



*Instructional Design **TOOLKIT***

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2nd version

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Chapter 1

Introduction



The most important **8 words** for a Newbie ID



Expanding your eLearning vocabulary can help increase productivity and avoid any confusion with your team and clients. Whether you are an instructional designer or an eLearning developer, you should commit these 8 key basic eLearning terms to memory...

1. Instructional Design is the systemic process of identifying learning gaps, and then designing and developing content to close those learning gaps.

2. Blended Learning eLearning term, Blending Learning, also called hybrid, mixed or integrative learning, is an approach to education that combines two main learning methods: (1) online learning and (2) traditional classroom-based learning (CBT).

3. Learning Management System (LMS) often referred to as an LMS, is a software platform that organizations use to create, organize, deploy, and measure the performance of online training courses and educational programs for both onsite and remote learners.

4. eLearning Authoring Tool it is a software package that features asset libraries and design tools that allow Instructional Designers to create online training materials that are engaging and interactive for learners.

5. SCORM Another eLearning term, which stands for Shareable Content Object Reference Model, has become so widely used, it is often referred to as the default standard of eLearning.

6. SME The SME, which stands for Subject Matter Expert, is the person who has extensive knowledge about the subject matter you are creating eLearning for. This person involves himself throughout the development of the content and the eLearning course development to validate and ensure content is accurate.

7. Storyboarding Highlights eLearning course design elements, such as visuals, text, audio, interactions, navigation, and anything else that will be used in the eLearning course. In essence, the storyboard serves as the course blueprint that tracks each step a learner must take to complete the eLearning course from start to finish.

8. Gamification is the concept of applying game-design mechanics and elements to non-game applications, such as eLearning courses. It can include gaming elements such as: rewards, challenges, points, levels, titles, a leaderboard, and positive feedback.

Bonus eLearning terms 1. **ADDIE** - the five phases in its approach to design, which are (1) Analysis, (2) Design, (3) Develop, (4) Implement and (5) Evaluate. This is traditionally considered a linear model in which one phase would be finished, before moving on to the next.

The difference between Instructional Designer and other roles

We all see in the eLearning industry different roles having or which tend to have the same focus - developing eLearning courses: instructional designer, eLearning developer, curriculum developer, content developer.....

But do all these roles the same thing?

*An **instructional designer** applies this systematic methodology (rooted in instructional theories and models) to design and develop content, experiences, and other solutions to support the acquisition of new knowledge or skills. Instructional designers ought to begin by conducting a needs assessment to determine the needs of the learning event including what the learner should know and be able to do because of the training or learning solution, and what the learners already know and can do.*

*A **Course Developer** role is about tools, programming, and how to make visions come to life. It's about knowing how variables work and putting them to use. It's about the best way to make navigation accessible for those with mobility, hearing, vision, or cognitive disabilities. It's about making sure that no matter how many inconvenient things a learner does, when they pass the assessment, they are recorded as passing the assessment.*

*An **Instructional Developer** has a big-picture idea of how the final cut should look and offer guidance from the start. The designer takes cues from the developer while the developer keeps the strategy on track. Instructional development usually happens via the ADDIE or the SAM model. Each model has its pros and cons, but both help the developer create an overall picture and execute the perfect take.*

*A **Learning Experience Designer** merge design-thinking principle with curriculum development and the application of emerging technologies to help faculty tailor content to student behaviors and preferences. Learning Experience Design is a synthesis of Instructional Design, educational pedagogy, neuroscience, social sciences, design thinking, and User Experience Design.*

The difference between Instructional Designer and other roles

***A Curriculum Developer** role involves the implementation of different types of instructional strategies and organizational methods that are focused on achieving optimal student development and student learning outcomes.*

Current curriculum types can be broken down into two broad categories: the product model and the process model.

***A Content Writer** focuses on writing the text that goes into the course. At times, this can be tricky. For example, if the subject matter has multiple steps the content writer must present the information clearly. Regardless of the learner or subject, a content writer finds an engaging approach that encourages the learner to interact with the text.*

***An Educational Technologist** is responsible for identifying, purchasing, and supporting technology and computer networks, as well as for training teachers.*

Educational technologists work with faculty, staff, and students to identify, analyze, and explore the university's teaching and learning technology needs and identify instructional gaps and proactively collaborate with them to implement pilot technologies using research methodologies.

