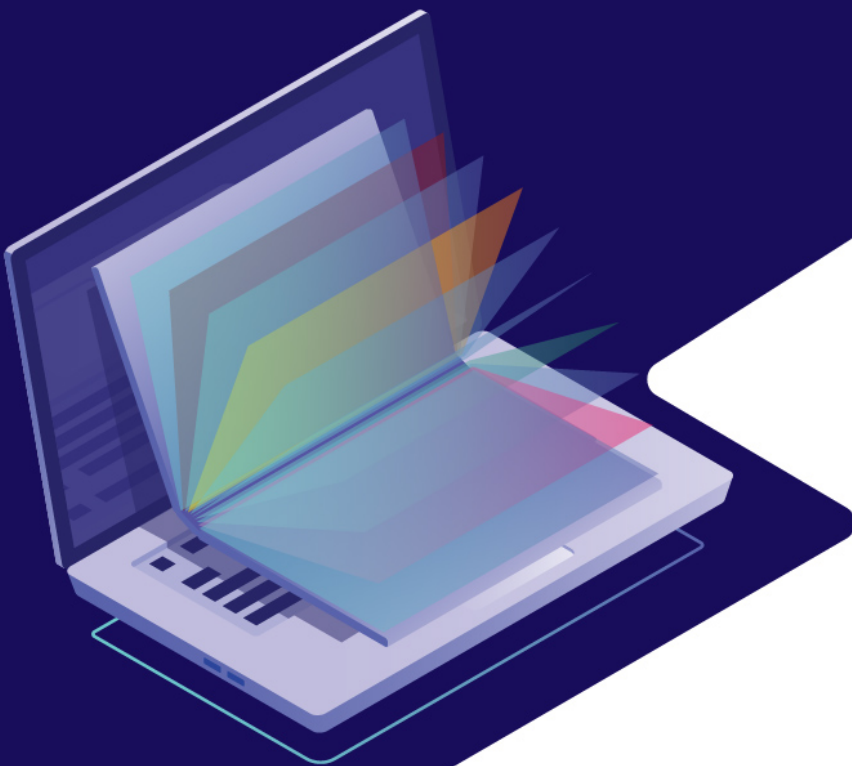


THE ELEARNING DESIGN MAP



YOUR GUIDELINE
TO DESIGNING
IMPACTFUL ELEARNING
EXPERIENCES

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THE ELEARNING DESIGN MAP

YOUR GUIDELINE TO DESIGNING IMPACTFUL ELEARNING EXPERIENCES

01

The Data Collection

1.1. TRIGGER

What is the trigger for the training request?
Why is the learning intervention necessary?

1.2. SUCCESS CRITERIA

What is the expected impact on learner performance & business results?
Do learners need to pass a final exam/certain score?

1.3. CONSTRAINTS

What are the learning project constraints to be considered?

1.4. GENERAL INFO

What are the organization's information to be considered?

1.5. KEY STAKEHOLDERS

Who are the stakeholders involved in the project?

1.6. LEARNING ENVIRONMENT

How can the learning environment be described?

1.7. CURRENT LMS

What does the current LMS support?

1.8. EXISTING PROGRAM

Is there any existing similar program/course?
If yes, what is satisfactory/unsatisfactory about it?

1.9. LEARNER DEMOGRAPHICS

What are the demographics of the target audience?

1.10. LEARNER KSW

What is the Knowledge/Skills/Willingness level of the target audience?

1.11. LEARNER JOB SPECIFICS

What is the job-related info to be considered?

02

The Validation

2.1. DATA ANALYSIS

What are the tools used to validate the training request?

2.2. TASK ANALYSIS

Shadowing SME/high performer while doing the task.

03

The Proposal

3.1. THE PROPOSAL

Documenting the conclusions & recommendations of stages 1 & 2.

04

The Project

4.1. THE PLAN

Listing the project tasks & the estimated time to accomplish each.

4.2. THE TEAM

Listing the stakeholders/team who will be involved in the project.

