



11.1.1 | Evaluate: Additional Message Design Criteria

To ensure that your message design is accessible and supportive of your instructional design, consider these additional, formative evaluation criteria offered by Lohr (2003, 2008). While her criteria were initially designed for visual evaluation, they work well for general message design principles as well.

When you pilot-test your plans with representative learners, ask them the following questions:

1. Effectiveness
 - a. Does the design address the content accurately?
 - b. Does the design portray an appropriate amount of information?
 - c. Does the design convey the intended learning outcome?
2. Efficiency
 - a. Does the design make key information accessible to the learner?
 - b. Does the design help the learner connect the information to learning or performance context?
 - c. Does the organization of the design convey the necessary sequence or hierarchy of information?
3. Appeal
 - a. Is all information important and relevant to the learner?
 - b. Is the information aesthetically appealing? If not, what should be modified, added, or eliminated?
 - c. Does the design attract and maintain the learner's attention?

Asking these questions of a few learners from your target audience can provide valuable information in terms of necessary revisions to make the instructional message design more effective.

References:

- Lohr, L. L. (2003). *Creating graphics for learning and performance: Lessons in visual literacy*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Lohr, L. L. (2008). *Creating graphics for learning and performance: Lessons in visual literacy* (2nd ed.). Upper Saddle River, NJ: Pearson.