1 Outline

No.	Question	yes/no	Reason why we demand this
1.1 Preamble			
1.1.1	Is an introduction to the FOSS given at the beginning of the page?		Required for the learner to know what the FOSS is all about and where all s/he can use it
1.1.2	Have you given the names of the contributors along with the introduction?		For recognition. Also to help identify the creators.
1.1.3	Have you identified the target audience?		This will help decide sequencing and rigour of tutorials. e.g. Gedit is generally used by programmers and not by the clerical staff.
1.2 Naming a tutorial			
1.2.1	Have you refrained from naming the tutorials as Part 1, Part 2, etc.		It is better to give a more descriptive name
1.2.2	Is the name of your tutorial less than 50 characters long?		Else the URLs of individual tutorials will be very long
1.3 How much/what to cover in each tutorial?			
1.3.1	Are the tutorials arranged into appropriate levels of difficulty for the intended audience?		To help listeners choose the level of tutorials they are comfortable with.
1.3.2	Did you follow a combination of depth first and breadth first approaches for every tutorial?		Purely breadth first will result in a vague tutorial with nothing to reproduce - should be used for overview tutorial only. Purely depth first may give too much details.
1.3.3	Have you made sure that the user will learn substantial amount of useful things in each tutorial?		The learner should benefit by going through the tutorial. Otherwise, they will get bored.
1.3.4	Have you refrained from including the too-easy and the irrelevant topics for the intended audience?		These topics can be learnt by the learners themselves, possibly through additional study material or through assignments.
1.3.5	Will each tutorial be of the order of 10 ± 2 minutes long?		Spoken tutorials are of 10 min. duration.
1.3.6	Are there at least ten bullet points (counting also the sub-bullets, if any) for each tutorial?		Helps reviewers understand what exactly is intended to be created in the tutorial. Helps learners figure out the content of the tutorial.
1.3.7	Have you kept the related material of similar level of difficulty in the same tutorial?		It will be easy for the learner to learn similar commands or activities in the same tutorial. For example, do not split the following into different tutorials: how to create a new file, close it and open it.
1.3.8	Have all the learning objectives stated at the beginning of the tutorial been covered?		We don't want creators to make expansive statements in the beginning but achieve only a part of them in the tutorial.
1.3.9	Has the overlap between the tutorials minimised?		Should not waste the video time. Interested learners can always go through the prerequisite tutorials.

No.	Question	yes/no	Reason why we demand this
1.4	**Sequencing of tutorials**		
1.4.1	Have you arranged the tutorials in a proper logical sequence?		Absolutely essential for the learning of the content in the FOSS series
1.4.2	Have you refrained from hard coding of the number/sequence of the tutorials?		This will create difficulty if we have to re-order them or if we have to remove or insert a new one.
1.4.3	Did you refrain from explicitly stating the previous and the next tutorials in the series?		Same reason as before. Pre-requisites can easily be handled through the spoken tutorial web portal.
1.5	**Examples**		
1.5.1	Have you used at least one example for every tutorial?		Spoken tutorials are based on examples.
1.5.2	Do the tutorials build on the earlier tutorials? i.e. Are some examples used across the tutorials?		Continuing with the same examples helps the learner to easily understand.
1.6	**Demonstrations**		
1.6.1	Is 75% of every tutorial devoted to demonstrations that the learner can reproduce?		Only if self-learning is effective, can we ensure good quality training even after massive scale up. Learning by examples is the most suitable self-learning method. Moreover, theory is available in books.
1.6.2	Have you explored the creation of the *overview tutorial*?		An overview tutorial will be useful - one can explain the basics, usefulness, give a brief introduction of the content of the series, etc.
1.6.3	Have you refrained from making the overview tutorial at the beginning?		How does one create an overview tutorial with 75% demo? It is possible, if this is made at the end, as one can show all the videos available in the family. For example, see: `http://spoken-tutorial.org/watch/What+is+Spoken+Tutorial/What+is+Spoken+Tutorial+12min/English/`. Although to be made at the end, this will be seen at the *beginning* by the learners.
1.6.4	Have you seen the overview tutorial given in the previous question?		This overview tutorial demonstrates a large number of web pages and spoken tutorials created in this project. Although it is an overview tutorial, there is a lot of material to pracise on - for example, one can go through all the individual tutorials.

