



Learning Models

Useful Blueprints for eLearning Designers

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eLearning design, how shall I define you?

How about “the thoughtful selection of content and activities, well crafted and sequenced to meet a set of pre-determined objectives”?

Maybe so. But definitions don’t take us very far. What does learning design really mean in practice?

The most impressive learning designs draw from best principles of adult learning theory, take a card from marketing and advertising, and ultimately result in effective programs that inform, instruct, and perhaps even change behaviors.

For some, the interactive design process is a smooth and intuitive process. Skilled and experienced eLearning designers may instinctively know what approach to follow when solving particular design problems. That’s why organizations throughout the world use eLearning experts—those consultants have been there, done that. They’ve seen what works, they’ve tried things that haven’t, and they can often just sense the right solution.

But as eLearning continues to grow (in 2011 it’s a \$50 billion + industry!) more and more people within organizations are being thrust into the role of eLearning designer. Is it realistic to expect these newbies to deliver polished well-designed eLearning? Probably not (unless, of course, they’re just that good).

So, how can we help those relatively new to the field deliver effective learning solutions as soon as possible? Rather than approaching every new project as a shot in the dark, roll-up-your-sleeves-and-start-from-scratch initiative, we’ve identified a core set of learning design models to help. Even inexperienced practitioners can quickly understand these models and easily apply them to the vast majority of learning requirements that come their way.

These models combine some of the best principles and leading practices gained from our years of research and experience. They can give your internal teams a shared vocabulary and point of view and ensures every program has a solid instructional design strategy at its foundation.

Health warning: They aren’t a set of cookie cutters or templates that you lay onto every project without thinking, but rather a starting point; you can blend and mix and match models depending on the specific requirements of each project. This means you can design unique approaches to transferring and building knowledge from a number of proven, best practice components.

If you’re new to the realm of eLearning design, or well experienced but looking for some new directions and inspiration, these models will help extend your knowledge.

In the beginning...and the end

Whatever learning model you choose to use, there are some components that we think should always be present in the most effective learning experiences: the **Start** and the **Finish**.

All the best learning experiences should start by engaging the learner (the ‘what’s in it for me?’ element) and then providing the information they need to get the most out of the learning experience (setting the direction).

You then need to *finish* the experience by making sure the learner goes away with the key learning points clearly summarized and, most importantly, with their next actions laid out—what they need to do to apply what they have learned in the real world. (Of course, it should rightly be pointed out that learning never finishes, but formal more structured learning experiences do have some form of *end*, often a launch pad to start applying those skills and ideas in the workplace.)

What’s in between?

Sandwiched between this beginning and end you’ll find our learning models – where the core learning takes place. It’s the filling that you choose that makes each learning experience fundamentally different from each other.

These core learning sessions can follow the full spectrum of learning models from a straightforward ‘structured’ model (*Present, Exemplify and Test*) to a full on goal-based scenario design.

The bread of the sandwich—the *start* and the *end*—will always share some elements in terms of intent but the filling can be very different depending on the topic, learner profile and context.

We’ll start at the beginning. Here are some brief tips on how you can get your learning off to a great start regardless of the topic or context:

- **Gain attention and engage the learner**
- **Set direction**

The start

1. Gain attention and engage the learner

When working on initial designs at Kineo, we work very hard to get into the shoes of the learners.

In our view, effective eLearning should have a lot more in common with effective advertising and communications. There's nothing that sinks the heart faster than a list of learning objectives on the opening screen. In our designs, we strive to get engagement and interest—the heart pounding—from the outset.

You may know the marketing acronym AIDA. It stands for the steps to take to get someone to buy a product or change their behavior: **A**wareness, **I**nterest, **D**esire and **A**ction. Take your learner through these stages as early as possible in a learning experience. If you never get your learner to the 'Desire' stage, they won't truly engage in the learning experience, as they won't have seen the 'what's in it for me?'

2. Set direction

Once a learner is genuinely committed to a learning experience, they need to feel in charge or at least comfortable that they know what's coming in the journey ahead. They need to know what they will be learning, how that learning will take place and what they should be doing to make the most of the whole experience. Also they need some breakdown of timings so they know how long they should set aside, and how it might relate.

Once you've set up your first layer of the sandwich, you're now ready for the filling: the core learning experience, made up of a possible wide range of learning models.

