

A COMPREHENSIVE JOURNEY MAP

# Transitioning from Teaching to Instructional Design



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# Hello there, traveler!

This is a fully mapped out process of transitioning from teaching to instructional design. It includes all the basic theories and models you need to start out, along with practical guides, checklists, ID volunteer opportunities, job interview questions, and much more!

You can proceed with this map step by step, or jump to a particular aspect of your journey right away and return to the previous ones later.

Feel free to print this doc but notice that there are some links to articles that elaborate on some topics mentioned here.

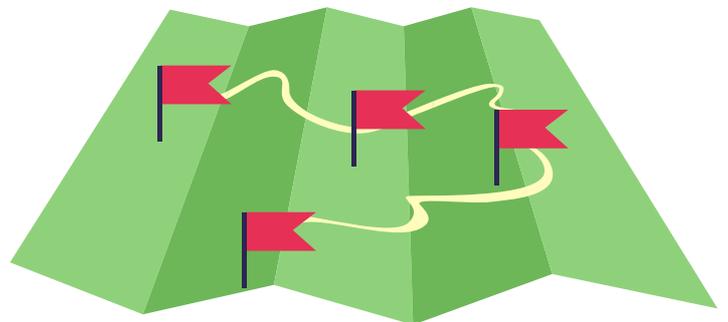
We hope this map will give you a clear idea of what awaits you and help you transition to ID in the shortest time possible.

Have a super productive journey!

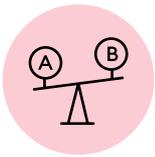
*The iSpring Team*

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# Before you set off – prepare to overcome common challenges



## IDs' biases against teachers (and vice versa)

Some instructional designers believe that transitioning teachers don't realize the complexity of ID, and they therefore shouldn't enter this field. Some teachers, on the other hand, perceive this as a sort of gatekeeping.

Keep a clear head – your teaching experience can be an obstacle only if you refuse to upskill. ID hiring managers will have no problem offering you a job if you understand the difference between teaching and ID, and fill this gap with relevant knowledge and skills.



## A change in mindset

Unlike education at schools, corporate ID is profit focused. Your ultimate goal is to improve and develop the company, not the people working there. That's how businesses work. If you feel this isn't something you're looking for, then consider looking for ID positions in higher education or non-profit organizations.

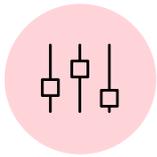
Also, prepare to learn a lot. In your new career, you'll have a different profile of learners who need special adult-oriented approaches. Your teaching experience is valuable, but it's not enough to achieve success in ID.



## Impostor syndrome

Up until now, you had one subject that you've been studying and teaching. Instructional design requires that you train people on multiple subjects, many of which you've never heard of. That's why lots of transitioning teachers get stressed out: how can they teach what they don't know?

This is a common 'rookie' mistake. ID isn't about knowledge, it's about designing learning experiences. You don't have to be an expert in all the subjects – that's impossible. You have SMEs to handle that. So, learn to work with SMEs and master LXD.



## Entry-level positions that require experience

The sad reality of the eLearning market is that even entry-level positions require 3-5 years of experience in most companies. You can say that's not fair and even absurd, but this will hardly be helpful. Instead, let's seek solutions.

You can create online courses during the free trial period of an authoring tool and add these works to your portfolio. However, this isn't the best option, as it doesn't really give you much experience. A much more productive approach is finding a volunteer vacancy or an internship in ID and getting a real feel for your new role. You'll find several options in this guide further on.



## eLearning software

Most teachers transitioning to instructional design believe that their biggest challenge is mastering eLearning software. Senior instructional designers tend to think differently. The thing is that

eLearning tools change. So, if you spend a year learning to use tools, like Articulate Storyline or Adobe Captivate, it won't guarantee you anything. Moreover, IDs use several software tools, each for a specific task.

So, a more effective approach would be for you to get familiar with the most popular [instructional design tools](#). Be ready to work with various eLearning software tools and learn to pick the one that fits best for each particular task.