2 Script

No.	Question	Yes/No	Reason why we demand this
2.1	**Clarity of explanation**		
2.1.1	Have you refrained from making vague statements like, *go here, click this, etc.*?		It will confuse the learner because there is no clarity. Also, see the next question
2.1.2	Instead of the above, have you given clear statements like, *go to the top left hand corner, click file and then new, etc.*?		In addition to making these actions clear, stating these, gives extra time for the learner to see and understand. One cannot keep rewinding all the time.
2.1.3	Have you explained EVERY action of yours: mouse clicks, releasing the mouse, etc.?		The attached video should have asked the listener to click the mouse at 2:15, 2:50 and 3:12 minutes, for example. One need not do this only when the reader would definitely know.
2.1.4	If you skip explaining something, is it covered in at least two of the pre-requisite tutorials?		While it is required to explain everything, too much repetition will be very boring.
2.1.5	Have you written the menu items, dialog boxes, tabs, tool bars, etc., *exactly* as they appear?		Some times even if there is only a slight change, beginners find it difficult to locate the said operation.
2.1.6	Have the menu paths been listed in the order of clicking/selecting?		Makes it easy to follow. Also results in shorter sentences. Do not use following reverse order: Let's select **File** from the **Media** option in the **Main** menu.
2.1.7	Have you maximised the use of active voice?		Passive voice is less powerful and more verbose.
2.2	**Intentional mistakes**		
2.2.1	Have you shown common mistakes and ways to recover?		During self learning, the learner needs to know how to recover from mistakes.
2.2.2	Have you also shown things that don't work through deliberate mistakes?		This helps reinforce learning.

No.	Question	Yes/No	Reason why we demand this
2.3	**KISS: Keep it Simple, Stupid**		
2.3.1	Are most sentences less than 60 characters long?		Short sentences are easy to translate within the available time.
2.3.2	Are all sentences less than 80 characters long?		Long sentences are difficult to translate.
2.3.3	Have you refrained from using complex words and sentences?		Useful for self learning and for easy translation.
2.3.4	Have you avoided jargons that only the experts of the software can understand?		The tutorial series are created for the lay person.
2.3.5	Have you done a telephone test?		If a person can hear your script through a telephone and understand it (without writing it down), it passes the telephone test.
2.4	**Timing**		
2.4.1	When read aloud, do you require about 6 to 8 minutes to read the script?		Way to estimate the length of the completed tutorial. Ensures the tutorial to be of 10 ± 2 min. duration.
2.5	**Grammar**		
2.5.1	Have you done a spell check on the script?		Wrong spellings convey different meaning. For eg: mail & male, peace & piece
2.5.2	Have you done a grammatical check on the script?		Once again, such mistakes can change the meaning of the sentence.
2.6	**Appearance on the wiki page**		
2.6.1	Have you written the script in the two column format on our wiki page?		The first column is for visual cue. The second column has the narration.
2.6.2	Have you refrained from calling the first column *Visual Clue*?		It should be titled *Visual Cue*
2.6.3	Does every sentence of the script start on a new line?		Important for preparing Timed-scripts. Exceptions can be made for the same activity.
2.6.4	Did you find out what is meant by the *same activity* in the above question?		An action in which there are absolutely no changes in the screen. One need not worry about the exact timing within an activity.
2.6.5	Did you write all the visual cues for every activity?		The novice reproduces all that is written in the script without any help whatsoever. The novice needs all the instructions in the Visual Cue column in order to do a proper check.
2.6.6	Does the script for every new activity start on a new row?		For ease of Novice Check.
2.6.7	Have you included *video tutorial* as one of the key phrases?		Helps locate spoken tutorials, in case of web searches.
2.6.8	Have you stated the key phrases explained in Guideline. 2 in **bold face**?		We do not want these key phrases translated. These have to be mentioned exactly as they are in all languages to ensure easy understanding.