Learning models: what works when?

Before we get into some specific models, let's first talk about what you're trying to do. When designing the right learning approach for any topic, you have to be sure about your overall objective.

There are three main reasons for a learning experience:

- **To inform or raise awareness**
- **To improve knowledge and skills**
- **To change attitude or behavior**

As you begin designing the learning experience, you work with your subject matter experts and stakeholders to determine the desired outcomes of the experience. It's always good to ask: What do you want the learner to be able to **do** as a result of having gone through this experience?

It's not always straightforward, but it's important to get the right model that's fit for purpose. This is back to the standard starting question: What problem are we trying to solve? It's all too common to see 'solutions' that don't really fit the problem, for example where the need was really only to raise awareness and communicate, but the designer chose a needlessly complex learning model. Or where the desired outcome was a true behavioral change and all the program did was share information. So take care not to over or under-design for the need you're facing.

And remember that you might best meet some learning objectives by producing a string or blend of design models that extend across different delivery mediums and over a spaced calendar. In this way, you create a **learning campaign** rather than a single, static event. The output may include a self-paced eLearning course with a main menu and a series of topics, a stand-alone learning activity, an online webinar, or a combination of things.

As you start making design decisions, first have these high level learning models in mind. Ask "Is this program mainly about sharing **information**, building **knowledge and skills** or creating a change in **attitude or behavior**?"

We'll be looking at each of these categories in detail, but first let's look at what makes each of them different from the others:

Information and communication models are mainly driven by the need to make it really easy for the target audience to get the main points as quickly as possible and explore the topic in whatever depth they want. These approaches borrow much from knowledge mapping and effective web design.

Information models work really well in a one-on-one basis such as eLearning, as the learner gets to decide what they need to know. You seldom have very effective, information-based face-to-face events. Why? Because they're often one paced and so really boring for participants!

Information and communication models

Just in time eLearning or performance support is a great example of information-based learning. Give the people what they want, when they want it. Users of these programs don't want banks of check questions when all they wanted was to dip in and get some short tips or recall some key principles or steps.

Knowledge and skills

When you want the target audience to improve their **knowledge and skills** then the need to check understanding and provide feedback on performance within the program is crucial.

Information and communication programs may not have learning objectives, but knowledge or skills acquisition programs must have these, and the exact nature of those objectives will directly influence the learning model(s) you choose. We'll look at those differences in more detail later.



Changing behaviors and attitudes

Finally, you may need to do more than inform or impart knowledge. You may have to **change** entrenched opinions, attitudes or behaviors. To do this, it is not enough to present information and then test people on it. You need to get them to see the value of changing. Learners can see the consequences of their actions or explore 'what ifs'. There is a great range of ways in which this can be done but a very popular and effective approach is to provide simulations or role plays that are as close to reality as possible.

Mixing the models

Many of these high level goals are often intrinsically linked. After all, you will often need to impart knowledge for learners to apply this knowledge in a role-play or simulation.

This introduces a key part of the learning designer's toolkit; the ability to mix and match the models to suit the specific learning requirements and the context or nature of the target audience.

We will look later at the ways in which you can decide which models could be combined. But first, let's look in more detail at each of models and start with the simpler models with which you may 'fill' the sandwich.

Information and Communication models

With these models, you need to get information to your audience as quickly as possible. So the key here is knowing how to cluster and map information so the user can intuitively find what they need.

Primarily a user-driven model, it is seldom done well via linear presentational forms such as classrooms. It is primarily best done as a solitary experience (as it then can be truly user-driven) and so is best delivered by interactive technology. Possible formats include the following:

Search and find: the ‘Google’ philosophy in which there is no architecture to the information but instead you use a search engine to present nearest matches as links to relevant information objects (like documents, videos, articles and presentations).

Process flow: in this model we embed the information along the path of a task flow e.g. the timeline of a project (for a program on project management techniques) or the steps taken to manufacture a car. Here is a menu from an information-based module for the European Union on a particular process surrounding Excise Duty. Each section explains the process graphically with illustrative animations but at no time is the user asked to confirm their knowledge through questioning.



