



Learning Design

Presented by Ufi – with Daniel Whiston

Please test your sound before we start

www.ufi.co.uk

Learning Designer

**Learning Design (LD) =
Instructional Design (ID)**

Decide what people will learn online
and how it will be presented to them

Modules, courses, scenarios, videos,
animations, simulations, games,
online degrees, performance support
tools, learning Apps, graphic novels,
infographics...



Your Learning Outcomes (LOs) for today's session...

- Learners will be able to explain the basics of designing for virtual delivery
- Learners will be able to describe how learning online presents different challenges from learning in the classroom
- Learners will be able to explain what works online - and what doesn't
- Learners will be able to list some quick actions they can take to get started

LO: Learners will be able to explain the basics of designing for virtual delivery.

STEP 1: Make a High Level Content Plan

- What should you be teaching your audience based on 1) what they need to know and 2) who they are?
- Applies to ANY form of online content



LO: Learners will be able to explain the basics of designing for virtual delivery.

STEP 2: Add LOs to High Level Plan based on content and audience

- Specific, Measurable and Achievable
- Active verbs like explain; describe; list; compare



LO: Learners will be able to explain the basics of designing for virtual delivery.

STEP 3: Decide how to present content

- Live (synchronous): Webinars
- Non-live (non-synchronous): E-learning; videos; podcasts
- A blend: e.g. live webinar plus downloadable resources



LO: Learners will be able to explain the basics of designing for virtual delivery.

STEP 4: Write a script

- Can be simple (Word or PP)
- Use this to guide a webinar, shoot a video, specify an elearning module
- Don't just improvise (especially when adapting existing content)



LO: Learners will be able to describe how learning online presents different challenges from learning in the classroom

Live (synchronous)

- Humour can be dangerous
- Avoid rhetorical questions
- Prepare your tech!
- Use a clear structure
- Actively include learners
- Compensate for lack of social cues

Non-live (non-synchronous)

- Compensate for 'the absent teacher'
- Signpost
- Ensure standalone, modular content (cover 'the story so far')



LO: Learners will be able to explain what works online - and what doesn't

What works: Content that is...

- Chunked into relatively small/short pieces
- Based around LOs that are...
 - 1) Clearly related to something your learners need
 - 2) Aimed at a specific learner profile

What doesn't

- Literal translations of classroom/F2F content
- Content dumping (limited attention budget)
- Lack of interactivity
- False learner assumptions (e.g. presuming learners know more than they do)



LO: Learners will be able to list some quick actions they can take to get started

- Map existing content offering (what's in demand and quick to re-purpose?)
- Is there NEW (topical) content you can produce quickly?
- What are the smallest pieces of content that will be useful for your learners?
- Decide on a platform (YouTube; Facebook; personal site)
- Sketch out a plan for moving forward (evaluation; promotion; build an offering)



RESOURCES: COMMERCIAL ORGANISATIONS

<https://leolearning.com/resources/>

<https://www.kineo.com/resources>



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101: The Panel –
High-Impact Blended

Insight

Measuring the
Business Impact of
Learning: 2020

For illustrative purposes only: not endorsed by Ufi

RESOURCES: PRACTITIONERS

<http://blog.cathy-moore.com/> Cathy Moore is the mother of action mapping ('create realistic practice activities, not information presentations')

<http://cammybean.kineo.com/> lots of (archived) practical advice

<http://thelearningcoach.com/> Connie Malamed offers friendly guidance



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RESOURCES: NETWORKS AND CONSULTANCIES

<https://elearningnetwork.org/> offer coaching, mentoring and other resources

<http://www.instructionaldesign.org/> general conceptual overview

<https://www.learninglight.com/> good reviews and articles on UK trends & tools

The screenshot shows the homepage of the eLearning Network (eLN). The top navigation bar is dark blue with the eLN logo on the left and two buttons: "Join the eLN" (with a plus icon) and "Login" (with a right arrow icon). Below this is a light grey navigation bar with links: "Home", "About us", "Membership", "Industry partners", "Subscribe", and "Contact us". On the right side of this bar are social media icons for Twitter and LinkedIn. The main content area has a dark blue background. On the left, the text reads: "The go to community for eLearning." followed by "Inspiration, Collaboration, Support." in green. Below this is a paragraph: "The eLearning Network (eLN) is a not-for-profit, Community Interest Company run by the elearning community for the learning community." On the right side, there is a placeholder for a newsletter sign-up, showing a preview of an email and a button that says "> Subscribe to our newsletter".

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RESOURCES: RECRUITMENT

JamPan (build own team) <https://www.jam-pan.com/>

Blue Eskimo <https://www.blueeskimo.com/>

Woodrow Mercer <https://www.woodrowmercerc.com/disciplines/learning>

Instinct <https://www.instinct.co.uk/>



RESOURCES: RECENT ARTICLES

<https://www.wired.com/story/how-to-make-online-learning-work/>

<https://eu.usatoday.com/story/opinion/2020/03/21/taking-teaching-online-class-covid-19-tips-tricks-column/5063239002/>

<https://www.tes.com/news/coronavirus-5-point-model-deliver-online-learning>

<https://about.futurelearn.com/blog/resources-for-online-teaching-during-coronavirus>

<http://theconversation.com/coronavirus-14-simple-tips-for-better-online-teaching-133573>

<https://www.iste.org/explore/10-strategies-online-learning-during-coronavirus-outbreak>

<https://cen.acs.org/education/Tips-teaching-time-coronavirus/98/i12>

Summary

- Online learning presents a real opportunity - but don't try to move too quickly
- Start with an area of content and a tech platform (videos, webinars, elearning) that you're most comfortable with
- Write a High Level Design based around Learning Outcomes
- Write a script before you develop or deliver anything
- Define your learners as clearly as possible
- Get feedback – and use it to improve



Search for Daniel Whiston on LinkedIn