

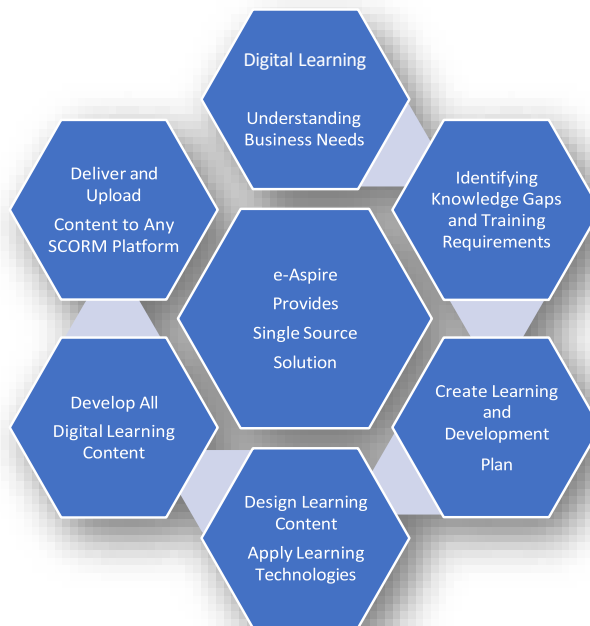


Service Definition

Creating Online Learning

and

The Development Process



"94% of employees said they would stay longer if their company invested in their learning and development" Titus



CREATING DIGITAL MEDIA FOR LEARNING AND COMMUNICATIONS

The purpose of this service definition document is to confirm the services we provide from storyboard to screen with the processes we implement to originate, develop and produce digital media content for online learning and communications.

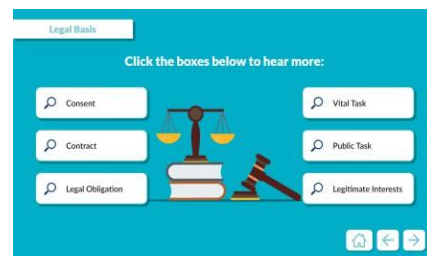
Introduction.

We design and produce digital media for online learning, training videos and other training materials. With our digital media expertise and resources, we produce and deliver stand-alone online training solutions and will also complement and support classroom or blended learning solutions as part of digital transformation. This document outlines our experience and knowledge that we provide as an initiative taking learning and development partner.

What we produce



Training and communication videos



eLearning



Interactive 3D animations



Infographics



Gamification



AI



How we partner.

1. With our customer we map out a short, medium and long-term training plan, addressing the learning requirements with clear goals and KPIs, with the right measured learning objectives and learning outcomes.
2. We agree on specific performance targets. For example, what the training content needs to achieve to meet the business case for sustainability and growth.
3. When the content is integrated with any learning platform, we can measure how the training content has engaged and to help improve overall job performance.
4. Help to track the impact of the content to evaluate and improve employee uptake and training.

High quality, creative and innovative online digital learning is time and cost-efficient when encouraging a culture of continuous learning to retain, maintain and improve employee's skills and knowledge gaps.

Creating the learning content – processes and procedures.

The standard process to create online learning is an iterative one, allowing for a logical and harmonious development of all the project elements in the right order, at the right time. It assumes a multiplicity of inputs from stakeholders; good project management will ensure that all those who need to provide input will be involved at the appropriate time, and be able to help steer the project forward, rather than look back and make retrospective changes.

Digital learning content - learner engagement is crucial.

We think about entertaining and engaging the learner. The more they are actively engaged and participating, the easier it will be to measure the effectiveness of the learning by tracking learner engagement and participation, to help validate the success of an eLearning program.

Using learning technologies.

Establish that the learning program is both time and cost-efficient and should reflect an improvement in employee's overall knowledge base, skill set and quality of work. By keeping track of completion rates, if they are high, is a good indication that the content is valued and engaging with employees. If the uptake is less than expected the content needs to be revisited and evaluated to see how it could be improved or it may be a delivery/access issue with the Learning Management System.

Developing digital learning content.



Creative high-quality content improves knowledge acquisition and retention. Digital learning content needs to entertain, educate and empower the learner. It should reflect how employees learn and retain knowledge, using digital technologies and most appropriate media, training materials, infographics, animations, quizzes and assessments.



Creativity and quality will always play a crucial role in how well employees engage with the learning content. Quizzes and assessments will make the experience more interactive and will help measure individual learners' performance and more.



