

## Low-fidelity Mockup

### Introduction to Research Writing - WR 001



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**Click to  
Get Started**

### Getting Started with Reflection Journals

## Learning Objective

Overview of Learning Objective

**Module Sections** (click link to watch animation on how each section works)

Topic Videos - Watch a Video

Reflection Journals - Reflect on what you've learned

Peer-to-Peer Discussions - Participate with your peers

Welcome to the  
Module



Look for this icon to activate assisted listening and closed captions



Use the buttons to go back to previous slide or continue on in module.

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## Reflection Theme



Think about today's  
reflection prompt as  
you watch the video

### Prompt

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam cursus odio ac finibus congue. Aenean nec leo odio. Praesent id leo interdum, maximus ipsum vitae, vestibulum diam. Sed ac ultrices felis, ut rutrum libero.

Today's Topic:  
Word Play



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## Reflection Theme



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Today's Topic:  
Citations



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## Assessment



Prompt: Define tone or coherency

### For this assessment the learner will...

- Discuss the prompt and one the themes covered in the reflections.
- Reply to 2 classmates posts

Pellentesque consequat tortor turpis, ut gravida dolor blandit vel. Sed eget ex quam. Vivamus nulla arcu, faucibus accumsan leo id, eleifend interdum velit. Nunc neque sapien, venenatis nec dui id, suscipit iaculis velit. Integer ut pharetra enim. Mauris tristique ipsum vitae est bibendum, in elementum sapien consequat. Sed eleifend eu lacus at luctus. Cras quis facilisis turpis. Pellentesque mattis mi diam, nec consectetur odio posuere in.

Reset

Submit



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**Module Summary**

Congratulations!!!  
You made it to the end

**In this module you have learned...**

- Lorem ipsum dolor
- Aliquam cursus odio
- Ac finibus congue

Please share any feedback you have using the feedback icon below

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## Visual and Graphic Design Principles

| Design principles | Explanation  |
|-------------------|--|
| White space       | I have designed the mockup in a way that the <b>white space</b> is used to organize the course content. In each slide, white space is used so that the content is laid out and there are no large gaps of space evident in the design.                               |
| Visual hierarchy  | I have created a design that utilizes headers and footers. The top header in each slide has the topic or title. The bottom header contains navigation. The middle area is for content and is white compared to the blue header and footer to attract user attention. |
| Alignment         | The course was designed using the grid layout element in Storyline. This allowed me to make sure items were centered properly, icons and text aligned up, and that buttons were properly spaced.   |
| Movement          | I designed the course with an avatar as the teacher so to speak. For each area, he moves and adjusts to redirect the user's attention to a certain area. In areas with only content and no   |

|  |  |
|--|--|
|  | avatar, the content moves either right to left depending on the amount to text or visuals. |
|--|--|

## Usability Best Practices

| Practice         | Explanation   |
|------------------|---|
| Effectiveness    | For effectiveness, I have looked at the entire module to make sure the language is understandable, the technical skills required to use the course are understood, and that navigation is considered. Any elements that may be confusing to the user have an explanation next to them.  |
| Efficiency       | For this, I have made sure that the user doesn't have to search of answers to accomplishing a task, and that the overall flow is not an impediment to navigating the module. All the necessary elements for module completion are clearly labeled and marked.   |
| Engagement       | For engagement, I looked at how buttons are designed and how text is laid out. Various elements have fonts are match the content, and font colors are considered based on the background used. Also, I made sure that navigation can be used to move <b>back and forth</b> throughout the module.   |
| Error tolerance  | For error tolerance, the module provides <b>previous</b> and <b>back</b> buttons; for text entry boxes, a reset button is provided as well. For icons that have a purpose other then course objectives, an explanation is given as to their purpose. Also, no unnecessary content and text is included in the module and does it best to align to the module purpose. |
| Ease of learning | For ease of learning, the elements are designed in as way that users don't have to guess their purpose. For example, for the video topics, I have included a TV element to imply that it's a video. Also, any elements needing an explanation have a small description next to them.  |

## Universal Design for Learning

| (UDL) principles      | Explanation   |
|-----------------------|---|
| Engagement            | For engagement, I have designed the module in a way that course objectives will be laid out at the start. While the module does lay out expectations, there is room of the learner to engage with the content by allowing for self-reflection, and then have interaction choices in the form of a discussion board later in the module. |
| Representation        | For representation, the learner is provided multiple ways to interact with the module by watching a video, recording their thoughts, and finally ways to activate knowledge by participating in a peer-to peer discussion.  |
| Action and expression | This is met by providing meaningful learning choices. For example, the ability to choose an alternative method of audio and visual narration is provided for neurodiverse learners. Lastly, the module is scaffolded to ensure that the learner builds a learning context that ends with a assessment.                                  |

## Accessibility

| Accessibility     | Explanation  |
|-------------------|--|
| Perceivability    | The module is laid out in a way that users can perceive icons that are for speech-to-text, or if an icon has meaning. Each visual that needs explaining has a short description. There is a color contrast where needed as well, so that text is easy to read. All font sizes have been considered and adjusted according to elements on the screen. |
| Operability       | For this, the course has previous and next buttons built into the navigation. Each button only needs only click. The module is self-paced to ensure users have time to read the content.   |
| Understandability | The content is laid put in plain language for learners. They don't have to guess what is being asked or is expected of them. Each navigation component is in the same place on each page. Reset and back buttons are provided for error tolerance as well.   |