Topic categories: this model follows an interactive manual approach. Information can always be categorized (often done best by a simple brainstorming/pattern note exercise). Those categories naturally become sections for a menu or hierarchy of menus for short presentational sequences. This example from a financial institution on Fund types displays a two level hierarchy—the overall fund levels e.g. Retail funds and then a sub menu (shown here) which provides access to information on those specific funds. This was never a learning program, it was always designed to be just-in-time information. However, repeated review of the information pages (helped by good use of graphics and animations) can lead to knowledge retention.



Magazine style: borrowing from other media, an e-Magazine style for presenting information in a structured, indexed format can work well.



Knowledge & Skills models

If your brief is to ensure that the audience actually learns and retains some core knowledge or builds up new skills, then you may need to go with a more complex learning architecture. You need to ensure the learner comprehends the material and provide them with the mechanisms to retain this knowledge or skill.

The base entry point and time-honored approach is the classic tutorial structure: **Make Present, Exemplify, Explore** and **Test (PEET)**.

Make Present, Exemplify, Explore and Test (PEET)

This model is generally seen as being the most straightforward and simple format to follow. With this model, we can follow a standard sequence in order to systematically build knowledge and get learners to demonstrate understanding.

Present

Once we have been through the initial start sequences (as outlined earlier), you present the key information. But rather than creating a passive user experience, let the learner control the whole process and ask them questions along the way to help them consolidate their understanding. You can even pose questions that the learner may not be able to answer to raise awareness of gaps, and then embed the next learning point in the feedback.

The purpose of any interaction is to set out the main learning points as clearly as possible. This could be done in a wide variety of ways:

- **Presentational sequences**

Most of us are pretty used to this model. We get the key things we need to know clearly explained (and, if it's face-to-face, you even get the chance to immediately clarify any confusion you have). There are many subjects in a corporate environment that just simply need to be explained and this is often where eLearning pays dividends, as complex topics can be explained graphically and can be viewed and reviewed as many times as the learner needs.

Here is a typical diagrammatical sequence from a product knowledge module for Nikon:

