

# CON·SIS·TEN·CY in IMAGES and WORDS

## and why it's important in e-learning

Writing great content  
is a challenge.

Writing didactical content  
is an art.

What happens if **words** and **images** aren't used consistently?

The learner gets frustrated:

I think it's sloppy.

The learner gets distracted:

Where do you want me to look?  
Did I miss anything?

The learner starts hesitating:

Is this what they are  
trying to say? Am I getting  
this right?

The learner starts searching:

What do I see in that pic-  
ture? What does that  
have to do with the text?

...attention starts to  
crumble, the red  
thread is gone and  
**LEARNING EFFICIENCY**  
goes down quickly...

RED

THREAD

ATTENTION

WORDS

IMAGES

### DON'T USE SYNONYMS

Decide beforehand if, for example,  
you will speak about learners,  
students or participants. And  
use that term consistently.  
That prevents confusion!

COURSE  
TRAINING  
MASTERCLASS  
E-LEARNING  
LEARNING TRACK  
INTERVENTION  
WORKSHOP

### AVOID MODAL VERBS

They make sentences unnecessarily long  
(bo-ring!) and hesitant; your sentence  
will lose strength.

CAN, MAY, MUST,  
SHALL, WILL, COULD,  
MIGHT, SHOULD, WOULD,  
OUGHT TO, HAVE TO, USED  
TO, BE TO

### ADDRESS THE LEARNER PERSONALLY

Writing to the learner in a personal way increases  
the likeliness that they will get into action!

NURSES REGULARLY DEAL  
WITH AGGRESSIVE PATIENTS.

DON'T

WORKING AS A NURSE, YOU  
REGULARLY HAVE TO DEAL  
WITH AGGRESSIVE PATIENTS.

DO

### WRITE CLEARLY AND CONVENTIONAL

The goal isn't to write the next great novel. The  
goal is to teach your learners something. Com-  
plexity detracts from that. The learner will  
about 'what do they mean by that?'. You don't  
want that. You want them to think about 'how  
can I apply this new knowledge in practise?'.  
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READ YOUR  
WORDS OUT LOUD,  
YOU WILL HEAR  
WHERE IT  
CREAKS.

### CHOOSE AN EXTENSIVE SET OF ICONS

Icons are an essential element of e-learning.  
Before you use icons, it's important to choose  
a set that contains all icons you'll be using.

Is your set of icons not complete or are  
you designing them yourself? Make sure  
the following characteristics match:

LINE THICKNESS

LINE COLOUR

DETAILS  
(A LOT/A LITTLE)

CORNERS  
(ROUNDED OR NOT)

FILL  
(WITH/WITHOUT COLOUR)

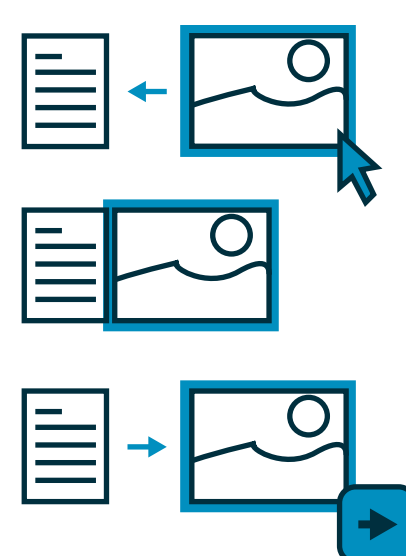
SHADING



### MIND THE MARGINS (OR: BLANK SPACE)

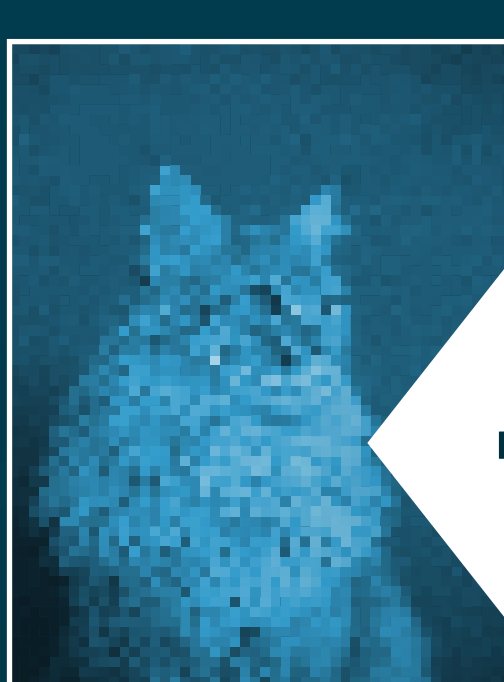
The margins around your images and text  
makes everything easier to 'read' and  
avoids things to become too busy.  
It's important to be consistent with  
those margins.

In many applications you  
can move items and text  
with the arrow buttons on  
your keyboard to maintain  
consistent spacing between  
elements on your page.



### IMAGES: ON-TOPIC

Even though you have found an awesome picture,  
make sure that it fits your topic. If there is no clear  
connection, the learner won't get it. In the worst case,  
learners will make unwanted connections between  
the picture and text.



A lovely picture, but it has  
nothing to do with the topic...  
(and it's out of focus as well)

### OUT OF FOCUS IMAGES: REPLACE

Sometimes it's better not to re-invent the wheel.  
True, but if the source of what you are 'borrowing'  
does not have a good quality, you are better of (re)making  
it yourself. Did you find an image or schematic online,  
but are the dimensions too small? Usually it's not that hard to  
recreate it in PowerPoint. You can easily export that slide as  
an image.



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This infographic has been designed by Judith Rook and Hans Vaessen from  
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