

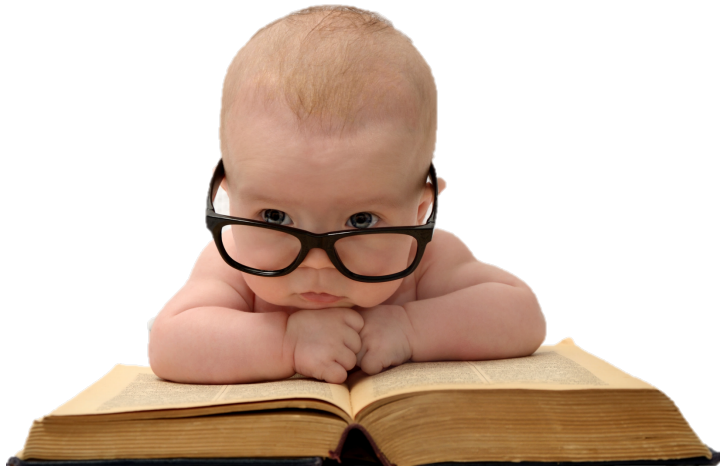


Design for
engagement.



Adult Learners

Law #1: Adults are babies with big bodies



(Edmunds et al., 2002)



Law #2: People do not argue with their own data

(Edmunds et al., 2002)

Law #3: Learning is directly proportional to the amount of fun you are having

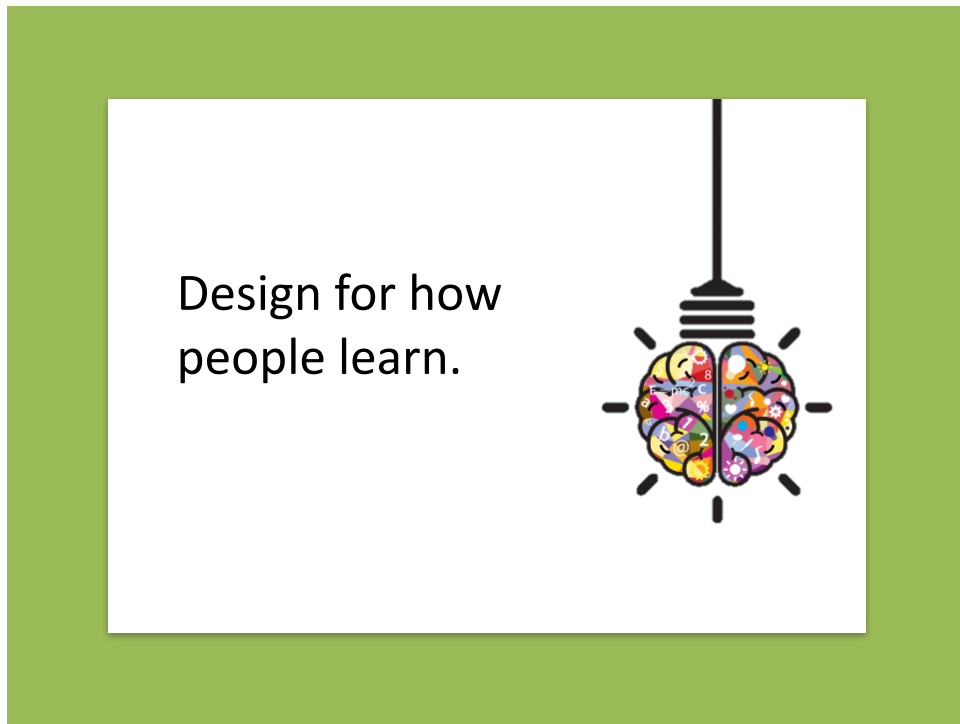


(Edmunds et al., 2002)

Law #4:
Learning has not taken place until behavior has changed



(Edmunds et al., 2002)



