



84
TIPS

New Instructional Design *for* **New** Instructional Technology

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The eLearning Guild
120 Stony Point Rd., Suite 125
Santa Rosa, CA 95401
www.eLearningGuild.com
1.707.566.8990

Contributing Editor: Karen Forni

Copy Editor: Chuck Holcombe

Publication Design: Crystal Rose

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84 Tips on New Instructional Design for New Instructional Technology

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Introduction

Dear Colleagues,

Today's learning professionals have myriad technology options for designing, developing, and delivering content. These options include augmented and alternate reality, LMSs and the Experience API (xAPI), LCMSs, wearables and other mobile devices, games and gamification, graphic novels, mLearning, MOOCs, simulations, social media, virtual classrooms, virtual labs, and much, much more. Even artificial intelligence promises to be an effective learning technology in the near future.

But no matter how powerful and fancy the technology, we must use effective instructional design. Otherwise, the results of our work might be cool and awesome—but ineffective for meeting learning goals and needs. How do you effectively design instruction for new instructional technologies? How do you ensure that the design drives the technology and not the other way around? And perhaps most importantly for many of us, how do you deal with managers, subject-matter experts, and others who insist that you *need* to use some great new instructional technology?

For this eBook, we asked 21 learning professionals who have successfully melded new instructional design with new instructional technologies to give us their best tips; we have highlighted the tips from our featured contributors, and you can learn more about them in the next section of this eBook. The 84 tips the contributors have shared here cover putting learning goals and needs *before* instructional technology, planning for and managing new instructional technology, developing with and blending instructional technologies, leveraging instructional technology for language learning, games and gamification, graphic novels, mobile learning, MOOCs, and sharing instructional-technology expertise. Regardless of what technologies you're using currently, you're bound to find tips that will help you design more effectively for those technologies. And maybe you'll be inspired to design for some instructional technologies you haven't yet implemented.

I hope you find some useful information in this eBook, and are able to use many of these tips to create the best mix of design and technology that provides your learners and organizations exactly what they need, when they need it. Maybe that mix will even be cool and awesome!

Sincerely,

Chris Benz

Director of Online Events, The eLearning Guild

About Our Featured Tipsters



Tracy Bisette, *Co-founder and President, Weejee Learning*

In her current role, Tracy Bisette, MEd, has created enterprise-wide learning solutions for Fortune 500 companies including DaVita, Cisco, and Abbott Labs. Prior to co-founding Weejee Learning, she was Vice President of MindWorks Multimedia, where she created and guided the growth of an eLearning division. Tracy was selected by *Triangle Business Journal* as one of Research Triangle Park's 2012 Top 40 under 40 Business Leaders, and has been recognized in *Training Magazine's* Top 125. She speaks regularly at industry conferences on topics of best practices, emerging trends, and effective instructional-design techniques, and shares her ideas in industry magazines and journals.



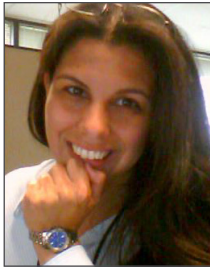
Rachel Carton, *Program Development Manager, Deltak*

Rachel Carton, a program development manager at Deltak, has a background in education. She holds a bachelor's degree in education with a valid teaching license, and a master's degree in curriculum and instructional design. Rachel has extensive background in the field of education as a classroom teacher, a director of education in a corporate environment, and an instructional designer. Rachel has also served on a board of experts at a national level to discuss the impacts of student learning, retention, and academic growth. In her current role, Rachel partners with universities and colleges across the country to build online academic programs using best practices and the community of inquiry presence.



Dawn Clineman, *Associate Director of Distance Learning, University of Cincinnati*

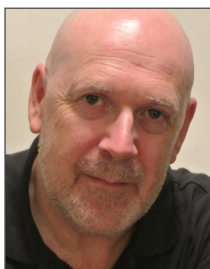
Dawn Clineman, associate director of the Center of Educational Technology & Instructional Support (CETIS) for the College of Allied Health Sciences at the University of Cincinnati (UC), has worked at UC since 2008 as an instructional designer and associate director of distance learning. She works with faculty to develop and build their online programs and classes. She has designed, developed, and facilitated faculty workshops to enhance understanding of the pedagogical approach required for successful online teaching. Dawn holds a BS degree in social science from Florida Atlantic University and an MS degree in conflict resolution from Nova Southeastern University.

**Janet De La Rosa**, *Senior Learning Technologist, Deltak*

Janet De La Rosa, a senior learning technologist for Deltak, has been working in educational technologies for over 15 years. She received her BS degree in business administration and an MS degree in management information systems from Nova Southeastern University in Fort Lauderdale, FL. While working for NSU, she assisted in the administration of WebCT LMS and web development. Shortly after completing her master's degree, she accepted a position at the University of Miami as the Blackboard system administrator managing the help desk and training faculty. She later worked as an instructional designer for Miami Dade College's Virtual College. At Deltak, she supports educational technologies for various universities across the nation.

**Ian Huckabee**, *Co-founder and CEO, Weejee Learning*

Ian Huckabee has more than 20 years of operations-management experience in communication-technology industries. Ian is a digital strategist and technologist specializing in social media and training, and has formed partnerships with leading technology companies in the learning and social-media spaces. Prior to co-founding Weejee Learning, he was Vice President of Audio Operations and Marketing for Sony Music Entertainment in New York. Ian served on the board of directors of the Consumer Electronics Association's TechHome division, representing the wired-home channel. He currently shares his thoughts about communication trends through Weejee Learning, various online publications, and speaking engagements.