4.3. THE KICK-OFF MEETING

Presenting & agreeing on the project plan, team & accountabilities.

05

The Impact

5.1. THE EXPECTATIONS

Developing the learning journey's objectives.

5.2. THE IMPACT MATRIX V.1.

Identifying the assessment/evaluation tools & target scores used to measure learning impact.

5.3. THE IMPACT MATRIX V.2.

Reviewing & updating the developed Impact Matrix with the project team.

06

The Content

6.1. CONTENT RESOURCES

Identifying the resources used to gather the content.

6.2. CONTENT GRADING

Selecting the topics/sub-topics to be covered based on the content grading.

6.3. CONTENT FLOW

Selecting the flow technique used to organize the topics.

THE ELEARNING DESIGN MAP

YOUR GUIDELINE TO DESIGNING IMPACTFUL ELEARNING EXPERIENCES

6.4. CONTENT CHUNKING

Organizing the course content into separate modules/lessons.

6.5. CONTENT WRITING

Writing the content in a conversational, engaging tone.

07

The Design

7.1. READINESS

Selecting & developing the tool(s) used to increase learners' readiness.

7.2. LEARNING

Designing the eLearning course (7.2.1. - 7.2.6).

7.2.1. DESIGN STRATEGY

What is the general design strategy(s) of the learning intervention?

7.2.2. LESSON PLAN MODEL

Following a model to organize the instructions.

7.2.3. THE STORYBOARD V.1.

Creating the storyboard v.1.

7.2.4. MONITORING

How will the learning transfer during the lesson be monitored?

7.2.5. CONTENT EDITING

Editing the content based on 7.2.1. – 7.2.4.

7.2.6. THE STORYBOARD V.2.

Editing the storyboard v.1. based on the reviewers' feedback.

7.3. REINFORCEMENT

Selecting & developing the tool(s) used to reinforce learning.

7.4. ASSESSMENT

Developing the assessment tools/ checklists that will be used to assess the learning retention/ transfer after the learning intervention.

08

The Development

8.1. TOOLS SELECTION

Selecting the software/ hardware required to develop the course.

8.2. THE TEMPLATES

Creating the slide templates based on storyboard v.2.

8.3. THE ASSETS

Developing the course assets.

8.4. THE α -VERSION

Integrating the different assets developed (8.3.) into the created course templates (8.2.) using the selected authoring tool (8.1.).

8.5. THE QA

Conducting an internal QA.

8.6. THE UAT

Conducting a User Acceptance Testing using the α -version on a selected pool of target learners.

8.7. THE β -VERSION

Editing content, design, visuals, instructions or learning activities based on the UAT results.

8.8. THE γ -VERSION

Conducting another UAT & developing a γ -version –if needed.

09

The Implementation

9.1. THE SUPPORT

Meeting the stakeholders to emphasize on their supporting roles in the readiness, learning & reinforcement phases.

9.2. THE ROLL-OUT

Implementing the selected Readiness tool(s) (7.1.), β - or γ - version of the course (8.7. or 8.8.) & Reinforcement tool(s) (7.3.).

10

The Result

10.1. THE EVALUATION

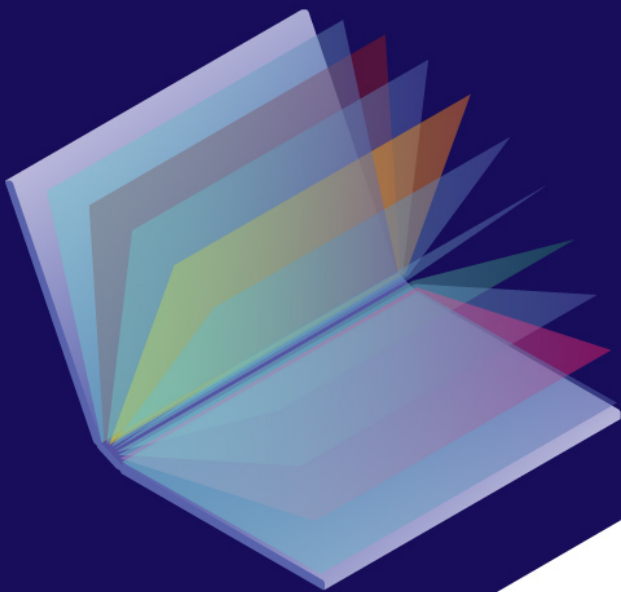
Applying the Impact Matrix (5.3.).

