

# Readability



**PRACTICES  
THAT FOSTER  
EFFECTIVE LEARNING**

## 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

## LEARNER IMPACTS

- Behavior
- Motivation
- Self-regulation

## 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**



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
<b>Definition</b>	<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>	= ____
<b>Model</b>	<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>	= ____
<b>Design</b>	<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>	= ____
<b>Online Strategies</b>	<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>	= ____