**Neil Lasher**, *Senior Instructional Designer, FireEye*

Neil Lasher, the senior instructional designer for FireEye, is a Fellow of the UK Learning and Performance Institute. Over the last 25 years, Neil has assisted hundreds of companies of all sizes with their learning design and strategy. In 2012 Neil worked for the organizing committee of the London 2012 Olympics, helping to roll out one million hours of learning to 200,000 contractors and volunteers. A recognized expert and thought leader in instructional design and workplace analytics for using technology in learning, Neil is now part of a team of experts delivering learning at FireEye, which is ranked fourth on the Deloitte 2012 Technology Fast 500.

**Dawn Adams Miller**, *Business Engagement Manager, Cisco*

Dawn Adams Miller, a business engagement manager at Cisco, has worked in the L&D field for over 20 years for companies like Accenture, Ernst & Young, and Microsoft, and she's run her own business designing and developing technology-delivered learning solutions. Dawn holds a master's degree in instructional technology from Boise State University, and has received a Brandon Hall Excellence Bronze award and a CLO Gold award for her work.

**Carolyn Stoll**, *Instructional Designer, University of Cincinnati*

Carolyn Stoll, an instructional designer at the University of Cincinnati (UC), holds a BS degree in education from Miami University of Ohio and an MA degree in English. Before becoming an instructional designer, she taught first-year composition and technical writing at UC for 16 years. Her research interests focus on instructional technology and instructional design, topics on which she has spoken at regional and national conferences. She is currently an instructional designer in the College of Allied Health Sciences, where she works with faculty building online-learning content and courses.

**Joe Totherow**, *Senior Learning Technologist, Federal Reserve Bank of St. Louis*

Joe Totherow, the senior learning technologist for the Federal Reserve Bank of St. Louis, has been an instructional technologist for 10 years, leveraging technology in creative ways to provide quality instruction to learners. He holds a PhD in philosophy.

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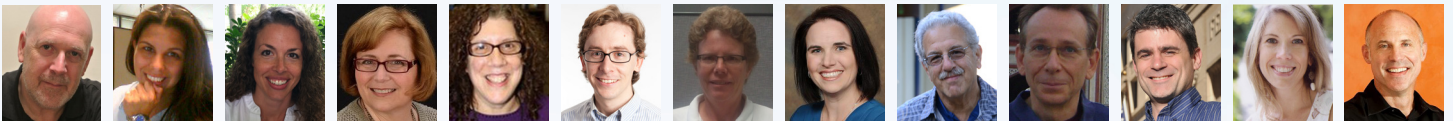
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- Comics and Graphic Novels for Learning
- Beaming 21st-century Ideas into Workplace Training
- The Future of Mobile Learning: Wearable Technology

FRIDAY, JULY 18

- The Little Red Schoolhouse: An Old Model for a New Age
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Twenty-one Tips for Putting Learning Goals and Learners Before Technology

Be the designer, not the follower of fashion. It may be the cool “in” thing to deliver something wow, bang, whiz, made with the latest gizmo, but did it fit into your plan, or did you just squeeze this cool idea into your plan because it was the in thing? Stay on track; deliver the content that will make a difference, not just create a feel-good.

Neil Lasher

Blue-sky your design first as though technology was not a limiting factor, then “war room” with the best and brightest people to see how you can manage or work around any issues. For example, “We want to create a leader board and badging system across 21 modules in eight learning-management systems because we want to increase motivation and completion rates. Now let’s see how xAPI can help us achieve that desired outcome and think about how we might use Jive in a creative way.”

Tracy Bissette & Ian Huckabee

Keep it real! Don’t let the buzzwords make you think you are doing everything wrong. At teaching and learning conferences, and on blogs, discussion boards, and Twitter feeds, buzzwords fly. “Flip the classroom,” “critical thinking,” “problem-based learning,” and “student success” get tossed around with regularity. What’s missing is a cognitive framework (another buzzword) to make them real. Jumping into flipping a classroom or creating a problem-based learning scenario only works when the objectives and the framework support that strategy. Don’t do it because it is cool, do it because it works for what you are trying to accomplish.

Dawn Clineman

What content is needed? What technology should we try? What cool, innovative way can I present this information? Well ... before you can really answer these questions, you need to look to your objectives. And many times, this feels backwards. However, it is the only way to be sure you are giving your learners what they need. Before going all-in with a technology, back up and consider what you want learners to be able to do. What will help you get them there? Then choose your tools.

Dawn Clineman

Technology is changing too rapidly to come up with a new strategy for each new tool, so to keep learners engaged, find a technology to support your teaching approach. Just because the technology is new doesn't mean your approach needs to be. Trust your strategies; if they work, apply them, and make the tool work for you.

Dawn Clineman

Using technology to engage your audience isn't entertainment; it is responding to the learner's expectation and readiness to learn. If you're choosing a technology to enhance your training because you think it will make you seem "with it" or cool, don't. But if you're choosing a technology because you know the learners will respond to the technology and be more engaged, go for it.

Carolyn Stoll

With social-learning technologies, go where learners already are. If they congregate in Jive, use Jive for a component of the learning solution. If they use Yammer, use Yammer—and so forth. It's much more difficult to try to build community from scratch.

Tracy Bissette & Ian Huckabee

A learner-centered classroom doesn't mean that every whim of the learner is entertained or gratified. Instead, it focuses on interaction: student-to-student, student-to-content, and student-to-instructor. When choosing a technology, make sure the tool facilitates these three types of interaction.

Dawn Clineman

The outcomes are established and the goals are written, but how will students get there? What if they choose a path you didn't predict? This can at times be a scary place for instructors and trainers because there is no pre-determined rubric to ensure success. However, the learners are engaged in determining their own paths to success, which creates ownership of the content and learning. Use technology to encourage learners to pull information in rather waiting for the trainer or facilitator to push information out.

