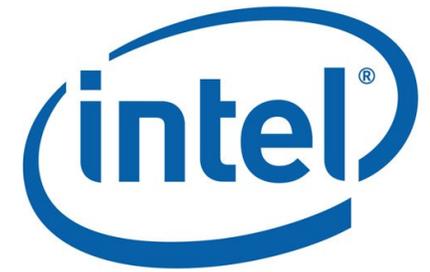# Instructional Design Notes

Points to consider in developing materials to support CALD learners in INTEL

Language

- Use Plain English to make your materials accessible 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 the 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 material 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

- When using your well-designed tasks, always communicate clearly what learners are expected to know or be able to do as a result of the activity.

- Use realia to provide exposure to different computers and good models for practice with familiar and relevant real world tasks.

Instructional Language

Some Dos and Don'ts

Dos

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

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

- Repeat instructional language where possible

- Consider generic instructions (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'ts

- 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
- Matching
- Vocabulary building

- Hands on practice (eg mouse skills)
- Transfer from model on screen

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