Thoughtfully designed instructional media can support and enhance student learning. To help you think about what media you might want to use, we have listed examples of media types as well as some basic characteristics and guidelines for each category.

### MEDIA SELECTION TABLE: Graphics

<table>
<thead>
<tr>
<th>Examples</th>
<th>Instructional Qualities</th>
<th>Some Useful Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs</td>
<td>Provides the needed level of detailed information</td>
<td>Use contrast to support visual cues</td>
</tr>
<tr>
<td>Drawings/Illustrations</td>
<td>Builds accurate mental models</td>
<td>Reinforce key concepts</td>
</tr>
<tr>
<td>Charts/Graphs</td>
<td>Represents relationships graphically (e.g. theories, cause/effect, etc.)</td>
<td>Display only relevant, essential elements to maintain student focus</td>
</tr>
<tr>
<td>3D Graphics</td>
<td>Illustrates processes, flows, and structures</td>
<td>Keep decorative graphics to minimum</td>
</tr>
<tr>
<td>Logos, icons, banners and symbolic elements</td>
<td>Displays mathematical and scientific concepts</td>
<td>Keep graphics in close proximity to related content</td>
</tr>
<tr>
<td></td>
<td>Shows holistic picture (the big picture)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides visual cues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engages learners through appealing visuals</td>
<td></td>
</tr>
</tbody>
</table>
### MEDIA SELECTION TABLE: Programmed Interactions

#### PROGRAMMED INTERACTIONS

**Examples**
- Animations
- Interactive Tutorials
- Tools (eg. drawing, displaying concepts, student aids, etc.)
- Drag and Drop media
- Calculators
- Scenarios
- Games & Simulations
- Self-checks & Assessments

*Or a combination of any of the above*

**Instructional Qualities**
- Illustrates steps, stages, and phases
- Provides authentic and relevant experiences
- Allows for experimentation
- Engages the learner
- Allows for practice in controlled environment
- Provides feedback to learners
- Gives learner control and choice
- Facilitates learner reflection

**Some Useful Guidelines**
- Keep focused on learning goals
- Facilitate clear learning paths
- Allow for learner pacing
- Eliminate irrelevant information and interactions
- Clean design for easy learner focus
- Provide learner support tools, feedback, and visual and textual cues

### MEDIA SELECTION TABLE: Audio

**Examples**
- Podcast
- Narrated lectures
- Student presentations
- Interviews and guest speakers
- Synchronous audio conferencing
- Music and sound effects

**Instructional Qualities**
- Appeals to aural learners
- Stimulates mental conceptualization and learner imagination
- Humanizes and personalizes student-instructor interaction
- Adds credibility/authority to the presentation
- Provides audio cues
- Focuses student attention
- Effective use of learner’s time

**Some Useful Guidelines**
- Prepare notes and scripts before recording (rehearse as needed)
- Keep it relevant and concise
- Be mindful of pacing and duration
- Divide the audio content into meaningful chunks
- Provide learner with playback control

*Consult with an instructional designer for good recording techniques.*
### MEDIA SELECTION TABLE: Video

<table>
<thead>
<tr>
<th>Examples</th>
<th>Instructional Qualities</th>
<th>Some Useful Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vodcast</td>
<td>Demonstrates processes, procedures, and behaviors that can be difficult to describe</td>
<td>Obtain copyright and permissions</td>
</tr>
<tr>
<td>Recorded lectures</td>
<td>Provides real world context</td>
<td>Be mindful of pacing and duration</td>
</tr>
<tr>
<td>Student presentations</td>
<td>Broadens the capacity to present information in rich format</td>
<td>Keep it relevant and avoid distracting footage</td>
</tr>
<tr>
<td>Interviews and guest speakers</td>
<td>Offers a sensory rich experience</td>
<td>Keep visual effects to a minimum (eg. transitions, fly-ins, etc.)</td>
</tr>
<tr>
<td>Stock video</td>
<td>Appeals to visual learners</td>
<td>Create audio script before considering visuals for video</td>
</tr>
<tr>
<td>Movies and TV programs</td>
<td>Motivates learners</td>
<td>Align visual content with accompanying audio</td>
</tr>
<tr>
<td>Recorded webcasts</td>
<td>Compresses or expands time for “big/little picture” view</td>
<td>Prepare notes and scripts before recording (rehearse as needed)</td>
</tr>
<tr>
<td>Synchronous and recorded webcam video</td>
<td></td>
<td>Provide learner with playback control</td>
</tr>
<tr>
<td>Desktop recordings and screen captures</td>
<td></td>
<td>Suggested video file format for the web is the FLV format (Flash video) because of its small file size and widely available Flash</td>
</tr>
</tbody>
</table>

- Obtain copyright and permissions
- Be mindful of pacing and duration
- Keep it relevant and avoid distracting footage
- Keep visual effects to a minimum (eg. transitions, fly-ins, etc.)
- Create audio script before considering visuals for video
- Align visual content with accompanying audio
- Prepare notes and scripts before recording (rehearse as needed)
- Provide learner with playback control
- Suggested video file format for the web is the FLV format (Flash video) because of its small file size and widely available Flash