Carolyn Stoll

I've always said the best way to assess whether someone understands a concept is to ask them to teach it. Asking learners to teach each other and receive feedback puts the onus and responsibility in the hands of the learners. This increases motivation and engagement, and helps instructors to better assess the learning. The increased availability of synchronous-learning opportunities brings this together in a meaningful way.

Carolyn Stoll

No more boring lectures. Involve learners more actively in the content through such simple activities as including quiz questions during a lecture. A mid-lecture quiz can keep a learner engaged and reduces the passivity of the lecture experience. Allow learners to explore information rather than just have it presented to them. Timelines, eBooks, or point-and-click illustrated graphics are all ways that learners can involve themselves in exploring content.

Carolyn Stoll

Who are you as an instructor? You must begin thinking differently, not only about the role of the instructor but also about the role of the student. Student-centered learning puts the onus for the learning on the student in ways that more traditional learning does not. It demands a give and take between the learner and the instructor. Instructors must give up some of their control over the teaching process, and students must accept more of the responsibility for their own learning. In the days of one-room schoolhouses, instructors and students had no choice but to adopt these roles. Today, technology lets us choose to.

Carolyn Stoll

So many buzzwords make us believe that teaching and learning is completely changing and we need to keep up. However, the one-room schoolhouses remind us that terms like "individualized learning" and "active learner" describe techniques that were readily used in an environment of multi-ability students needing a multi-strategy approach for anyone to be successful.

Dawn Clineman

In this world of technology and information overload, instructors' and trainees' roles are shifting. It used to be that instructors held all the information and learners attended workshops and training to acquire that information. Now the information is everywhere and it has become our job to help learners sift through and find the valuable information. In other words, as a colleague, Dr. Jim Clark, so eloquently stated: "We have shifted from being the Gate Keepers to the Key Masters!" Find and use technology that embraces your role as Key Master and helps your learners learn.

Dawn Clineman

Only use music if it adds to the learning experience.

Sebastian Soto Flores, RAC Insurance

Use video wherever possible, as long as it relates to the content or topic.

Sebastian Soto Flores, RAC Insurance

Form follows function: Select the technology that works best for your content.

Kristen Hayden Safdie, ATPCO

If it's shiny, make sure it has substance, too. New technology can encourage deeper and broader interaction, but sound instructional-design principles still apply. Always ask yourself: does it (for example, using Google Glass to view content) make the learner want to continue? Does it help make the content more relevant to the learner? Does it improve the way learners perform the task and/or behave in a situation? If the answer is "no," then consider whether you need the technology at all, or use instructional-design elements (for example, weaving in a narrative, allowing for reflection, providing meaningful feedback) to support the technology.

Adrienne Gross, Beyond the Red Pen

Identify requirements. This includes understanding who your learners are and their barriers to performance, identifying the gap between what is and what should be, and developing a plan for increasing performance.

Michael Schreiner, VectorLearning

A well-designed course using the best technology is ineffective if no one can participate. Determine your user's limitations and needs before building your eLearning to ensure that your work doesn't go to waste.

Kristen Hayden Safdie, ATPCO

Not every performance-improvement intervention requires deep instructional-design expertise. Sometimes just speaking with a lot of people involved with the performance will uncover mounds of data that will help you identify the true source of perceived (yes, many times they are just “perceived”) performance issues. This is where instructional designers and technologists best serve their clients. The best instructional designers and technologists are consultants first, and then just so happen to be great designers of instruction, if that is where the data leads them.

Michael Schreiner, VectorLearning



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Instructional Design: The A.G.I.L.E. Approach

Conrad Gottfredson,
Carol Stroud

Nine Tips for Planning for and Managing New Instructional Technology

Avoid buzzwords at all costs. The two latest are “gamification” and “learnification.” Training is a serious business and we look for serious results; treat it that way at all times. Not everything needs to be a game, unless your audience is under eight years old! Gamification is the use of game thinking and game mechanics in non-game contexts to engage users in solving problems. Sudoku, hangman, and tic-tac-toe do not fall into this category, even if your development-tool designer supplied them.

Neil Lasher

Plan, plan, plan everything. Understand your students and their expectations, and create not only your objectives but the learning outcomes they will achieve. Write concise lesson plans and map any assessment to the course. Then, and only then, start to create a storyboard.

Neil Lasher

Set a delivery date at day one. If you were delivering in a classroom, you would know the day the students were going to be sitting at desks. Treat eLearning or mLearning in exactly the same way. Slippage is not an option.

Neil Lasher

With responsive design, it's more important than ever to bring the graphic designer and developers into the design conversations early.

Tracy Bissette & Ian Huckabee

Experiment. Try out innovative technologies for a piece of a learning solution or a low-risk initiative first. See what works for your learners, your culture, and your IT department.

Tracy Bissette & Ian Huckabee

Not every technology will stick, but if you wait to see what has staying power, you'll be behind the curve. Research what's here and what's coming on a regular basis so you can make informed decisions about which technologies to adopt.

Tracy Bissette & Ian Huckabee

Involve stakeholders early on, and get a really good feel for their expectations for any performance-improvement solution.

Michael Schreiner, VectorLearning

Once you have a plan to increase performance (formal training plan, business-process improvement or reengineering, clarifying roles and responsibilities), don't be afraid to deviate from that plan as you learn more. Just make sure you involve stakeholders in any strong deviations from your plan.

Michael Schreiner, VectorLearning

If you build it they will come—*NOT*. Just because you have a lot of whiz-bang features in the learning solution (for example, wikis, QR codes), unless the learners are ready for it, they'll either not use it, or not use it effectively. Buddy up with the change, communications, and marketing personnel to get the learners ready for the new learning technology and how it benefits them. Just sending a link to the wiki and saying "add to it" is a recipe for disaster.