Learning Styles

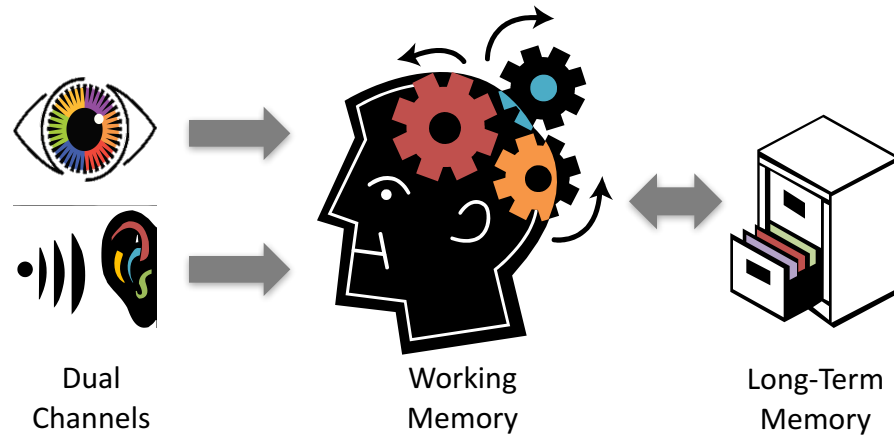
Auditory

Visual

Kinesthetic



How People Learn

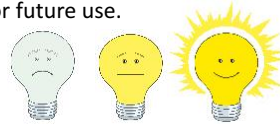


(Atkinson & Mayer, 2004)

Rigorously remove inessentials.

Cognitive Learning Theory

- We all have **dual channels**: one for visual and one for verbal material.
- We select information from each channel to pay attention to in **working memory**.
- We retrieve prior knowledge from **long-term memory** to help us make sense of the visual and verbal material.
- We store the new understanding in long-term memory for future use.



(Mayer, 2014)

Use visuals with your words.

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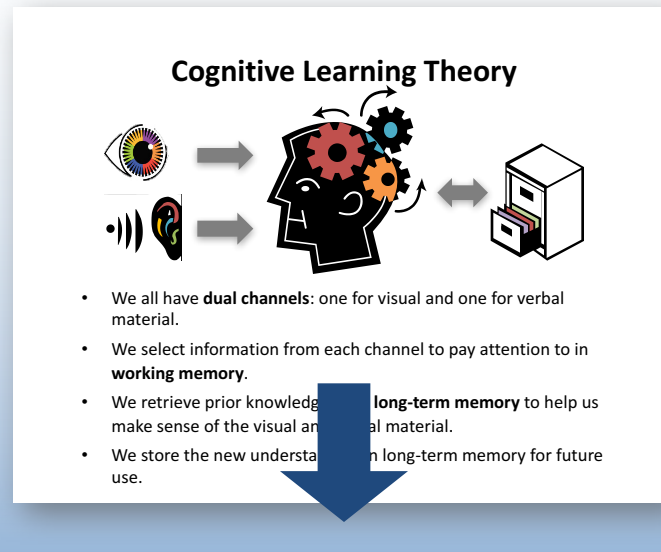
Cognitive Learning Theory



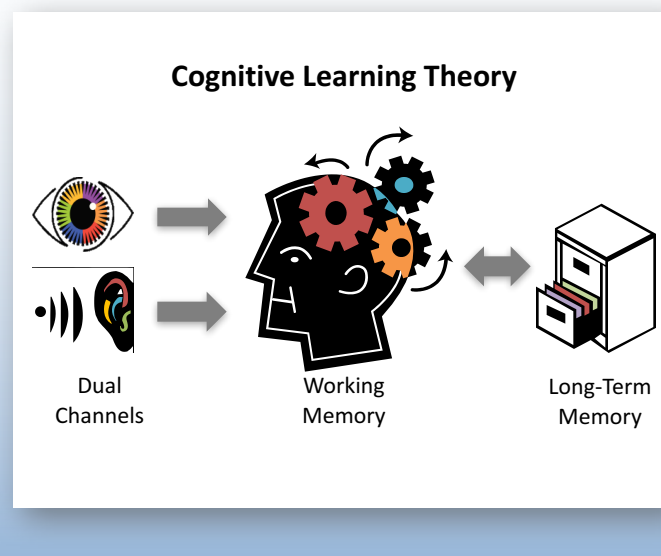
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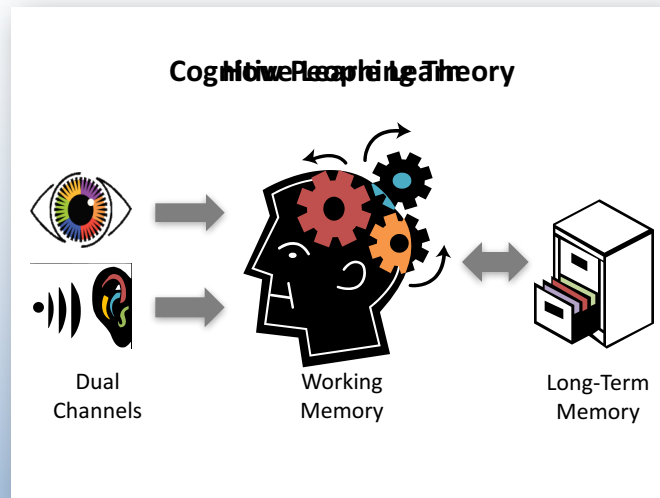
Speak your words.