With innovative and creative content creating more interactivity, it will be easier to identify areas where learners excel and where others may need more support. Valuable feedback will evaluate knowledge retention. Using assessments and quizzes will support follow-up re-fresher training to track the long-term impact of the learning program.



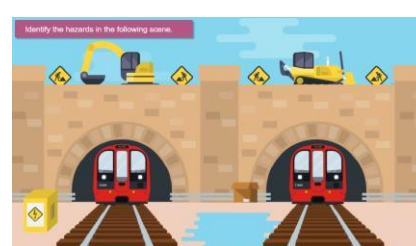
During the learning process it is important to ensure:

1. Employees will have a clear understanding of the expectations of their role.
2. Employees will receive the proper training to complete their job.
3. They continue to have the support to upskill and reskill required for their job.
4. They have tools needed to learn e.g., required training courses and access to an LMS.

Managing Knowledge Gaps, Skills Gaps and Performance Gaps.

By supporting employees.

1. When an employee doesn't have the skill set through the lack of information and direction that they need to complete tasks in their job.
2. When an employee's skills do not align with the skills needed for their job.
3. When the difference is between how an employee is expected to perform and how they actually perform.





Delivering digital learning with our platform.

A Learning Management System (LMS) serves as the central hub for online learning. It will manage course content, learner enrolment, and track progress, with analytic features and valuable data about the learners and their interactions with the eLearning content. Analytics provide insights into learner engagement and interaction, to monitor logins, session duration, and the frequency of learner activity. More importantly, are employees logging in regularly enough and how much time are they spending on the platform to learn.

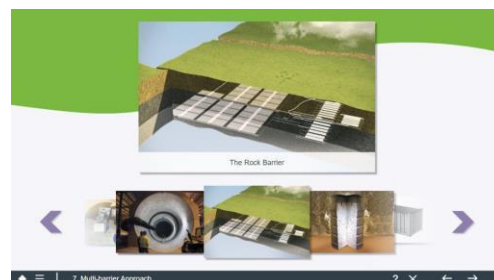


Channel2Learning - our (LMS) Learning Made Simple

Channel2Learning (C2L) is a Cloud based SaaS learning platform. The interface is easy to use. C2L provides a simple pathway to all bespoke training materials and a library containing aggregated courses from leading training providers. Validation of the learning is simple by tracking and managing employees' online learning performance and progress with a simple to use learner tracking interface.

Assessment Tools

Quizzes and assessments provide a structured and measurable way to assess learners' knowledge and understanding of the content. They can be used at various points during the learning process and will help evaluate what employees are good at and where they'll need more instruction and support. The evaluation can cover various aspects, like how effective is the course content, the quality of the Instructional Design, and overall engagement and effectiveness of the learning.



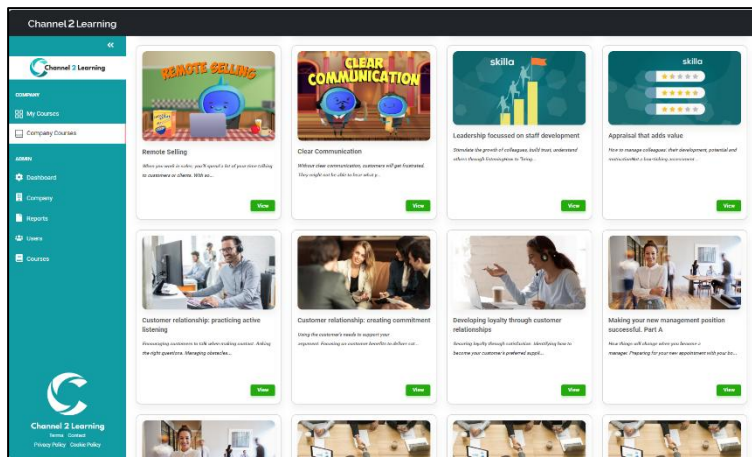


Data Collection And Analysis

Is learning effective? The platform will collect both qualitative and quantitative data. Quantitative data entails completion rates, quiz scores, and performance metrics, while qualitative data includes the employees' comments, experiences, and behaviours. Combined they give a full picture of the training impact. This information will help improve the content's design and delivery or provide employees with more support.

Reporting

Regular reporting is essential to deliver key metrics, trends, and other insights collected from data analysis, to focus on where learners excel or whether modules require extra attention.



It is cost-effective.

Traditional training methods have costs like travel, accommodation, venue rentals, and materials as employees would or may have to attend classes or workshops. In contrast, online learning costs typically include content creation and software implementation etc., which are significantly lower. We help calculate the ROI and compare the total investment in the program to the financial benefits, which translate into better employee performance and fewer costs.