***An eLearning Designer** is working on the process of designing something which is essentially one of many possible solutions that an Instructional Designer might come up with.*

So, I think that's clear in my head. Instructional design is that whole process from start to finish, and eLearning design is just designing one possible solution that has been identified within that whole instructional design process.

***A learning Architect** possesses the requisite design knowhow but is also a strategic partner dedicated to helping the L&D leader develop and execute a sound, cost-effective plan. The learning architect is a problem solver, with strong consulting and project management skills.*



The connection between Instructional Designer and other key players

At the macro level, L&D is about understanding the organization strategy and its future capability needs to identify learning priorities across the organization. To achieve this, however, you need a carefully selected eLearning team on your side.

*Each professional must play their part in the process to deliver an **eLearning course** that exceeds expectations.*

*Moreover, we will see how to **collaborate with an instructional designer** - to exceed the expectations in the end.*

Instructional Designers (75 h) *uses all instructional design principles, models and learning theories, at their disposal to fulfill learning objectives and fill in the knowledge gaps. They carry out a wide range of tasks, from cultivating and managing eLearning course content to creating storyboards and developing compliance manuals. They have an in-depth knowledge of eLearning authoring tools and learning management systems.*

Technical writer (75 h) *is an information communicator who uses his or her technical knowledge to create instructional and technical manuals, assessments, and training guides.*

A technical writer is also responsible for organizing content into a document to be easily understood by laymen. Technical writers carry out research, create, and deliver information through a variety of media, such as print, electronic, and audio-visual.



The connection between Instructional Designer and other key players

eLearning Project Manager (10 h) will discuss possible solutions with the team or takes it upon themselves to remedy the situation, depending on the nature of the obstacle. This is the individual who propels the eLearning project forward and keeps everyone on track and focused on the common goal.

Subject Matter Expert (30 h) the individual who is in-the-know about what needs to be included in the eLearning course. They will typically work closely with the Instructional Designer or Technical Writer to determine the key takeaways, learning objectives of the course, as well as how the content should be conveyed.

Course Authoring Specialist (1h) puts all the pieces of the puzzle together to create an immersive and engaging eLearning course. They may integrate the content to the eLearning course layout, but make sure the eLearning course is compatible with the LMS and add the finishing touches.

Learning Management System Specialist (3 h) oversees the infrastructure of the learning management system. Must ensure that the eLearning course uploads properly and that every element is in the right place.

Graphic Designer (20 h) produce the eLearning videos and scenarios, as well as any other highly interactive elements within the eLearning course design. The graphic designer will also take care of the design of the branding logos that are featured throughout the eLearning course.

Communications Manager (1 h) takes care of eLearning course notifications, reminders, and collect feedback from learners.

IT Specialist (1 h) make sure that everything runs smoothly and manages the networks and tech tools. They may also be responsible for helping learners who cannot login to the eLearning course or encounter a technical issue.

QA Tester (3 h) runs numerous quality assurance tests to verify that every aspect of the eLearning course is on-point, from the text to the interactive scenarios and images.

Adult Learning theory

There are many different theories of adult learning, including:

1. *Andragogy*
2. *Transformative learning*
3. *Experiential learning*
4. *Project-based learning*
5. *Self-directed learning*

But the following ones are the most important theories every e-learning designer must know!

All these theories have **one goal**: they help you **create effective learning experiences** for the adult corporate learner!

Malcolm Knowles popularized the concept of **Andragogy in 1980**.

Characteristics

- ❖ **Need for Knowledge**: Adults need to know “why” they should learn.
- ❖ **Motivation**: Adults are driven by internal motives.
- ❖ **Willingness**: For adults, the willingness or readiness to learn comes from perceiving the relevance of the knowledge.
- ❖ **Foundation or Experience**: Adults bring with them rich reserves of experiences that form the foundation of their learning.
- ❖ **Self-Direction**: Adults are self-directed individuals who want to take charge of the learning journey. *Orientation to Learning*: Adults learn best when they “do.”