Put labels near their visuals.

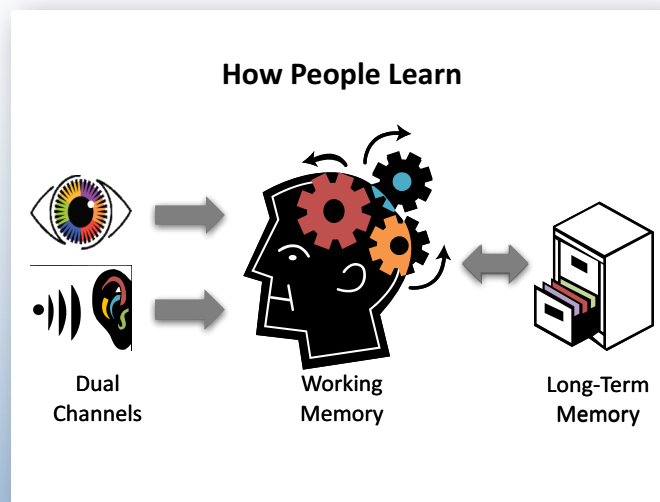


Use descriptive headlines.



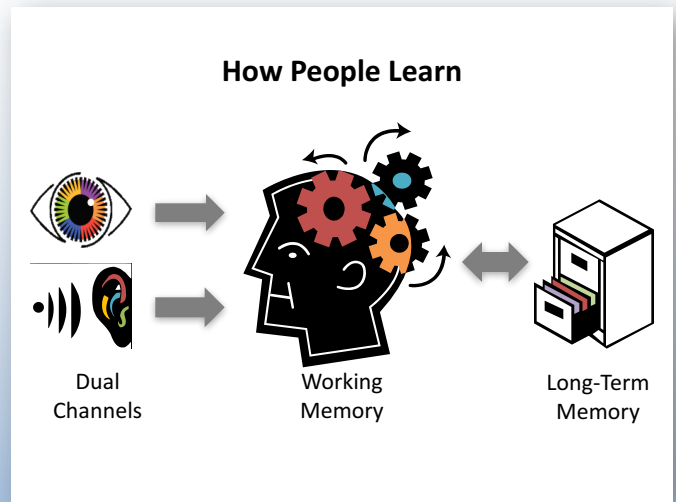
(Mayer, 2014)

Break up the story in digestible bites.



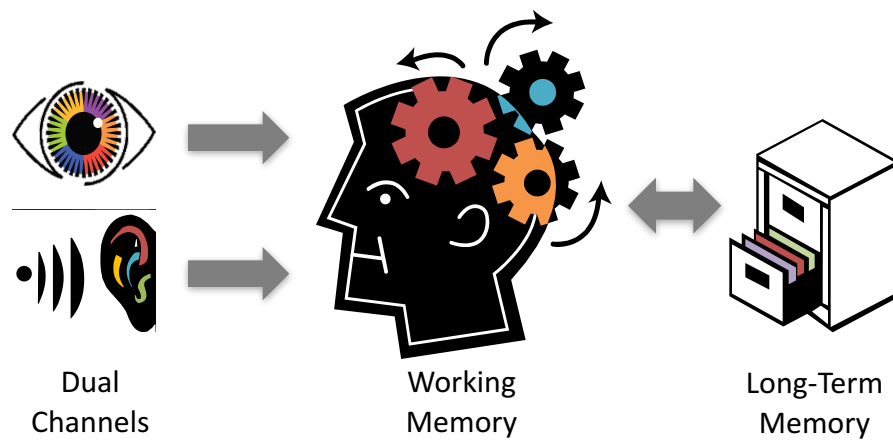
(Mayer, 2014)

Be conversational.