Adrienne Gross, Beyond the Red Pen

Twenty-five Tips for Developing with and Blending Instructional Technologies

Technologies will always change. It's important to learn the capabilities of as many technologies as possible, as well as their strengths and limitations, so you can recommend the best blend of technologies to achieve a project's goals.

Tracy Bissette & Ian Huckabee

According to Ruth Clark, research shows that the most powerful combination of media is pictures and audio.

Dawn Adams Miller

Not every learning program needs to have a test filled with multiple-choice questions, the odd drag-and-drop, or fill-in-the-blank. Try using other means if you really need to test your students. Create a crossword puzzle and score each correct answer. Create a scenario and follow the decision trail.

Neil Lasher

Instructional design is an art, and our palette of tools is greater than ever before. Try blending multiple technologies together for greater impact.

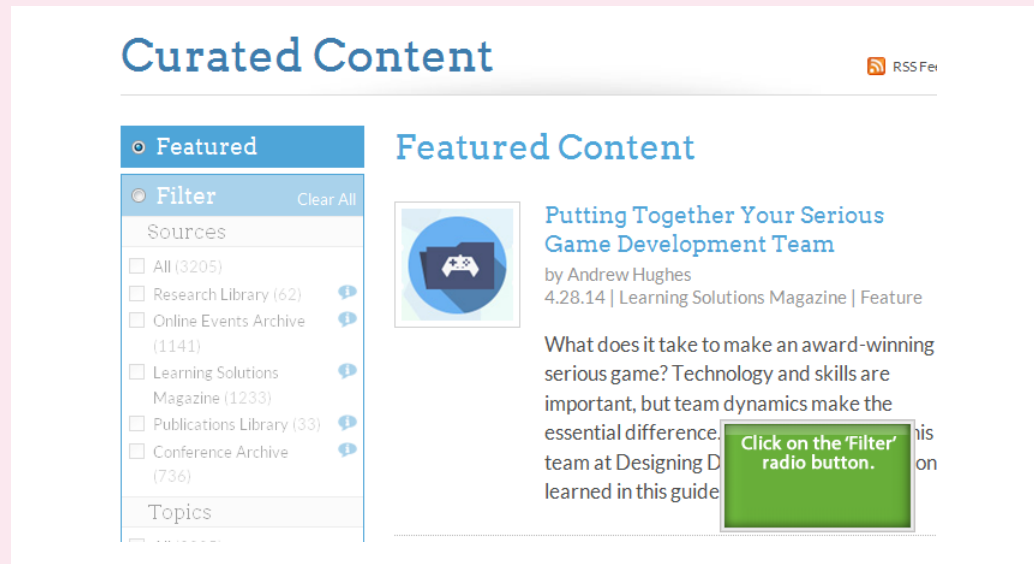
Tracy Bissette & Ian Huckabee

Adobe Captivate can be an easy-to-use tool for creating website or software tutorials. But sometimes it can be tough to make your tutorial more than a "point and click here" exercise. Thankfully, you can leverage the basic Captivate tools to make meaningful interactions that require some thought and practice from the user, while still giving performance support.

Here's a very simple example: Let's say you're creating a tutorial on navigating *The eLearning Guild's* website. One of your learner's tasks is to use the Filter feature on the *Guild's* curated content. The first step in this task is to select the Filter option to activate content filters. It would be simple enough to point to the Filter radio button and instruct the learner to click on it, but this really only teaches the learner to click on items when told explicitly to do so. What happens when the learner needs to locate the Filter radio button without being told when and where to click? Here's a simple way to boost the instructional value of your

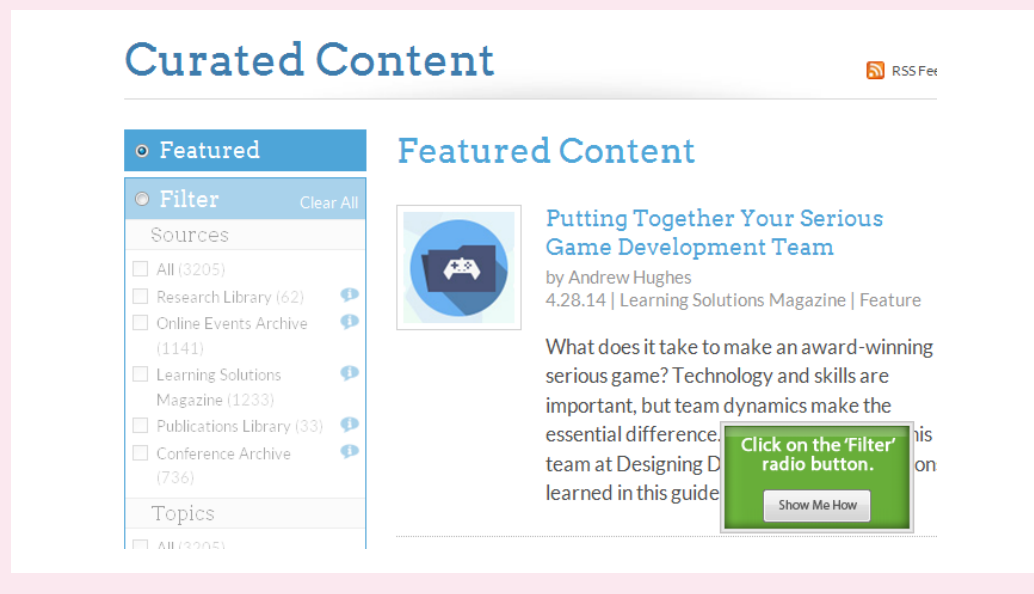
Captivate:

1. Provide a text caption that instructs the learner to click on the Filter radio button, but don't tell them how or where to click:



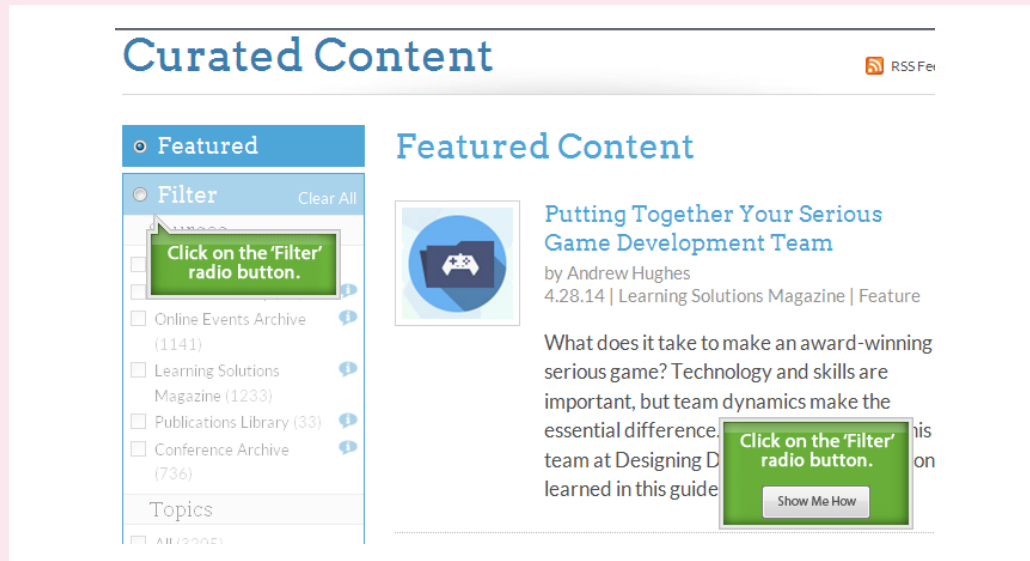
The screenshot shows a 'Curated Content' page with a sidebar on the left and a main content area on the right. The sidebar has a 'Featured' tab and a 'Filter' section with a 'Clear All' link. Under 'Sources', there are several items with checkboxes and counts: 'All (3205)', 'Research Library (62)', 'Online Events Archive (1141)', 'Learning Solutions Magazine (1233)', 'Publications Library (33)', and 'Conference Archive (736)'. The main content area features an article titled 'Putting Together Your Serious Game Development Team' by Andrew Hughes, dated 4.28.14. A green callout box with the text 'Click on the 'Filter' radio button.' points to the 'Filter' radio button in the sidebar.

2. If you're teaching a sequence of tasks, try to put your text caption instructions in roughly the same place on each slide, so as not to confuse your learner.
3. Create a clickbox over the Filter radio button to capture successful completion of the task.
4. You'll need to provide a safety net in case the learner can't figure out this step on his or her own, so provide a Show Me How button. When in doubt, the learner can ask for help:



This screenshot is similar to the one above, but it includes a 'Show Me How' button within the green callout box. The callout box now contains the text 'Click on the 'Filter' radio button.' and a 'Show Me How' button below it. The rest of the interface, including the sidebar and the article content, remains the same.

5. In case your learner clicks the Show Me How button, you'll need to provide an additional text caption that shows HOW to accomplish the task:



6. Now, on the timeline, here's how you sequence and set the four objects you've created:

SLIDE NOTES	TIMELINE	MASTER SLIDE	EFFECTS	
				00:00 00:01 00:02 00:03
Click_Box_1	○ ○	Click Box: 2.5s		END
Button_1	○ ○	Active: 1.5s		
Text_Caption_1	○ ○	Click...		
Text_Caption_2	○ ○		Click...	
Slide 1	○ ○	Slide (3.0s)		

Let's check out each item:

- Click_Box_1: The clickbox the learner clicks to complete the task. This is set to go to next screen when clicked. The "pause project until user clicks" checkbox is selected.
- Button_1: The Show Me How button. This button is set to "continue" when pressed and is set to pause.
- Text_Caption_1: These are the instructions that tell the learner WHAT to do for this task.

- **Text_Caption_2:** These are the instructions that tell the learner HOW to perform the task and they only appear if the learner clicks the Show Me How button.

Setting up these objects in this manner allows the learner to explore the interface to accomplish the identified task. The interaction tells the learner WHAT he or she is supposed to accomplish, but only tells the learner HOW to accomplish the task if he or she asks for help. This can dramatically boost the instructional value of your software or website instructional simulations.

Joe Totherow

Developing and producing high-quality training or strategic-communications videos is complex, resource heavy, and time consuming. Executed properly, high-quality media is an invaluable asset to an organization's strategic goals and its brand. In contrast, poorly produced multimedia creates roadblocks to organizational effectiveness, inhibits learning, and reduces employee engagement.

By focusing on the three pillars of production success—partnerships, filmic value, and multi-use—organizations can create engaging content that positively impacts business outcomes and culture.

Contracting with the right communications firm is paramount for a successful multimedia production. Effective campaigns rely on fluid collaboration among senior leadership, forward-thinking instructional and communication designers, and a skilled producer/director. An evenly left- and right-brained producer/director ensures the ideal balance between education (internal or consumer) and entertainment by translating organizational goals into creative and visually appealing storytelling. Rely on your producer/director to:

- Turn your script into a sequence of meaningful human interactions specifically crafted for the camera (blocking, scene setting, and camera positions).
- Determine the required equipment and production personnel to film your script(s).
- Manage and direct day-of-production technology and film crew.

The technology boom that began in 2006 drastically altered our media-consumption habits and expectations. Paired with our culture's increased use of online technologies and communities, access to filmic-styled media raised viewers' minimum acceptance standards. In short, our production-value expectations today align more with the look, style, and feel of broadcast television and high-quality professional-grade films. When producing your videos, always work towards the following filmic standards:

- Visually pleasing imagery paired with multiple camera angles ensures viewer engagement.