## Failed expectations

You need to know right away what you can expect in order to determine whether this is what you want. If you expect to continue teaching people face to face, instructional design won't do – working as a trainer, however, would be a solid option. If you want to track learner progress and be responsible for the administration of eLearning, that's not instructional design either. Consider positions like an LMS administrator or an eLearning officer.

So, do your homework, research the field of eLearning thoroughly to understand the specifics of your future profession, and make sure you're excited about it. Otherwise, you might overcome multiple challenges and end up somewhere you didn't want to be in the first place.



Destination #1

## The Gap Between Teaching and ID

Teaching at schools and universities and designing courses for adult learners are two completely different things. The difference starts from the very core – the psychology behind learning behaviors. To bridge this gap, you need to study adult learning theories – here are the five most popular ones.



### Andragogy

Developed by Malcolm Knowles in 1968, the concept of andragogy is described by its creator as the art and science of helping adults learn. Andragogy has 4 principles:

1. Adults learn better from their experiences, and their past knowledge should be taken into account.
2. They favor a pragmatic approach and need to be able to apply learning to solve a specific problem.

3. Adults are most interested in learning things that have immediate relevance.
4. They need to be involved in the planning and evaluation of their instruction.

**Best suited for:**

- Self-motivated learners
- Structured formal learning with applied goals
- Specific problem solving



## Transformational learning

Developed by Jack Mezirow in 1978, transformative learning theory posits that all learners use different assumptions, expectations, and beliefs to make sense of the world around them.

Transformational learning attempts to help learners change – or transform – their existing frames of reference through a process of problem solving, procedural tasks, and self-reflection.

Learning transformations occur when individuals face a “disorienting dilemma” that challenges their existing beliefs, leading them to reflect critically upon what has taken place.

It’s considered one of the “stickiest” types of learning because it can shift an individual’s perspective on how to behave, interact, or solve problems.

**Best suited for:**

- Personal change and a growth mindset
- Complex analytical processes
- Situation evaluation and analysis



## Experiential learning

Developed by David Kolb in the 1970s, by drawing on the work of John Dewey, Kurt Lewin, and Jean Piaget, experiential learning requires a hands-on approach that puts the learner at the center of the learning experience.

- Active participation is key, but the theory says that learning happens only when the individual reflects upon what they are doing.
- The four elements of experiential learning are active involvement, reflection upon practice, conceptualization of the experience, and use of knowledge gained from experience.

### Best suited for:

- Systematic thinking
- Process-oriented tasks
- Mechanical skills development



## Self-directed learning (SDL)

SDL is rooted in Malcolm Knowles' theory of adult learning; in 1997, D.R. Garrison added elements of self-management to the model.

- SDL is a process where individuals take the initiative to diagnose learning needs, form learning goals, identify resources, implement a learning plan, and assess their own results.
- SDL often occurs with the help of teachers, mentors, resources, and peers.
- It requires the learner to be able to access and select appropriate learning.
- The learner exercises control over all learning decisions.

### Best suited for:

- Self-motivated learners

- Technology-based learning
- Teaching systems-based or process-based knowledge
- Massive open online courses (MOOCs)



## Project based learning (PBL)

Developed by John Dewey in 1897, project based learning theory holds that learners acquire deeper knowledge through active exploration of real-world problems. Dewey called this principle “learning by doing.”

- PBL requires learners to solicit feedback and continually review results. This iterative process is believed to increase the possibility of long-term retention of skills and knowledge.
- It requires the use of diverse skills, including inquiry, critical thinking, problem solving, collaboration, and communication.

### Best suited for:

- Long term project management activities
- Process improvement
- Software and technology research and development



## Action learning

Developed by Reg Revans in 1982, action learning is an approach to problem solving that involves taking action and reflecting on the results.