3   Slides

No.	Question	yes/no	Reason why we demand this
3.1	**Templates**		
3.1.1	Have you used LaTeX Beamer for slides?		Beamer allows line by line view in Un-maximised display also.
3.1.2	Do you know what is meant by un-maximisation?		It means to reduce the size of the screen from fullscreen mode to a smaller size, which is big enough for viewing clearly.
3.1.3	Did you get the slide template/colour for this series of tutorials from the Spoken Tutorial team?		To distinguish a FOSS series by its colour.
3.1.4	Did you use the same template/colour for all the tutorials in this series?		Every series follows the same template for the slides but in different colours.
3.1.5	Did you use the LaTeX template file given by the Spoken Tutorial team?		Easiest way to get started. Else, one may have to make many changes/corrections.
3.2	**Font used in slides**		
3.2.1	Have you used 17pt font size in LaTeX Beamer?		Want to use the largest font available
3.2.2	If you used a smaller font, did you switch back to 17pt?		Else, the rest of the slides will be in smaller font.
3.3	**Displaying content in slides**		
3.3.1	Did you refrain from writing more than 7 lines in every slide?		Slides do not cost money. In case of lots of information, break into many slides.
3.3.2	Did you maximise the use of bullet points?		Easy to follow. Easy to animate.
3.3.3	Are the bullet points made to come slow through animation, on important topics?		It helps emphasise important ideas.
3.3.4	Do the bullet points come all at once in license, summary, acknowledgement, thank you and similar slides?		Helps reduce the time taken by material repeated in every tutorial.
3.3.5	Have you refrained from the use of third or higher level bullet points?		3rd/higher level bullet points come in small fonts, making them difficult to read.
3.3.6	Have you minimised the use of the second level bullet points?		Second level bullet points will also be in small font.

No.	Question	yes/no	Reason why we demand this
3.4	**Common slides and logo**		
3.4.1	Have you used the attached slides **exactly** with the ST logo?		Pdf file LaTeX source Logo An exception if you want to put two logos. See next.
3.4.2	Did you use the method given in these slides, if you want to include your institution's logo?		Pdf file LaTeX source Logo-1 Logo-2
3.5	**Arrangement of Slides**		
3.5.1	Do you have the slides in the following order? • Opening slide • Learning objectives • System requirements • Pre-requisites, if any • Main topic of the tutorial • Summary of what is covered • Assignment • Acknowledgement, as given earlier		All tutorials follow this same order for the slides.
3.6	**What to put in slides?**		
3.6.1	In addition to the above, did you put the following in slides? • Recap of difficult concepts • Recap of important concepts • URLs • Difficult commands/syntax		Its easier for the learner to read these on a slide.

No.	Question	yes/no	Reason why we demand this
3.7	**Grammar**		
3.7.1	Have you done a spell check on the slides?		Wrong spellings convey different meaning. For eg: mail & male, peace & piece.
3.7.2	Have you done a grammatical check on the slides?		Once again, such mistakes can change the meaning of the sentence.
3.8	**Punctuation**		
3.8.1	Did you refrain from splitting an URL at dash or minus sign?		Don't split spoken-tutorial.org as spoken- and tutorial.org. The learner will not know whether "-" is part of the URL or a continuation symbol. Instead, split the line at /
3.8.2	Did you learn how to break the URL at a convenient /?		Leave a space before the / where you want to break.
3.8.3	Did you keep related words together when possible?		Example: Do not split as "spoken" and "tutorial" across lines. Keep it together as "spoken tutorial".
3.8.4	Did you refrain from leaving a space *before* every punctuation mark?		Do not leave a space before fullstop, comma, exclamation mark, colon, semicolon, etc. For example, do not write "should have :". Instead, write "should have:", etc.
3.8.5	Did you leave a space *after* every punctuation mark?		Only exception is when it is a part of a name. For example, do not write `A,B,C`. Instead, write as `A, B, C`.
3.9	**Slide**		
3.9.1	Did you refrain from giving slide numbers		Slide numbers make it difficult to introduce or remove portions of the video during editing.
3.9.2	Did you explicitly put the date on the screen as opposed to using `\date`?		This keeps a record of when the slide was last created/used.
3.9.3	Did you write the date as *date month year*?		This is way we write the date in India. It also has the nice form of two numbers separated by a word, as suggested by Strunk and White. Please write the date as 23 February 2012 and not as February 23, 2012.
3.9.4	Did you refrain from using a slide as shown in the attachment?		See this pdf file. Source file. It has non uniform spacing. Different components are not grouped. Title is in small letters. Why state only script? Slides have numbers. `\date` is used. The date is not in the required format.
3.9.5	Instead, did you use a slide as in the attachment?		The problems stated above are solved here. PDF file Source file