Economies of Scale.

When training a few or even thousands of learners the cost benefits of online learning is viable. Training materials used in the classroom such as PowerPoint presentations can be converted to SCORM eLearning courses. Courses with small learner groups can benefit from eLearning and, from a cost perspective, still be more cost effective than a classroom alternative.

Calculating Return on Investment.

We prepare a simple spreadsheet showing all the current training costs per hour, then scale it up to the number that need the training and work out a cost comparison to see how much could be saved by converting classroom training to eLearning and then measure this against the investment.



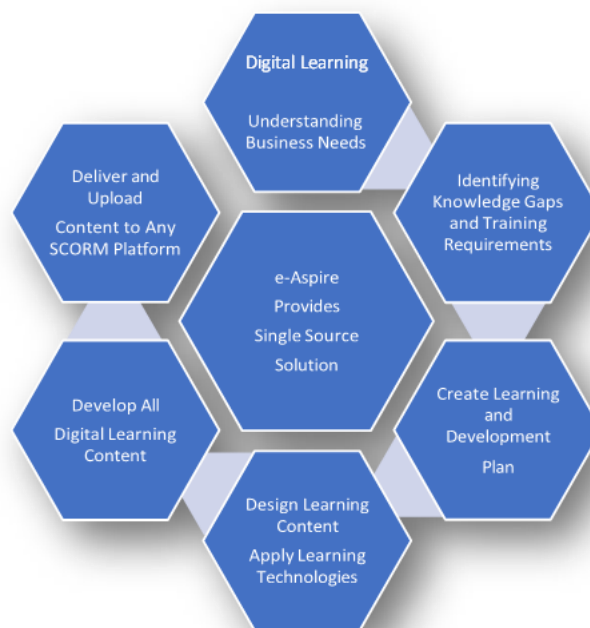
Key factors to consider:

1. The cost of delivering one hour of online eLearning versus an instructor-led session.
2. Cost of recall for updating training.
3. Upfront development costs for the eLearning courses.
4. Allowance for a small maintenance cost.

Key benefits:

1. The eLearning is retained as an asset for years.
2. The IP remains with the customer.
3. It can be available 24/7.
4. Ideal for refresher training.
5. All materials are update remotely - no classroom recall needed.

Learning and Development - the Production Process.



Developing the content.

Digital eLearning can be developed in a flexible way, to facilitate access to any modules in any order or, in specific cases, in a linear format to ensure the learning follows a logical path.

Developing training solutions.

We produce content that:

- Is engaging, relevant, memorable and practical
- Follows the logic of explanation, demonstration and simulation
- Links up to a knowledge base



eLearning modules can also be utilised to complement any facilitated classroom sessions or technical training resources. They can be accessed pre-classroom for the facilitated sessions (preparation knowledge) and for refresher training to manage ongoing changes in compliance and learning objectives. (Ongoing knowledge) and post classroom knowledge tools or bite size chunks of learning, to prepare the trainees.

Micro learning modules could also be compiled to meet specific training aims for some users if required. This could be part of an adaptive learning approach that enables the modules to be configured in a variety of eLearning packages to suit individual training/learning sessions.

Our experience in eLearning and Training

As well as the more traditional training and development activities we produce content where there is a requirement for online interactive training as part of blended learning. All training materials need to engage and inspire to develop competencies (knowledge, skills and behaviour/culture) that will ultimately help to deliver and share the knowledge.

Our eLearning services.

In support of our eLearning specialism, we also have several experienced instructional designers and learning design consultants who add to and complement our scope and capabilities. By:

- Complementing and enhancing any face-to-face training
- Helping to transform classroom training to online – digital transformation
- Providing a standalone resource for learners who are unable to attend any classroom-based courses and/or who prefer an online solution
- Add as a value-adding resource that you can signpost:
 - 'Just-in-time' training resource to meet immediate learning needs
 - 'Refresher' training





Agreeing the scope.

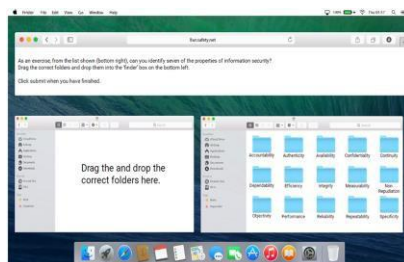
We partner customers to define and agree the technical content of the training materials.

The scope is split into the following stages.

