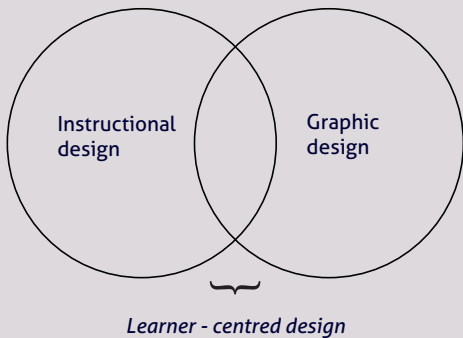


# E-LEARNING: COMMUNICATION DESIGN



Our aims are to marry content with communication, to enhance the construction of knowledge.

## E-LEARNING INSTRUCTION

How to:

Support information processing abilities (attention, working memory and decision making)

Through these principals:

- 1: multimedia
- 2: contiguity
- 3: modality
- 4: redundancy
- 5: coherence
- 6: personalisation

Key text: e-Learning and the Science of Instruction: Proven Guidelines for Consumers and designers of multimedia learning. - Ruth C. Clark, Richard E. Mayer.

## INSTRUCTION > 1) MULTIMEDIA

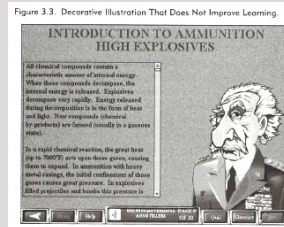
Use words *and* graphics



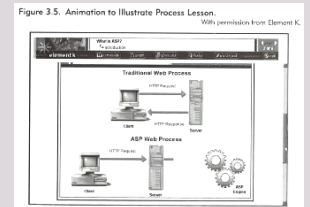
"It's not good enough to deliver information to the learner; instructors must also enable and encourage learners actively process the information"  
- Clark and Mayer

## INSTRUCTION > 1) MULTIMEDIA

Use meaningful graphics



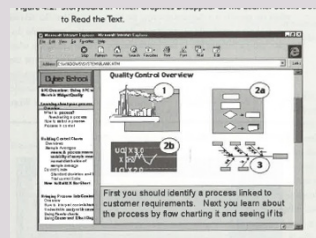
Decorative example



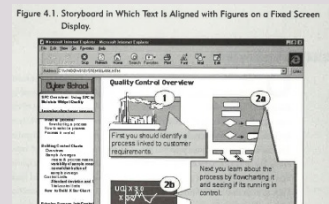
Meaningful example

## INSTRUCTION > 2) CONTIGUITY

Place corresponding words and graphics near each other



Bad, graphics disappear as users scroll down to read the text



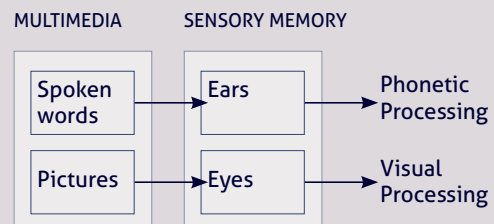
Good, text and image integrated

## INSTRUCTION > 1) MULTIMEDIA

Use words *and* graphics

## INSTRUCTION > 3) MODALITY

When describing graphics, present words as audio narration rather than on screen text.



To minimize the chance of overloading the learners' visual/pictorial channel.

Do this when:  
- The graphic is the focus on the descriptive text

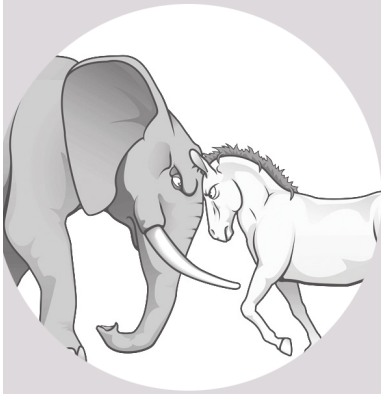
## INSTRUCTION > 4) REDUNDANCY

Avoid presenting words as narration and identical text in the presence of graphics.



## INSTRUCTION > 5) COHERENCE

Adding 'interesting' material can hurt learning



Distraction.  
Disruption.  
Seduction

*Affects learning objectives*

## INSTRUCTION > 6) PERSONALIZATION

Use a conversational style

"This program is about what sort of plants survive on different planets. The goal is to learn what type of roots..."

VS

"You are about to start a journey where you will be visiting different planets. Your mission is to learn what type of roots..."



