Minnesota eLearning Summit

Minnesota eLearning Summit 2015

Jul 30th, 3:00 PM - 4:00 PM

Learning Design for the Engaged Mind

Tracy King
InspirEd, tracy@inspired-ed.com

Maureen T. Holtzman
American Academy of Neurology, maureenholtzman@gmail.com

Follow this and additional works at: http://pubs.lib.umn.edu/minnesota-elearning-summit

Tracy King and Maureen T. Holtzman, "Learning Design for the Engaged Mind" (July 30, 2015). *Minnesota eLearning Summit.* Paper 47.
http://pubs.lib.umn.edu/minnesota-elearning-summit/2015/program/47

The Minnesota eLearning Summit conference proceedings are produced by the University of Minnesota Libraries Publishing. Authors retain ownership of their presentation materials. These materials are protected under copyright and should not be used without permission unless otherwise noted.

LIBRARIES publishing

Learning Design for the Engaged Mind

Tracy King, MA, CAE
Chief Learning Strategist & Founder, InspirEd

Maureen Holtzman
Instructional Designer, American Academy of Neurology

#mnsummit 2015 / @TracyInspired / @MaureenHoltzman

InspirEd

“More often then not, the potential of visuals to increase learning is unrealized.”

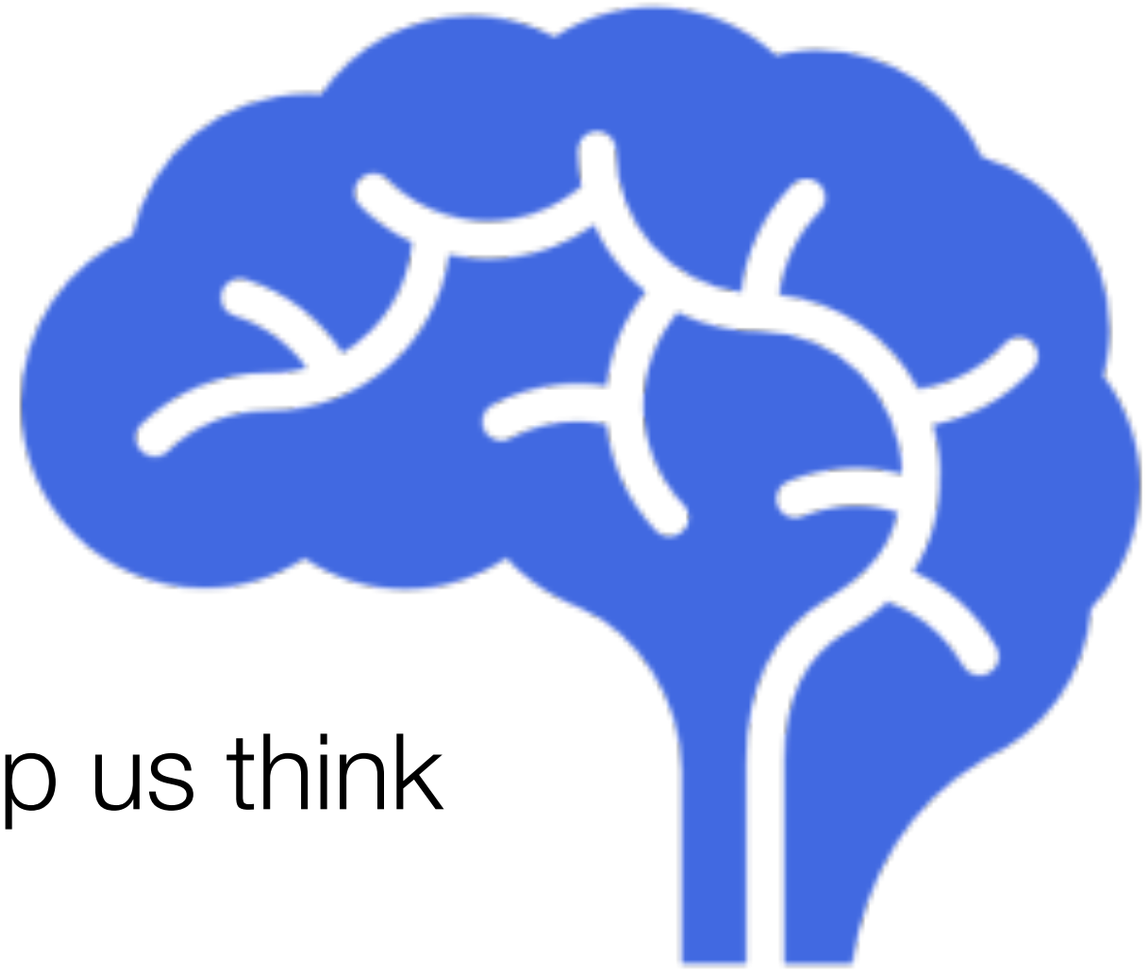
~Ruth Colvin Clark

“Visuals have the power to support or disrupt learning.”

~study by Richard Mayer


POLICE PUBLIC CALL BOX
FREE
PUBLIC
PULL TO OPEN

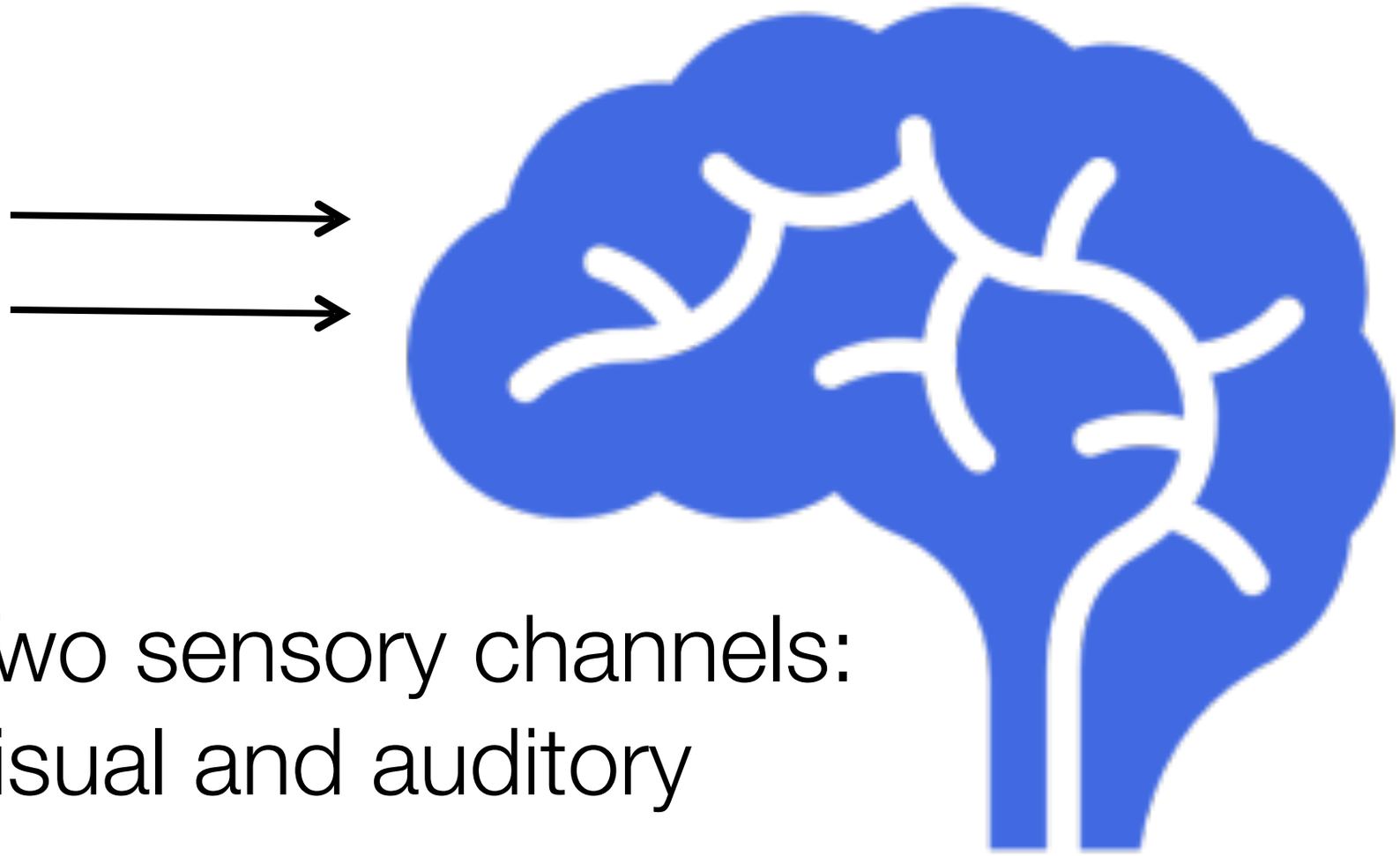
Learning: How it works (digest version)



