



PRACTICES THAT FOSTER EFFECTIVE LEARNING

LEARNER IMPACTS

- Behavior
- Motivation
- Self-regulation

DESCRIPTION

Readability involves much more than a grade level. When designed and implemented correctly, readability can increase learners' comprehension, increase learners' level of engagement, and decrease learners' extraneous cognitive load. When we think of readability from a Learning Design perspective, it's helpful to break it down into four basic elements: content, style, structure, and design. A lot of these topics cross over from learning design into the areas of UX, visual design, and product development. (Clark & Mayer, 2011)

Readability can be improved by:

- Including navigation tools that inform the learner of their location
- Using clear and concise headings
- Removing extraneous content, images, links

CAPABILITIES

- Instruction: Multimedia active reading
- Assessment: Selected response
- Instruction: Item level hints

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Navigation, search tools
- Simple Technology: Hyperlinks that support objectives
- Content Support: Inclusion of clear headings



Pearson

Readability

SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	<p> Strong application of readability across vital areas, such as learning design, visual design, and user experience design</p> <p> Strong evidence that readability design increases comprehension and engagement, while decreasing cognitive load</p>	<p> Some application of readability across vital areas, such as learning design, visual design, and user experience design</p> <p> Some evidence that readability design increases comprehension and engagement, while decreasing cognitive load</p>	<p> Poor application of readability across vital areas, such as learning design, visual design, and user experience design</p> <p> Poor evidence that readability design increases comprehension and engagement, while decreasing cognitive load</p>	<p> Does NOT use effectively or is not a related activity</p>	= _____
Model	<p> Strong content consideration, including propositions, organization, coherence</p> <p> Strong style consideration, including semantic elements, syntactic elements</p> <p> Strong design consideration, including typography, format, illustrations</p> <p> Strong structure consideration, including chapters, headings, navigation</p>	<p> Some content consideration, including propositions, organization, coherence</p> <p> Some style consideration, including semantic elements, syntactic elements</p> <p> Some design consideration, including typography, format, illustrations</p> <p> Some structure consideration, including chapters, headings, navigation</p>	<p> Poor content consideration, including propositions, organization, coherence</p> <p> Poor style consideration, including semantic elements, syntactic elements</p> <p> Poor design consideration, including typography, format, illustrations</p> <p> Poor structure consideration, including chapters, headings, navigation</p>	<p> Does NOT use effectively or is not a related activity</p>	= _____
Design	<p> Strong application of coherence to align objectives and exclude extraneous content</p> <p> Strong application of redundancy to present graphics with narration or text, but not both</p> <p> Strong application of personalization by presenting in a conversational style</p> <p> Strong application of contiguity by synchronizing verbal and non-verbal information</p>	<p> Some application of coherence to align objectives and exclude extraneous content</p> <p> Some application of redundancy to present graphics with narration or text, but not both</p> <p> Some application of personalization by presenting in a conversational style</p> <p> Some application of contiguity by synchronizing verbal and non-verbal information</p>	<p> Poor application of coherence to align objectives and exclude extraneous content</p> <p> Poor application of redundancy to present graphics with narration or text, but not both</p> <p> Poor application of personalization by presenting in a conversational style</p> <p> Poor application of contiguity by synchronizing verbal and non-verbal information</p>	<p> Does NOT use effectively or is not a related activity</p>	= _____
Online Strategies	<p> Strong use of navigation and search tools to improve online usability</p> <p> Strong use of concise, descriptive headings to identify sections and priorities</p> <p> Strong use of interactives and graphics that support objectives and minimize negative impact on comprehension</p> <p> Strong segmentation of content into small chunks</p>	<p> Some use of navigation and search tools to improve online usability</p> <p> Some use of concise, descriptive headings to identify sections and priorities</p> <p> Some use of interactives and graphics that support objectives and minimize negative impact on comprehension</p> <p> Some segmentation of content into small chunks</p>	<p> Poor use of navigation and search tools to improve online usability</p> <p> Poor use of concise, descriptive headings to identify sections and priorities</p> <p> Poor use of interactives and graphics that support objectives and minimize negative impact on comprehension</p> <p> Poor segmentation of content into small chunks</p>	<p> Does NOT use effectively or is not a related activity</p>	= _____