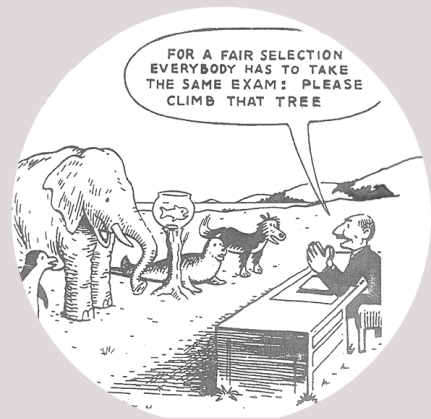
## COMMUNICATION DESIGN PRINCIPLES

Do consider:

- The relationship between content & form
- The user
- Graphics
- Font
- Colour
- Minimalism
- Consistency

...and breaking some rules.

## DESIGN > FORM FOLLOWS FUNCTION



## DESIGN > USER EMPATHY

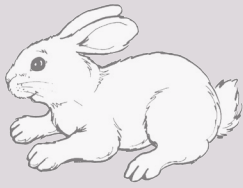
Learner centred design

Aim for:

- Engagement
- Experience
- Retention

Assist comprehension by being consistent.

DESIGN > GRAPHICS



VS



Less is more

DESIGN > FONT

san serif  
san serif san  
san serif san serif  
san serif san san serif  
san serif san san serif san serif

serif  
serif serif  
serif serif serif  
serif serif serif serif  
serif serif serif serif serif serif

Stick to san serif.

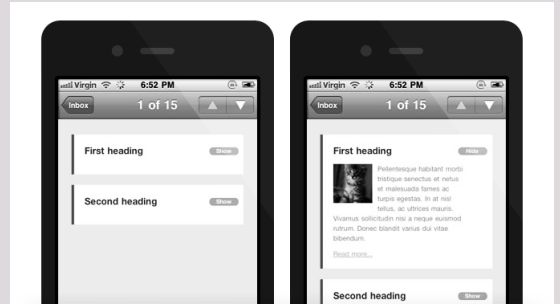
DESIGN > COLOUR



- Mood & tone.
- Warm / cool

- Legibility & 'niceness'
- Harmony / contrast

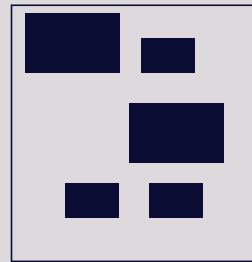
DESIGN > MINIMALISM



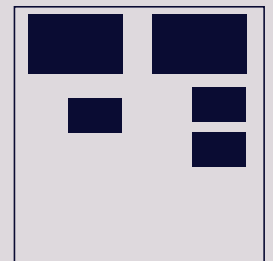
Disclose information progressively.

DESIGN > CONSISTENCY

Focus on achieving a visual balance

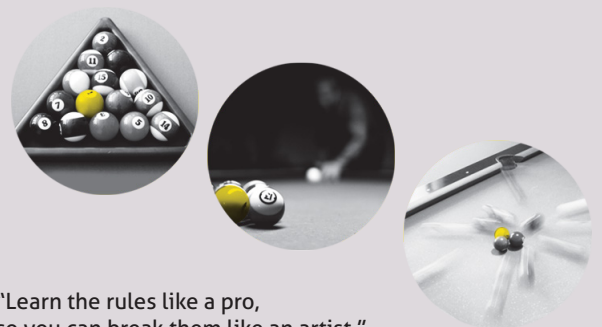


Asymmetrical, confusing.



Symmetrical, directs focus.

DESIGN > CREATIVITY



"Learn the rules like a pro,  
so you can break them like an artist."  
- Pablo Picasso

**Don't know how to get started?**

<http://community.articulate.com/tutorials/courses/visual-analysis-for-designing-custom-courses.aspx>

**Want some inspiration?**

[elearningexamples.com](http://elearningexamples.com)  
<http://www.hybridpedagogy.com>

**Royalty free music:**

<http://incompetech.com/music/royalty-free>

**Stock Images:**

<http://search.creativecommons.org>

**Reccomended readings:**

*Instructional Design for distance Delivery Using hypertext and the Internet: asuptions and applications* - Nick Zepke

*Critical Theroy Ideology Critique and the Myths of E-Learning*  
- Norm Friesen

*Design for Communication, Conceptual Graphic Design Basics*  
- Resnick, E.

notes:

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Creator/rights holder:  
[designbuzz.otago.ac.nz](http://designbuzz.otago.ac.nz)

