learning experience design
the perfect blend
about me:

15 years creating data visualizations
20 years designing learning experiences
50 years telling stories
10 years flying small planes
6 years tying very small flies

BA in Data Analysis and Visualization
MSEd in Instructional Technology and Distance Education
(and a slew of UX workshops and courses)
Certified Learning Environment Architect
STC Fellow

STC Roundtable . October 2019
It has always been about creating experiences!
LX vs. instruction
What is instructional design?
Instructional design is the creation of learning experiences and materials in a manner that results in the acquisition and application of knowledge and skills. The discipline follows a system of assessing needs, designing a process, developing materials and evaluating their effectiveness. In the context of workplace learning, Instructional Design provides a practical and systematic process for effectively designing effective curricula.

Sound like ADDIE?
What is an Instructional Designer?

An instructional designer applies this systematic methodology (rooted in instructional theories and models) to design and develop content, experiences, and other solutions to support the acquisition of new knowledge or skills. Instructional designers ought to begin by conducting a needs assessment to determine the needs of the learning event, including: what the learner should know and be able to do as a result of the training or learning solution, and what the learners already know and can do.

Instructional designers are then responsible for creating the course design and developing all instructional materials, including presentation materials, participant guides, handouts, and job aids or other materials. Instructional designers are commonly also responsible for evaluating training, including assessing what was learned and whether the learning solution led to measurable behavior change.
all are systematic methodologies
bottom line

instructional design is all about making choices
Psychologists and educators are tasked with creating training materials for thousands of soldiers.
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Skinner devises programmed instruction (chunking, quizzes, feedback). Bloom posits three principal domains of learning (cognitive, psychomotor, affective).
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The systematic design of instruction flourishes alongside the development of broadcast technologies.

Commercially available computing platforms for designing, developing, and delivering learning are commonplace.

Rapid prototyping becomes standard practice. The LMS stronghold begins to shape the design of learning experiences.

The LMS takes over along with a plethora of tools and technologies to create media. Costs lower along with barriers to access.

Focus is shifting back to the learner experience, and at the same time, data analytics are being used to shape adaptive learning. Are we becoming more human centered after all?

These events should serve as the basis for designing, developing, and delivering learning experiences:

- Gaining attention (reception)
- Informing learners of the objective (expectancy)
- Stimulating recall of prior learning (retrieval)
- Presenting the stimulus (selective perception)
- Providing learning guidance (semantic encoding)
- Eliciting performance (responding)
- Providing feedback (reinforcement)
- Assessing performance (retrieval)
- Enhancing retention and transfer (generalization)
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1940
1950
1960
1970
1980
1990
2000
today
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designing for the human
What is UX design?
I invented the term because I thought human interface and usability were extremely good. I wanted to cover all aspects of the person's experience with the system including industrial design graphics, the interface, the physical interaction and the manual. Since then the term has spread widely, so much so that it is starting to gain its meaning.

Consider the fields of human factors, ergonomics, HCI, and the like …
1. User research
2. Wireframing & Prototyping
3. User testing
4. Implementation
useful | usable | delightful
What is Design Thinking?
according to IDEO:

“Design thinking is a human-centered approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.”

Tim Brown, Executive Chair of IDEO
“To think like a designer requires dreaming up wild ideas, taking time to tinker and test, and being willing to fail early and often. The designer's mindset embraces empathy, optimism, iteration, creativity, and ambiguity. And most critically, design thinking keeps people at the center of every process. A human-centered designer knows that as long as you stay focused on the people you're designing for—and listen to them directly—you can arrive at optimal solutions that meet their needs.”

IDEO Design Thinking
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IDEO Design Thinking
What is service design?
Service design is a process in which the designer focuses on creating optimal service experiences. This requires taking a holistic view of all the related actors, their interactions, and supporting materials and infrastructures. Service design often involves the use of customer journey maps, which tell the story of different customers’ interactions with a brand, thus offering deep insights.

I recommend the book *This is Service Design Thinking*, by Stickdorn and Schneider.
Service design is the activity of planning and organizing a business’s resources (people, props, and processes) in order to (1) directly improve the employee’s experience, and (2) indirectly, the customer’s experience.

I still recommend the book *This is Service Design Thinking*, by Stickdorn and Schneider
User Centered: getting to know our users through qualitative research

Co-creative: involving stakeholders in the design process

Sequencing: breaking down complex services into separate processes

Evidencing: creating and testing prototypes

Holistic: considering journeys and touchpoints in our networks of interactions and users
aha!
back to designing learning experiences
DISCOVERY: getting to know our learners through qualitative research

COLLABORATION: involving learners and stakeholders in the design process

SEQUENCING: breaking down complex learning pathways into separate components

EVIDENCING: architecting and testing learning environment prototypes

HOLISTIC: considering journeys and touchpoints in our networks of interactions and learning experience participants
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**STC Roundtable . October 2019**
what is a persona?
A persona is a way to model, summarize and communicate research about people who have been observed or researched in some way. A persona is depicted as a specific person but is not a real individual; rather, it is synthesized from observations of many people. Each persona represents a significant portion of people in the real world and enables the designer to focus on a manageable and memorable cast of characters, instead of focusing on thousands of individuals.

according to Shlomo Goltz:
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**Notes:**

- Demographics: Understanding the learner's background helps in designing learning materials that are relevant and accessible.
- Motivation: Knowledge of what motivates the learner can help in creating engaging and relevant content.
- Challenge: Identifying areas where learners might struggle can help in designing support mechanisms or additional resources.
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just Google “persona template”
empathy mapping
pity (I am sorry for you)
sympathy (I feel for you)
empathy (I feel with you)
compassion (I am moved by you)

“Pity and sympathy require little to no effort or understanding, while empathy and compassion require effort to understand and engagement to produce a positive change.”  Sarah Gibbons, 2019
Empathize: To-Be Scenario

**WHAT WE HAVE**
- What are some key things your learners do now? What are they NOT doing?
- What are the differences between what they say and what they do?