Nikon - Basic Photography
How a digital camera works

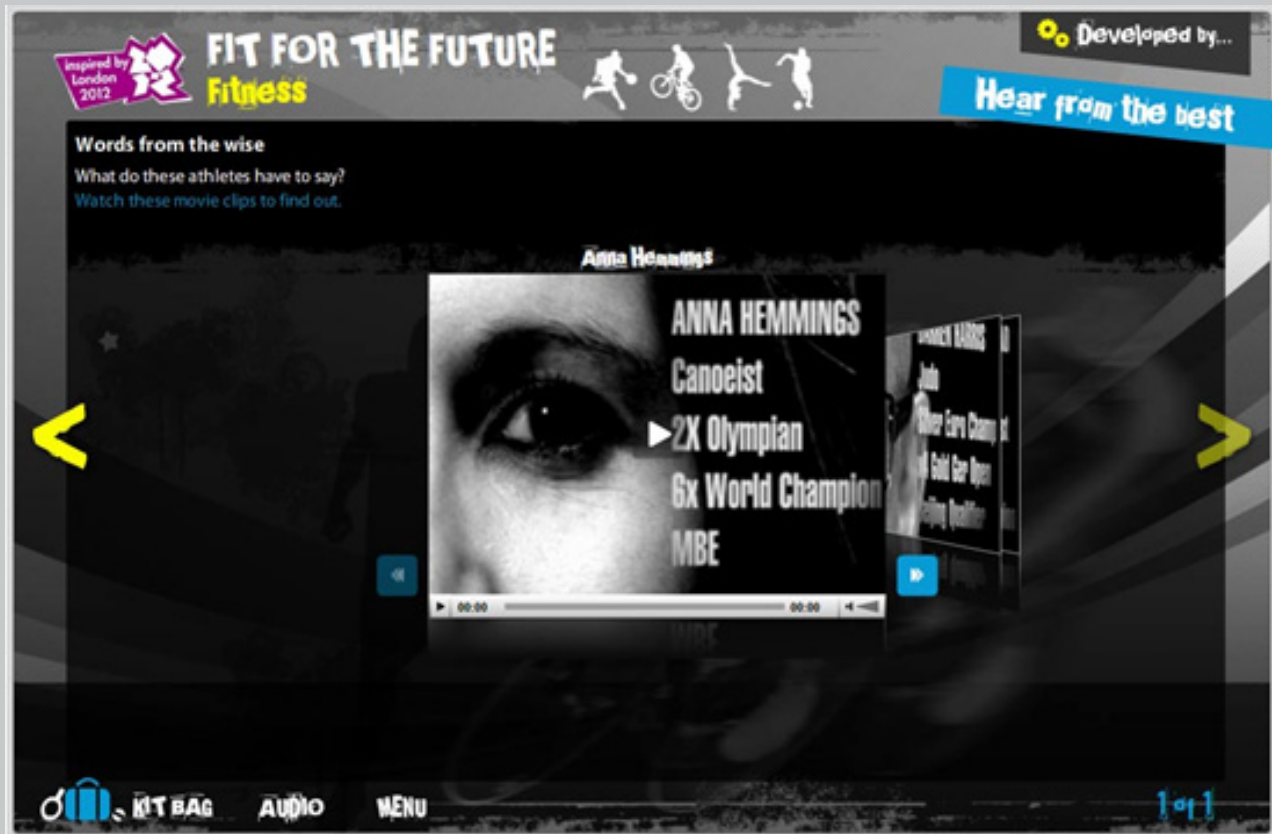
GLOSSARY HELP MENU

How does a camera work? Here's a quick overview. Click each of the headings to follow the journey light as it moves through the camera and is rendered as an image.

1. Light
2. Lens
3. Shutter
4. Sensor
5. The exposure

● Expert views

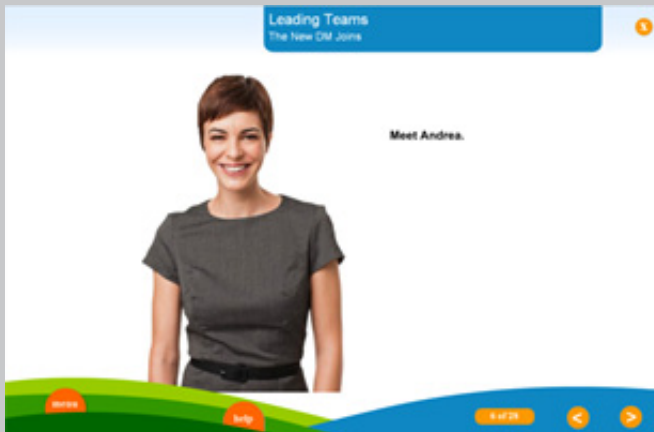
Much of the knowledge in an organization is held in the heads of a few experts. So, an alternative or complementary approach is to directly interview these experts and the subsequent vodcasts or podcasts can form a key part of the presentation of your main learning points. Here is an example from a program on life skills and health and fitness which used top sports people sharing their views on how to achieve excellence:



● Guided Stories

Although we believe that most learning designs should include elements of storytelling, the Guided Story model builds the entire course around the theme. The course might unfold the content through a “day in the life” or a “year in the life” format, providing an opportunity to learn through observation.

For example, in this program on leading teams, we teach the learner the four stages of the team building process (forming, storming, norming and performing) as seen through the experience of Andrea, a new manager. As the program unfolds, we learn the stages through contextual examples and allow the learner to provide input along the way.



Here's another guided story example. Here we show how a story unfolds in a module on Inside Information awareness. We start by watching a fictitious bar scene where indiscrete information is shared.



The scene widens out to reveal the risk:



Exemplify and Explore

The second step of this model then moves the learner to an ‘explore’ mode in which they can consolidate their learning with case studies or stories. For many, this is where they truly begin to ‘get it’, especially those learners who struggle with pure ‘concepts’.

In the classroom situation, this can be through ‘war stories’ or role-plays or discussions with peers around ‘challenges’. With eLearning, it can be a scenario in which they are asked to reflect upon or suggest what the main protagonist should do.

You can categorize the many different approaches you can follow within the *Exemplify and Practice* phase as follows:

Best practice examples: Many learners appreciate seeing outputs and best practice in action, so you can provide examples of these which they can explore in as much detail as they need. Include interviews with experts to get useful war stories to illustrate the key principles covered in the Present phase.

Ask the expert: As the learners go through the material let them ask questions along the way. Obviously, a standard part of face-to-face learning or coaching, this can be done online (through e-tutors or experts online) or through a set of frequently asked questions (which might cover a large proportion of the questions that people normally have at each stage of the learning process).

Multiple viewpoints: Sometimes a topic is not clear cut, so if you let the learner see different viewpoints they can build up a realistic picture of the situation.