- Clean and clear audio reduces listener fatigue.
- Short messaging (two to four minutes) holds the attention of the viewer longer, creating opportunity for deeper understanding.
- For additional content, craft separate videos that complement one another and work together as part of a larger whole.

Creating high-quality video is expensive, time consuming, and resource intensive. To maximize ROI, organizations must plan and produce strategically. Repurposing content is an effective way to maintain educational continuity and messaging consistency while supporting and promoting organizational culture and brand. When you create media to filmic standards, you can use the seamless integration of multiple video assets spanning months or even years of different productions to create a variety of new media. To maximize on your video investment, consider the following:

- Create behind-the-scenes content for internal or external social-media channels.
- Film employee interviews that capture their personal experience and the impact of their contributions to the project.
- Consider organizational or departmental communication needs four to six months after the completion of your current initiative. How can today's production support future needs and goals?

Using filmic video in your training and strategic-communication initiatives may seem complex or overwhelming. However, when approached strategically, filmic video can support culture, create impactful learning opportunities, and increase employee engagement.

Jason Fararoei, Yellow Cape Communications

Leverage internal talent, when possible. This taps into the power of learning through vicarious experience. When an employee sees his or her peer on camera acting on the desired behaviors on the job, it activates a belief that the employee who is watching can also accomplish the same. Tip: Have a casting call within your organization to identify your star performers.

Jeannie Sullivan, www.jeanniesullivan.com

Top 10 best practices for TV (video-based) learning:

1. Establish an interdisciplinary team.
2. Gain senior leader buy-in.
3. Establish a media-creation partnership.
4. Create excitement and energize core values—build culture.
5. Produce to broadcast standards: a filmic aesthetic with perfect audio.

6. Authentic engagement—disingenuous engagement means low to no impact.
7. Purposefully meander to your goal—maximize pivot points.
8. Film employee interviews—capture behind-the-scenes footage.
9. Modularize—focus on “cores” and segment your messaging.
10. Think four to six months ahead—repurpose for future needs.

Jason Fararoei, Yellow Cape Communications

Invite senior leadership. Including senior leadership in the production process and having them on the shoot is the best way to gain full engagement from your talent and ensure your message is on point.

Jeannie Sullivan, www.jeanniesullivan.com

Make sure graphics/visuals contrast well against background.

Sebastian Soto Flores, RAC Insurance

Single-source your training and documentation using MadCap Flare. Flare outputs not only to PDF but to fully editable PowerPoint slides. Although not yet a recognized output for Flare, there is a short, tested process that is available to produce this output that puts PowerPoint slides into the hands of your instructors. Instructors can fully edit all of the contents. This statement is true, although tables, at this time, present some challenges.

Patricia D'Ambrosio, BA Insight

Using filmic video in your training and strategic-communication initiatives may seem complex or overwhelming. However, when approached strategically, filmic video can support culture, create impactful learning opportunities, and increase employee engagement.

Jason Fararoei, Yellow Cape Communications

To single-source for documentation and training using MadCap Flare, simply use styles, conditions, and master pages that output student and instructor guides in landscape instead of portrait mode. Chapters become labs, and numbered headings become exercises and practices—a trick that neither your documentation nor your training audiences will ever recognize when they view the output.

Patricia D'Ambrosio, BA Insight

For non-graphic designers, PowerPoint is a great place to create and save images. Select the items, group them, and right-click to save as a JPG or PNG file.

Elizabeth Stangl, Micron Technologies

For narration, use a conversational tone.

Sebastian Soto Flores, RAC Insurance

Use free Microsoft clip art to get inspiration for themes or find image sets to use for your eLearning. Here's a quick search for "people": <http://office.microsoft.com/en-us/images/results.aspx?qu=people&ex=1>

Elizabeth Stangl, Micron Technologies

Make a blooper reel. Everyone loves a blooper reel; share it within the organization as a way to celebrate the project at the end of the year. Making it available to those who were part of the project is a wonderful way to say thank you.

Jeannie Sullivan, www.jeanniesullivan.com

Find an image that you like in PowerPoint clip art and find like images by searching by style. Type in "Style 562" for all images that look like that specific style: <http://office.microsoft.com/en-us/images/results.aspx?qu=Style%20562#>

Elizabeth Stangl, Micron Technologies

To capture essential review points or quizzes, create a "what you need to know" section in each chapter of your documentation. Use conditions to make these outputs as "what you need to know" sections for the documentation, and quizzes and reviews for your instructional materials.

Patricia D'Ambrosio, BA Insight

Modify Microsoft clip art to fit the look and feel of the image you want. Right-click to ungroup the image and delete the parts you don't want, including colors. You can also add parts to your clip art. Then right-click to regroup the parts of your image.

Elizabeth Stangl, Micron Technologies

Prepare assessment questions early; it makes it easier to create content and keep on track.

Sebastian Soto Flores, RAC Insurance

Don't know or have Photoshop? Try a free photo editor such as <http://www.picmonkey.com/> to create free professional-looking graphics.

Elizabeth Stangl, Micron Technologies

Ask questions. During the shoot, make time to interview the talent about their experiences. The perspectives captured in the interviews will provide valuable content to establish relevance with your audience during the post-editing process. A few questions to consider asking include:

- How do you see this training program impacting the organization?
- How relevant are these scenarios to what you see daily?
- What advice would you offer to our learners (new leaders, new associates, etc.)?

