

Infographic Resource Development and Evaluation

Erick Bugah

Department of Professional Educational Studies, American College of Education (ACE)

TECH 5233: Learning Design Activities and Assessment

Dr. Tammy Hall

November 24, 2025

Figure 1: Cracking the code

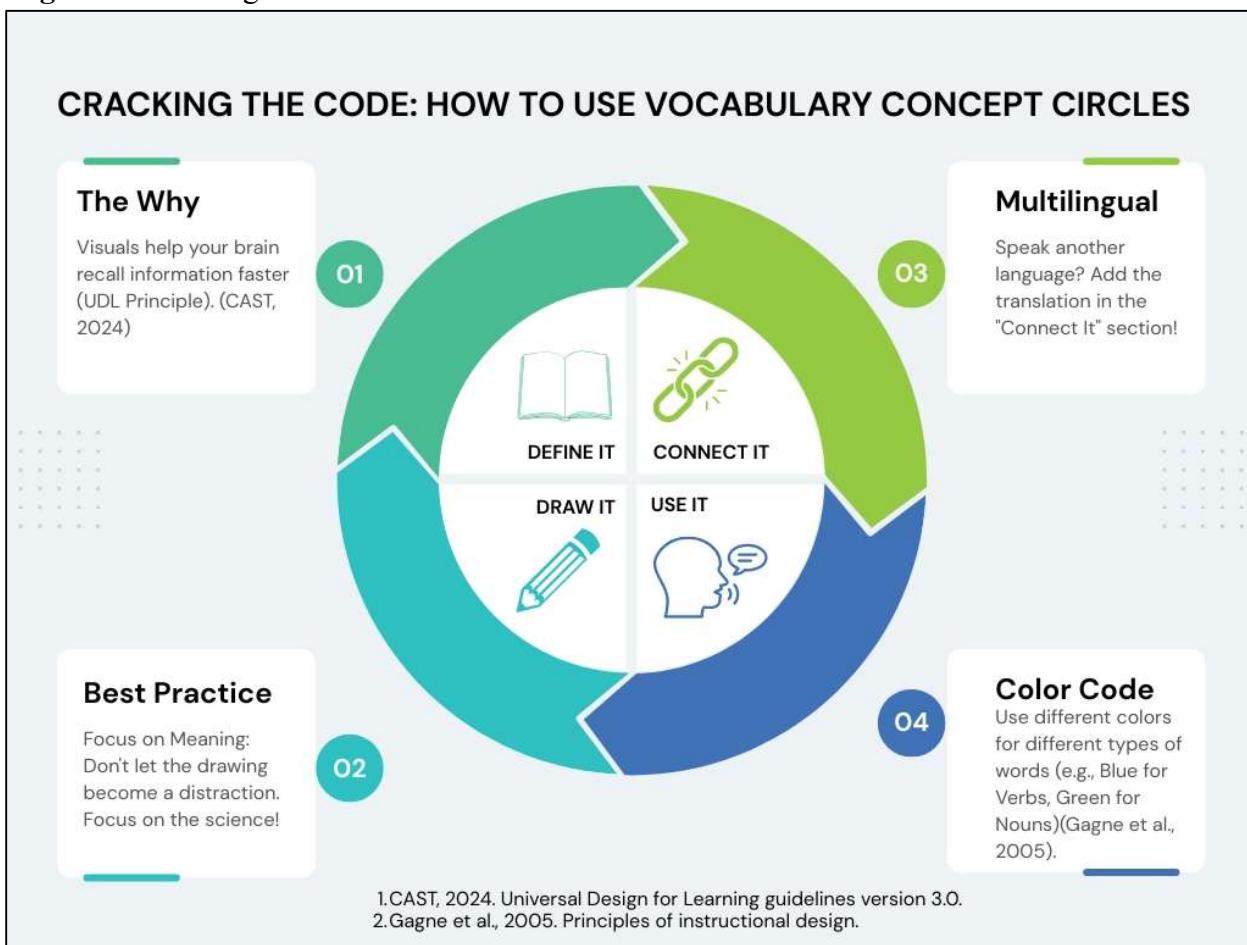


Table 1: QA checklist and self-evaluation

QA Criteria	Standard	Self-Evaluation / Reflection
Relevance	Does the resource align directly with the Module Learning objectives?	Met. The infographic explicitly states its connection to Module Objective B (Vocabulary). It uses the specific "Concept Circle" strategy outlined in the Module 1 Graphic Organizer.

Accessibility	Is the font legible, and is the color contrast sufficient for diverse learners (UDL)?	Met. High-contrast colors were selected (e.g., dark text on light background). The font size is large enough for middle school readers, supporting the UDL principle of multiple means of representation (CAST, 2024).
Quality/Accuracy	Is the content accurate, free of errors, and cited correctly?	Met. The instructional steps follow the constructivist approach modeled in the course map. APA citations for CAST and Gagne are included directly on the graphic.
Instructional Design	Does the resource minimize cognitive load?	Met. Text is chunked into small sections with icons. This avoids "overwhelming" the learner, a key consideration noted in the alignment analysis regarding technology tools (Gagne et al., 2005).
Safety/Bias	Is the content inclusive and free of cultural bias?	Met. The examples used are neutral scientific terms. The design encourages "multilingual support," a consideration noted in the graphic organizer for ELLs.

References

CAST. (2024). *Universal Design for Learning guidelines version 3.0.*

<https://udlguidelines.cast.org>

Gagne, R. M., Wager, W. W., Golas, K. C., Keller, J. M., & Russell, J. D. (2005). *Principles of instructional design.* <https://doi.org/10.1002/pfi.4140440211>