

Review Phase: Cue Sheet

A. Inter-personal Aspect: Don't be a PAIN!

#	Elements	Guideline
1.	P ersonal	Do not make personal comments – comments which insinuate that the instructional designer does not know the job.
2.	A mbiguous	Ensure that the reviewee understands what is to be corrected and how should it be corrected? Specify clearly what needs to be corrected and how.
3.	I mposing	Check whether you are imposing your ideas through the review. Allow the instructional designer own the work. Only provide suggestions & choices.
4.	N egative	An effective reviewer is one who wants the instructional designer to learn and evolve. <ul style="list-style-type: none">• To do so, establish a personal relationship with the instructional designer.• Ensure that your comments are not all negative.• Identify both strengths and weaknesses of the instructional designer.

B. Learning Aspect 1: Get the Big Picture

1. What does the target audience relate with, the most? Words; illustrations; blue-prints; games; simulations; gadgets?
2. What do you think will really put-off the target audience? Words; illustrations; blue-prints; games; simulations; gadgets?
3. What is the overall goal? What is that one thing the learner will be able to do (practically) after going through this training?
4. What is the delivery medium?

C. Learning Aspect 2: Topic-Level Focus

As a reviewer, review the topic keeping the following four elements in mind.

#	Elements of good instruction	Translates Into..... Issues as per conventional review guidelines
1.	Chunk	<ul style="list-style-type: none">• Instructional flow• Effective Transition
2.	Simplify	<ul style="list-style-type: none">• Instructional Clarity• Pace & Readability
3.	Exemplify	<ul style="list-style-type: none">• Instructional Clarity• Relevance/Connect with real-world• Misconceptions/non-examples
4.	Visualize <i>(*Not cosmetic visuals but visuals that actually help the learner understand)</i>	<ul style="list-style-type: none">• Instructional Clarity• Comprehensibility