To what extent did the intervention achieve the expected impact identified in 3.1.?

10.2. THE DOCUMENTATION

Documenting the whole intervention (stages 1-10).

THE ELDM HANDBOOK



YOUR GUIDELINE
TO IMPLEMENTING
THE ELEARNING
DESIGN MAP

1. The Data Collection

1.1. Trigger

What is the trigger for the training request? (supported by data)

Performance gap

Job-specific development

Talent Development

General business acumen

Regulatory compliance

Others

1.2. Success Criteria

What is the expected impact on learner performance?

What is the expected impact on business results?

Do learners need to pass a final exam/certain score?

1.3. Constraints

What are the learning project constraints to be considered?

Development time

Project deadline

Budget

Duration of intervention

License materials needed

SMEs availability

Others

1.4. General Info

What are the organization's information to be considered?

(Answer could include: Dashboards, Strategies and objectives, Markets, Customers, Competitors, Products/Services, Interview results, etc.)

1.5. Key Stakeholders

Who are the stakeholders involved in the project?

Role	Name(s)
Project owner	
Budget owner	
Performance consultant	
SMEs	
Recent/target learner	
L&D team	
Learners' managers	
Online/Classroom trainers	
<i>Others</i>	

1.6. Learning Environment

How leaning is perceived/valued in the organization?

--

Learning infrastructure

Classrooms		Digital/video camera	
Bandwidth		Microphone	
LMS		IT support	
PCs		Stock image license	
Recording studio		<i>Others</i>	

Existing eLearning development software

Content authoring		Audio recording	
Screencasting		Photo editing	
Video recording		Graphic designing	
Video editing		Animation creation	

Availability of internal trainers (Virtual Online/Classroom)

--

Do employees take courses on their mobile phones &/or desktops?

--

1.7. Current LMS			
What does the current LMS support?			
Learning analytics			
Personalized learning path			
Discussion boards			
Gamification support (BPL)			
Social media support			
Learner transcripts			
Others			
1.8. Existing Program			
Is there any existing similar program/course?			
If yes, what is satisfactory/unsatisfactory about it?			
Satisfactory (Positives)		Unsatisfactory (Negatives)	
1.9. Learner Demographics			
What are the demographics of the target audience?			
Age group		Number to be enrolled	
Gender		Locations	
Culture		Interests (for learning experience)	
1.10. Learner KSW			
What is the Knowledge/Skill/Willingness level of the target audience?			
Learning history			
Prior knowledge of topic			
Previous learning scores			
Sample projects			
Technology/Language			
Individual needs			
Willingness to learn			
1.11. Learner Job Specifics			
What is the job-related info to be considered?			
Job family			
Job roles & responsibilities	<i>(attach to this form)</i>		
Experience			
Seniority/Tenure			
Time learners can devote for learning journey/course			

2. The Validation

2.1. Data Analysis

What are the tools used to validate the training request?

	Performance review results		360 assessments
	Interviews		Mystery shopping
	Focus groups		Assessments/Quizzes
	Surveys		<i>Others</i>

What are the results of the Data Analysis step?

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2.2. Task Analysis

Results of shadowing SME/high performer while doing the task.
(List below the actions needed to perform the task)

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3. The Proposal

3.1. The Proposal

Document the conclusions & recommendations of stages 1 & 2.

Is it a lack of skill, knowledge, willingness, motivation or resources?			
Is training the right solution?			
Performance gap			
Final "Success Criteria"			
Suggested delivery mode		ILT	Asynchronous eLearning
		Synchronous eLearning	Blended
Third party learning provider(s) <i>(In case designing & developing the learning solution will be outsourced)</i>			
Development timeline			
Estimated cost			
Audience profile/Pre-requisites			
Learning technology requirements (browser, internet speed, etc.)			

