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.

Under this category, you may enter a team or an organisation.

Applicants Name:
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If you are entering a team, please provide the names if from separate companies.
Enter text

Best Rapid Authoring 1527
The focus of this award is on learning content for which a rapid-authoring tool is used for quick and effective responses to learning-design challenge.

What was the project title/name?
Review of mandatory e-learning module

CRITERIA

PART A
- In relation to using a rapid-authoring solution to design the learning content, why was a quick response required? (3 points)

The Waitemata District Health Board e-learning team is very small (3 FTE), and has to serve over 10000 learners. The work plan for our team already stretches to January 2017, so a clever rapid development and design approach of this huge demand was asked for. More specific, all mandatory compliance modules were up for a very urgent review. Their old style information plus quiz design was ineffective to achieve learning results and often handled outdated content. The Fire Awareness module was the first on our list, and was the perfect start for a new approach. The new Chief Fire Warden was enthousiastic for something new and effective, so his collaboration ensured a great start.

- How was the eLearning concept developed around using a rapid authoring tool? (2 points)

We use Articulate Storyline for high level design, detailed design and an overall agile approach of module development in close collaboration with our SME. Following a three hour kick-off meeting in which we apply the action mapping pedagogical model to the subject matter, the instructional designer creates a rapid high level design in Storyline, using just words and shapes and a general navigation idea. In weekly meetings with the SME, all slides then gradually evolve to their final sequence, content and graphic coherency. Changes and quick notes were made in Storyline, in presence of

the SME. The results of the meeting and SME 'homework' are continually worked into a next iteration of the module for the next weekly meeting.

- What constraints did the rapid-authoring solution entail, and how did the learning-design team overcome them? (3 points)

  Using Storyline, in combination with Powerpoint for quick graphics, does not allow for high level graphic design as would be achieved by using Adobe Photoshop etc for a slick look and feel. The e-learning design team chooses to concentrate on the effectiveness of the interactive scenarios to make the modules successful, rather than have very beautiful looking content with little impact. IN the Fire Awareness module, a fun, comic look is achieved combining real life pictures from our hospital environment with cartoonised characters. Light, flat design and use of other rapid tools like BranchTrack and MyWebFace overcome this constraint of rapid authoring. Our team learned quickly to focus on the challenges for the learner before worrying about the looks.

- How did the rapid-authoring solution perform for learning design, and did it meet design expectations? (2 points)

  Storyline allows to make very quick changes to screens in the presence of the SME's. The Story view is perfect to review the branching scenarios. Swapping out temporary images in the master slides with new photos provided by the SME gives that 'little magic' of on the spot application of what they have brought in. Quick text changes, adding red text balloons on screens reassured the SME we will handle comments for next meetings.
  Storyline's ability to export to Word also allows the SME to review the nitty gritty of wording between meetings, often with a larger SME team. This frees up meetings to discuss scenario refinement and make truly challenging e-learning for our learners instead of spending a lot of time on terminology and wording.

- **PART B**

500 words maximum; score out of 10 points

- Was the rapid-authoring tool customised, and what types of interaction were designed? (2 points)

  We designed an Awhina player for our Storyline modules to be used consequently in all our modules, and a WDHB theme using our corporate colours. No other customisations are made. The interactions designed are varied. Learners are e.g. presented with:
  - choices of action from a number of presented options
  - click on items that need attention (e.g. cleaning cart blocking fire exit)
  - small animations showing a process (ward evacuation to fire-walled room)
  - drag and drop interactions

  Storyline's myriad of options with states and variables allowed us to deviate from their standard offering of interactions and create exactly what we needed for each screen to make our interactive scenarios fun and varied.

- How did the rapid-authoring tool have an impact on the learning experience, and how did learners react to the content? (2 points)

  The use of a rapid authoring tool Articulate Storyline tool allows us to move away from templates. We design and develop the screen we need for a specific interaction or effect, without significant impact on development time and delivery. As a result, the learner has a variety of experiences throughout the module which engages them and doesn't become boring like the next-next-next type of module with fixed-type interactions. They are never sure what will be required as an interaction in the next challenge they encounter. This also helps us to achieve the embedding of digital literacy in our learning, by making our learners more confident with some basic computer and mouse skills.
  'Failing' and repeating the fun interactive scenarios made our learners realise that the old modules had very little

effect on their actual ability to act correctly in a fire, as they frequently told us. The variety of interactions was laughingly described as 'clicking all over the show' by one of our learners. They described a strong sense of engagement and fun when going through this mandatory compliance training.

- Was the rapid-authoring tool cost effective, and were savings made in relation to design development times? (2 points)

  The action mapping and agile design approach using Articulate Storyline in immediate collaboration with our SME allows us to achieve a significant reduction in development time. We can now push out standard modules in about 12 weeks, while the old waterfall approach often led to 40 week timings. This allows us to achieve a significant output of well-designed materials with a small team.

- How effective was the rapid-authoring tool in relation to learning design? (2 points)

  The rapid authoring tool allowed us to interpret new ideas and changes in the SME's presence. Instructional design ideas can be quickly 'sketched out' with easy interactions already working and rough but working navigation demonstrating the flow. This visualization allows SME's, especially those new to e-learning, to understand the design when in embryonal stage. It avoids the lack of understanding which often occurs with the classic Word storyboard phase in the classic design approach.
  We can also quickly copy a finalized scenario-scene to create a similar scenario which will be crucial when we add materials to the yearly mandatory training to provide variety for our learners. The old approach made people repeat the same content year after year as modules were always considered as 'finalised'.

- Why is the solution unique? (2 points)

  Opening up our 'instructional design kitchen' to our SME's and involving them in all the quick and dirty stuff instead of only showing them finalized screens and pretty things is a unique approach. SME's start to understand the work we do, the challenges, the constraints and the effort required. They feel they are part of the design team instead of just a 'client'. Articulate Storyline allowed us to implement that hands-on approach in close collaboration with our SME.

PART C
Score out of 5 points
- Provide an e-mail address and/or a phone number for two referees who support the entry.
  Phil Jackson, Chief Fire Warden, phil.jackson@waitematadhb.govt.nz
  Jan McCarthy, Manager Education and Learning Awhina, jan.mccarthy@waitematadhb.govt.nz

SUPPORTING MATERIAL
Please access our supporting evidence on our website at:
http://www.awhinahealthcampus.co.nz/Education-Learning/Educators/LearnXAwards