THE ELEARNING DESIGN MAP

YOUR GUIDELINE
TO DESIGNING
IMPACTFUL ELEARNING
EXPERIENCES

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THE ELEARNING DESIGN MAP

YOUR GUIDELINE TO DESIGNING IMPACTFUL ELEARNING EXPERIENCES

01 The Data Collection

1.1. TRIGGER
What is the trigger for the training request?
Why is the learning intervention necessary?

1.2. SUCCESS CRITERIA
What is the expected impact on learner performance & business results?
Do learners need to pass a final exam/certain score?

1.3. CONSTRAINTS
What are the learning project constraints to be considered?

1.4. GENERAL INFO
What are the organization's information to be considered?

1.5. KEY STAKEHOLDERS
Who are the stakeholders involved in the project?

1.6. LEARNING ENVIRONMENT
How can the learning environment be described?

1.7. CURRENT LMS
What does the current LMS support?

1.8. EXISTING PROGRAM
Is there any existing similar program/course? If yes, what is satisfactory/ unsatisfactory about it?

1.9. LEARNER DEMOGRAPHICS
What are the demographics of the target audience?

1.10. LEARNER KSW
What is the Knowedge/ Skills/Willingness level of the target audience?

1.11. LEARNER JOB SPECIFICS
What is the job-related info to be considered?

02 The Validation

2.1. DATA ANALYSIS
What are the tools used to validate the training request?

2.2. TASK ANALYSIS
Shadowing SME/high performer while doing the task.

03 The Proposal

3.1. THE PROPOSAL
Documenting the conclusions & recommendations of stages 1 & 2.

04 The Project

4.1. THE PLAN
Listing the project tasks & the estimated time to accomplish each.

4.2. THE TEAM
Listing the stakeholers/ team who will be involved in the project.

4.3. THE KICK-OFF MEETING
Presenting & agreeing on the project plan, team & accountabilities.

05 The Impact

5.1. THE EXPECTATIONS
Developing the learning journey's objectives.

5.2. THE IMPACT MATRIX V.1.
Identifying the assessment/evaluation tools & target scores used to measure learning impact.

5.3. THE IMPACT MATRIX V.2.
Reviewing & updating the developed Impact Matrix with the project team.

06 The Content

6.1. CONTENT RESOURCES
Identifying the resources used to gather the content.

6.2. CONTENT GRADING
Selecting the topics/ sub-topics to be covered based on the content grading.

6.3. CONTENT FLOW
Selecting the flow technique used to organize the topics.

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THE ELEARNING DESIGN MAP

YOUR GUIDELINE TO DESIGNING IMPACTFUL ELEARNING EXPERIENCES

6.4. CONTENT CHUNKING
Organizing the course content into separate modules/lessons.

6.5. CONTENT WRITING
Writing the content in a conversational, engaging tone.

07 The Design

7.1. READINESS
Selecting & developing the tool(s) used to increase learners' readiness.

7.2. LEARNING
Designing the eLearning course (7.2.1. - 7.2.6).

7.2.1. DESIGN STRATEGY
What is the general design strategy(s) of the learning intervention?

7.2.2. LESSON PLAN MODEL
Following a model to organize the instructions.

7.2.3. THE STORYBOARD V.1.
Creating the storyboard v.1.

7.2.4. MONITORING
How will the learning transfer during the lesson be monitored?

7.2.5. CONTENT EDITING
Editing the content based on 7.2.1. – 7.2.4.

7.2.6. THE STORYBOARD V.2.
Editing the storyboard v.1. based on the reviewers' feedback.

7.3. REINFORCEMENT
Selecting & developing the tool(s) used to reinforce learning.

7.4. ASSESSMENT
Developing the assessment tools/ checklists that will be used to assess the learning retention/ transfer after the learning intervention.

08 The Develop-ment

8.1. TOOLS SELECTION
Selecting the software/ hardware required to develop the course.

8.2. THE TEMPLATES
Creating the slide templates based on storyboard v.2.

8.3.THE ASSETS
Developing the course assets.

