

LearnX Impact Awards 2015

The deadline for entries is COB Friday 27 March 2015. You may use this template or create your own. Please ensure that you save your work as you progress through the criteria and keep a copy of the entry for your records.

The LearnX Foundation guarantees that this information will be restricted to the LearnX Impact Award judges and remain strictly confidential. All submitted materials will be deleted and/or destroyed after the judging process.

Applicants Name:

[Perrin Rowland, Team Leader Learning Technology](#)

Company:

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If you are entering someone, please provide their details.

Entrants Name:

[Miranda Verswijvelen, Clinical Instructional Designer](#)

Company:

[Waitemata DHB](#)

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Best Instructional Designer 1503

The focus of this award is on a talented instructional designer who, by using instructional techniques, has created online training and/or online learning materials within a learning project and whose creative technical input has had a significant impact on employees' learning and development.

CRITERIA

PART A *500 words maximum; score out of 10 points*

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Give an overview of your (or the entrant's) instructional design involvement within the learning project. *(4 points)*

Miranda provides end-to-end instructional design services designing and developing all online learning materials for our mandatory training redesign project. This covers the creation of up to nine individual modules covering a range of subjects from Fire Awareness Training to Infection Prevention and Control for Clinicians to Resuscitation Training which blends into a hands-on, face-to-face training. She developed and continues to develop these modules in 8-12 week increments. Following Cathy Moore's Action Mapping process, we sit down with the Subject Matter Expert (SME) for a two hour kick off meeting that results in an activity filled action map that connects to a measurable goal. From here, Miranda uses Agile Project Management to schedule the overall build of the elearning module. This requires a weekly meeting with the SME and an iterative development and design process on how the whole module should flow and achieve learning objectives. For individual activities or iterations, Miranda applies a Lean UX method which introduces a 'build-measure-learn' cycle for each interactive activity. She does not use storyboards, but rather builds the module in rapid authoring software and publishes it live to the LMS. The SME and other members of the team test interactions and feedback. This creates a highly creative and safe space for rapid innovation. As a result, Miranda's modules are scenario based, interactive, responsive and effective.

Demonstrate how your (or the entrant's) instructional talent has had a significant impact on the learning project and on employees' engagement. *(6 points)*

Miranda has the unique ability to apply a large array of skills towards the successful management and build of online training. She can process and sift through large amounts of information and pull out exactly what is needed to achieve the defined measurable goals. She has an endless creative process, approaching each new subject in a unique way and yet creates a series of templates that allows us to easily manage future revisions of modules. She has an exceptional eye for both technical and creative detail and yet, can still design education with a focus 'on the challenge, not the bling' (Cathy Moore). This is seen most clearly in her iterative design. She completely locks down the instructional design elements without getting distracted by all content and visual design. She is also remarkably self-aware. For example, she has a very strong technical and writing background (web development and copywriting) but as a senior instructional designer has typically depended on graphic design teams to provide the gloss and imagery for her online learning. We do not have that luxury at the DHB. She has taught herself graphic design skills to create simple, but attractive screen layouts and illustrations. Her interest in solid gamified learning makes her incorporate engaging elements based on the motivational psychology of video games where appropriate, without lapsing into 'po intification'.

PART B 500 words maximum; score out of 10 points

Demonstrate how your (or the entrant's) instructional design work has led the organisation and employees to better accept the learning project overall. *(6 points)*

Our development process means that each ID works very closely with the SME for the modules they develop. We work across the organisation with its own set of different characters. Part of working in Lean UX, means that Miranda not only needs to understand the needs and perspectives of her end learners, but also those of her SME. She listens, tests and learns from each and every conversation with the SME and each iteration of the elearning. She then applies every lesson she learns to the next project, the next iteration. She learns with absolutely no sense of ego, but from an honest place of wanting to Do Good Work.

As she is learning from the SME, they learn from her. Miranda meets with her SMEs for 2-3 hours each week and is usually in contact with them every day. They ask her to support them at meetings and to their governing bodies, she writes performance evaluations for them, and she empowers them as educators. She teaches her SMEs a new way of looking at their topics and helps them to achieve their goals. As a result, she has an incredibly transparent and trusting relationship

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with each of her SMEs. It is a true collaboration resulting in the development of very powerful elearning. They accept the learning project because they are creatively intertwined with the development of their work and with Miranda.

Show there was capacity to adopt new technologies and innovations to have an impact on employees' learning. (4 points)

Miranda has a permanent willingness and ability to learn new tools, technologies and methods to create better training. She loves to research, test and use new authoring tools in the appropriate contexts. For example, she recently applied the new authoring tool, Branchtrack, to an Acute Care training module to promote better communication practices between House Officers and Senior Clinicians. She loves trialing other people's training and learning from them. From a hand washing game for toddlers, she learned how to provide fun rewards to reinforce good learning habits (which we applied to the Infection Control module); from the Quiz Up app, she learned how to create focused multiple choice quiz interfaces (which we applied to Fire Awareness training). We had a great idea to use our authoring tool to somehow capture the name of the learner enrolled in the course, so we could put their name in a newspaper article or on an email. Even though she had no idea how to do it, Miranda researched and found a way to make that happen (we are applying this to our Privacy module).

Miranda joined the DHB after several years as an ID consultant where she worked with an entire team of developers, designers, project managers, and LMS technicians. At the Waitemata DHB, she has to wear all of those hats for each online training project. Because she has the amazing capacity to learn -- from her SMEs, her own mistakes, her team, her networks and her community -- she has learned to become an all-round, solutions oriented ID. I find that as educators, we can sometimes become overly didactic -- even blind to the needs (and benefits) of being learners ourselves. Miranda always puts this desire to know -- to understand, to try things out, to make mistakes -- to the forefront of everything she does. And it is this capacity, this need to learn, is what makes Miranda so exceptional.

PART C Score out of 5 points

Provide an e-mail address and/or a phone number for two referees who support the entry.

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SUPPORTING MATERIAL

Supporting material must not exceed 10 pages and must be supported with one or more of the following:

- A live URL link
- A video -- webcast link
- A simulation link
- A screen-capture link
- Relevant passwords, instructions and so on (If the judges can't gain access to the live product, demonstration or simulation, they'll reject it.)
- Marketing materials, brochures, proof of analysis, client--user feedback sheets and survey findings.

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If you're providing information on a CD or a USB or as other hard-copy material, please send it to the LearnX Foundation's mailing address. Entries can be sent in any of the following 3 ways:

1 E-mail: awards@learnx.net

2 Fax: 61 2 9688 6807

3 Post: LearnX Foundation Awards

L7, 91 Philip Street, Parramatta NSW 2150

Australia

The cost per entry is \$150 (GST inclusive). You can make payment by:

- Ph 612 9688 6576

- Online [HERE](#)

- Fax application form – 612 9688 6807

- Email application form – awards@learnx.net

- Download application form – [HERE](#)

- The application form can also be found at the back of the awards brochure [HERE](#)