Visuals help us think

InspirEd

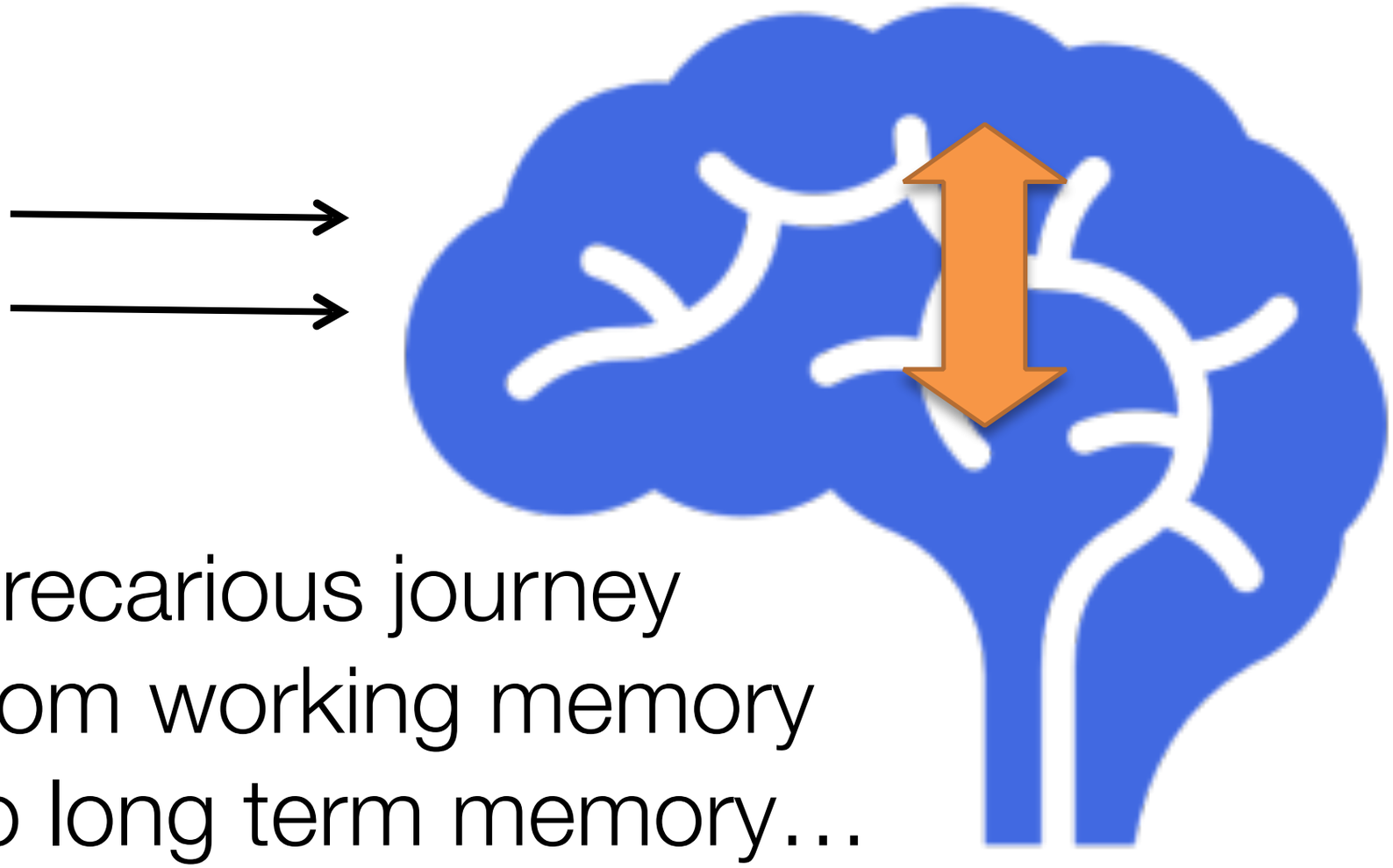
Learning: How it works



Two sensory channels:
visual and auditory

InspirEd

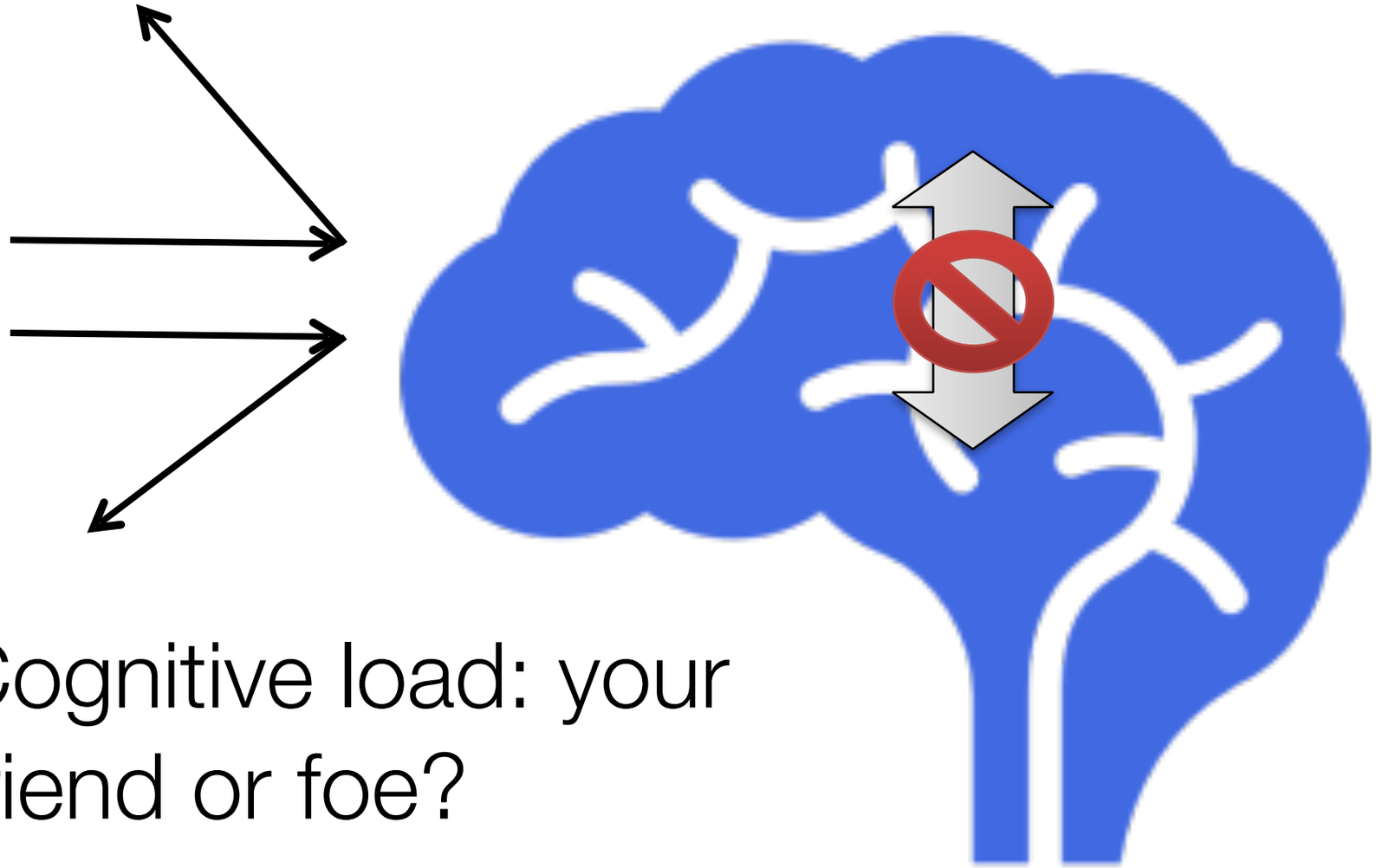
Learning: How it works



Precarious journey
from working memory
to long term memory…

InspirEd

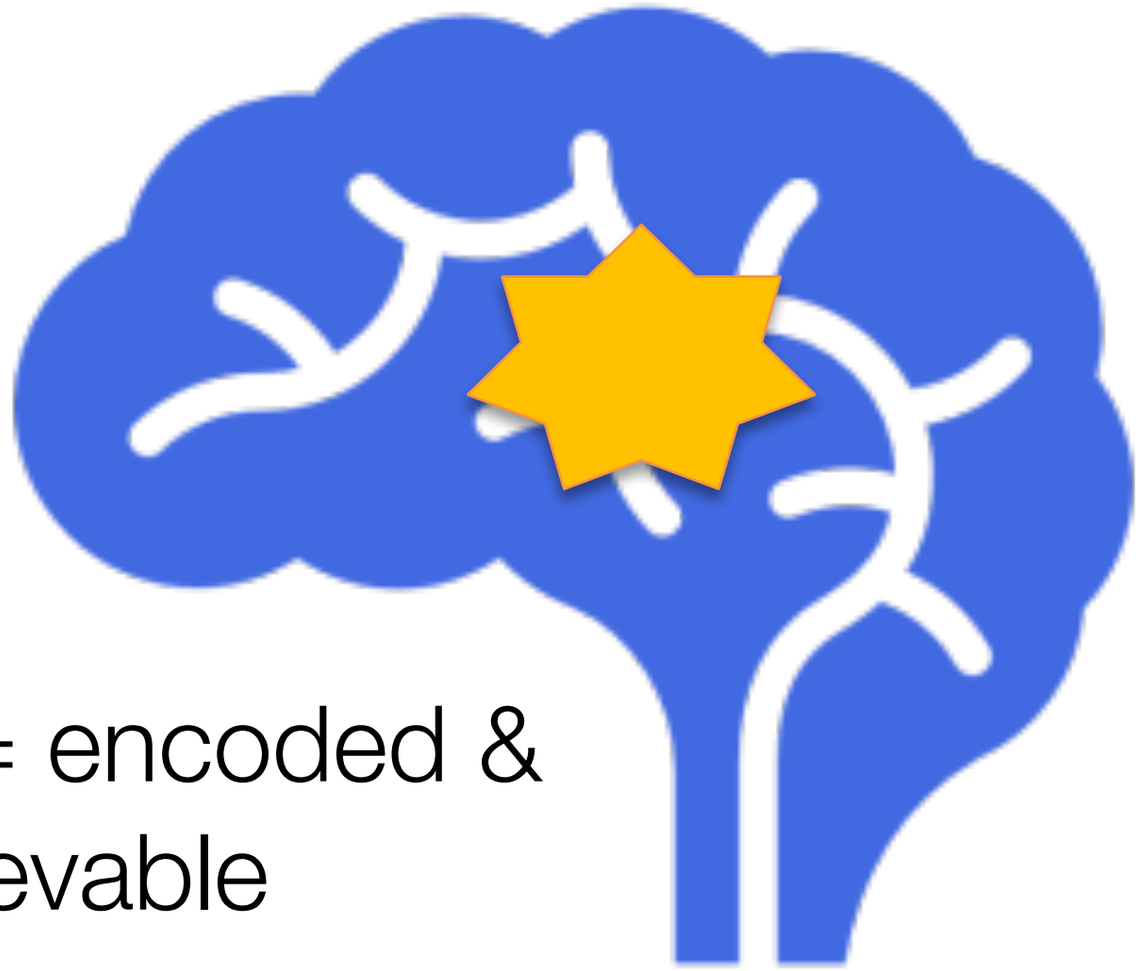
Learning: How it works



Cognitive load: your friend or foe?

InspirEd

Learning: How it works



Learning = encoded & retrievable

InspirEd


POLICE PUBLIC CALL BOX
FREE
PUBLIC
PULL TO OPEN

Graphics gone wrong

Decorate vs. communicate

Overload working memory

Fail to clarify **Distract from key concepts**

Too complex **Boring**

Misrepresent data

Visuals ignored don't teach

InspirEd

Graphics gone right

InspirEd

“Design for Clarity.”

Design for Clarity Key:

Everything must have a purpose – and contribute to your learning objective.

Strategies:

1. Capitalize on color
2. Structure content
3. Create visual cues

InspirEd

Design for Clarity

Everything must have a purpose – and contribute to your learning objective.

Strategies:

1. **Capitalize on color**
2. Structure content
3. Create visual cues

Color is Information

> White space
> Color connotation
> Contrast

Design for Clarity

Everything must have a purpose – and contribute to your learning objective.

Strategies:

1. Capitalize on color
2. **Structure content**
3. Create visual cues

Organize for the eye

> Grouping
> Content alignment
> Type styling
> Visual pacing

Design for Clarity

Everything must have a purpose – and contribute to your learning objective.

Strategies:

1. Capitalize on color
2. Structure content
3. **Create visual cues**

Guide the eye to what's important

> Pop outs
> Directional

Interactive_Option_02

Resources

Direct Sales

Pro forma Sales

Request for Proposal

Sales Techniques

Click each tab to learn about the different sales techniques

Travelling

Electronic commerce

Indirect

PREV

NEXT

Sales Techniques

Click each tab to learn about the different sales techniques.

Direct Sales

Pro Forma Sales

Request for Proposal

Traveling

Electronic Commerce

Indirect

“Design for Memory.”

Design for Memory Key:

Use the power of visuals to assist your learners navigating concepts from working memory to long term memory.

Strategies:

1. Activate prior knowledge
2. Manage load
3. Build bridges

InspirEd

Design for Memory

Use the power of visuals to assist your learners navigating concepts from working memory to long term memory.

Strategies:

1. Activate prior knowledge

2. Manage load

3. Build bridges

The learning edge

> Assessment
> Questions
> Preview

Design for Memory

Use the power of visuals to assist your learners navigating concepts from working memory to long term memory.

Strategies:

1. Activate prior knowledge
2. **Manage load**
3. Build bridges

3 Bears principle

> Simplify
> Relevance
> Chunking

Design for Memory

Use the power of visuals to assist your learners navigating concepts from working memory to long term memory.

Strategies:

1. Activate prior knowledge
2. Manage load
3. **Build bridges**

Forge connections

> Relationships
> Rich feedback
> Retrieval hooks

You're in clinic, and Dr. Berman has asked you to see Tyler, a 2-week-old infant, who is here for a well-child check. After you see Tyler, Dr. Berman will check back with you.