8.4. THE α-VERSION
Integrating the different assets developed (8.3.) into the created course templates (8.2.) using the selected authoring tool (8.1.).

8.5. THE QA
Conducting an internal QA.

8.6. THE UAT
Conducting a User Acceptance Testing using the α-version on a selected pool of target learners.

8.7. THE β-VERSION
Editing content, design, visuals, instructions or learning activities based on the UAT results.

8.8. THE γ-VERSION
Conducting another UAT & developing a γ-version –if needed.

09 The Implemen-tation

9.1. THE SUPPORT
Meeting the stakeholders to emphasize on their supporting roles in the readiness, learning & reinforcement phases.

9.2. THE ROLL-OUT
Implementing the selected Readiness tool(s) (7.1.), β- or γ- version of the course (8.7. or 8.8.) & Reinforcement tool(s) (7.3.).

10 The Result

10.1. THE EVALUATION
Applying the Impact Matrix (5.3.).

To what extent did the intervention achieve the expected impact identified in 3.1.?

10.2. THE DOCUMENTATION
Documenting the whole intervention (stages 1-10).

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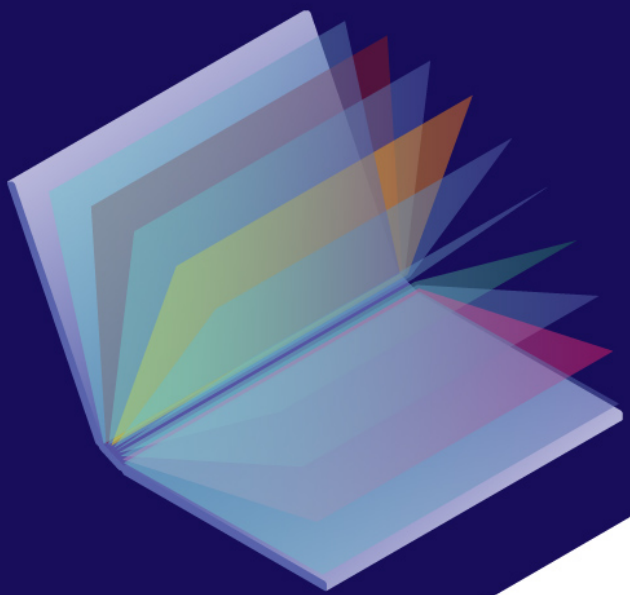
THE ELDM HANDBOOK



YOUR GUIDELINE
TO IMPLEMENTING
THE ELEARNING
DESIGN MAP

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1. The Data Collection	
1.1. Trigger	
What is the trigger for the training request? (supported by data)	
Performance gap	
Job-specific development	
Talent Development	
General business acumen	
Regulatory compliance	
Others	
1.2. Success Criteria	
What is the expected impact on learner performance?	
What is the expected impact on business results?	
Do learners need to pass a final exam/certain score?	
1.3. Constraints	
What are the learning project constraints to be considered?	
Development time	
Project deadline	
Budget	
Duration of intervention	
License materials needed	
SMEs availability	
Others	
1.4. General Info	
What are the organization's information to be considered? *(Answer could include: Dashboards, Strategies and objectives, Markets, Customers, Competitors, Products/Services, Interview results, etc.)*	

1.5. Key Stakeholders	
Who are the stakeholders involved in the project?	
Role	**Name(s)**
Project owner	
Budget owner	
Performance consultant	
SMEs	
Recent/target learner	
L&D team	
Learners' managers	
Online/Classroom trainers	
Others	

1.6. Learning Environment			
How leaning is perceived/valued in the organization?			
Learning infrastructure			
Classrooms		Digital/video camera	
Bandwidth		Microphone	
LMS		IT support	
PCs		Stock image license	
Recording studio		*Others*	
Existing eLearning development software			
Content authoring		Audio recording	
Screencasting		Photo editing	
Video recording		Graphic designing	
Video editing		Animation creation	
Availability of internal trainers (Virtual Online/Classroom)			
Do employees take courses on their mobile phones &/or desktops?			

