
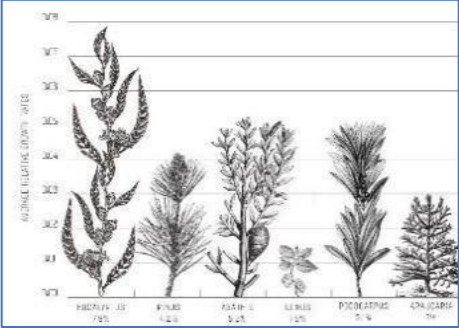





Development checklist



This checklist incorporates concepts from the fields of graphic design, art theory, and information mapping. Meyer’s Principles of Multimedia Learning and Ruth Colvin Clark’s *Evidence-Based Training Methods* were also consulted. This list is in no way comprehensive; it is meant to help trainers avoid some common errors made during the development of learning assets.

Principle	What to avoid	What good looks like
Know the audience for - and purpose of - the materials you are creating.	One PowerPoint deck cannot function as facilitator guide, participant handout, and slides, as each of these serves a different purpose.	Separate materials for each audience and purpose, e.g. slides for the event, reference materials and/or workbooks for learners, facilitator outlines/notes for trainers.
Keep it simple.	Busy, dense materials place an unnecessary load on your learners.	Limit fonts, colors, underlining, bold, italics, animations, transitions, decorations, and distracting visuals. Leave white space.
Provide consistency in language, format, layout, navigation tools.	Extraneous cognitive load for your learners is created by poorly designed materials, including those that are inconsistent and cause learners to have to search for things that they had already located, where the vocabulary is inaccessible, or when the format changes from page/slide/screen to page/slide/screen, etc.	A simple vocabulary and conversational language is used throughout; headings and titles on one page/slide/screen match those on another page/slide/screen; navigation buttons and menus remain in a static position in your elearning, etc.
Ensure diversity such that all learners in your program can see themselves in the images you’ve selected. Avoid stereotypes, bias, sexism, etc.	For this “Avoid” example, I’ll tell you a true story. I once had a slide depicting a man and a woman in a meeting. Both were white. The man was in a suit and tie. The woman was in a satiny, sleeveless top with a plunging neckline. The attire and their postures indicated the man was the boss. I didn’t even notice this until a student pointed it out. I replaced it with the slide on the right.	<p style="text-align: center;">RESPONDING TO A REQUEST: PRACTICE</p>  <p style="text-align: center;"><small>Image by Gustavo from Pexels</small></p>

Principle	What to avoid	What good looks like
Stick to one idea per slide.	<p>Vulnerability</p> <ul style="list-style-type: none"> • The quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally • How vulnerability might sound: <ul style="list-style-type: none"> • "I've been there myself" • "I'm challenged by..." • "Can you help me with this?" • Take a moment to reflect on a time when you were vulnerable with someone. What was that experience like? 	<p>Vulnerability</p> <ul style="list-style-type: none"> • The quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally
Employ the "Rule of Five" – Aim for a maximum of five bullets per slide and five words per bullet.	If you print out a slide and put it on the floor and you can't read it when standing over it, there is either too much on it or the font is too small. You can also test this by looking at it from the back of the room.	<p>RULE OF FIVE</p> <ul style="list-style-type: none"> • 5 bullets max • 5 words max per bullet
Try using alternatives to bullets.	Overuse of bullets can lead to learner disengagement.	<p>ALTERNATIVE TO BULLETS</p> <ul style="list-style-type: none"> Bars / columns Word clouds / mind maps Infographics / visuals

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<p>Make sure all visuals included are relevant. Select integrated graphics that illustrate content, e.g. diagrams, tables, charts, or pictures, as you write the text, not as an afterthought when writing is complete.</p>	<p>Visuals added to materials intended simply to add interest, humor, or appeal detract from learning outcomes. Stick with simple explanatory graphics that depict relationships among your content.</p>	
<p>Signal what you want learners to pay attention to (Meyer’s Signaling Principle).</p>		
<p>Distribute visual elements evenly in relation to an axis.</p>	<p>AGENDA</p> <ul style="list-style-type: none"> • Feedback on your videos & results of exam • Evaluation, continued from last week • Break #1 • Evaluation reporting • Feedback on your objectives • Break #2 • How do you go about choosing media and methods? • ROPES for sequencing content • Reflection 	<p>CRITERIA</p> 