4.2. The Team

List the stakeholders/team who will be involved in the project.

Project owner	
Budget owner	
L&D team/specialists	
SMEs/Reviewers	
Recent/Target learner	
Learners' managers	
eLearning developer	
Graphic designer	
Animator	
LMS admin	
Voice over talent	
Video producer	
Actors	
<i>Others</i>	

4.3. The Kick-off Meeting

Present & agree on the following. (checklist/update 4.1. & 4.2. accordingly)

	Project plan
	Project team
	Team accountabilities/support needed
	Number of review rounds
	Time needed to review
	Storyboard format (text, visual or wireframe)
	Publishing (web, LMS &/or mobile)
	Authoring tool (PowerPoint-based, desktop-based or cloud-based) (check 1.6.)
	Preliminary look & feel of the course
	<i>Others</i>

5. The Impact

5.1. The Expectations

Develop the learning journey's objectives.

Terminal Objective

Enabling Objectives	Learning Domain	Taxonomy Level
<i>LO1:</i>		
<i>LO2:</i>		
<i>LO3:</i>		
<i>LO4:</i>		

5.2. The Impact Matrix v.1.

Based on the identified learning objectives, what are the assessment/evaluation tools & target scores used to measure learning impact?

Learning Objective	Evaluation Level	Metric (KBI/KPI)	Tool	Target	Time Span	Owner
<i>LO1</i>						
<i>LO2</i>						
<i>LO3</i>						
<i>LO4</i>						

5.3. The Impact Matrix v.2.

Review & update the developed Impact Matrix with the project team.

Learning Objective	Evaluation Level	Metric (KBI/KPI)	Tool	Target	Time Span	Owner
<i>LO1</i>						
<i>LO2</i>						
<i>LO3</i>						
<i>LO4</i>						

Compare to the "Final Success Criteria" (3.1.). Will there be any changes to be made?

--

6.4. Content Chunking

Organize the course content into separate modules/lessons.
(Repeat for each Module/Lesson)

Module/Lesson	Topic/Sub-topic
<i>(Module/Lesson 1)</i>	1. <i>(topic 1)</i>
	1.1. <i>(sub-topic 1)</i>
	1.2. <i>(sub-topic 2)</i>
	2. <i>(topic 2)</i>
	2.1. <i>(sub-topic 1)</i>
	2.2. <i>(sub-topic 2)</i>

6.5. Content Writing

Write the content in a conversational, engaging tone.
(Attach the content document to this form)

Reading Ease Score		Grade Level Score	
--------------------	--	-------------------	--

7. The Design

7.1. Readiness

Select & develop the tool(s) used to increase learners' readiness.

(Attach the content document(s) to this form)

	Orientation session		Gathering learners' expectations
	Communication message(s)		Pre-assessment/Quiz
	Marketing campaign		Pre-work

7.2. Learning

Design the eLearning course (7.2.1. - 7.2.6).

7.2.1. Design Strategy

What is the general design strategy(s) of the learning intervention?

	Linked lessons		Case-based
	Gamified		Video-based
	Game-based		Simulation-based
	Story-based		<i>Others</i>

7.2.2. Lesson Plan Model

Follow a model to organize the instructions.

	CCAF		ROPES
	RAR		Gagne 9 Events
	<i>Others</i>		

7.2.3. The Storyboard v.1. *

Create the first version of the storyboard (SB).

(Check the suggested templates next page. Reproduce as necessary & attach the SB to this form)

7.2.4. Monitoring

How will the learning transfer during the lesson be monitored?

	Knowledge check/Quiz		Discussion board
	Reflections/Journal writing		<i>Others</i>

7.2.5. Content Editing

Edit the content based on 7.2.1. – 7.2.4.

(Attach the content document to this form)

Reading Ease Score		Grade Level Score	
--------------------	--	-------------------	--

7.2.6. The Storyboard v.2.

Edit the storyboard v.1. based on the reviewers' feedback.