1.7. Current LMS	
What does the current LMS support?	
Learning analytics	
Personalized learning path	
Discussion boards	
Gamification support (BPL)	
Social media support	
Learner transcripts	
Others	

1.8. Existing Program	
Is there any existing similar program/course?	
If yes, what is satisfactory/unsatisfactory about it?	
Satisfactory (Positives)	Unsatisfactory (Negatives)

1.9. Learner Demographics			
What are the demographics of the target audience?			
Age group		Number to be enrolled	
Gender		Locations	
Culture		Interests (for learning experience)	

1.10. Learner KSW	
What is the Knowledge/Skill/Willingness level of the target audience?	
Learning history	
Prior knowledge of topic	
Previous learning scores	
Sample projects	
Technology/Language	
Individual needs	
Willingness to learn	

1.11. Learner Job Specifics	
What is the job-related info to be considered?	
Job family	
Job roles & responsibilities	*(attach to this form)*
Experience	
Seniority/Tenure	
Time learners can devote for learning journey/course	

2. The Validation

2.1. Data Analysis

What are the tools used to validate the training request?

☐	Performance review results	☐	360 assessments
☐	Interviews	☐	Mystery shopping
☐	Focus groups	☐	Assessments/Quizzes
☐	Surveys	☐	*Others*

What are the results of the Data Analysis step?

2.2. Task Analysis

Results of shadowing SME/high performer while doing the task.
(List below the actions needed to perform the task)

3. The Proposal				
3.1. The Proposal				
Document the conclusions & recommendations of stages 1 & 2.				
Is it a lack of skill, knowledge, willingness, motivation or resources?				
Is training the right solution?				
Performance gap				
Final "Success Criteria"				
Suggested delivery mode	☐	ILT	☐	Asynchronous eLearning
	☐	Synchronous eLearning	☐	Blended
Third party learning provider(s) *(In case designing & developing the learning solution will be outsourced)*				
Development timeline				
Estimated cost				
Audience profile/Pre-requisites				
Learning technology requirements (browser, internet speed, etc.)				

4. The Project

4.1. The Plan

List the project tasks & the estimated time to accomplish each.

Task	Owner	Start Date	End Date

4.2. The Team	
List the stakeholders/team who will be involved in the project.	
Project owner	
Budget owner	
L&D team/specialists	
SMEs/Reviewers	
Recent/Target learner	
Learners' managers	
eLearning developer	
Graphic designer	
Animator	
LMS admin	
Voice over talent	
Video producer	
Actors	
Others	

4.3. The Kick-off Meeting	
Present & agree on the following. (checklist/update 4.1. & 4.2. accordingly)	
☐	Project plan
☐	Project team
☐	Team accountabilities/support needed
☐	Number of review rounds
☐	Time needed to review
☐	Storyboard format (text, visual or wireframe)
☐	Publishing (web, LMS &/or mobile)
☐	Authoring tool (PowerPoint-based, desktop-based or cloud-based) (check 1.6.)
☐	Preliminary look & feel of the course
☐	*Others*

5. The Impact

5.1. The Expectations

Develop the learning journey's objectives.

Terminal Objective		
Enabling Objectives	**Learning Domain**	**Taxonomy Level**
LO1:		
LO2:		
LO3:		
LO4:		

5.2. The Impact Matrix v.1.

Based on the identified learning objectives, what are the assessment/evaluation tools & target scores used to measure learning impact?

Learning Objective	Evaluation Level	Metric (KBI/KPI)	Tool	Target	Time Span	Owner
LO1						
LO2						
LO3						
LO4						

5.3. The Impact Matrix v.2.

Review & update the developed Impact Matrix with the project team.

Learning Objective	Evaluation Level	Metric (KBI/KPI)	Tool	Target	Time Span	Owner
LO1						
LO2						
LO3						
LO4						

Compare to the "Final Success Criteria" (3.1.). Will there be any changes to be made?

6. The Content

6.1. Content Resources

Identify the resources used to gather the content.

Already existing content	
Reference books	
SMEs	
Internet	
Social media	
On-the-job observations	
Best practices/SOPs	
Others	

6.2. Content Grading

Select the topics/sub-topics to be covered based on the content grading.