Principle	What to avoid	What good looks like
Use visual elements in opposition (contrast) to highlight differences.	The vulnerability slide above includes a definition, examples of how it might sound, and a question for reflection all on one slide. That's a "don't." To the right is a "do." There are two separate things happening – one a quote pointing out the importance of reflecting and the other some questions to reflect on. If these must go on the same slide, contrast is extremely important.	<div data-bbox="1451 180 1936 547" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center; color: purple; margin: 0;">CONTRAST</p> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #e0e0e0; border-radius: 15px; padding: 10px; width: 60%;"> <p style="font-size: small; margin: 0;">"An opportunity for meaningful reflection increases the probability that the skill will be retained and used in the everyday lives of the learners."</p> <p style="font-size: x-small; margin: 5px 0 0 0;">David Merrill, <i>The Integration Principle in First Principles of Instruction</i></p> </div> <div style="width: 35%;"> <p>Choose one:</p> <ul style="list-style-type: none"> What "a-ha" moments did you have today? What was the muddiest point? What are you looking forward to in this course? </div> </div> </div>
Use sans serif fonts for headlines; serif fonts for blocks of text.	Serif for Headlines	Our eyes flow across the page faster when serifs connect one word to the next. That is why when you have more than a few sentences of text, a font with serifs is preferable.
Only use numbers when items in a list must be performed in sequence.	<ol style="list-style-type: none"> 1. Use sans serif for headlines 2. Use serif fonts for blocks of text 3. Use numbers only when items must be done in sequence 	<ol style="list-style-type: none"> 1. Open your Word document 2. Select "Home" from row at the top 3. Click the V next to the words "Calibri (Body)" to bring up a list of fonts
Keep your titles small – and make your content big. The content is what's important and deserves the focus.	Typically, development templates get this wrong and have the titles as the largest thing on the slide and each level of content getting smaller.	<div data-bbox="1509 1008 1875 1245" style="border: 1px solid black; padding: 10px;"> <p style="font-size: x-small; text-align: center; margin: 0;">CLICK TO EDIT MASTER TITLE SLIDE</p> <p style="font-size: large; margin: 10px 0 0 0;">First level</p> <ul style="list-style-type: none"> Second level </div>

Principle	What to avoid	What good looks like
<p>Readers' eyes follow the eyes of any people in our materials, or the implied motion. Have models face the text or content you want learners to focus on, rather than looking off the edge of the page. Readers' eyes also follow the forward motion of walking, biking, driving, flying, etc.</p>	<p>WHERE OUR EYES GO</p> <ul style="list-style-type: none"> • Follow the eyes • Follow the eyes 	<p>WHERE OUR EYES GO</p> <ul style="list-style-type: none"> • Follow the eyes • Follow the eyes • Follow the eyes • Follow the eyes 
<p>Use multiple line spacing (.9) to avoid overload caused when learners can't clearly see where one bullet ends and another begins (another alternative is alternating the font color for each bullet).</p>	<p>Tips for neurodiverse learners</p> <ul style="list-style-type: none"> • Build a consistent interface so that users do not have to search for things each time • Develop a color palette with muted tones that does not have bright, contrasting colors • Reduce presentation animations and flickering • Minimize decorative visuals 	<p>Tips for neurodiverse learners</p> <ul style="list-style-type: none"> • Build a consistent interface so that users do not have to search for things each time • Develop a color palette with muted tones that does not have bright, contrasting colors • Reduce presentation animations and flickering • Minimize decorative visuals
<p>Provide attribution for all images used in your materials – or create your own. Purchase a paid subscription to an image library.</p>	<p>Copyright laws govern the use of most images that you can find online. Ensure artists are fairly compensated and recognized for their work by checking copyright status of all graphics and providing attribution whenever possible.</p>	<p>ATTRIBUTION</p> <ul style="list-style-type: none"> • All icons are from The Noun Project, a free and paid subscription source for more than 2 million curated icons
<p>Proofread and/or pilot test all learning materials. Engage a variety of reviewers of varying skill levels, languages, and backgrounds.</p>	<p>You really don't want to find out during a live training event that your instructions don't make sense; that your visuals offend someone, or create cognitive overload; or that people can't even see, or read, what you've created.</p>	<p>Every set of eyes that previews your materials improves the final product – and the learning outcomes that the materials can produce.</p>