Before going into the exam room, you look at Tyler's chart and note that his weight today is 2.8 kg, and his birth weight was 3.2 kg. The nurse also noted that the mother has some concerns about Tyler's feeding.

Newborns almost always lose some weight in the first few days after birth. Most will lose between 5 and 10% of their birth weight, and will be back to birth weight by 10-14 days.

Navigation Tips: click the **Forward** button at the top right to go to the next page. Click on the **Expert** comment for more information on abnormal weight gain/loss in newborns.

You read over Tyler's chart.

Image 1 of 1

Clinical Case: Patient Exam

Case Summary

- 2 week old infant, here for a well- child check
- Weight today is 2.8 kg, birthweight was 3.2 kg

Back

Next


Typi non habent claritatem insitam; est usus legentis in iis qui facit eorum claritatem. Investigationes demonstraverunt lectores legere me lius quod ii legu
Claritas est etiam process dynamicus, qui sequitur
consuetudium lectorum.
FEEDBACK WINDOW
Typi non habent claritatem insitam; est usus legentis in is qui facit eorum claritatem. Investigationes ase straverunt lectores legere saepius. Claritas est esjahdeosa processus dynamicus, qui sequitur mutation sjdueksem consuetudm lectorum sequirot.
EXIT

“Design for Meaning.”

Design for Meaning Key:

Design a meaningful experience.

Strategies:

1. Engage emotion
2. Spark association
3. Encourage Application

InspirEd

Design for Meaning Key:

Design a meaningful experience.

Strategies:

1. Engage emotion → stimulate curiosity
2. Spark association
3. Encourage Application

InspirEd

Design for Meaning Key:

Design a meaningful experience.

Strategies:

1. Engage emotion
2. Spark association → visual metaphor
3. Encourage Application

InspirEd

Design for Meaning Key:

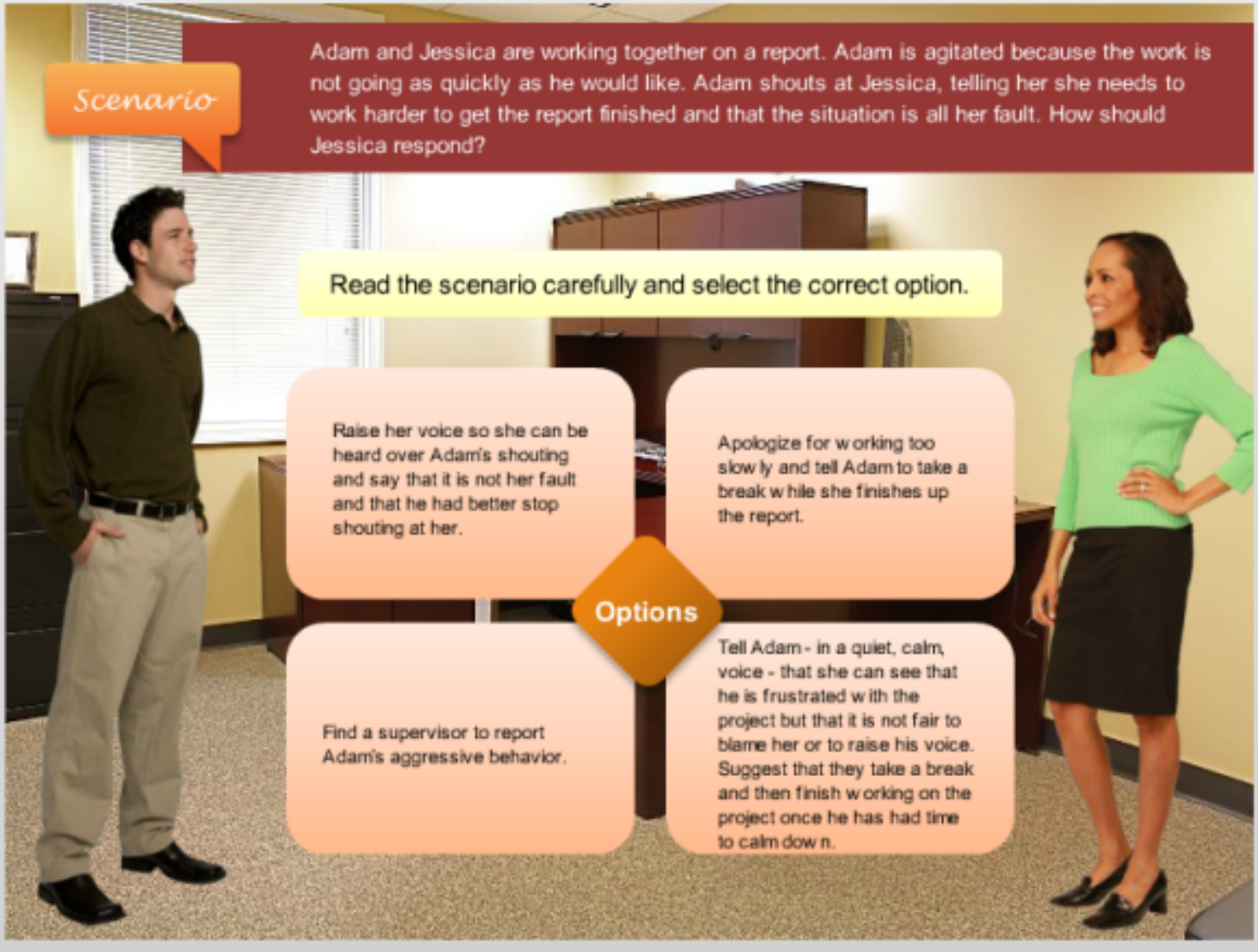
Design a meaningful experience.

