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| Instructional Design Best Practices |
| ASK | * Ask the question: Is this training?

For more information on answering this question, follow the flowchart: [Is training really the answer?](http://blogs.uw.edu/edutrain/files/2016/05/action-mapping-flowchart-v2.pdf) |
| OBJECTIVES | * Do the objectives align with the content?
* Map out each objective to content.
* Toss out any content that does not directly tie to objectives.

For more information on creating objectives, see [Creating Measurable Objectives](http://blogs.uw.edu/edutrain/files/2016/05/Creating-Objectives.pdf). |
| CHECKLIST | * Where does your training fall on the [Strong Training Design checklist](http://blogs.uw.edu/edutrain/files/2016/05/checklist-for-strong-learning-design-v2.pdf)?
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| DESIGN | * Chunk content whenever possible.
* Is there consistency of style, theme, font and look and feel to the module?
* If users need to complete certain actions before moving on, are there clear instructions available?
* Apply UW Medicine branding to beginning and end of module (see Annual Refresher Training as an example).
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| UX | * Does the navigation make sense to others?
* If the users go back a page; can they move forward again? This can be an issue if all actions must be completed before users are able to move on.
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| PUBLISHING | * Is there a requirement beyond a completion record? If there is, work with LMS Integration Expert to insure the module is working as it should.
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| TEST | * Allow yourself enough time to test with users that are representative of the audience (have users from all entities test the module).
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