Topic/Subtopic	Must-know	Need-to-know	Nice-to-know

6.3. Content Flow

Select the flow technique used to organize the topics.

☐	Step-by-step	☐	Known-to-unknown
☐	Chronological	☐	Parts-to-whole
☐	Simple-to-complex	☐	Whole-to-parts

6.4. Content Chunking	
Organize the course content into separate modules/lessons. *(Repeat for each Module/Lesson)*	
Module/Lesson	**Topic/Sub-topic**
(Module/Lesson 1)	1. *(topic 1)*
	1.1. *(sub-topic 1)*
	1.2. *(sub-topic 2)*
	2. *(topic 2)*
	2.1. *(sub-topic 1)*
	2.2. *(sub-topic 2)*

6.5. Content Writing			
Write the content in a conversational, engaging tone. *(Attach the content document to this form)*			
Reading Ease Score		Grade Level Score	

7. The Design

7.1. Readiness

Select & develop the tool(s) used to increase learners' readiness.
(Attach the content document(s) to this form)

☐	Orientation session	☐	Gathering learners' expectations
☐	Communication message(s)	☐	Pre-assessment/Quiz
☐	Marketing campaign	☐	Pre-work

7.2. Learning

Design the eLearning course (7.2.1. - 7.2.6).

7.2.1. Design Strategy

What is the general design strategy(s) of the learning intervention?

☐	Linked lessons	☐	Case-based
☐	Gamified	☐	Video-based
☐	Game-based	☐	Simulation-based
☐	Story-based	☐	*Others*

7.2.2. Lesson Plan Model

Follow a model to organize the instructions.

☐	CCAF	☐	ROPES
☐	RAR	☐	Gagne 9 Events
☐	*Others*		

7.2.3. The Storyboard v.1. *

Create the first version of the storyboard (SB).
(Check the suggested templates next page. Reproduce as necessary & attach the SB to this form)

7.2.4. Monitoring

How will the learning transfer during the lesson be monitored?

☐	Knowledge check/Quiz	☐	Discussion board
☐	Reflections/Journal writing	☐	*Others*

7.2.5. Content Editing

Edit the content based on 7.2.1. – 7.2.4.
(Attach the content document to this form)