See it, analyze it: In this approach the learner observes something (it could be a scene with a manager or someone conducting routine maintenance or a completed document). They are then asked to reflect on what they have seen (perhaps to critique it and make suggestions on what could be done better).

Group discussion: A standard model with face-to-face training, group discussion can be very effective virtually as an e-mentored session where the group has a few days to discuss an action plan or come up with some related guidelines on the topic.

Help us change things: In this approach, learners’ opinions and views on key issues are sought whilst they find out the background to the issues (an example of this was a local government program on improving customer service in which all questions were really survey questions, which made the learners reflect on what they could do better and what they thought the organization should be doing).

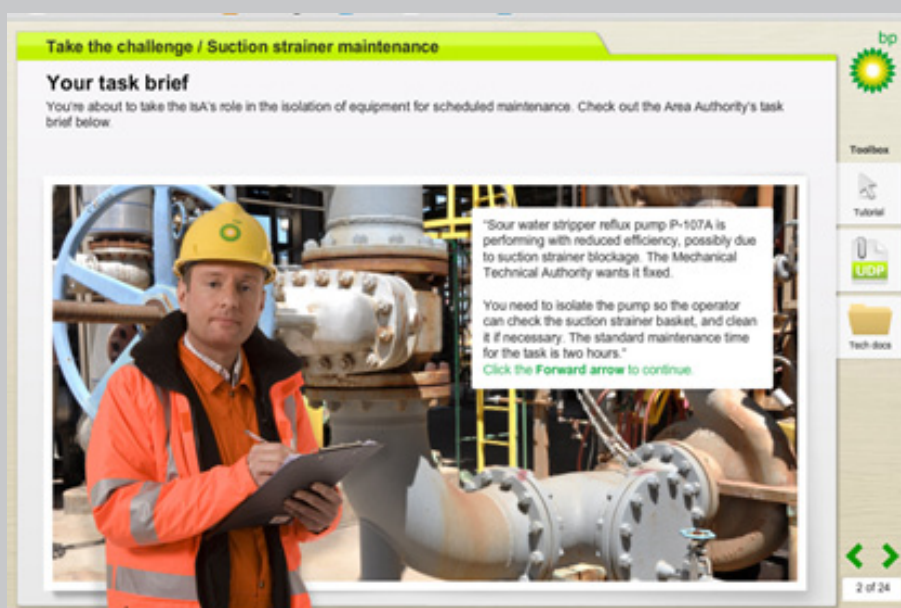
Plan it, do it, review it: This action planning approach helps the learners explore the topic and work out what it means to them and how they might do things differently in the future. This needs to be done over a number of sessions and works well as an eLearning experience or an e-mentored approach. Examples of other people’s deliverables or best practice can be provided at both the Plan It and Review It stages. This ‘Do and Compare’ learning sequence could involve a live group of fellow learners or example outcomes and documentation that the learner can use to reflect on what they might do better next time. This can be extended into a regular ‘Action Learning Set’ approach in which learners regularly meet face-to-face or online to share their experiences and get advice from the group.

Using Goal-Based Scenarios to help learners explore the topic

If you have the time and budget, there is one approach that crosses over both Knowledge and Skills-based projects and, as you will see later, attitude or behavior change-based learning requirements, this is the use of Goal-Based Scenarios.

If you’re trying to teach a more complex problem-solving skill, you can immerse the learner in a situation and have them make decisions along the way to drive the action forward. You may provide them with access to supporting documents and job aids that will help inform the decision-making process. These types of tasks feel more like on-the-job simulations.

For example, this session opens with the learner assigned a task. They may need to explore the documents and tutorials along the right margin of the screen to help them see the scenario through to a final outcome.



By learning from mistakes and seeing consequences in a safe environment, some learners get the point much more quickly and are better equipped to apply knowledge and skills in the real world. The most well known example of a very sophisticated goal-based learning experience is something that many people have experienced in their own homes: the good old Flight Simulator. The task is see if you can fly from A to B and safely land the plane. If you make a mistake along the way, you see the consequences. The hours that some people put into mastering this task, shows how engaging a good goal-based scenario can be.

Since the scenarios you design can often involve all the key learning points in a program, it is often a good idea to offer the Present knowledge-based sections at the same time as they go through the task. This can provide just in time learning opportunities and help make the learning suitable for a wider range of learning styles.