(Check the templates next page)

** Starting from 7.2.3. consider Michael Allen's SAM model; iterative, agile design & development of module per module.*

7.2.3. The Storyboard v.1.

Create the storyboard. (Below 2 SB slide templates for Content & Quiz respectively)

Content Slide

Graphics	Module	Slide Number	Slide Title	Animation
<ul style="list-style-type: none"> Videos Pictures Characters 				<ul style="list-style-type: none"> Asset (1) Asset (2) Asset (3)
<p><i>On Screen Text / Visuals</i></p>				<p>Interactivity</p> <ul style="list-style-type: none"> Asset (1) Asset (2) Asset (3) <p>Navigation</p> <ul style="list-style-type: none"> Button (4) Button (5)

VO/Narration Script:

Quiz Slide

Module	Slide Number	Quiz Title	Scoring						
			<ul style="list-style-type: none"> Points assigned 						
<p><i>Quiz Instructions</i></p> <table border="1"> <tr> <td><i>Question Stem</i></td> <td><i>Answer Options (Plus correct answer)</i></td> <td><i>Correct Feedback Message</i></td> </tr> <tr> <td></td> <td></td> <td><i>Incorrect Feedback Message</i></td> </tr> </table>			<i>Question Stem</i>	<i>Answer Options (Plus correct answer)</i>	<i>Correct Feedback Message</i>			<i>Incorrect Feedback Message</i>	<p>Navigation</p> <ul style="list-style-type: none"> Button (4) Button (5)
<i>Question Stem</i>	<i>Answer Options (Plus correct answer)</i>	<i>Correct Feedback Message</i>							
		<i>Incorrect Feedback Message</i>							

VO/Narration Script:

7.3. Reinforcement

Select & develop the tool(s) used to reinforce learning.

	Coaching		Project/Assignment
	Peer learning/follow-up		Retrieval quiz
	Emails		Repetition/Learning bite
	Job aids		Social learning
	<i>Others</i>		

7.4. Assessment

Develop the assessment tools/checklists that will be used to assess the learning retention/transfer after the learning intervention.

	Post-assessment test		On-the-job observation
	Project		Video documentation
	<i>Others</i>		

8. The Development

8.1. Tools Selection

Select the software/hardware required to develop the course.

Content authoring		Photo editing	
Screencasting		Graphic designing	
Video recording		Animation creation	
Video editing		Digital/video camera	
Audio recording		Microphone	
<i>Others</i>			

8.2. The Templates

Create the slide templates based on storyboard v.2.

	Overall look & feel (colors, fonts, etc.)
	Content slides with text, audio, video & animated graphics
	Simple interaction slide (click-to-reveal)
	Complex interaction slide (branching scenario/game)
	Quiz slide
	Summary slide
	<i>Others</i>

8.3. The Assets

Develop the course assets.

	Graphics/Images		Screencasts
	Voice overs		Animations
	Videos		Documents/Job aids
	<i>Others</i>		

8.4. The α -Version

Integrate the different assets developed (8.3.) into the created course templates (8.2.) using the selected authoring tool (8.1.).

(Insert link to the α -Version here)

8.5. The QA

Conduct an internal QA.

(Use template below in case you are not using an online review app as Articulate Review 360)

QA Form

Reviewer		Slide No.	
Text			
Spelling			
Grammar			
Font consistency			
Visuals			
Clarity			
Objects alignment			
Technical functionality			
Navigation buttons			
Hyperlinks			
Branching			
Interactivity			
Animation			
Responsiveness			
Quiz Interactivity			
Feedback			
Scoring			
Others			

8.6. The UAT

Conducting a User Acceptance Testing using the α -version on a selected pool of target learners.
(Use template below)

UAT Form

A. To what extent do you agree with the below statements?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course objectives were clearly stated.					
The course content was clear & easy to understand.					
The course length and pace were appropriate.					
The course was easy to navigate.					
The course was engaging.					
The course was visually attractive.					
The course graphics/pictures were relevant to the content.					
The course sounds were clearly audible.					
I can confidently use the knowledge/skills I learned at work.					
The difficulty level of the questions was average (not too easy/hard).					
Feedback provided helped in reinforcing the course main messages.					
I would recommend this course to others.					
In general, I am satisfied with the course.					