Adult Learning theory

Jack Mezirow developed **Transformational Learning Theory in the 1970's.**

Characteristics

- ❖ **Identification of a Dilemma or a Crisis:** The realization that we had all along been holding on to wrong beliefs or that we don't know what we should know is often a trigger to dig in and unearth information or review our mindsets and thought patterns.
- ❖ **Establishment of Personal Relevance:** This is the context or the answer to the eternal "what's-in-it-for-me" question that inspires people and drives learning.
- ❖ **Critical Thinking:** Your learners are sensible, rational people with minds of their own.
- ❖

David Kolb championed **Experiential Learning Theory in the 1970's.**

Characteristics

- ❖ **Concrete Experience (CE):** Adults learn best when the learning experience goes beyond the chalk-and-talk routine.
- ❖ **Reflective Observation (RO):** Adults need to engage with and reflect on their experiences to glean insights and acquire knowledge.
- ❖ **Abstract Conceptualization (AC):** The success of experiential learning lies in the learner being able to decode abstract concepts from their reflections, generalize these ideas, and realize the relevance to their reality.
- ❖ **Active Experimentation (AE):** Role-playing activities, internships, and other hands-on tasks let learners apply the learning and thus truly "learn by doing."

*Continues
with
Chapter 2*

*ID
development*



The most popular instructional design modules

*The **ADDIE** model of instructional design is probably the most well-known approach for crafting learning solutions. ADDIE stands for Analyze, Design, Development, Implement, and Evaluate.*



ADDIE

But at the same time most of the current instructional design models are spin-offs or variations of the ADDIE model.

*The first and arguably most important phase in the **A**DDIE model is the **analysis phase**. The ADDIE model analysis phase is where you will gather all the information you have at the outset of the project to define your approach.*

*The **design phase** of **A****D**DDIE is where you will take all the information you accumulated above and start using it to define an approach to teaching the desired materials to learners.*

*The **A****D****D**IE model **development phase** builds on the design step in several ways. Developers will build out the prototype, creating actual materials as planned in the previous phase.*

ADD*I**E **implementation** is the **phase** in which learners receive the instruction and materials prepared for them throughout the previous three steps of the ADDIE model.*

ADD*I****E** model **evaluation** happens in many ways throughout the course of this model, and formative evaluation happens in every step.*

The most popular instructional design modules

*Unlike ADDIE's five big sequential steps, the **Successive Approximation Model (SAM)** is a more cyclical process which can be scaled from basic (SAM1) to extended (SAM2), to suit your needs.*



*There are **three phases** or development stages of SAM, and each is cycled to be closer to ideal.*

Preparation phase

SAM starts with the preparation phase, but not the same preparation as in ADDIE or ASSURE. The preparation and information gathering in SAM is quick. SAVVY Start means the development focus is to ensure an alignment between the learners' performance needs and the learning solution.

Iterative design phase

In this phase, the cyclical model with three iterations of design, prototype, and review is quite like other instructional design models such as ADDIE and ASSURE, which involves the steps of design, development, and evaluation. All parties' ideas and assumptions are discussed, prototyped, and evaluated early on approaching a usable product.

Iterative development phase

In this iterative development phase, led by instructional design, all parties work collaboratively to go through the development, implementation, and evaluation together. The four steps of this phase start with a design proof which derived from the first iteration development, move to Alpha (a complete version of the instructional application), then evolve into Beta (a version after feedback in Alpha step), and finalize into Gold (a version after feedback in Beta step).

The most popular instructional design modules

Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective, and sensory domains.



Bloom's Taxonomy

As e-learning designers, writing clear learning objectives is essential to the success of our courses. And there are **6 levels** that can be used to structure the learning objectives, lessons, and assessments of your course:

1. **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. **Applying:** Carrying out or using a procedure for executing or implementing.
4. **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
6. **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

The most popular instructional design modules

Robert Gagne's Nine Events of Instruction is based on the behaviorist approach to learning. Gagne identified the mental conditions needed for learning in adults.



Gagne's Events

He then created his **9 Events of Instruction** to address the conditions of learning. The Nine Events of Instruction are:

1. **Gain the student's attention.** Emotional buy-in is the first step in laying the foundation for learning retention. This can be done by telling a story or asking a thought-provoking question.
2. **Inform students of the objectives.** Establishes expectations for the course and criteria for measuring success or failure.
3. **Stimulate recall of prior learning.** Leverages existing knowledge as a scaffold to incorporate new knowledge.
4. **Present the content.** Use chunking for easy consumption of the content.
5. **Provide learner guidance.** Supplement the content with case studies, activities, discussion questions and other instructional support materials.
6. **Elicit performance.** Challenge learner's activities that recall, utilize, and evaluate knowledge.
7. **Provide feedback.** Use immediate feedback to reinforce knowledge.
8. **Assess performance.** Test learner knowledge against established criteria
9. **Enhance retention and transfer to job.** Use content retention strategies to appropriate job aids to retain new knowledge.