There are a number of different types of scenario-based learning models:

Try It, Learn It goal-based scenario

This is similar to the full branching simulation approach but the model is designed so that should the learner make a mistake in the scenario they get shown to a discrete relevant section of the tutorials. Once they complete the relevant module they can then return to the choice they got wrong and see if they can continue with the scenario without making further mistakes. The appeal of this approach is that learners have that extra degree of motivation to absorb the learning points, as they have just confronted that particular learning gap.

Here is an example of that moment when the learner is sent off to a learning module:



Full branching simulation

Use these when it really matters to provide people with real choices, consequences, and the opportunity to change direction and recover from mistakes, or try different approaches.

The learner makes choices, sees consequences and gets feedback at the end on what they did right and wrong. The complexity and depth of the simulation is only limited by the patience of the designers in creating the different branches until it reaches a natural conclusion. You can provide different levels of help along the way to cater for different audiences:

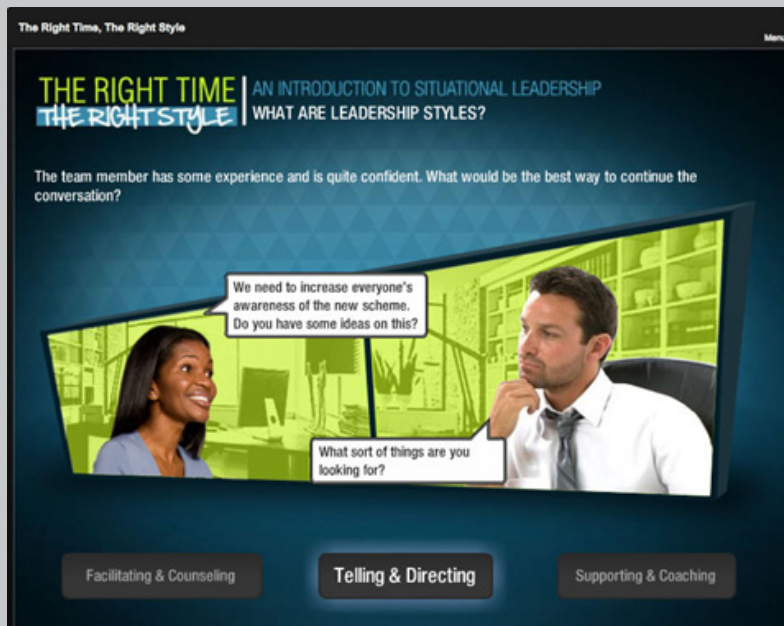


Limited (one or two level) scenario

With this approach, a consequence can be shown but, instead of playing out the scenario to its final consequence, the feedback is given early and so it takes no more than 4-5 minutes to go through the scenario.

Change the story

One other approach is to bill the branching scenario as an opportunity for the learner to change how a story unfolds. Here, you can change the nature of a conversation with a manager and team member by choosing a range of different leadership styles:



The Test phase

The **final** step of the PEET model is all about checking that the learner has achieved the learning objectives set out at the beginning of the learning design process. It can be done in a number of ways:

Check questions or interactive scenario immediately at the end of the learning experience (in line with Level 2 Evaluation). Note: this is seldom done on face-to-face events, but could be.

The same type of assessments can be conducted **at a later date** to check knowledge and skills have been **retained**.

On the job assessment performing actual tasks (Level 3 evaluation) conducted by line managers or coaches.

These tests are useful for learners to confirm that they have reached those levels of knowledge or skills. This, in its own right, builds confidence. It is also useful for the learner and the organization to know if they have acquired the necessary levels of knowledge or capability and decide what needs to be done to resolve this.

From an organizational point of view, it is also a good way of checking if the overall program has delivered the agreed learning goals.



Show me, Try It, Test Me

An overall Present, Exemplify, Explore and Test model that has been the mainstay of process and systems training for many years (both online and face-to-face) is usually referred to as *Show Me, Try It, Test Me*.

In this model, you give the learner the chance to learn through observation (show me), then practice it on their own with guided prompts and feedback from the program. The final section (test me) lets the learner run through the process on their own with little input from the system – more of a simulation or sandbox environment.



