

10 Practical Principles for Creating Impactful e-Learning

allen
interactions

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The screenshot shows a tablet displaying an e-learning interface for a travel planning simulation. The interface is divided into several sections:

- Profile Section:** Features a circular profile picture of a woman, Mary Beth, with a question mark icon. Below the photo, it says "Mary Beth, Customer 1 of 5". There are two tabs: "Profile" (selected) and "Quotes". The "Profile" tab contains a list of requirements:
 - From Watertown, South Dakota
 - Visiting NY for the first time, with her husband and kids (6 and 11)
 - Wants a 3-star boutique hotel, maybe with a suite
 - Plans to see the sights with the kids.A note at the bottom of the profile section says: "Click the Quotes tab for more info about this caller."
- Instructions Section:** A blue box at the top right contains the text: "INSTRUCTIONS: Read the caller's Profile and Quotes. Then build the trip by clicking each of the 5 tabs below, and selecting an option within each one. Then click Book Trip to see how you did."
- Navigation Tabs:** A row of five tabs is located below the instructions: "Hotel", "Car", "Attractions", "Must Do", and "Must See".
- Map Section:** A map of Manhattan is displayed, divided into various neighborhoods. A tooltip box is overlaid on the map with the text: "Select a neighborhood. Roll over an area to view information about it. Click the area to see the available hotels in that neighborhood."
- Selection Panels:** On the right side of the screen, there are five vertical panels, each representing a category: "Hotel", "Car", "Attractions", "Must Do", and "Must See". Each panel contains a white card with a postcard icon and a small green checkmark, indicating that an option has been selected for that category.
- Book Trip Button:** A grey button labeled "Book Trip" is located at the bottom center of the screen.

allen interactions

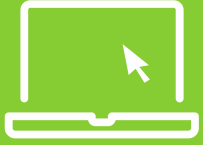


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During Our Time Together

- ✓ Explore three commonly held principles that create ineffective e-learning.
- ✓ Understand learner-centric design.
- ✓ Share 10 common sense ideas that you need to embrace.