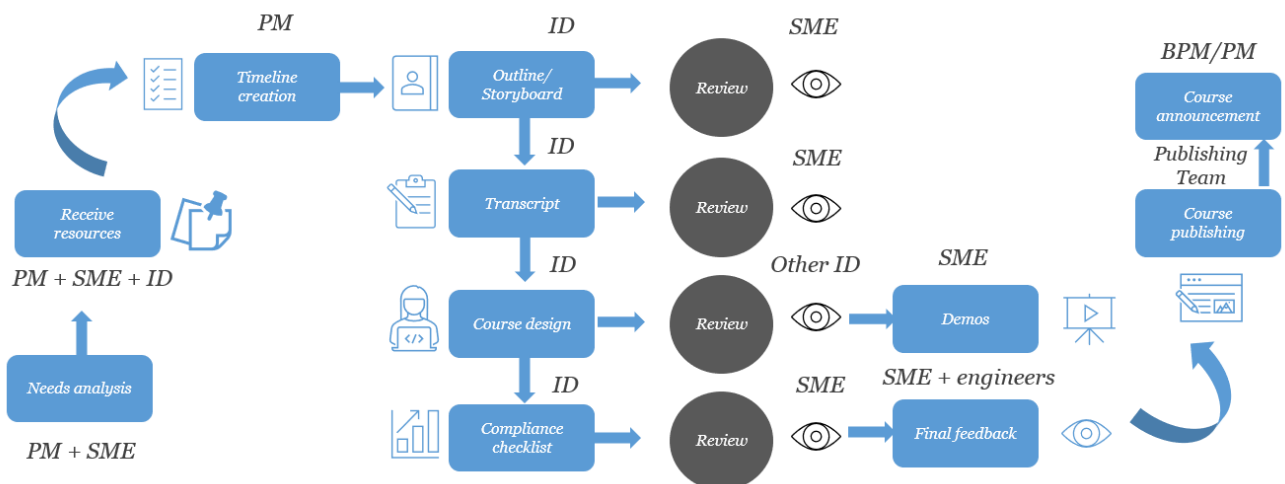
The instructional design process

An Instructional Designer (ID) is the professional who executes scientifically designed consumable information, that improves knowledge, ability, experience, and performance (KAEP) of a learner, given a collection of communication/content. The ID should first understand the business and the learner's needs and then create the solution to meet these needs.

The ID process is a roadmap outlining the essential steps the Instructional Designer must take to complete the main task, creating courses.

The following chart summarizes the entire process.

The process!



The instructional design process

The ID must always keep in mind these **8 milestones** check points of each project:

1. **Needs analysis.** The purpose of this first phase (analysis) of instructional design is to understand the nature of the problem you are trying to solve and learn more about the target audience so you can build an appropriate technical training solution.
2. **Timeline.** At the beginning of the project, once the ID has analyzed the materials offered by the SME and the deadline was given, a timeline must be created. The timeline must have a check point for each task.
3. **Outline/Storyboard.** The ID will offer the outline suggestion to the SME and explain why it's recommended to adopt that idea.
4. **Transcript/Design Document.** This step is used to offer a detailed plan of the content organization. The ID will use a transcript to offer the written version of the course. Therefore, the transcript is a mirror of the course delivered by the ID.

Note: Transcripts/Design Documents can also be used when the ID must create a Learning Path that includes more courses on the same topic. In this case the transcript will show the SME how the ID thought to use the information, to maximize the outcome of the learning process.

For example, a specialist certification where the ID will deliver ten courses, labs, and assessments, will need to be documented in a detailed transcript.

6. **Resource Guide/Glossary.** The ID can add the resources guide and/or glossary to the courses delivered if these are available. Sometimes the materials offered by the SME will not allow this action to be taken but it's highly recommended when possible.
7. **The design tool pages.** Each team and project will have a dedicated tool to use when creating the courses. The ID will adhere to the internal best practices of the team or of the project to ensure consistency and professionalism.
8. **Feedback/Review** the ID must always request feedback from the SME or other stakeholders involved in the project. The feedback can be requested using a dedicate form or depending on the project, can be requested, and offered during team meetings and live sessions.