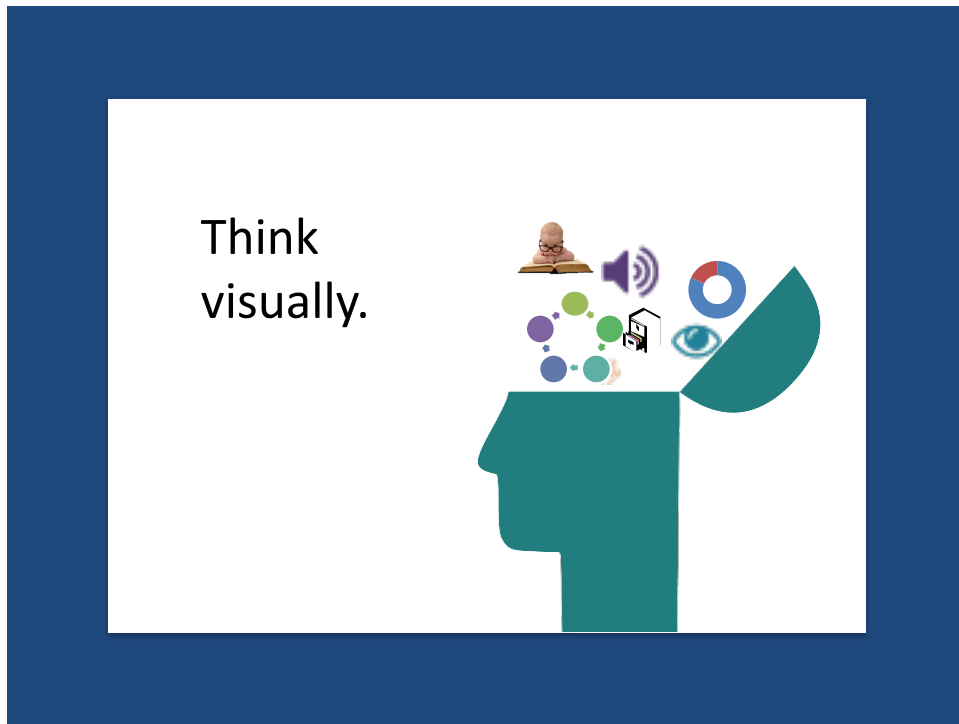


(Mayer, 2014)

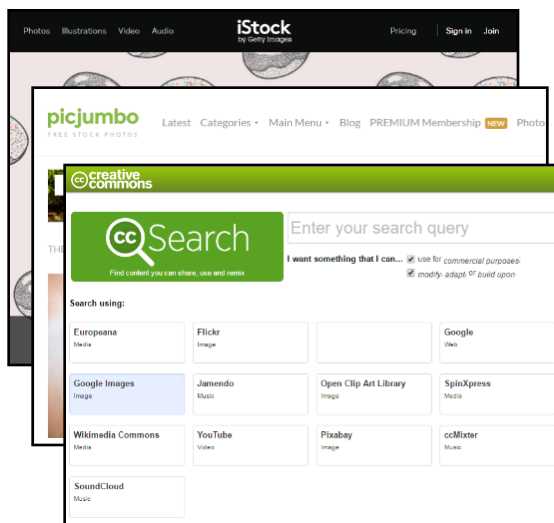
How People Learn



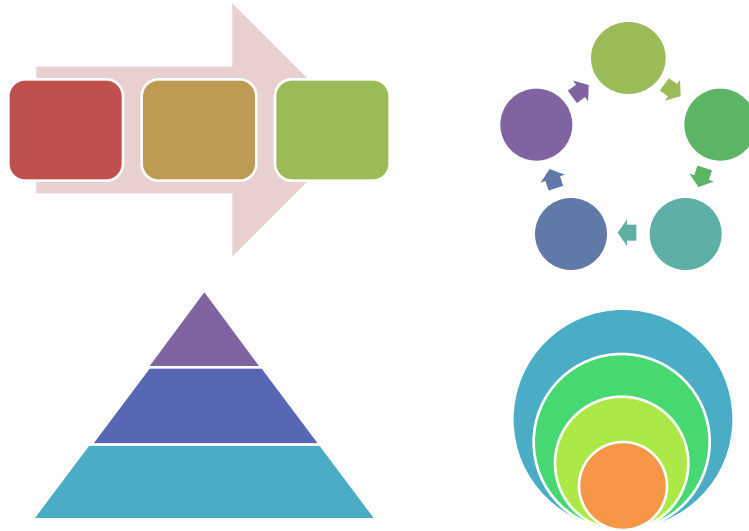
(Atkinson & Mayer, 2004)