Pervasive Design Ideas

Pervasive Design Ideas

- Delivering content is the core function in designing e-learning

Pervasive Design Ideas

Changing performance outcomes

Pervasive Design Ideas

- Interactions are mainly for testing

Pervasive Design Ideas

Encouraging thinking and learning

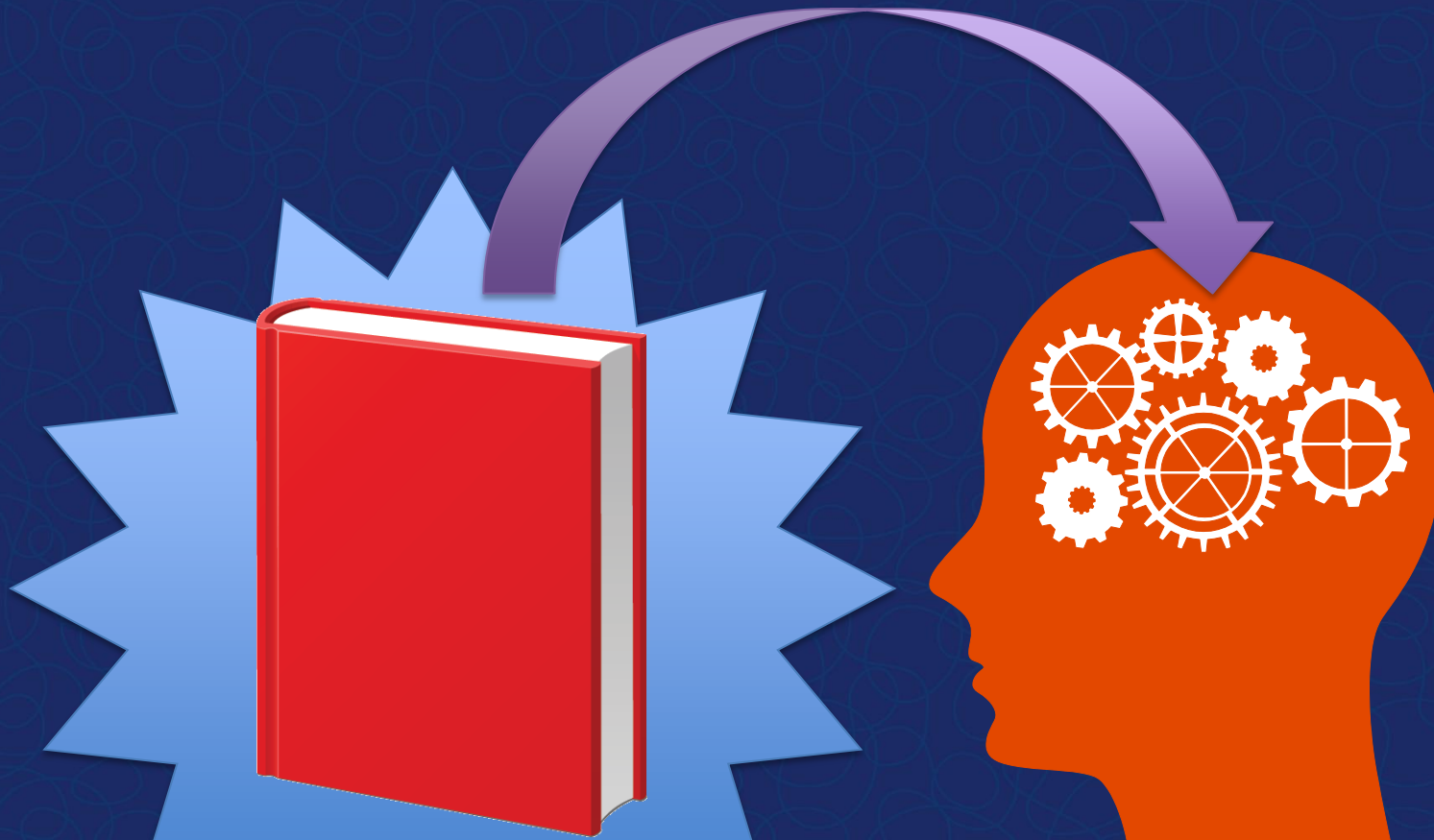
Pervasive Design Ideas

- E-learning should provide a uniform experience

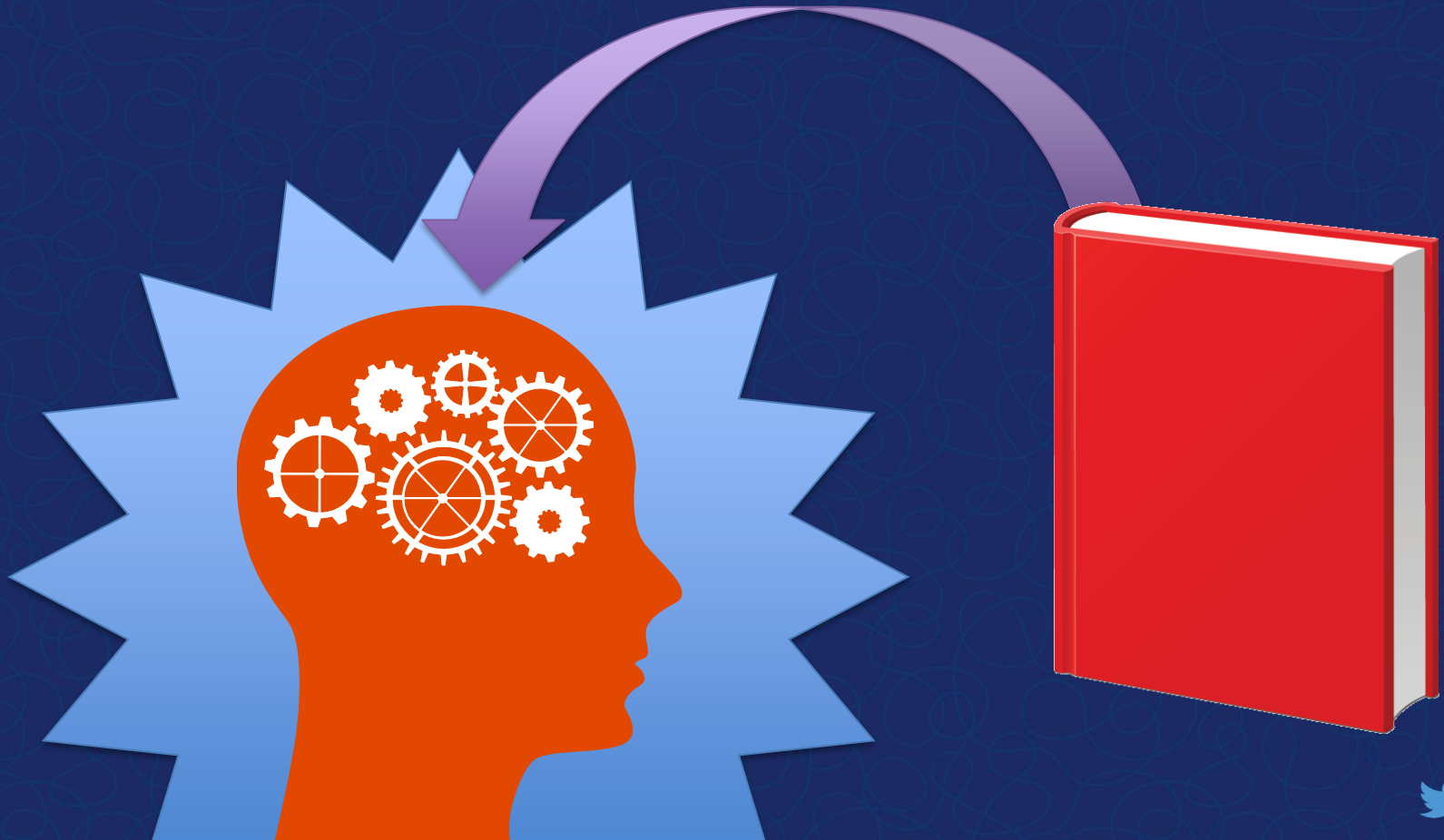
Pervasive Design Ideas

Individualized experience

Content-Centric



Learner-Centric



10

Practical Principles for Creating Impactful e-Learning



What is the first thing learners encounter in most e-learning modules?

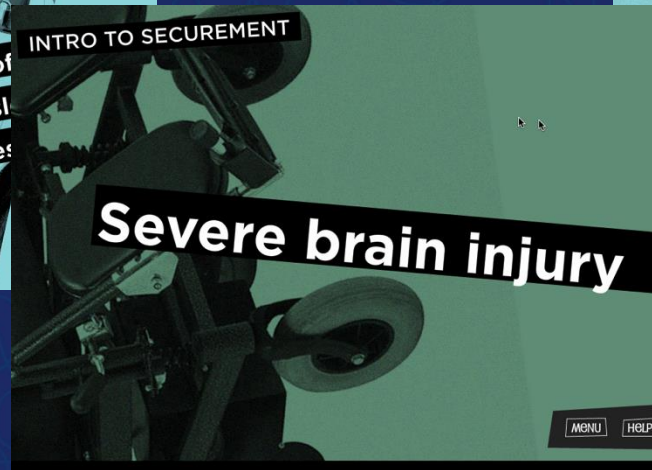
PRINCIPLE ONE:

Don't list formal learning objectives.

Instead, communicate in terms and ideas the learner understands—express the WIFM in conversational language, use imagery, highlight the problem in a way to arouse curiosity.



Wheelchair Securement





Who are all the people who can be responsible for choices made while a learner is in an e-learning module?

PRINCIPLE TWO:

Let the learner take control.

The learner should not be in the role
of passive victim.

Enhance User Control?

- ✓ Unfettered navigation
- ✓ Allow user to choose strategy
- ✓ Choose help level
- ✓ Etc.



What part of a lesson probably deals with the most complicated and most interesting pieces—the beginning or the end?

PRINCIPLE THREE:

Design the end of your lesson first.

Use your most productive design effort on
the part of the lesson that matters.

First Response to Terrorism

Scenario 1: City Street

MENU RESOURCES EXIT

DISPATCH

Explosion reportedly may have been on a bus, cannot yet confirm.

00:23

Current distance from incident: 300 yards

- MOVE
- REPORT TO DISPATCH
- REQUEST ADDITIONAL PERSONNEL
- SCAN & REPORT WITH BINOCULARS
- PUT ON GAS MASK
- ESTABLISH PERIMETER

READY FOR FEEDBACK



In general, are learners diligent in reading e-learning content screens carefully and completely?