1. Understanding the longer-term learning and development plans;
2. Understanding the current training issues;
3. Analysing and defining the overall training aims, objectives and knowledge outcomes;
4. Agreeing a startup implementation plan and tasks analysis;
5. SME's and ID's agree eLearning module requirements;
6. We produce all the content;
7. Implement the eLearning tools on any LMS; and
8. We can provide the C2L platform (if required) to deliver the content.

Agreement on Delivery Style and Format.

A delivery style and format would be agreed at the kick-off meeting to engage with all involved. Key to engaging with users is to ensure ease of use and to maintain the learner's attention throughout, which means the eLearning needs to be interactive and engaging. It should be developed to be used as additional assets for use in any training environment with a structured menu providing access to the learning materials as required. These could vary according to the training aims, enabling objectives and knowledge outcomes. At the end of each learning object there could be a quiz to encourage further engagement and allow learners to measure their knowledge.



The content materials could be split into 'bite-size' chunks.

A short 'introductory generic section' to introduce each module and its purpose. Thereafter it could be led by a mix of style depending on the subject matter, one of which could be an onscreen coach who would engage with and guide lead learners through training that would benefit from a more personalised approach. The design and style would be consistent throughout and recognised as one suite of eLearning tools.

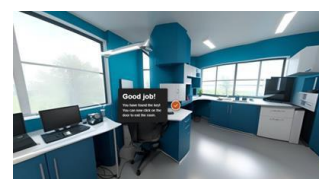
Integrating:



AI



Gamification



360° animation



Target Audience.

The target audience, whose experience with eLearning will vary. Outside of the classroom with the limited time they have available (which may be short), they need to be engaged and retained so the learning will be designed to be:

- Intuitive to use
- Quick and straight forward (in both navigation and use of English)
- Relevant
- Personalised e.g., possible refresher route for learners who have completed the eLearning or classroom session already, or for those who are only interested in 'what's changed'.

Resources.

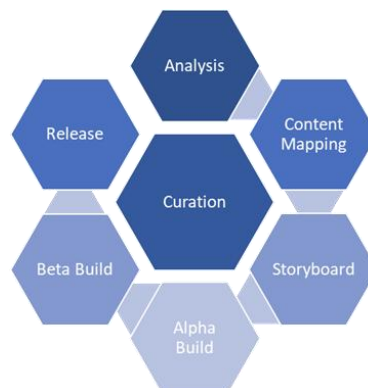
- A resource section will make useful links/downloads/forms available for learners to access or download. These can also be signposted at certain stages of the learning if applicable.

Option: This could include a workbook which could be referenced by the Coach or eLearning audio, with the learner prompted to take notes.

All the material will be HTML5, SCORM conformant and responsive to embed into any LMS platform and run-on PC's, mobiles and tablets.

THE DEVELOPMENT PROCESS.

The services we provide are from initial concepts, ideas and a full production service to originate, develop and produce digital media in the form of eLearning courses and training videos.



Working with the ADDIE process our key phases are the first two – analysis and content mapping. If these are done well, everything should flow.

The standard process to create online learning is an iterative one, allowing for a logical and harmonious development of all the project elements in the right order, at the right time. It assumes a multiplicity of inputs from stakeholders; good project management will ensure that all those who need to provide input will be involved at the appropriate time, and be able to help steer the project forward, rather than look back and make retrospective changes.



Analysis phase.

This is where the instructional goals and objectives are established. Focusing on things such as defining the project aims, the learning outcomes, audience needs, technical and didactic options, content sources, and the range of subject areas to include in the modules.

A draft project plan is created at this stage by the programme or project manager, working with the client.

Note: The design specification may be created at this stage, or after the next phase, content mapping, according to the information available. The design specification creates the blueprint for the whole course. The design specification needs full approval by stakeholders before moving to the storyboarding phase.

Content mapping and look/feel.

This phase involves finalising an overall course structure – and its subdivisions – and identifying appropriate source materials and the graphic interface (look/feel) to use in working up course content and activities for each area of the course.

So, the:

- Course structure is defined.
- Source contents are mapped to this.
- A mockup of screen design is approved.

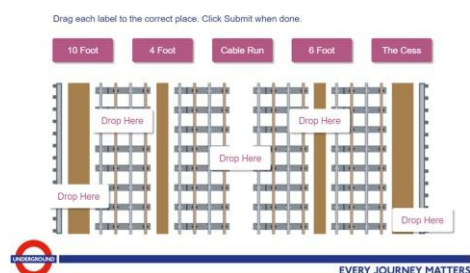
Subject matter experts (**SMEs**) are often heavily involved in the process and content workshops, bringing together SMEs and learning designers can be used to facilitate work in this phase. The content map (draft content outline) is then signed off before storyboarding begins.