Behavior and attitude models

As explained earlier, a scenario-based learning (or learn-by-doing or goal-based task) approach is a great way to explore a topic more fully for a knowledge or skills-based learning experience. It is also though especially useful in **changing attitudes and behavior** as well. If you see the consequences of gaps in knowledge or an inappropriate mindset, you are more likely to see the logic of changing.

In this next example, a module we produced for a retail bank, the program opens by putting the learner in the position of a salesperson meeting with a customer who wants to open a savings account. One hidden objective was to make the learners aware that no product should be sold without an adequate fact find, even something as simple as savings account.

The learner decides how the salesperson handles the customer conversation.



The screenshot shows a software interface for a customer sales situation. At the top, it says "Customer sales situation" with an "EXIT" button. Below that, a grey arrow points left with the text "Jody's ID is OK". The main text reads: "Jody shows her a driving licence. How should Carol continue?" Below this is a instruction: "SELECT an option closest to the one you would choose then CLICK ON CONFIRM." There are three radio button options:

- Thanks for that. I would like to find out a little more about what you are saving for so that we can make sure that we have the right account for you.
- Thanks for that. Now, what interest rate are you looking for?
- Thanks for that. I can offer you a couple of savings accounts. Shall I take you through them?

On the right side of the interface is a video of a woman (Carol) with her hands clasped, looking towards the camera. Below the video is a "How am I doing?" section with a progress bar and a score of 0. At the bottom, there are buttons for "GLOSSARY", "HELP", and "CONFIRM".

When they (as many will do) simply open the savings account (on little examination of the customer's needs), the program abruptly points out that they have breached the organization's compliance rules and encourages them to try it all again but now with that key learning clearly understood.

So, what makes a goal-based scenario designed specifically to change behaviors or attitudes different from a standard knowledge and skills-based version?

The key is the choice of situations that learners confront and the way you set up and support those situations. Creating plausible 'attractive' mistakes takes time, as does creating the branched options and the feedback for each option. In the case of the above example, it was by giving them no upfront learning objectives and explaining that the bank branch was very busy (thus implying they should conduct a brief transaction with the customer).

The big finish (is it the end or just the beginning?)

The core of the learning experience should now be complete; the 'filling' of the sandwich. So, we need to return to the second piece of bread in the sandwich. The end of the program needs to provide a summary and then launch the learner onto the next phase in their journey.

Summarize

When constructing a learning program you need to provide a chance for learners to get the key messages again—traditionally referred to as the 'tell them what you told them' part of the process. Obviously, much of the learning they have acquired will be their response to the ideas or activities within the core learning sessions. So, you need to summarize the key learning points you want them to go away with but also leave space for the learner to reflect.

A good way to do this is encourage them to think of what they will now do differently which leads us to the last step of a formal training program.

Actions and next steps—the ongoing learning journey

Learning in a training environment without enacting change is an incomplete exercise. You must challenge the learners to reflect on their current way of doing things and make a commitment to change where necessary. A simple 'What are you going to start, stop and continue?' question is a great starting point. Other options could involve Action Plans or Affirmations or new SMART goals.

In our programs, we try to build in line manager follow ups or review sessions within 3 months of the formal completion of a program.

There will often be a wealth of further information to explore (sometimes what your stakeholders wanted you to cover but you persuaded them not to include in the main program). This is where you can provide the links and give recommendations for further exploration.

As you probably know, most learning takes place on the job. The current popularity of Lombardo and Eichinger's 70/20/10 model shows that learning professionals recognize this as an important factor in designing effective learning programs. (70% of learning happens on the job; 20% through coaching and direct feedback; 10% through formal courses).

So as a learning designer, we want to set the learner up in that 10% formal course time so that they've then got ample space to try things out in the real world (the 70%), while leveraging and building upon that extra 20% of on the job feedback or coaching.

The Next Steps section of your eLearning should help the learner develop that game plan to take back with them on the job. It could involve a refresher module, or a webinar or an interactive coach (which by asking the right questions and responding to answers helps them carry out their own reflections and tweaks to their action plan).

So what could it look like?

Here's an example of the design and decision-making process as you sort through your objectives and aim to pick a good mix of learning models.

Let's say you need to create a program on phone etiquette for office receptionists who are distributed around the country. The desired outcome: to have receptionists better responding to customer needs on phone calls and providing a better overall customer experience.