B. Please answer the below questions.

The main key messages I learned from the course are:

The best things about the course are:

The following should be improved in the course:

8.7. The β -Version

Edit content, design, visuals, instructions or learning activities based on the UAT results.

(Insert link to the β -version here)

8.8. The γ -Version

Conduct another UAT & develop a γ -version –if needed.

(Insert link to the γ -version here)

9. The Implementation

9.1. The Support

Meet the stakeholders to emphasize on their supporting roles in the readiness, learning & reinforcement phases.

Readiness Phase	
Learning Phase	
Reinforcement Phase	

9.2. The Roll-out

Implement the selected:

	1. Readiness tool(s) (7.1.)
	2. β - or γ -version of the course (8.7. or 8.8.)
	3. Reinforcement tool(s) (7.3.)

10. The Result

10.1. The Evaluation

Apply the Impact Matrix (5.3.).
(Insert comments below)

To what extent did the intervention achieve the expected impact on learner performance & business results identified in 3.1.?

10.2. The Documentation

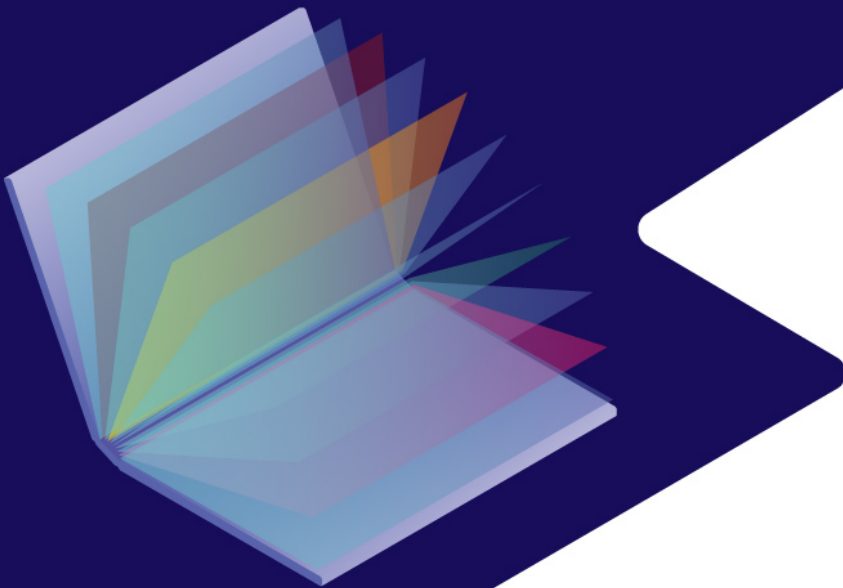
Document the whole intervention (Stages 1-10).

Process (Stages 1-9)

Results (10.1.)

Area(s) of improvement/Lessons Learned

THE ELDM CHECKPOINTS



Checkpoints											
Step	Stakeholders' Alignment/ Approval	SME Review/Approval	Alignment with the Expectations (5.1.)	Alignment with the Final Success Criteria (3.1.)	Learning Environment	Adult Learning Principles	Neuroscience of Learning Principles	Content Tone & Readability	Alignment with the Learner Analysis (1.9.-1.11.)	Alignment with the Impact Matrix (5.3.)	Alignment with the Reinforcement Tools (7.3.)
3.1.	■										
5.1.						■					
5.2.			■								
5.3.				■							
6.2.		■									
6.3.		■									
6.4.		■									
6.5.								■			
7.1.	■					■	■		■		
7.2.	■					■	■		■		
7.2.3		■			■						
7.2.5.		■									
7.2.6.		■									
7.3.	■					■	■		■		
7.4.	■					■	■		■	■	■
8.1.					■						
8.2.		■									
8.4.		■									
8.7.		■									