Strategies:

1. Engage emotion
2. Spark association
3. Encourage Application → case studies

InspirEd

Int01_states



PREV NEXT

Scenario

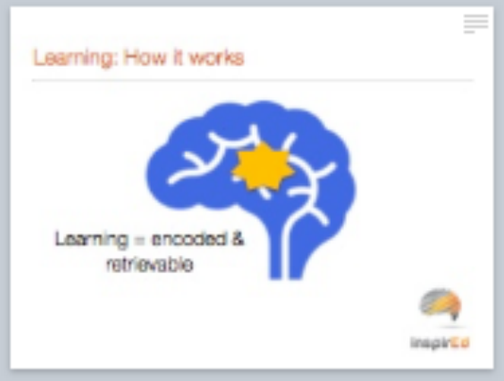
Adam and Jessica are working together on a report. Adam is agitated because the work is not going as quickly as he would like. Adam shouts at Jessica, telling her she needs to work harder to get the report finished and that the situation is all her fault. How should Jessica respond?

Click the buttons to view the options. Select the best and click next.

1 2 3 4

How did we do?

9

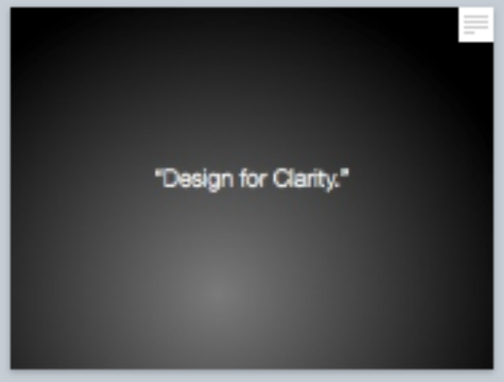


10

11

12

13



14

15

16

17

18

19

20

Connect with us:

InspirEd

Tracy King, MA, CAE

e: tracy@inspired-ed.com

w: www.inspired-ed.com

t: @TracyInspired

f: https://www.facebook.com/TracyKing.InspirEd

li: http://www.linkedin.com/in/tracylking

Maureen Holtzman

e: mholtzman@aan.com

t: @MaureenHoltzman

li: http://www.linkedin.com/in/tracylking