Templates and standards

As many organizations are designing and developing eLearning solutions and tools, it is imperative to have a standard. This can be implemented in each organization, or team or project. Without standards it's impossible to compare courses objectively.

When deciding upon the standard there are four main areas to implement it:

- ❖ *The interface of the course*
- ❖ *The compatibility of the tools used with the information provided.*
- ❖ *The quality of the production*
- ❖ *The instructional design model agreed.*

Needs analysis template.

Project Name: [title]

Feature/ Tool/ Process/ Procedure: [type]

Topics for the needs analysis:

- ❖ *Project Overview.*
- ❖ *Performance & Impact.*
- ❖ *Requirement and Needs.*
- ❖ *Audience Overview.*
- ❖ *Project Roles.*

Templates and standards

Outline template.

Course development Outline

Proposed Outline for

- ❖ *Release date: DD/MM/YYYY*
 - ❖ *Resources:*
- ❖ *Estimated time: . Minutes.*

Each **outline should include:** *the modules, the topic, delivery method or tool, resources, and comments.*

Timeline template.

*Each course development process has 4 **phases/milestones:***

- ❖ *Phase 1: Analyze - 15% completion depending on the depth of analysis.*
 - ❖ *Phase 2: Design and develop - another 30% completion.*
 - ❖ *Phase 3: Develop- another 35% completion.*
 - ❖ *Phase 4: Implement- another 20% completion.*

*Each **individual timeline** is developed based on:*

- ❖ *phase*
- ❖ *task,*
- ❖ *owner and*
- ❖ *dates to deliver the service.*

Templates and standards

Transcript template.

Course title

Welcome tocourse. This course is part of the overall program designed to.....

A transcript should include:

- ❖ *pre-requisites*
- ❖ *estimated time*
- ❖ *learning objectives (always created based on Bloom's taxonomy method)*
- ❖ *the modules (including overview, objectives, sections, and resources) and summary and review of the course.*

Review template.

Subject: *[Action required] - "Course title" ready for review*

"Hi everyone,

Course "....." is ready for review!

Course details:

Audience:

Duration: We estimate that it will take youminutes to complete this course.

Delivery: This course has been designed intool.

Course location: The source file is available here:

DEADLINE:

Thank you,

Signature "

Writing Learning Objectives

Learning objectives are statements that define the expected goal of a curriculum, course, lesson, or activity in terms of demonstrable skills or knowledge that will be acquired by a student because of instruction.

Objectives for learning can be grouped into three major domains:

1. **cognitive (mental)**
2. **affective (emotional)**
3. **psychomotor (physical)**

To create effective learning objectives there are **3 important steps** which we will discover now:

Select the action verb.

Select an appropriate action verb to describe the requirement behavior of the objective. Use **Bloom's Taxonomy** of cognitive behavior for this. E.g., define, list, identify, describe, discuss, apply, explain etc.

Specify three main dimensions.

Objectives should specify three main dimensions communicating the intent of the course when writing an objective:

- ❖ **performance:** what a learner is expected to do after taking up the course.
- ❖ **condition:** the condition under which the learner can perform the task given.
- ❖ **criterion:** how well a learner must perform the task given.

Verify the learning objective.

Ask yourself: "Is this what I want the learners to be able to do after completing the course?"

Every activity and assessment should relate to the learning objectives, as this will ensure the achievement of the learning objectives.

Writing Learning Objectives

There are specific **action verbs** which should be used for the 6 levels of Blooms Taxonomy:

Remembering: list, recite, outline, **define**, name, match, quote, recall, identify, label, recognize.

Understanding: describe, **explain**, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.

Applying: calculate, predict, **apply**, solve, illustrate, use, demonstrate, determine, model, perform, present.

Analyzing: classify, break down, categorize, **analyze**, diagram, illustrate, criticize, simplify, associate.

Evaluating: choose, support, relate, determine, defend, judge, grade, **compare**, contrast, argue, justify, support, convince, select, evaluate.

Creating: design, formulate, build, invent, **create**, compose, generate, derive, modify, develop.



Writing Assessments

Formative assessment occurs regularly throughout a unit, chapter, or term to help track not only how student learning is improving, but how your teaching can, too.

Formative assessment can **include** structured, formal observations; informal observations; classroom discussions; analysis of student work samples; strategies for monitoring progress; strategies for checking student understandings or skills; curriculum-based measurement; self-assessment measures; and peer-assessment activities.

Examples!!