PRINCIPLE FOUR:
Talk less, do more.

Let the learner decide when they need to
read for information gathering.



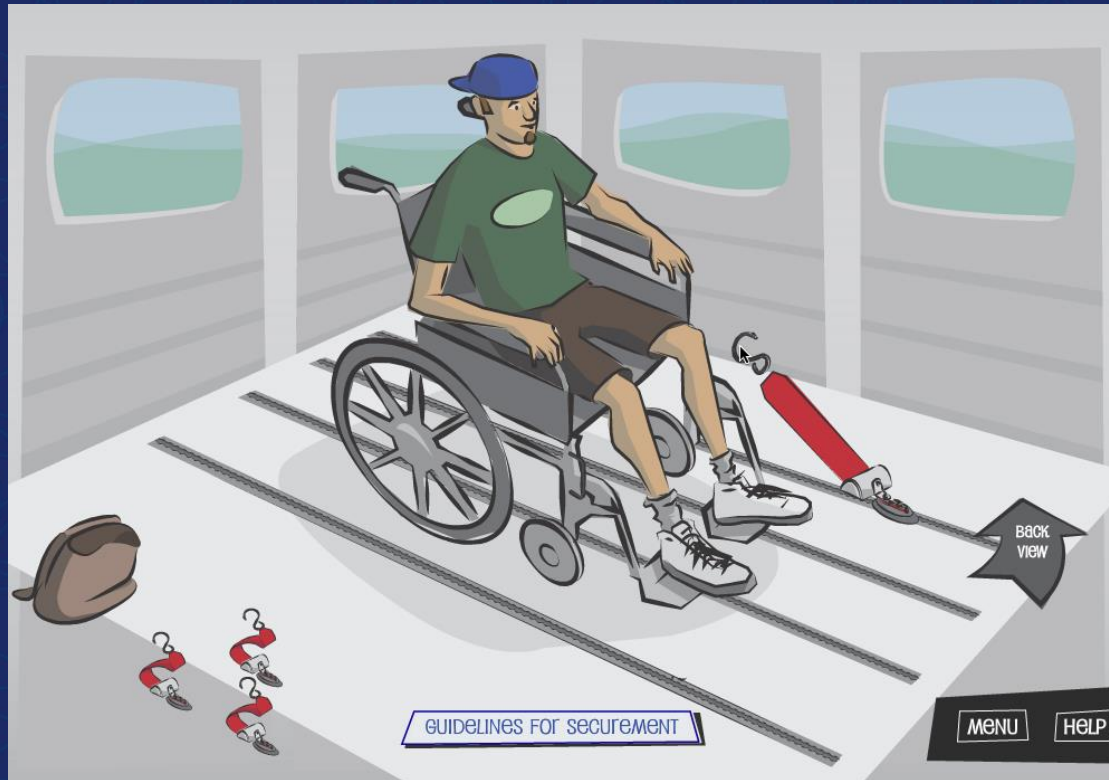
Does what you physically do impact
memory?

PRINCIPLE FIVE:
Create real-life activities.

When learners complete activities that suggest real-life behavior, they are more likely to remember them on the job.



Wheelchair Securement





Which do you think has more significance—an action that can be done thoughtlessly or an action that requires focus and attention?

PRINCIPLE SIX:
Design specific gestures.

Avoid generic interaction responses, such as “Next,” “A,” “B,” etc.




Meaningful Actions

FRONTLINE LOSS PREVENTION
NEGOTIABILITY

INTRODUCTION EXPLORE PRACTICE TEST

This check is not negotiable. Which required element is missing?



- a. Date
- b. Amount
- c. Signature
- d. Printed Bank
- e. Payee
- f. Endorsement

HELP
EXIT

VS.

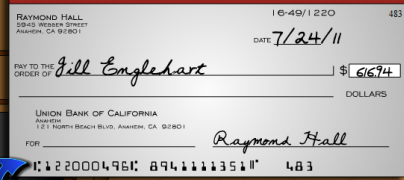
FRONTLINE LOSS PREVENTION
NEGOTIABILITY

INTRODUCTION EXPLORE PRACTICE TEST

July 27 2011

That's correct.

Click the area of the check that does not meet negotiability requirements.