Jeannie Sullivan, www.jeanniesullivan.com

BuzzFeed-style quizzes are hot right now! Use a site like <http://www.playbuzz.com/> that acts as a GUI and allows for easy, fun quiz development. Here are a few things I found when using it:

- Benefit: These quizzes are really popular now—fast, fun, easy and attention-grabbing.
- Benefit: You can train people and teach them facts while taking a “fun” quiz.
- Use: Promoting an idea, an event, or as an opener for a training session.
- Functionality: The site is easy to navigate; no technical hiccups—definitely appears better in non-IE browsers.
- Functionality: Image upload provides a section to note the image source.
- Functionality: You can modify the quiz after you publish it
- Downside: It takes a while to grab all of the photos.
- Downside: There is no way to track the results.

Elizabeth Stangl, Micron Technologies

Pull out the red carpet. On filming days, make your talent feel like real celebrities: bring in a make-up artist, set up a preview room where the talent can watch the action on set, and have lunch catered. The buzz of the experience will travel through the organization well in advance of your program launch, laying the groundwork for success.

Jeannie Sullivan, www.jeanniesullivan.com

Link your quiz to a site like bit.ly to track some basic analytics, such as how many people are accessing your quiz and where those people are located.

Elizabeth Stangl, Micron Technologies



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Five Tips for Leveraging Instructional Technology for Language Learning

When using interactive tools, provide students with a demo in both video and PDF in the syllabus.

Over the course of the term, I have posted questions on “VoiceThread.” VoiceThread is a tool that enables us to have a class discussion by posting video, audio, or written comments about the material presented, similar to the interaction we would have in a regular face-to-face classroom.

You can decide how you would like to comment (audio or video), but everyone is required to participate. You will be graded on your participation and the effort and thought you put into your responses. You should try to reference relevant course material in your responses and you will be able to respond to your classmates’ comments as well.

I have created an online demonstration and written directions to assist you with signing up and registering for VoiceThread, joining your class group, and beginning a VoiceThread discussion. Take a few minutes to review the material below.

- VoiceThread tutorial demonstration: [Demo](#)
- VoiceThread tutorial document: [PDF](#)

Janet De La Rosa & Rachel Carton

For courses that require memorization, provide students with a quick reference of resources. This fosters mental association with common key terms and phrases.

Janet De La Rosa & Rachel Carton

In weekly content, provide students with supplemental resources. When possible, use open source-materials for future reference, so that students can refer to it after the course’s completion; that is, bookmarks. These weekly resources also provide an opportunity for faculty to further encourage students to build their repertoire of skill sets.

Click the links below to access the weekly resources. These resources are optional and not graded.

Block 1:

Some facts about the Spanish language:

- <http://www.bbc.co.uk/languages/spanish/guide/facts.shtml>
- <http://www.bbc.co.uk/languages/spanish/guide/alphabet.shtml>
- <http://www.bbc.co.uk/languages/spanish/guide/phrases.shtml>

Block 3:

- http://www.ver-taal.com/ej_numerales2.htm

Janet De La Rosa & Rachel Carton

In a language course, provide the opportunity for students to hear the instructor speak in a setting where they can pause and review.

Janet De La Rosa & Rachel Carton

When building an interactive study guide, it's important to storyboard items for interaction in order to create topical categories. The interactive study guides serve as modeling tools that allow students to mimic their instructor and engage in independent learning. This will promote student use of the tool and application through practice.

In this case, we've taken the assessment tool within the LMS and converted it into an interactive study guide that allows students to practice and gauge their understanding of the material.



The screenshot shows an LMS interface with a sidebar on the left containing navigation links like 'Week 40', 'Week 41', 'Week 42', 'Discussion Board', and 'Tools'. The main content area displays a video player with a soccer player in a red jersey. Below the video player is a matching exercise titled 'QUESTION 1' with the instruction 'After watching the video below complete the matching exercise.' The exercise consists of two columns of items to be matched. The left column lists body parts in Spanish: Pierna, Hombro, Boca, Rodilla, Brazo, Cara, Garganta, Frente, Mano, and Oído. The right column lists body parts in English: Mouth, Arm, Knee, Forehead, Face, Shoulder, Throat, Hand, Leg, and Ear. A 'Save Answer' button is visible in the top right corner of the question area.

Janet De La Rosa & Rachel Carton

Three Tips for Learning Games and Gamification

Don't be afraid of games; games are fun, we all love them. Create opportunities for learners to compete, against other learners, against themselves, or against the clock, and you have instant engagement.

Carolyn Stoll

"Gamification" of instructional content is becoming a common practice, but it is rare to see an actual instructional game. Instead, you're more likely to come across a standard instructional activity with a game-like interface.

For example, we present learners with a standard multiple-choice quiz supplemented with a *Wheel of Fortune* interface that allows learners to spin the wheel and earn points for correct answers. The game mechanics are incidental to the actual instruction: all of the content and instruction is in the multiple-choice interaction, with the *Wheel of Fortune* mechanics providing only an interesting but instructionally irrelevant buffer between content and learner. Instructional games can mean and be so much more.

A true instructional game marries learner behaviors, identified and described in instructional objectives, with game mechanics.

Let's first talk game mechanics. Game mechanics can be any mechanism commonly used in games. For example:

- Time
- Score
- Chance (rolling dice, for example)
- Rankings
- Winning and losing conditions

These are just a few examples of mechanisms or conditions commonly found in games, and are often what make games fun. The next time you play a game with your friends and family, think about the mechanisms in the game itself. You'll find many more common mechanics that make an activity a fun game.

A key to making an instructional game is to identify behaviors and success conditions in your instructional objectives that can manifest as a game mechanic.

Here's an example: Let's say you're teaching a bank teller how to process checks brought in by bank customers. Your instructional objective is: "Given different styles of check, the bank teller will correctly identify the six primary elements of a check within fifteen seconds." Identifying check components is the primary behavior, but notice that time is a success condition. This is because bank tellers must process customer requests quickly so that customers can move on with their busy days. A successful performance of this behavior will occur within fifteen seconds of having received the check.