- ❖ Rubrics
- ❖ Class discussions
- ❖ Checklists
- ❖ Questionnaires
- ❖ Journals/Progress notes
- ❖ Self-evaluations
- ❖ Observations
- ❖ Conferences/Interviews
- ❖ Peer/self-evaluation

Summative assessment occurs at the end of a unit, chapter, or term and is most associated with final projects, standardized tests, or district benchmarks.

Typically, heavily weighted and graded, it evaluates what a student has learned and how much they understand.

Examples!!

- ❖ Rubrics
- ❖ Written tests
- ❖ Creative assignments
- ❖ Presentations
- ❖ Portfolios
- ❖ Written reports
- ❖ Projects/products
- ❖ Practical examinations
- ❖ Peer/self-evaluation

Accessibility

Content can have really big impact on accessibility.

For example!

- ❖ *Do you know if a visitor to your site can see the content?*
- ❖ *Do you know what barriers your content is presenting for people with hidden or cognitive disabilities?*
- ❖ *So, what should be taken into consideration when creating accessible content?*

1. Structure *your content well.*

Write content to be easy to read for your target audience. Good content is about reinforcing messages. Use multiple means of conveying a message to ensure the message reaches as wide a few people as possible.

2. Make *your page titles meaningful and unique.*

Page titles should provide the most relevant information about the page, be concise and unique.

3. Provide *meaningful link texts.*

Link texts like “click here” or “read more” are not good in terms of accessibility — they should clearly describe what the URL is about. This is especially helpful to people who rely on screen readers.

Some recommendations:

- avoid raw URLs.*
- use meaningful keywords.*
- avoid many extra words and stay concise.*
- integrate link text naturally into the content.*
- make sure it reads well independently of the rest of the text.*
- if it leads to downloading a file, specify its type and size*
- avoid extra links leading to the same destination.*

4. Provide *ALT text for images.*

The alternate, or ALT text, describes what the image is about. It will be read by screen reader software. The ALT description should be clear, concise, and helpful. If an image is used as a link, the link destination should be stated in the ALT. If there is some text on the image, consider duplicating it.

Accessibility

5. Page Layout, font size, spacing and lists.

Content accessibility is also to do with layout and structure of content, web pages and articles. Using more paragraphs, heading and bullet points also helps people who are navigating with assistive technology, such as a screen reader (for sight loss), to get a quick overview and to navigate through the piece more easily. Understand that punctuation will be used for tone and pauses by a screen reader and text-to-speech and links need to describe what they're linking to.

6. Use clear and simple language.

To create accessible content, use clear and simple sentences. Acronyms (like WCAG) should be expanded (like to Web Content Accessibility Guidelines). Technical terms should be either avoided or explained. However, it depends on the professional level of the content's target audience.

7. Use real headings.

Use real headings that are structural elements of the document and define its hierarchy. The most important heading on a page is H1, which is followed by H2, H3, and so on. When a screen reader sees a heading, it will read it out "Heading level one."

8. Provide videos and audios with transcripts or captions.

Transcripts and captions both present the spoken content as written text. Captions appear on the screen as chunks of text simultaneously with the spoken content. Transcripts are textual versions of the content in a separate document. This may help people who:

- *can't hear.*
- *use English as a second language.*
- *want to grasp the content more quickly and efficiently.*
- *must avoid loud sounds in the room due to some reasons and more.*

9. Make documents accessible (can be downloadable).

It is better to consider providing a text alternative to the PDF document.

Accessibility

10. Use the social media capabilities.

Social media have different accessibility options, so you need to make sure you are using them.

- on Twitter, you can enable alternate description for images.
- Instagram allows unlimited captions for images.
- Facebook uses face recognition.
- YouTube automatically captions videos and now uses face recognition.

11. Don't use timed tests.

Give learners the time they need to use the accessible alternatives you've added for them. Avoid using quiz timers.

12. Add keyboards shortcuts.

Keyboard shortcuts can really be a blessing for learners with mobility impairments.

13. Use tables to structure text for screen readers.

Tables are valuable for accessibility, communicating to screen readers how content is organized and providing context for learners.

14. Identify the course language for screen readers.

Tell screen readers which language your course uses. Just select a language in your player properties. The screen readers will also easily navigate through your content, move from section to section.

15. Customize the text labels.

Screen readers use the text labels to describe player elements and give instructions to learners. Sometimes you might want to tweak the default text labels.