Reading Ease Score		Grade Level Score	

7.2.6. The Storyboard v.2.

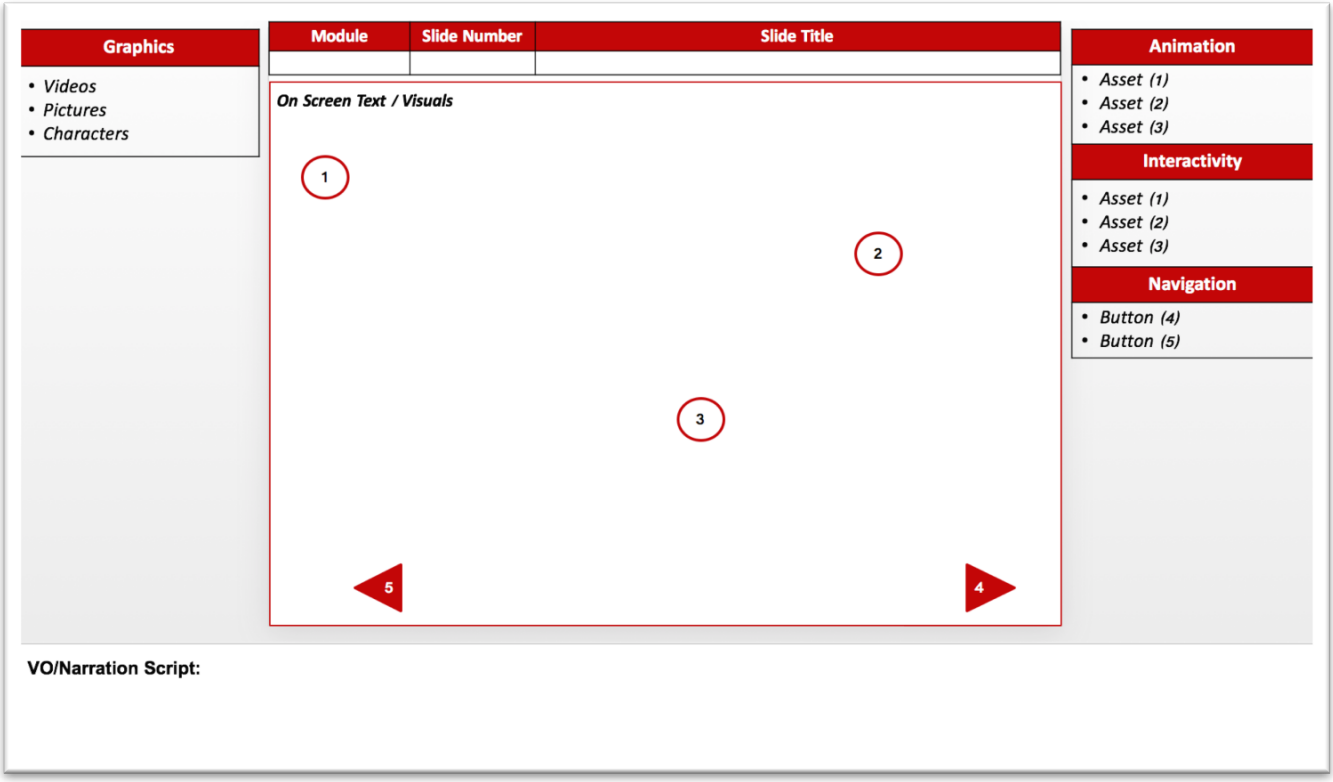
Edit the storyboard v.1. based on the reviewers' feedback.
(Check the templates next page)

** Starting from 7.2.3. consider Michael Allen's SAM model; iterative, agile design & development of module per module.*

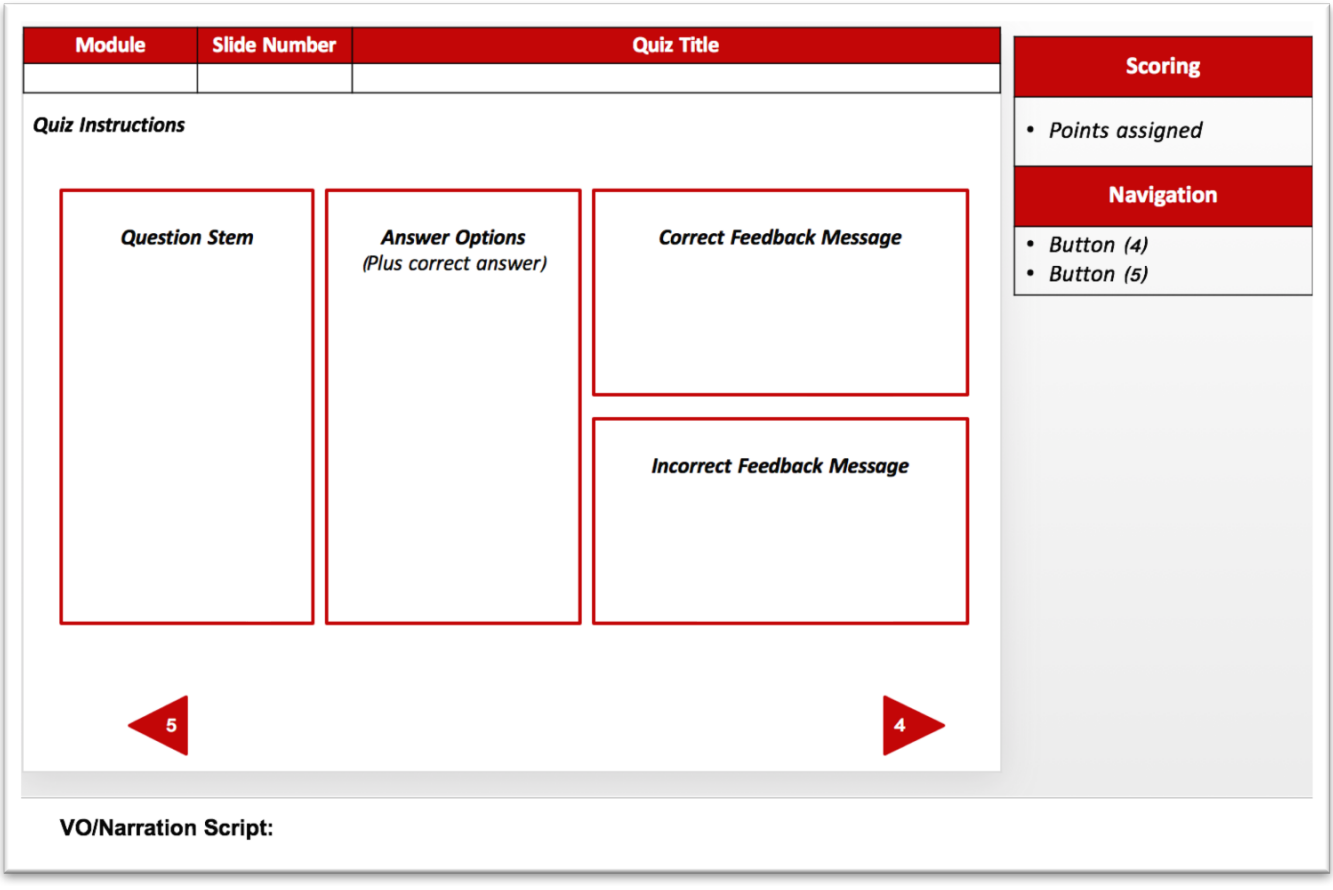
7.2.3. The Storyboard v.1.