You take a step back now and think about the overall Design Concepts you want to apply. You think that both the PEET and Goal Based model will get you where you need to go.

Based on the geographic dispersion of your audience, time constraints and existing level of expertise, you think the proper delivery medium will include a mix of self-paced eLearning, job aids and performance support tools, as well as synchronous webinars.

You decide to create a series of self-placed eLearning modules using a scenario approach. Each scenario will stand-alone and take about 3-5 minutes each. The learner listens to a phone call with a difficult customer. After listening to the call, a series of questions are asked about how the call was handled. Feedback is provided for each response. A series of calls are used to cover a variety of contexts, best practices and common mistakes. This approach gives the learner exposure to best practices and provides opportunity to reflect on their own call behaviors and how customers might feel in different situations. This represents a 'See it, analyse it' approach (as part of the Exemplify and Explore phase of our PEET model).

Next you want to provide the opportunity for more specific and guided practice, so you create a branching role play. (A 'goal-based' approach) The learner is engaged in a role-playing exercise where they are given the goal of completing a call satisfactorily. An audio clip of the patient is played then the learner is presented with a palette of choices. Selecting a "correct" action moves the scenario forward. Selecting a less than optimal decision results initially in a response from the patient; perhaps an angry snap or sigh of frustration followed by feedback on their decision. The learner is given access to job aids and performance support tools that provide specific guidelines on how to run a successful phone call. This approach lets the learner practice in a safe environment – they can make mistakes and see the consequences of different choices.

You follow up the self-paced learning activities with an online webinar that's run by an experienced presenter. In the webinar, the group reviews the scenarios and has the opportunity to ask pointed questions. This tailored experience means the webinar can focus less on the information and more on active problem solving.

So, in the end, the designer of this kind of program has mixed up both knowledge and skills and goal-based task learning models, in a seamless learning experience.

How to decide which learning model to use

Now that we've gone through the models, how do you decide what to use? Sometimes time and budget may win out and you have to choose the simplest path to get the need met most quickly.

But many of these design models don't have to involve lots of heavy lifting on a technical end - it's often more typically about spending time thinking about the design challenge and selecting suitable mix to achieve the desired outcomes with the resources you do have.

So, how do you decide which model or mix of models is appropriate?

Start by asking yourself what you're trying to achieve with each stage of your program (and remember there might be multiple things you're trying to achieve!)

As we discussed, there are three main reasons we're typically asked to design a learning experience:

- **To inform or raise awareness**
- **To improve knowledge and skills**
- **To change attitude or behavior**

Map out what you're trying to do, then sort through the models. You'll make some judgment calls as you drill down more deeply – for example, if you're working out the right models for a Present sequence, some content areas may be better suited to an 'ask the expert' type model than others.

If you're trying to teach a complex problem solving skill, do you have the expertise and time to build that in-house? Consider working with an outside partner to help you deliver the right program for the problem.

If you'll be designing a blended program, think about which elements can be delivered through eLearning and which you might want to supplement with performance support tools like job aids, classroom role plays, or one-to-one coaching with a manager.

Here is a breakdown of all the options at-a-glance:

Gain attention			
Set Direction			
<i>Information and communication</i>	Search and Find Process Flow Topic categories e-magazines		
<i>Knowledge and skills</i>	Present, Exemplify, Explore and Test	Present	Presentational Sequences Expert Views Guided Stories
		Exemplify and Explore	Best practice examples Ask the Expert Multiple viewpoints See It, Analyze it Group discussion Plan It, Do It, Review It Try It, Learn It Full branching simulation Limited level simulation Change the story
		Test	Interactive Scenarios Check questions at the end Check questions at a later date On the job assessment
<i>Behavior and Attitude change</i>	Scenario-based	Try It, Learn It Full branching simulation Limited level simulation Change the story	
Summarize			
Action and Next Steps			

Hopefully, we've shared some ideas and models here that can jump start your eLearning design team, provide some shared language and terminology, and get your team to building better designed programs more quickly. Good luck with your designing!

Talk to us...

Looking for help on designing your eLearning? Lucky us, we work with the world's leading organizations including Coca-Cola, Barclays, Nike, McDonald's, Timberland, Abbott Laboratories, Tesco, Nikon, and HP. They've entrusted us to help them create engaging learning experiences.

Works for them – how about you?

Get in touch, we'd love to help.

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