16. Use text with contrast ratio of 4.5:1.

Some learners have low vision rather than total blindness. To make your course accessible for low-vision learners, use on-screen text with a contrast ratio of 4.5:1 or higher.

And...
Chapter 3

***ID tools and
techniques***



Design tools

An **authoring tool** is a piece of software that enables the creation of digital content. This could be as simple as creating a Microsoft Word document, or as complex as a graphic design tool.

Deciding on an eLearning authoring tool if you don't know exactly what you need but there are lots of tools from where we can choose.

❖ Here's a list of some of the most popular **authoring tools**:

eLearning Software	Type of solution	Quality of output	Speed and Efficiency	Scalability
Elucidat	eLearning authoring platform	High	Fast	High
Adobe Captivate	Standalone authoring tool	High	Slow	Low
Articulate Storyline	Authoring suite	Medium	Slow	Low
Articulate Rise	Online authoring tool	Low	Fast	Medium
Gomo	Online authoring tool	Medium	Fast	High
Lectora	Standalone authoring tool	Medium	Slow	Medium
Adapt	Online authoring tool	Low	Fast	Medium
DominKnow	Online authoring tool	High	Average	Medium
Easygenerator	Online authoring tool	Low	Fast	Low
iSpring Suite	Authoring suite	Medium	Average	Medium
Evolve	Online authoring tool	Medium	Fast	Medium
Camtasia	Video authoring software	Medium	Medium	Low

Formative **assessments** are crucial for instructional designers to understand their learners' grasp of concepts and skills as they work their way through lessons.

❖ Here's a list of some of the most popular **assessment tools**:

[Nearpod](#), [Edulastic](#), [PlayPosit](#), [Flipgrid](#), [Pear Deck](#), [ClassFlow](#), [GoClass](#), [Formative](#), [Kahoot](#), [Padlet](#), [Socrative](#), [Google Forms](#), [Quizlet](#), [Edpuzzle](#).

Learning Management System

*A **learning management system (LMS)** is a software application or web-based technology used to plan, implement, and assess a specific learning process.*

LMS software enables learner interaction through course discussion, sharing, and commenting. These diverse options can be overwhelming to choose from.

Hence, below you can find a list of Learning Management Systems (LMS) software that will help you choose the one that suits your needs.

The LMS are split in:

- ❖ *Cloud-based*
- ❖ *Self-hosted*
- ❖ *Desktop application*
- ❖ *Mobile application.*

And if you want to check the best **voted LMS in 2021** you can find them [here.](#)

An LMS will help you to:

- *Organizes eLearning content in one location.*
- *Provides unlimited access to eLearning materials.*
- *Easily tracks learner progress and performance.*
- *Reduces Learning and Development costs.*
- *Reduces Learning and Development time.*
- *Keeps organizations up to date with compliance regulations.*
- *Quickly and conveniently expands eLearning courses.*
- *Integrates social learning experiences.*

And these are the types of content in which LMS can deliver your courses:

- ❖ *SCORM, MP4, Microsoft Word, Excel, and PowerPoint Documents, Pages, Numbers & Publisher Documents, PDF, JPG, PNG, GIF Images, Zip and RAR Files, Embedded YouTube videos or URL Links.*



scenarios - situates the learner as listener or observer of an unfolding story.

role play - similar with a scenario but involve the learner in actively making a set of decisions.

reflection - prompts the learner to think and lead him/her to self-awareness.

practice test - test a learner's knowledge or application of it.

reckoner - overview of key ideas, concepts.

testimonials - exposes the learner to a viewpoint of a real or imaginary character.

information - an information presented in a direct manner.

job aid - assist on the job transfer of learning through a just- enough snapshot of key learning.

branching narrative - like a scenario but involves a basic storyline that branches off into independent scenarios.

ID techniques

8 activities for eLearning courses

The core unit of instructional design is **a learning activity**; it organizes a unit of time, in or out of class, to address a subset of course learning outcomes. Learning activities vary widely, from the delivery of knowledge (lecture) to the development of student learning skills (problem solving).

