



## I. Define Goals

### Goals are:

- To inform or motivate
- To build near-transfer (procedural) skills & associated knowledge
- To build far-transfer (problem-solving) skills & associated knowledge
- Can include procedural skills that support far-transfer tasks

## II. Define Context

### Context includes:

- Learner Profile - e.g. novice, advanced, mixed
- Learning landscape - e.g. classroom, self-study computer
- Delivery media - e.g. book, computer (resolution, bandwidth, etc.)
- Pragmatic issues - e.g. budget, style guides, etc.

## III. Design Visual Approach

### Designing the Visual Approach includes:

- Determine the image
- Assess general graphic requirements of content
- Design Treatment - includes decisions about:
  - Instructional Strategy:
  - Text dominant or visual dominant
  - Layout or Interface for media (style, orientation, real-estate)
  - Navigation and functionality (for online learning)
  - Surface features that align with context and goals

## IV. Identify Communication Function Needed to Match Content Types

### Identify Communication Function for:

- Multiple content - use organizational visuals
- Procedures - use representational, transformational visuals
- Concept - use diverse representational or interpretive visuals
- Facts - use representational and mnemonic visuals
- Process - use transformational visuals
- Principles - use explanatory visuals, such as relational, interpretive, or transformational

## V. Apply Principles of Psychological Instructional Events

### Apply Principles:

- For all instructional goals,
  - Apply principles to awaken prior knowledge and support transfer
- If complex content, novice audience, or runs outside learner control
  - Then apply attention and cognitive load principles
- If building far-transfer skills
  - Then apply mental model principles
- If building near-transfer skills
  - Then apply transfer principles
- If learners low in personal motivation
  - Then apply motivational visual principles

Figure 2.2 A Visual Design Model