STRATEGIES THATWORK

Intel® Learn Easy Steps for CALD learners

Instructional Design Notes

STRATEGIES THAT WORK: INSTRUCTIONAL DESIGN NOTES

Points to consider in developing materials to support CALD learners

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for
CALD

Language

- Use *Plain English* to make your materials accessible to the widest range of learners

- Provide definitions of technical terms eg hardware vocabulary, computer / word-processing verbs (scroll, delete etc)

- Repeat instructional language/vocabulary where possible to minimise amount of new language a learner needs to understand the instructions and complete the task

- Look for transferability of newly learned skills when introducing a new area / topic (eg. scrolling in Word, is the same as scrolling in a web page)

The learners

- Who are the learners?

- What are their educational and cultural backgrounds; their English language levels?

- What are their needs and goals; their skills?

- How do they like to learn?

Layout

- Help learners find their way through the material with
  - clear headings,
  - clear section breaks
  - instructions separated from text

- Use examples to illustrate what you want the learner to do. Separate these from text.

- Use visuals to explain, show, make the point clearer and more interesting; eg. screen shots, images of computer hardware, etc.

- Use white space to balance the content, organise the page, help to guide learners through the material and rest the eye

Delivery tips

- Communicate clearly what learners are expected to know or be able to do as a result of an activity

- Use realia to provide exposure to different computers and familiar

- Provide good models and relevant real world tasks for practice activities

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Some Do's and Dont's

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Do's

- Begin instructions with a verb (eg. Read the text and answer the questions)

- Use appropriate and familiar language (ie for adults at their English language proficiency level)

- Repeat instructional language where possible

- Consider generic instructions (ie the kinds of instructions which learners will come across elsewhere)

- Address the learner directly as 'you'

- Sequence instructions clearly (numbers or bullet points help guide the eye)

- Consider highlighting important words (eg. Check your answers first)

- Use simple, short sentences or steps

- Provide examples and graphics to support instruction where appropriate

- Consider bilingual support where appropriate and possible

Don't

- Overuse instructional icons (e.g. Webdings / Wingdings in Word:)✐✎✏☉🖥✗✋◈☝🗅)

- Overuse callouts and text boxes

- Write instructions that are harder to understand than the exercise itself

- Ramble on

- Use jargon or ambiguous language

- Use your own idiosyncratic style / voice

Some points on exercise types for your computer class

In every case, remember to consider: What is the purpose of the exercise and is this made clear to learners? Here are a few exercise types:

- Labelling
- Hands on practice (eg mouse skills)
- Matching
- Transfer from model on screen
- Vocabulary building

Make the practice activity exactly the same as the demonstrated / modelled one.

STRATEGIES THAT WORK: INSTRUCTIONAL DESIGN NOTES

Exercise

Let's open the Questions document again from the memory stick…
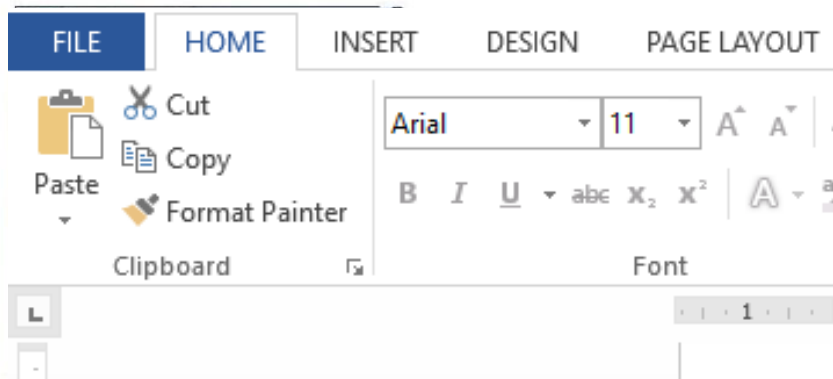
1 Click on the **FILE** and then click on **Open**