- ❖ **Virtual Brainstorming Sessions** - Social media groups, eLearning forums, and Project Management online tools are all ideal platforms for virtual brainstorming
- ❖ .
- ❖ **Q&A eLearning blogs** - Questions in eLearning may seem perfectly mundane.
- ❖ **Branching Scenarios** - Branching scenarios give online learners the ability to apply their knowledge in realistic situations.
- ❖ **Real world mysteries** - Give online learners the opportunity to become amateur sleuths by incorporating real-world mysteries.
- ❖ **Video conferencing debates** - Thanks to modern technology, there is a variety of video conferencing tools to choose from.
- ❖ **Thought-Provoking stories** - Stories are a powerful eLearning tool. They pull the online learner in and make them feel for the eLearning characters and their plight.
- ❖ **Turn the tables** - Assign each online learner a topic and then ask them to create eLearning materials to share with their peers.
- ❖ **Course Cliffhangers** - This creative eLearning activity involves breaking your modules into two sections.

Video editing tools

The **best video editing software** options enable you to produce the highest quality videos in a reasonable amount of time.

There are plenty of different editing programs available that include different features and price tags. With so many options, comes the challenge of finding the best software for you that's within your budget.

Adobe Premiere Pro

- ❖ High-quality video and audio editing
- ❖ Correct and convenient work with various Windows OS, MacOS
- ❖ Built-in non-linear video editing
- ❖ Support for a variety of formats such as Flash Video, HD and HDV
- ❖ Video content editing in real time

Camtasia

- ❖ Very easy to learn / Amazing screen capture feature
- ❖ Impressive cursor effects / Interactivity features
- ❖ Good asset library / Mobile version
- ❖ Great customer service / Low cost

Adobe Premiere Elements

- ❖ Clear, simple interface / Guided Edits ease basic and advanced projects
- ❖ Lots of video effects / Solid text tools
- ❖ Cross-platform support

Corel Video Studio

- ❖ Wide selection of fun video-creation tools / Clear, simple interface
- ❖ Fast rendering / Support for 360-degree VR, 4K Ultra HD, and 3D media
- ❖ Multipoint Motion tracking / Multicamera editing.
- ❖ HTML5 video page creation / Stop-motion tool

Video editing tools

Adobe Premiere Rush

- *User-friendly interface that is snappy and responsive*
- *Exporting files are seamless compared to its counterparts.*
- *Good color and title tools as opposed to most of its competition.*
- *The finished files can be easily uploaded to different social media platforms like YouTube, Facebook, Vimeo.*
- *It synchronizes projects between desktop and mobile.*

Final Cut Pro X

- *Magnetic, trackless timeline*
- *Superior organization tools, including libraries, ratings, tagging, auto analysis for faces, scenes.*
- *Support for 360-degree footage and HDR. / Multicam support.*
- *Fast performance / iPad Sidecar and MacBook Touch Bar support*





Design fonts

Despite the utility of multimedia in eLearning, images and even videos can only go so far: the core source of information remains text. Accordingly, a basic knowledge of typography is a must for any eLearning designer.

Type can be organized into categories, according to their physical characteristics and historical context. For those who want to go more deeply into visual design, it's important to know the full range of categories.

The classic ones!

*Before starting with the newest ones let's see the most **classic ones**:*

Helvetica

Garamond

Futura

Gill Sans

Rockwell

*Five free fonts that will **improve** your e-learning!*

Open Sans

Roboto

Lato

Century Gothic

Railway.



BONUS

10 Books





1. *Design for How People Learn (2nd Edition) (Voices That Matter)*. By Julie Dirksen, 2015.
2. *Essentials of Online Course Design: A Standards-Based Guide (Essentials of Online Learning)*. 2nd Edition. By Marjorie Vai, Kristen Sosulski, 2011
3. *Instructional Design for eLearning: Essential guide to creating successful eLearning courses*. By Marina Arshavskiy, 2013
4. *E-Learning Fundamentals: A Practical Guide Paperback*. By Diane Elkins, Desiree Pinder, 2015
5. *Principles of Instructional Design*. 5th Edition. By Robert M. Gagne, Walter W. Wager, Katharine Golas, John M. Keller, 2004
6. *Instructional Design*. 3rd Edition. By Patricia L. Smith, Tillman J. Ragan, 2004
7. *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice*, Third Edition. By Abbie Brown, Timothy D. Green, 2015
8. *ISD from the Ground Up: A No-Nonsense Approach to Instructional Design*. By Chuck Hodell, 2011
9. *e-Learning by Design*. 2nd Edition. By William Horton, 2011
10. *Instructional Design fundamentals*. By Andra Arsene 2020

***Thank
you!***