HELP
EXIT

10 20 30 40 50 60 70 80 90 100
Percentage of this section completed

instructions

COMPUTER
IDENTIFICATION
CHECK SCANNER
UV SCANNER
ASK EMPLOYEE



Are learners more motivated in a harsh judgmental setting or a helpful supportive setting?

PRINCIPLE SEVEN:

Don't create adversarial lessons.

Really listen to the “voice” of your training.



Does context matter?

*The sales
commission is
going to be
10%!!*



*The sales
commission is
going to be
10%!!*



*The sales
commission is
going to be
10%!!*



Thanks to Julie Dirksen
Design for How People Learn

PRINCIPLE EIGHT:

Generic templates destroy meaning.

Context adds meaning to interactions;
without context the significance of the
content can be lost.



Does it help your performance and confidence to have someone looking over your shoulder making comments as you try something new?

PRINCIPLE NINE

Stop judging and scoring everything.

Allow learning by exploring and making mistakes.



When you know someone will probably fix things you overlook, does that make you work more carefully or less carefully?

PRINCIPLE TEN:

Hold the learner accountable.

Help the learner understand the real-life consequences encountered on the job.





JOURNEYS

HERE THEY ARE

FEEDBACK UMM... WHICH ONE DID I ASK FOR?

SORRY HERE IT IS.

HERE IS ANOTHER PAIR.

THOSE LOOK GREAT.

SO, YOU'LL TAKE THEM?

SELL METER

ACCESSORIES

MENU • HELP attract / invite / ask / present / explain+support / close QUIT

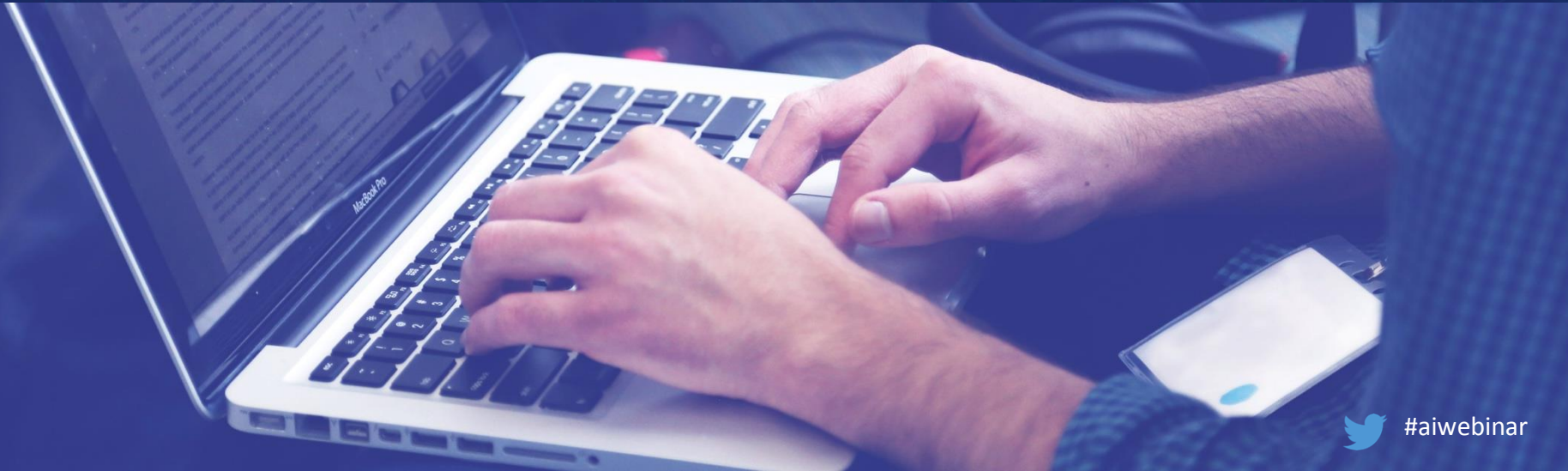
Questions?

Upcoming 30-Minute Webinar

Learner-Centered Design: 3 Quick Tips

Wednesday, April 15 | 1:00 PM Central

alleninteractions.com/events-talks



A stylized logo consisting of two intersecting green lines forming an 'X' shape. Each line has a small green dot at its four endpoints.

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