



# Do's

Here are some considerations that can be useful at the beginning, in the middle and at the end of your instructional design process.

## At the beginning of the instructional design process

- |   |                                     |
|---|-------------------------------------|
| Have a (very) good understanding of the target audience and their needs       | <input checked="" type="checkbox"/> |
| Be sure about the delivery method of the learning (online only or mixed etc.) | <input checked="" type="checkbox"/> |
| Check the technical details and parameters of the final product(s)            | <input type="checkbox"/>            |
| Design and confirm the main parts of the overall learning experience          | <input type="checkbox"/>            |

## In the middle of the instructional design process

- |  |                                     |
|--|-------------------------------------|
| Make sure there's continuous communication with the stakeholders             | <input checked="" type="checkbox"/> |
| Plan with and for accessibility as part of learning and instructional design | <input type="checkbox"/>            |
| Ensure the design procedure - storyboarding etc. - align with the objectives | <input checked="" type="checkbox"/> |
| Clarity about responsibilities and overall asset / deliverable management    | <input type="checkbox"/>            |

## At the end of the instructional design process

- |   |                                     |
|---|-------------------------------------|
| Create and conduct a carefully designed review procedure                    | <input checked="" type="checkbox"/> |
| Double check content flow, links to overall objectives and other QA items   | <input type="checkbox"/>            |
| Oversee and final fixes related to the e-learning dev. / production process | <input checked="" type="checkbox"/> |
| Test how the published files work in the LMS or other system(s) / delivery  | <input type="checkbox"/>            |





# Don'ts

Here are some considerations that can be useful at the beginning, in the middle and at the end of your instructional design process.

At the beginning of the instructional design process - don't:

- |  |                                     |
|--|-------------------------------------|
| Make (too many) assumptions related to the target audience             | <input checked="" type="checkbox"/> |
| Do much learning experience design without consulting the stakeholders | <input checked="" type="checkbox"/> |
| Try to skip the discovery and needs analysis part of the project       | <input type="checkbox"/>            |

In the middle of the instructional design process - don't:

- |   |                                     |
|---|-------------------------------------|
| Start storyboarding without agreeing on the basic format of the product(s)    | <input checked="" type="checkbox"/> |
| Design multiple modules / courses without getting feedback on the first       | <input type="checkbox"/>            |
| Use assets that you are not clear about - permissions, stock image sites etc. | <input checked="" type="checkbox"/> |
| Send storyboards to production before the content has been signed off         | <input type="checkbox"/>            |
| Plan and design learning solutions which don't align with the available tech  | <input type="checkbox"/>            |

At the end of the instructional design process - don't:

- |   |                                     |
|---|-------------------------------------|
| Send something to the stakeholders before the QA process                    | <input type="checkbox"/>            |
| Ignore consistency just for the sake of getting things done                 | <input type="checkbox"/>            |
| Forget about version control and following the process set at the beginning | <input checked="" type="checkbox"/> |
| Take feedback personally - feedback is crucial and gives new perspective(s) | <input type="checkbox"/>            |