4 Novice Check

No.	Question	yes/no	Reason why we demand this
4.1	**Before novice check**		
4.1.1	Have you uploaded the script in the two column format?		Easy to edit.
4.1.2	Have you uploaded the slides in pdf form?		Cannot do novice check without the slides
4.1.3	Have you uploaded *all* the source files required to create the slides?		Helps keep all the required files in one place. Also helps the reviewer make minor changes.
4.1.4	Have you uploaded all the files used in the tutorial?		Required for novice check; for the novice to practise and check out
4.1.5	Are these files same as the files used at the beginning of the tutorial?		If not, the student will have to create this file; while doing this, they can make mistakes.
4.1.6	Have you refrained from leaving blanks in the names of the files you have uploaded?		Blanks in file names create problems in Linux and Mac systems.
4.1.7	Have you refrained from using underscores in the file names?		Creates confusion when the files have to be hyper linked; underline in the file name merges with the underline of hyper linking.
4.2	**Novice check**		
4.2.1	Is the person who will do the novice check a real novice?		Only a real novice can identify mistakes and missing information.
4.2.2	Has a novice check been done using the script, slides and all other required files?		Novice check of all the components is mandatory.
4.2.3	Are the difficulties faced by a novice addressed?		The content has to be revised as per the inputs of the Novice.
4.2.4	Has the novice gone through the revised script and slides?		The Novice should certify that the inputs given were incorporated into the content.
4.2.5	Has the novice given a go-ahead for recording?		The Novice should certify that the content is ready for video recording.
4.2.6	Has the novice given their feedback online?		Collecting the Novice's feedback is essential for future reference.

5 Preparation for Recording

No.	Question	yes/no	Reason why we demand this
5.1 Preparation for Recording			
5.1.1	Have you turned off the mobile while recording?		Keeping in silent mode is not enough. Hum will be picked up by recording. Hear this buzz
5.1.2	Have you turned off the ceiling fan and all other fans?		To avoid picking up the ceiling fan noise.
5.1.3	Have you closed the windows and doors?		To reduce the entry of outside noise.
5.1.4	Did you record when the outside noise is minimal?		See this link to hear a horn!
5.1.5	Have you removed the battery charger while recording?		This also causes a hum in some computers.
5.2 Screen size			
5.2.1	Is the recording screen of size at least 800x600?		Don't want the recording size to be small. See this video
5.2.2	If the screen size is different from 800x600, have you kept the same screen size for all the tutorials in the series?		To ensure consistency.
5.2.3	Have you used the aspect ratio of 4:3 or the std. ratio of Mac?		To make the screen as large as possible. See this Mac video to know about the screen size: `http://spoken-tutorial.org/watch/Digital+Divide/How+to+buy+the+train+ticket/English/`
5.2.4	Did you refrain from recording the entire desk top?		To shrink size to see and practise simultaneously. To make file readable on cell phones. To keep the file size small. Done by *Unmaximising*.
5.2.5	Do you know what unmaximisation means?		It refers to screen made small, but not maximised. The web browser in the attached video, for example, is unmaximised.
5.2.6	Did you make the slides cover most of the recording area?		To ensure the fonts are not small. Else, insistence on 17pt font is meaningless.

No.	Question	yes/no	Reason why we demand this
5.3	**Set up**		
5.3.1	Did you refrain from using a transparent terminal (or editor or browser)?		To reduce distraction.
5.4	**Recording speed**		
5.4.1	Have you used 2fps when there are no changes in the screen and no cursor movements?		To keep the file size small.
5.4.2	Have you used 4fps when there are movements or changes in the screen?		To avoid jumps in recordings.
5.4.3	In case you can use only one recording speed, have you used 4fps?		Ideally, we should use 2 fps and 4 fps, as mentioned above. If it is not possible, 4 fps seems to be the only compromise.
5.4.4	Have you used larger (but not too large) fps in case you have fast moving animations?		2 fps or 4 fps may result in pixelation or jerks in the recorded video. Higher fps will ensure smooth movements in the recorded video.
5.5	**Font size**		
5.5.1	If you used command prompt, have you used at least 24pt monospace in the terminal?		Should be visible even when spoken tutorial window is made small. Want commands to be visible on mobile phones too! See this video with an unreadably small font
5.5.2	If you have shown an editor, have you used at least 24pt monospace font size?		Same reasons as above.
5.5.3	If you have shown web browsers, have you used at least 24pt font size in the browser?		Same reasons as above. See this video with large font
5.6	**Plug-ins and auxiliary programs**		
5.6.4	Have you used the Firefox plug-in that increases the size of the URL fonts?		Same reason as above.
5.6.5	Have you installed the program *Magnifier*?		The *Magnifier* increases the size of a particular area on the screen. This helps to see everything within that area clearly.
5.7	**Different display methods for computer programs**		
5.7.1	Do you know that you can write the entire program from scratch?		See this video on LaTeX compilation: http://spoken-tutorial.org/watch/LaTeX/What+is+Compiling/English/
5.7.2	Do you know that you can work with a pre-written code?		See this video on letter writing: http://spoken-tutorial.org/watch/LaTeX/Letter+Writing/English/
5.7.3	Do you know that copy-pasting is an option to create the tutorial?		See this video on Scilab getting started or this video on Beamer: http://spoken-tutorial.org/watch/LaTeX/Beamer/English/

