Chapter 4

Orientation, Functions, Navigation, and Experiences:
User Interface Designs and Wireframes

ABSTRACT

The design of learning resources is both enabled and constrained based on the available technologies. To save on costly and effortful development, the design planning involves drafting user interface designs (orientation) and wireframes (which suggest how users would navigate the learning space and engage various functions). These early designs are enabled by drafting tools, wireframing tools, authoring tools, and hosted learning and content management systems. Ultimately, the designs are to serve the users and the ultimate designed learning purposes. To these ends, user interfaces/user experiences (UI/UX) are both considered important. This chapter explores design approaches to designing user interfaces and navigation in digital learning resources.

INTRODUCTION

This chapter explores design approaches to designing user interfaces and navigation in digital learning resources. It explores the following:

- In designing user interfaces to various learning objects, how should learners be informed about their "location" in the space, their options for next steps, their potential sequences / paths / options (and wayfinding), their decision points and available functions and choices, and other orienteering?
  - How can learners be empowered in this user interface design?
  - How can learners be empowered in wireframing (user navigation and enablements)?
  - How can the user interface designs (UIDs) be as accessible as possible?

Figure 1. A Word Cloud of Chapter 4

Related Content

Improving Learning Achievement in Science Education for Elementary School Students via Blended Learning
Ren-Hung Hwang, Hsin-Tung Lin, Jerry Chih-Yuan Sunand Jang-Jiin Wu (2019). *International Journal of Online Pedagogy and Course Design (pp. 44-62).*
www.irma-international.org/article/improving-learning-achievement-in-science-education-for-elementary-school-students-via-blended-learning/223901

People, Technology and Human Resource Development (HRD) Philosophy
Claretha Hughesand Matthew W. Gosney (2012). *Encyclopedia of E-Leadership, Counseling and Training (pp. 759-770).*
www.irma-international.org/chapter/people-technology-human-resource-development/58477

An Overview of Project-Based Learning Practices Within the Context of 21st Century Skills
Cennet Gölolu Demir (2020). *Paradigm Shifts in 21st Century Teaching and Learning (pp. 36-52).*
www.irma-international.org/chapter/an-overview-of-project-based-learning-practices-within-the-context-of-21st-century-skills/254936

Using SMART Table Technology for the Interactive Elementary Classroom
James N. Oigara (2019). *Handbook of Research on Innovative Digital Practices to Engage Learners (pp. 158-176).*
www.irma-international.org/chapter/using-smart-table-technology-for-the-interactive-elementary-classroom/232126

Ethical Theory and Its Application Teaching Marginalized Populations
Carissa McCray (2019). *Critical Essays on the New Moral Imperative for Supporting Marginalized Students in PK-20 Education (pp. 1-31).*
www.irma-international.org/chapter/ethical-theory-and-its-application-teaching-marginalized-populations/227495