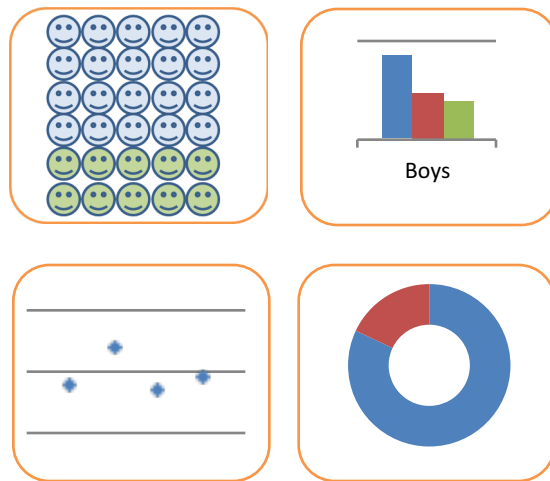
Worth 1,000 Words



SmartArt: Only If You Are



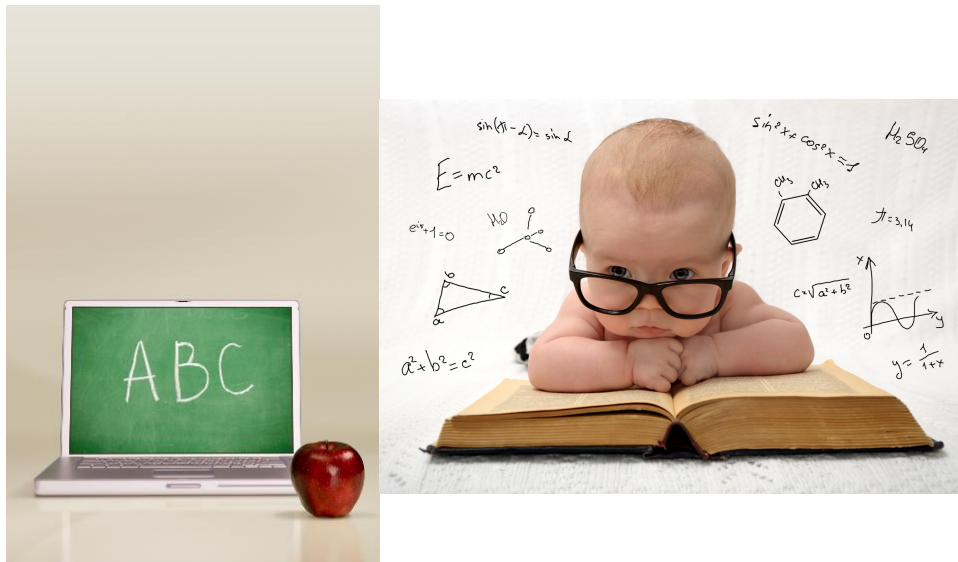
Charts Are Your Friend



Take control of
PowerPoint.



The Hidden Image Editor



Think
accessibility.



Use

24-point or larger
sans serif
black font
on a white or very light background

whenever possible.

Avoid

less than 24-point

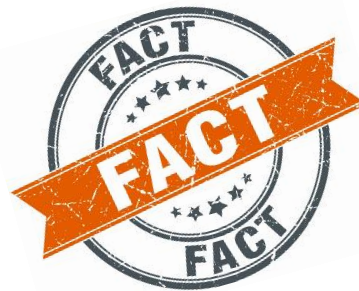
serif or hard-to-read

light or bright color font

on dark or textured backgrounds
or over images

**unless there's a uniquely
compelling reason to use them.**

Just the facts,
ma'am.





References

Atkinson, C., & Mayer, R. E. (2004). Five ways to reduce PowerPoint overload. Retrieved from <http://www.indezine.com/stuff/atkinsonmayer.pdf>

Edmunds, C., Lowe, K., Murray, M., & Seymour, A. (2002). The ultimate educator: Achieving maximum adult learning through training and instruction. Washington, D.C.: Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. Retrieved from https://www.ncjrs.gov/ovc_archives/educator/welcome.html

Mayer, R. E. (2014). Research-based principles for designing multimedia instruction. In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.). *Applying science of learning in education: Infusing psychological science into the curriculum*. Retrieved from http://hilt.harvard.edu/files/hilt/files/background_reading.pdf

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