No.	Question	yes/no	Reason why we demand this
5.8 recordMyDesktop Parameters			
			Refer to the recordMyDesktop spoken tutorial for details
5.9 CamStudio Parameters			
			Refer to the CamStudio spoken tutorial for details

6 Recording

No.	Question	yes/no	Reason why we demand this
6.1	**Dynamic adjustment of fonts**		
6.1.1	Did you zoom in to see the writings clearly?		See this from 6:04 to 6:12 min.: `http://spoken-tutorial.org/watch/Digital+Divide/How+to+buy+the+train+ticket/English/`
6.1.2	Did you zoom out to get a feel of the entire screen?		See the above video from 2:08 to 2:14 min.
6.1.3	Did you explore the use of *Magnifier* to increase the font size through magnification?		See this from 5:25 to 5:30 min.: `http://spoken-tutorial.org/watch/Digital+Divide/Registration+of+an+account+for+online+train+ticket+booking/English/`
6.2	**Highlighting, focusing**		
6.2.1	Did you either highlight or use *alerted text* in slides?		Helps focus on the topic under discussion.
6.2.2	Did you highlight focus areas in web browsers?		Same reason as above.
6.2.3	Did you enlarge the cursor on the terminal for better visibility?		Larger cursor will enable the learner to spot the location where of the action being displayed on the screen.
6.2.4	Did you enlarge the mouse pointer for better visibility?		Larger mouse pointer will enable the learner to spot the location where of the action being displayed on the screen.
6.2.5	Did you refrain from unnecessary mouse/cursor movements?		To reduce distraction and unnecessary strain on the eyes.
6.3	**Speaking**		
6.3.1	Have you spoken clearly and with a friendly voice?		The learning is enhanced.
6.3.2	Have you refrained from appearing as giving orders?		The learner feels comfortable.
6.3.3	Have you spoken naturally, without a put on accent?		An artificial accent is a put-off. See this video for an artificial accent
6.3.4	Have you spoken neither too fast, nor too slowly, but at the right speed?		A well-paced narration is always preferable.
6.3.5	Did you keep the mic at a constant distance from your mouth during the entire recording?		To ensure uniform audio level. See this video to understand the effects of a nonuniform distance
6.3.6	Did you record in one go?		Reduces the editing work and also keeps the tone of the voice uniform

No.	Question	yes/no	Reason why we demand this
6.4 Recovering from mistakes			
6.4.1	Did you explain how to recover from accidentally made mistakes		Students do learn from mistakes. So long as you can recover and continue, such mistakes are ok.
6.4.2	Did you refrain from making more than two "accidental" mistakes		Although mistakes are useful, one should not overdo them.
6.4.3	In case you made a mistake in an activity, did you re-record the *entire activity*?		The bad portion can be cut off during editing.
6.4.4	Do you know Windows Movie Maker can be used to edit videos?		Watch the video on this topic at `http://spoken-tutorial.org`

7 Final quality

No.	Question	yes/no	Reason why we demand this
7.1	**File Size**		
7.1.1	Is the file size of the order of 1MB or less per minute of recording?		A small file makes streaming easy on low bandwidth. A large number of files can be put in a CD.
7.2	**Audio Quality**		
7.2.1	Is the audio loud and clear?		The learning is enhanced.
7.2.2	Is the audio devoid of background noise?		The learner is not distracted.
7.3	**Video Quality**		
7.3.1	Is the video clear and without smudging?		The learner is not disappointed with a badly made video.

8 After Recording

No.	Question	yes/no	Reason why we demand this
8.1	**Review**		
8.1.1	Has the tutorial been reviewed?		It's of utmost importance to review the content before final publishing.
8.1.2	Has the tutorial been accepted by the reviewer?		The reviewer is the one who will finally publish the tutorial.
8.2	**Final Script**		
8.2.1	Has the script been modified to match with the spoken words?		Very important because this content will now go for translation and dubbing. Hence the words in the script and narration have to be identical.
8.2.2	Has the script been frozen?		Frozen means this will now go for translation and dubbing
8.2.3	Has the starting time of each sentence been noted in the first column of a copy of the script?		Important for dubbing.