should:

- be grammatically accurate and without typographical errors.
- be appropriate for the level of the learner

Assessment activities

Assessment activities should:

- be relevant to the syllabus.
- be appropriate to the level of the target learner
- be adequate
- capture different levels of knowledge
- capture various domains of learning
- have logical flow
- be varied in assessment methods
- have clear and consistent instructions, questions and correct answers

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Where applicable, multimedia elements should have the following attributes:

- relevant to the content.
- contain features that make it interesting and interactive.
- contribute to/enhance understanding of the subject matter
- not distract the user.
- varied and adequate.
- responsive to users with special needs
- incorporate and address emerging issues
- graphics are clear, appropriately coloured and proportional
- well captioned and labelled
- sound audible, clear and properly synchronized,
- proper pronunciation, articulation, intonation and pace
- appropriate sound effects

Adaptation for learners with special needs

There should be sufficient effort to adapt the content for use by learners with special needs. These may include signage, click-on text sub-titles to accompany videos transcripts for hearing impaired learners, click-on audio transcripts for visually impaired learners, additional exercises for gifted learners. Content should be scalable to cater for learners with low vision.

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user move easily around the resource and foster independent use (e.g. forward and backward arrows, exit points,)
- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the user level and subject
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material

- The screen/ forms should be scalable.(No distortion across devices and platforms)
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about system specifications required to run the software.
- It should explain how to install and uninstall the software in the device.
- It should provide a step-by –step guide on how the users should use the application
- The information in the user manual should be correct and accurate
- The user manual should give adequate directions to a user with special needs on how to use online content

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need
(For Example, Visually Impaired – VI, Hearing Impaired – HI among others if
Applicable).....

Title.....

Course Material’s Code.....

Teacher’s Guide (TG) Code (Where Applicable).....

Author(s).....

Author(s) Credentials.....

Publisher..... Publisher’s Code.....

Country.....

Community of Practice (Where Applicable).....

Type of License (Applicable to OERs).....

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Brief Description:
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Year of Production.....

Edition/Version Number.....

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Price..... Date

Appendix: Submission Form & Meta Data

Where applicable, the following information should be provided when submitting online content in order to generate a tracking number.

KRA PIN Registration:

Declaration of Originality: By agreeing with this statement, I hereby declare that this is my original work and that any additional sources of information have been appropriately acknowledged.

I agree I disagree

Evidence of payment of submission fee:

Evidence of official registration and incorporation in Kenya: (Scan and attach copy of registration document):

Evidence of agency agreement or representation of Evidence of official registration and incorporation in Kenya (Scan and attach copy of agreement document):
.....

Contact (Phone, e-mail and physical address):

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)

For Example, Visually Impaired – VI, Hearing Impaired – HI,

Others (specify).....

Title.....

Standards for Curation of Online Supplementary Curriculum Support Materials

Submission Code.....

Teacher’s Guide (TG) Code (Where Applicable).....

Author(s).....

Author(s) Credentials.....

Publisher..... Publisher’s Code.....

Country.....

Community of Practice (Where Applicable).....

Language

Brief Description:

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Price..... Date