

Analysis

Target Audience

- Who are the participants (roles and additional pertinent information)?
- How are they currently taking the training? Is it working?
- What are their educational goals?
- What are the business goals for the training?

Learning Objectives (if not clear from ServiceNow Request)

- What is the course subject; what is the development need?
- What are the desired learning outcomes (knowledge and skills, behavior, and attitude)?
- How will learning objective attainment be measured?

Training Material Availability

- What will be the main source of information?
- Is there a need to reach out to subject matter experts?
- Will they be able to provide assistance?
- Are they found within the organization or is there a need for third-party sources?
- Is the information required for creating the course available in-house?
- Is there a need for further research or focus-group discussion?
- Is information readily available on the Internet?

Learner Performance

- Will learners be graded (knowledge check or graded assessment)?
- If graded, what will be considered a passing score?

Structural characteristics (*current and desired changes if applicable*)

- Would the course work better when broken down into shorter modules?
- If YES, how should these modules be arranged?
- Do the instructions need to be clearer and in step-by-step format?
- How can the course ensure that it's easy to understand?
- How can it track performance and maintain progress?
- Do learners need access to supplemental learning materials after completing the course? If so, what type (job aids, website access, reference guides, manuals, etc.)

Learning Environment

- Should it be completely online, or would blended learning work better?
- Is synchronous or asynchronous learning more appropriate?
- What is the required bandwidth and internet connectivity?
- Do learners need devices for optimal learning, i.e. speakers, headphones, camera, microphones?
- What browser(s) would work best for the online course?
- Is the request for course type (e.g., CBL, ILT, etc.) still considered best course of action?
- Should learners take any steps prior to accessing the course (e.g., prerequisites, etc.)?

Design & Development

Education strategy

- What are the topics and modules included in the course (if applicable)?
- How does the design support learning objective attainment?

Content alignment

- Align learning objectives to course learning outcomes.
- Align content with learning objectives.

Course Content

- Create walk-through material.
- Design activities and reinforcement activities.
- Create visual aids and graphical elements to support learning.
- Create a logical flow (e.g., scaffolding and fading) to learning content.

Design Elements

- Audio.
- Instructional Strategy.
- Visual.
- Technical.
- Measurables and delivery timeline.

Create prototype

- Create a design document, storyboard, and/or a rapid prototype.

Accessibility and Inclusion

- Graphics, text, persons used should be diverse.
- Course narration and videos should have subtitles, closed captions, and/or a transcript.
- All course content should have appropriate color contrast to meet accessibility standards.
- All graphics contain alt text.
- Set the tab order if developing a course via Storyline or Captivate.

Communication

- Feedback – both rational and emotional – provided by stakeholders
- Is the course interesting, engaging, or boring?
- Is the group resistant or receptive to the content?
- Can learners easily access the course and / or will they need help and guidance?
- What data tracking methods will be available to measure:
 - Mastery of learning objectives.
 - Learner experience feedback.

Final Sign-off

- Have stakeholder review the content prior to implementation to assure satisfaction and full sign-off.

Implement & Evaluate

Implementation

- Package content for LMS deployment or other delivery method.
- Identify all the pertinent course material and verify that it has been properly placed into the LMS.
- Verify delivery schedule and cross check with I-Learn set
- Offer stakeholder assistance with enrollment if needed.
- Ensure course can be accessed without complication.
- Verify (through a test enrollment) that learners can access course with minimal complications

Evaluation

It is important to remember that evaluation far exceeds the “checkboxes” from a post-course survey. Following the New World Kirkpatrick model will ensure a thorough evaluation that reveals how the learner has been impacted. While this information can be valuable in assessing whether learners achieved the objectives, it is also helpful to use evaluation techniques throughout the instructional design process.

Conduct Online Education Learner Experience Specific Surveys

- Was the course easily accessible?
- Was the course sensory appealing (visual / audio)?
- Was the course easy to navigate?
- Was the course understandable?
- What improvements could be made to the online learning experience for the learner?

Conduct a Post-Implementation Meeting with Stakeholders

- Did they receive any feedback from learners? If so, what was it?
- What was their experience throughout the ID process?
- What could be done differently?