Create the storyboard. *(Below 2 SB slide templates for Content & Quiz respectively)*

Content Slide



Quiz Slide



7.3. Reinforcement			
Select & develop the tool(s) used to reinforce learning.			
☐	Coaching	☐	Project/Assignment
☐	Peer learning/follow-up	☐	Retrieval quiz
☐	Emails	☐	Repetition/Learning bite
☐	Job aids	☐	Social learning
☐	*Others*		
7.4. Assessment			
Develop the assessment tools/checklists that will be used to assess the learning retention/transfer after the learning intervention.			
☐	Post-assessment test	☐	On-the-job observation
☐	Project	☐	Video documentation
☐	*Others*		

8. The Development

8.1. Tools Selection

Select the software/hardware required to develop the course.

Content authoring		Photo editing	
Screencasting		Graphic designing	
Video recording		Animation creation	
Video editing		Digital/video camera	
Audio recording		Microphone	
Others			

8.2. The Templates

Create the slide templates based on storyboard v.2.

☐	Overall look & feel (colors, fonts, etc.)
☐	Content slides with text, audio, video & animated graphics
☐	Simple interaction slide (click-to-reveal)
☐	Complex interaction slide (branching scenario/game)
☐	Quiz slide
☐	Summary slide
☐	*Others*

8.3. The Assets

Develop the course assets.

☐	Graphics/Images	☐	Screencasts
☐	Voice overs	☐	Animations
☐	Videos	☐	Documents/Job aids
☐	*Others*		

8.4. The α-Version

Integrate the different assets developed (8.3.) into the created course templates (8.2.) using the selected authoring tool (8.1.).

(Insert link to the α-Version here)

8.5. The QA

Conduct an internal QA.
(Use template below in case you are not using an online review app as Articulate Review 360)

QA Form			
Reviewer		**Slide No.**	
Text			
Spelling			
Grammar			
Font consistency			
Visuals			
Clarity			
Objects alignment			
Technical functionality			
Navigation buttons			
Hyperlinks			
Branching			
Interactivity			
Animation			
Responsiveness			
Quiz Interactivity			
Feedback			
Scoring			
Others			

8.6. The UAT

Conducting a User Acceptance Testing using the α-version on a selected pool of target learners. *(Use template bellow)*

UAT Form

A. To what extent do you agree with the below statements?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course objectives were clearly stated.					
The course content was clear & easy to understand.					
The course length and pace were appropriate.					
The course was easy to navigate.					
The course was engaging.					
The course was visually attractive.					
The course graphics/pictures were relevant to the content.					
The course sounds were clearly audible.					
I can confidently use the knowledge/skills I learned at work.					
The difficulty level of the questions was average (not too easy/hard).					
Feedback provided helped in reinforcing the course main messages.					
I would recommend this course to others.					
In general, I am satisfied with the course.					
B. Please answer the below questions.					

