

Planning Your Learning Object

Working Title _____

Elevator Speech (What will it do? 3 sentences or less!)

Educational Objective

Purpose: Why do this project?

Learners: Who will use this learning object?

Outcomes: What are the specific learning outcomes?

How Will This Learning Object Be Used? List specific activities that learners might do.
Common Uses

Unusual, Innovative Uses

Resource Tracking Worksheet

List people, equipment, and software that you have or need for each phase of the project:	Cost Estimate (money and/or time)	Have This	Need This
Project Planning: Describing the learning object			
Design: Interface design, graphic design, software architecture			
Content Development: Creating or gathering the digital assets			
Software Development: Creating the actual learning object			
Assessment: Developing related learner assessment activities			
Hosting/Delivery: Making your learning object available to learners			
Other:			

Potential Contacts & Resources. List people or other resources, potential collaborators, etc.

Mapping Worksheet

Project Name _____

Educational Objective State your educational objective here.

Conceptual Map

Using the box below to represent the first screen or step of your learning object, draw a map showing the relationships of the different concepts, areas, screens, or activities you plan to offer. Show the paths that connect the activities or areas to one another. Don't forget to include standard areas like help and a system map.



Layout Planning Worksheet

Project Name _____

Educational Objective State your educational objective here.

Thumbnail Sketches

Create small sketches of possible layouts for the main screens of your learning object. Remember to include or block out space for the screen title, the main content window, navigational controls, and any other recurring elements.

Graphic Design Checklist

Project Name _____

Educational Objective State your educational objective here.

Graphic Design Guidelines

Check your design against these guidelines as you work on it.

√	1. Each page or screen should be visually balanced.	Notes
	No part of the page appears “topheavy” or unusually empty.	
	When turned upside down, the design is still balanced.	
	The visual weight of each of the four quadrants of the page is about the same.	

√	2. Use physical placement on the screen or page to establish and strengthen visual relationships between items.	Notes
	The most important elements are darker, larger, and/or nearer the top.	
	Less important elements have been de-emphasized.	
	Content and controls are grouped logically.	
	There is breathing space (white space) between groups.	

√	3. Select one or two visual elements and use them throughout the piece to create a sense of rhythm.	Notes
	A logo or other motif (or color scheme) has been repeated throughout.	
	Colors and shapes of similar items are similar from screen to screen.	

√	4. If elements in your design are not the same, then make them very different (not just slightly different) to create contrast.	Notes
	Contrasting fonts are different in appearance, but work well together.	
	Controls that do different things look very different.	
	Different areas or sections are distinguishable from one another.	

√	5. All elements should work together to create a harmonious whole.	Notes
	Colors work together, especially background colors.	
	Strong patterns have been generally avoided.	
	The design uses a basic layout that includes elements present on all screens.	

Usability Checklist

Project Name _____

Educational Objective State your educational objective here.

Usability Guidelines

Check your design against these guidelines as you work on it.

√	1. Be consistent in the use of design elements, language, formatting, appearance, and functionality.	Notes
	All screens or pages have a consistent layout, color scheme, and overall look.	
	All navigational elements appear in the same place on each screen.	
	Navigational elements look the same from button to button and screen to screen.	
	Each page, screen, or section has an appropriate title.	
	The same tone or voice is used in all instructions and text content.	
	A limited number of colors and fonts have been used.	

√	2. Allow learners to control their interactions; give them the freedom to choose how to complete tasks.	Notes
	All screens or pages provide clear and consistent navigation to all other screens or pages.	
	Learners can undo actions wherever possible. It is always clear how to quit.	
	The consequences of quitting while work is in progress are clearly stated before the learner quits.	
	Learners may select and sequence tasks where possible.	
	Animations, sounds, movies, etc., may be stopped, skipped, or restarted.	

√	3. Follow established standards of design and use conventions that are familiar to learners.	Notes
	Main navigation elements are either horizontally along the top or vertically down the left of the screen, or there is a good reason why they are not.	
	Link colors contrast sufficiently with other text that they are easy to spot. Links are underlined by default.	
	If any aspect of the design breaks with convention, there is a good reason.	

√	4. Simplify the design wherever possible, and stick to basic principles of aesthetics.	Notes
	Text on each screen has been minimized, and is written in clear and natural language.	
	Graphics are used only where they add meaning or reinforce other content.	
	The design is visually pleasing.	