The project plan can be fully defined now, as it will involve making sure that SMEs and stakeholders are on hand as appropriate to review the storyboards produced in the next phase. The design specification needs formal signing off by all stakeholders before moving to the next phase.

Creating online learning.

Online learning combines two distinct elements, each with their own development needs:

- The learning content and course assets with the messages, information and activities
- The platform to deliver it where learners' access and generate relative outcomes



Each of these on its own would require a complex process to go from project start to implementation. These two elements may have different development needs but changes to one will inevitably impact on the other. So, they need to be developed holistically rather than as separate elements. Together they require a sophisticated and highly flexible production process which has the **agility** to enable the many events and changes en route which will inevitably occur to be considered as normal and not 'problems'.

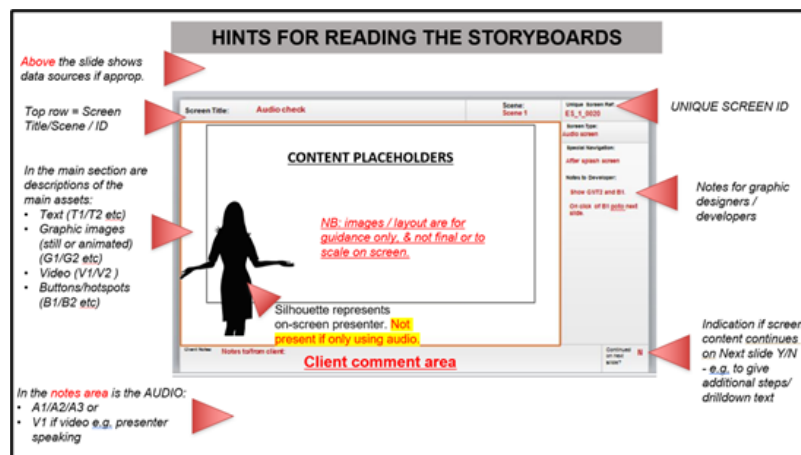
Storyboards.

This phase is the production of **storyboards** to turn **source** materials into **course** materials.

- learning designers produce them
- QA check them
- SMEs and stakeholders OK them
- Graphic designers and technical developers build from them

The learning designers work with SMEs to develop the source content into course content, designing and creating activities as appropriate and setting these out in storyboard. Storyboards typically are word docs or PowerPoint slides. Tracking and version control is crucial to capture the number of SMEs and stakeholders who will be inputting comments.

Storyboard example



Once storyboards have been created, it is necessary for SMEs and all other stakeholders to review them. A typical eLearning project will assume two iterations of review and changes leading to a signed-off set of storyboards ready to go to build.

It is important that all stakeholders are involved at this stage, to avoid having to rebuild parts of the course later rather than just changing the storyboards at this point.

Note: a risk in any eLearning project is that stakeholders involved in reviewing do not adhere to the often-strict deadlines needed to move projects forwards. Any delays in agreed reviewing turnarounds, or additional reviews being needed because new stakeholders emerge when the project is already underway, will mean assured project slippage.

**Prototyping.**

A working prototype of the course design will be designed with the customer and then created and built to test out how it will look and work in its delivery environment. This can be done without having any real content, as the point is to test physical feasibility only, not the suitability of content. At this stage, user testing can be very helpful.

Production and build.

In this phase, storyboards are turned into the building the course, undergoing progressive development and refinement:

- **Alpha stage – e-Aspire content team**
- **Beta stage – Customer and e-Aspire team**
- **Full release – Customer and e-Aspire team**

Typically, this process will lead first to an alpha version and then to a beta.

Beta review

The beta build reflects the learning content and functionality as defined in the storyboard and a QA review will check if this is the case before the programme is released to the client. (Note: any deviation needs to have been discussed and agreed with the learning designer before QA/graphics or development action the change). Graphical assets may not be final at this stage (e.g., watermarked graphics from image libraries so that clients can request images be changed if they do not feel they are appropriate).

The beta is where most changes will be made, although here the focus should not be on the content (which should already have been defined in the storyboards) but on the physical activities and interactions which the learners are going to do.

During the beta phase, it is often useful to have testing of the final course on user groups, to get feedback on usability.

[Gold review -The gold version is a version requiring only minor changes for final sign-off.](#)