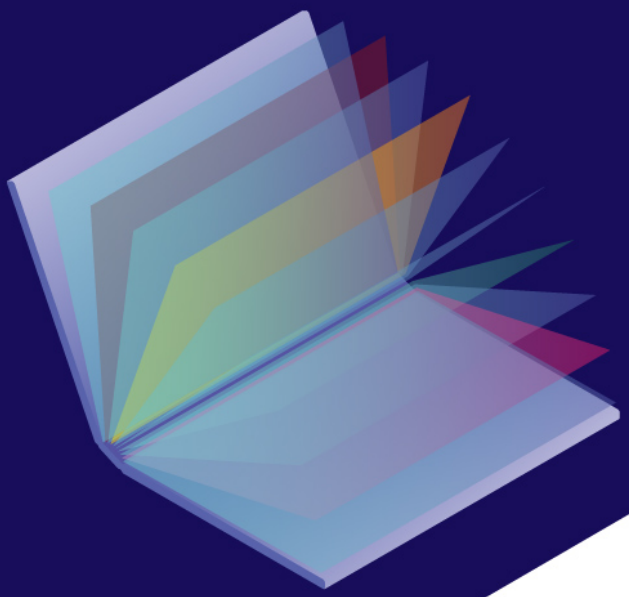
The main key messages I learned from the course are:
The best things about the course are:
The following should be improved in the course:

8.7. The β-Version
Edit content, design, visuals, instructions or learning activities based on the UAT results.
(Insert link to the β-version here)
8.8. The γ-Version
Conduct another UAT & develop a γ-version –if needed.
(Insert link to the γ-version here)

9. The Implementation	
9.1. The Support	
Meet the stakeholders to emphasize on their supporting roles in the readiness, learning & reinforcement phases.	
Readiness Phase	
Learning Phase	
Reinforcement Phase	
9.2. The Roll-out	
Implement the selected:	
☐	1. Readiness tool(s) (7.1.)
☐	2. β- or γ-version of the course (8.7. or 8.8.)
☐	3. Reinforcement tool(s) (7.3.)

10. The Result
10.1. The Evaluation
Apply the Impact Matrix (5.3.). *(Insert comments below)*
To what extent did the intervention achieve the expected impact on learner performance & business results identified in 3.1.?
10.2. The Documentation
Document the whole intervention (Stages 1-10).
Process (Stages 1-9)
Results (10.1.)
Area(s) of improvement/Lessons Learned

THE ELDM CHECKPOINTS



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	Checkpoints										
Step	**Stakeholders' Alignment/ Approval**	**SME Review/Approval**	**Alignment with the Expectations (5.1.)**	**Alignment with the Final Success Criteria (3.1.)**	**Learning Environment**	**Adult Learning Principles**	**Neuroscience of Learning Principles**	**Content Tone & Readability**	**Alignment with the Learner Analysis (1.9.-1.11.)**	**Alignment with the Impact Matrix (5.3.)**	**Alignment with the Reinforcement Tools (7.3.)**
3.1.	■										
5.1.						■					
5.2.			■								
5.3.				■							
6.2.		■									
6.3.		■									
6.4.		■									
6.5.								■			
7.1.	■					■	■		■		
7.2.	■					■	■		■		
7.2.3		■			■						
7.2.5.		■									
7.2.6.		■									
7.3.	■					■	■		■		
7.4.	■					■	■		■	■	■
8.1.					■						
8.2.		■									
8.4.		■									
8.7.		■									