**WHAT WE WANT**
- What are some key things you want your learners to do? What do you want them to avoid?
- What new methods, approaches, or strategies do you want them to adopt?

**DOING**
- **PRESENT**
  - What really matters to your learners? What inspires them? What motivates them?
  - What holds them back? What are their dreams and aspirations? What are their concerns?
- **FUTURE**
  - What do you want to matter most to your learners? What can motivate them further?
  - What would inspire them to play a larger role in the success of the learning initiative?

**THINKING**
- **PRESENT**
  - What are your learners’ biggest frustrations? What obstacles are in the way?
  - What risks are they really to take? How do they define success?
- **FUTURE**
  - What positive experiences do you want to enable and shape?
  - What incentives can you implement to support those experiences?

**FEELING**
- **PRESENT**
- **FUTURE**

**What will it take to get us there?**
just Google “empathy map template”
another aha!
learner motivation
(aka human motivation)
according to Maehr & Zusho:

Motivation is something that influences or explains why a person will start a task, whether a person will approach or avoid a task, how much effort a person will put into a task, and whether or not a person will continue to work on the task once they start.

Achievement Goal Theory: The Past, Present, and Future
Reiss Motivation Profile

16 basic desires

1. power
2. independence
3. curiosity
4. acceptance
5. order
6. saving
7. honor
8. idealism
9. social contact
10. family
11. status
12. vengeance
13. romance
14. eating
15. physical activity
16. tranquility
How might we tap into these 16 basic desires to shape learning experiences?
curiosity

“Curiosity should not be confused with intelligence. Intelligence refers to how easily a person learns things, whereas curiosity refers to how much a person enjoys the process of learning.”

Who Am I?, Steven Reiss
thirsting for knowledge
asking questions
seeking truth
Reiss Motivation Profile
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instructional strategy
(or MadLibs?)
1. [topic]
2. associated with [objective]
3. will be delivered through [asset]
4. using [technology]
5. for/lasting [time]
6. at/on [place/date]
An overview of the customer database associated with the goal “Access the customer database” will be delivered through a video lesson lasting 3 minutes on the company Vimeo channel.
curriculum maps
(or matrices?)
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### STC Roundtable . October 2019
LEML

(Learning Environment Modeling Language)
learner journey mapping
(leveraging metaphor to inspire learner potential)
**Learner Journey Mapping**

As a [persona], I want to [intent], so that [goal]

**Stages:** Any time a learner comes in contact with others

**Actions:** What the learner is doing at any given stage

**Questions:** What the learner is looking to answer

**Touchpoints:** Where interaction is taking place

**Emotions:** What the learner is feeling 😊😊😊

**Expectations:** What the learner expects is going to happen

**Weaknesses:** How the learning environment lets the learner down

**Moments of truth:** When the learner takes action

**Listening posts:** Where, when, and how the learner shares their stories

**Supporting characters:** Others who are (or become) involved

**Assumptions:** What we think is going to happen
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the maturity matrix
## CLIENT Blended Learning Maturity Matrix

**heroic, defined, proactive, strategic**

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<th>PROACTIVE</th>
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**RESEARCH & DISCOVERY**
- Review of community data, resources, assets, and feedback
- Stakeholder and learning community member interviews
- Learner persona exploration and development
- Empathy mapping exercises
- Discovery datasheet session facilitation
- Design Thinking “ideate” session facilitation

**CURRICULAR ALIGNMENT**
- Review of organizational goals and community learning objectives
- Instructional strategy statement development
- Focus board development for each learning goal (evidence of learning)
- Content strategy curriculum maps
- Instructional strategy framework documents

**DESIGN/ARCHITECTURE**
- Learning environment design models
- Learning community taxonomy recommendations
- Learning experience journey maps
- Low-fidelity prototypes
- Project development strategies
- Design implementation references and style guides

**LOGISTICS & SUPPORT**
- Technology review
- Resource allocation exploration, review, and recommendations
- Learning community lifecycle planning
- Theory-into-practice working sessions
- Learner feedback surveys and other mechanisms
- Data reviews and suggested reporting approaches
a lot to digest
“To think like a designer requires **dreaming up wild ideas, taking time to tinker and test**, and **being willing to fail early and often**. The designer's mindset embraces empathy, optimism, iteration, creativity, and ambiguity. And most critically, design thinking keeps **people at the center of every process**. A human-centered designer knows that as long as you stay focused on the people you're designing for—and listen to them directly—you can arrive at optimal solutions that meet their needs.”

IDEO Design Thinking
wrapping up
learning experiences

should be designed based on a genuine comprehension of the purpose of the learning experience, the demand for the learning experience and the ability of the learning experience provider to deliver that learning experience
bottom line

instructional design is all about making choices
questions?
thank you!

phylise@phylisebanner.com