2 Open the file **Questions**
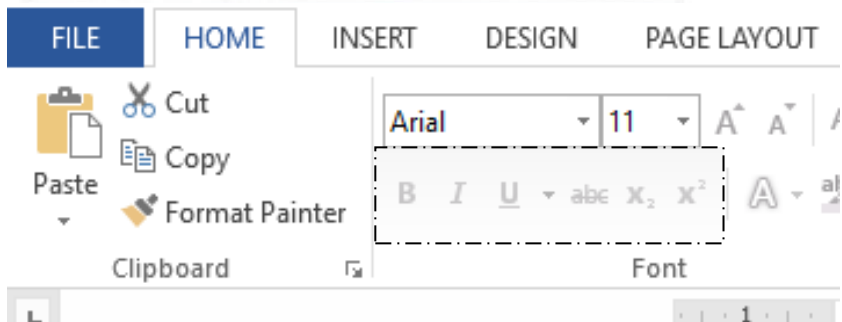
If you need help, look at page 17…

3 DOUBLE CLICK (click twice quickly) on the word **Questions**

When you can see a blue box behind the word, it is selected …

Let's underline this word…

4 Click on the **Underline** U button on the **Home tab** .

The word is underlined. It is still selected…

Let's make the word bold…

An example of good Instructional Design

STRATEGIES THAT WORK: INSTRUCTIONAL DESIGN NOTES

An example of good Instructional <u>Design</u>

- use a linear structure and numbers or bullet points to help guide the eye
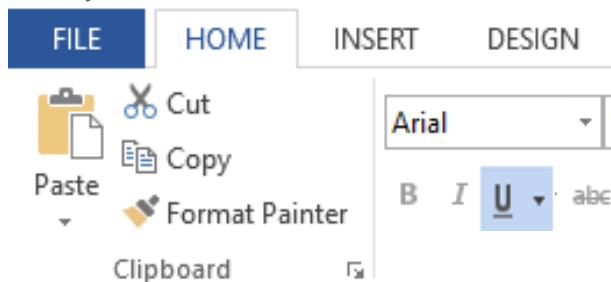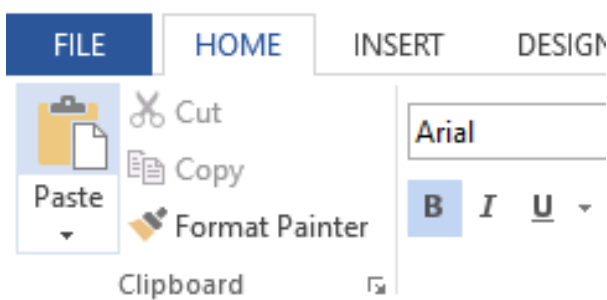

Getting started in Word

Exercise

Let's open the Questions document again from the memory stick...

1   Click on the **Office Button** FILE and then click on   Open

use examples to illustrate what you want the learner to do. Separate these from text, here with italics.

2   Open the file **Questions**
If you need help, look at page 17...

3   **DOUBLE CLICK** (click twice quickly) on the word **Questions**

use plain English

when you can see a blue box behind the word, it is selected...

| FILE | HOME | INSERT | DESIGN |

Cut
Copy
Paste   Format Painter
Clipboard

Arial
B   I   U   abc

give definitions of technical terms

Let's underline this word...

use visuals

4   Click on the **Underline** U button on the Home tab | Home | Insert | Page |

| FILE | HOME | INSERT | DESIGN | PAGE LAYOUT | REFEREN |

Cut
Copy
Paste   Format Painter
Clipboard

Arial   12   A A   Aa
B   I   U   abc   x₂   x²   A   A
Font

The word is underlined. It is still selected...

| FILE | HOME | INSERT | DESIGN |

Cut
Copy
Paste   Format Painter
Clipboard

Arial
B   I   U

describe effects of instruction / action

Let's make the word bold...

- use plenty of white space to balance the   content
- address the learner as 'you'
- begin instructions with a verb
- use simple, short sentences or steps
- repeat instructional language
- don't overuse callouts / text boxes