But this success condition, time, is also a common game mechanic. Thus, if you create a game with a timer for the game mechanic, in which the learner has fifteen seconds to successfully identify all the parts of a check, then the game mechanic becomes part of the instructional objective. Unlike the *Wheel of Fortune* example, where the game mechanics were incidental or irrelevant to the instruction, in this example the game mechanics are vital to the instruction because the game mechanic is a success condition of the instructional objective.

The moral of the story is this: Don't stop being an instructional designer when thinking about introducing games into your instruction. Consider your instructional objectives and identify which of them include success conditions that might manifest in a game mechanic. The more of your target behaviors and success conditions that map to game mechanics, the more likely you are to create a true instructional game—a game that is fun and invites replay, which has a direct impact on your learners' mastery of their new skills.

Joe Totherow

Just because a client demands points, badges, and leaderboards (PBL) as part of the gamification learning solution, examine whether these elements would be effective in achieving the performance goals. Look at who your learners/players are and what their intrinsic motivation for learning is. Sure, if the players are competitive in nature, then leaderboards could be a way to motivate engagement in the learning activities, but if the players are socially motivated or more "lone wolf," then PBL could actually demotivate them. If you're not sure what kind of players they are, then provide game elements that suit every player type.

Adrienne Gross, Beyond the Red Pen

Five Tips for Driving Learning with Graphic Novels

Yes, graphic novels can, and should, have audio. Best practice: Put the first few words of the audio in the “text bubble” in the picture. It’s enough to give the impression of audio but not enough to cause cognitive dissonance having to read words AND listen to audio at the same time.

Dawn Adams Miller

Do not have all the text in the text bubble, and, if you do, do NOT have audio repeat the text. That is not multimedia.

Dawn Adams Miller

Choose between the many types of graphic treatments—the Silver Age of Comic Books vs. Modern, etc. Each one produces an emotional response to the images used.

Dawn Adams Miller

To sell this idea to the boss, find a good example, like <http://www.worldwarfighter.com/hajikamal/activity/>.

Dawn Adams Miller

Use a graphic artist to do the images. It’s worth the cost. But test images with the target audience first to see what resonates the best.

Dawn Adams Miller



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Seven Tips for Making Learning Mobile

Mobile computer prototypes—download free printable sketching and wireframing templates from <http://www.smashingmagazine.com/2010/03/29/free-printable-sketching-wireframing-and-note-taking-pdf-templates/>.

Leah Kendrick Jones, Leah Kendrick Jones Consulting

Mobile design and/or training—show your designs and/or train clients by wirelessly mirroring your compatible iPhone or iPad device to a Mac or PC with Reflector Airplay Receiver. Obtain the reasonable software license(s) from <http://www.airquirrels.com/reflector/>.

Leah Kendrick Jones, Leah Kendrick Jones Consulting

When designing for mobile, think of the smallest device that will be using the content. For example, if a smartphone is the smallest-screen device and you are making PDFs, create a template for what will look good on that device. The larger devices will work fine.

Mira Mendlovitz, W.W. Grainger

When working with SMEs on content being made into mobile documents, explain to them that the format they create the content in is not important. Get their thoughts in a Word or PowerPoint file and you can convert it from there.

Mira Mendlovitz, W.W. Grainger

When creating mobile content, if there is a file that will only look good on a tablet or laptop, tell your users that at the front of the description. Not everything will look good on all devices.

Mira Mendlovitz, W.W. Grainger

Finding the right tool for mobile development is important. I like to use a tool called gomo by Epic Learning that allows me to create a multi-device learning file from scratch. You create your content once and it renders your information on all devices.

Mira Mendlovitz, W.W. Grainger

When chunking down content to consume in mobile, I find it useful to think about how much information a learner can take in during five minutes or less. We make videos for viewing on a mobile device no longer than three to four minutes. Our best videos are less than two minutes.

Mira Mendlovitz, W.W. Grainger

Six Tips for Using MOOCs

When preparing instructors or SMEs to teach a MOOC, be sure to set their expectations carefully. Having a global audience is probably new to them. Prepare them for a new paradigm in which their courses will be very public. Ensure that motivation aligns with the MOOC platform values.

Janet DiVincenzo, University of California—Irvine

When teaching or managing a MOOC, be prepared to receive more feedback than you can possibly manage. Do not act on every suggestion, especially while the course is underway.

Janet DiVincenzo, University of California—Irvine

When teaching or managing a MOOC, remember to think globally. Your population will likely be highly international. Scan all of your material for a bias that is unique to your country.

Janet DiVincenzo, University of California—Irvine

Before managing or teaching a MOOC, enroll in other MOOCs first. Be a student before you teach!

Janet DiVincenzo, University of California—Irvine

When teaching or managing a MOOC, you will notice that “ghost teaching assistants” will emerge. Encourage and recognize their contributions (when those contributions are positive).

Janet DiVincenzo, University of California—Irvine

When teaching or managing a MOOC, remember, you can't please everyone. Don't try! You can't provide the same level of customer support you give your other communities, so think globally rather than individually. Help everyone as a group. Let the group help itself.

Janet DiVincenzo, University of California—Irvine

Three Tips for Sharing Learning-technology Expertise

If you work with other instructional designers, consider creating a wiki, blog, or other form of listserv to communicate among other like-minded folks.

Karen Loftus, AZ School Boards Association

If you are a fan of one particular ID content-creation tool, check out their on-line community. While @Articulate is my favorite “go to” group, you’ll find many instructional designers are very free with their source files, tips, and suggestions.

Karen Loftus, AZ School Boards Association

My best learning comes from trying to replicate or emulate the spirit of another person’s design. Online communities, great-looking websites, and other forms of marketing collateral can often be just the inspiration I need!

Karen Loftus, AZ School Boards Association

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