- The goal of action learning is to improve problem solving processes and simplify the resulting solutions.
- This approach tackles problems by first asking questions to clarify the problem, reflecting and identifying possible solutions, and only then taking action.

- Questions build group dialogue and cohesiveness, develop innovative and systems thinking, and improve learning results.
- Action learning requires that the group be able to take action on the problem it's working on. If learners make recommendations only, the group loses its energy, creativity, and commitment.
- There should be a coach who helps the group to learn and work smarter and more effectively.

**Best suited for:**

- Uncovering areas of learning need
- Filling in gaps in organizational knowledge
- Team building

**General tips:**

- Adult learners have a wealth of experience to draw on when learning and they want their voices heard.
- They learn best when there are opportunities to self-reflect and internalize the learning.
- They aren't used to receiving direction in education and want to be respected for their experience. Ideally, they want to contribute their experience and wisdom when in a learning environment, rather than just absorbing content.
- Adult learners need a purpose or motivation for learning. It might be that learning a framework can make a process more efficient and/or the learning might help them achieve goals – ranging from realizing personal achievements to improving in their current role, or even preparing for a new role.
- They want their ideas and learning needs to be incorporated into the process; they want to be involved.
- Many adult learners are self-directed, meaning they like to learn independently in a self-paced environment.
- They don't have a lot of extra time in their day or life for learning and prefer chunks/bursts of learning (microlearning) and individualized training. They are more motivated to learn if they have quick wins by completing learning rapidly.



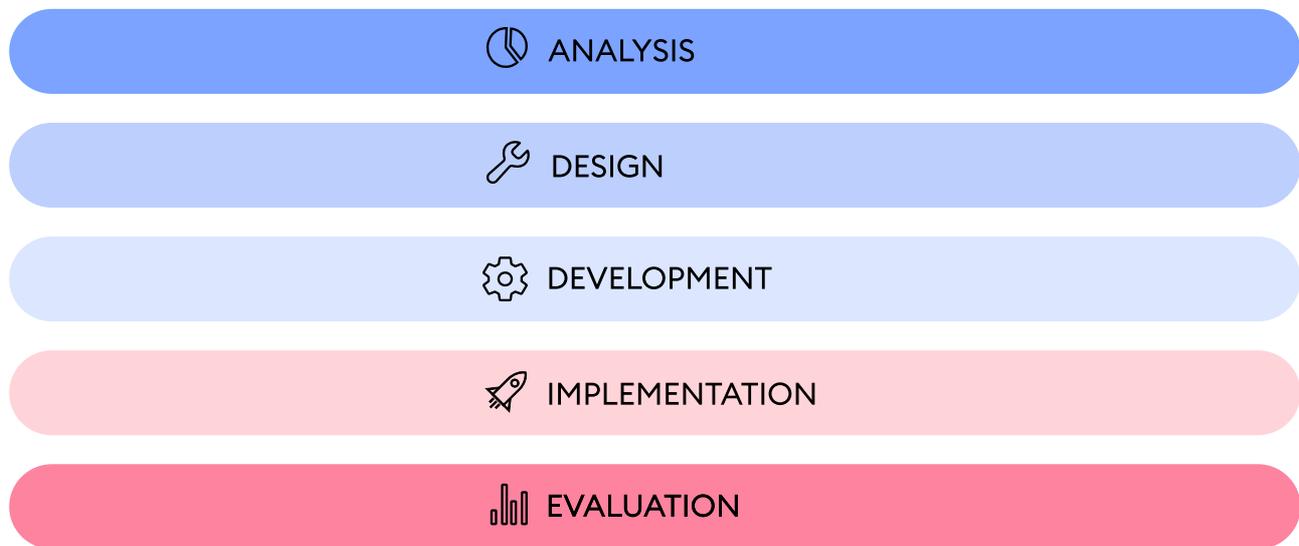
## Destination #2

# The Valley of Instructional Design Models

Instructional design models are frameworks for developing and evaluating your ID projects. There's no single model that is the most effective for all specialists and all projects. So, study the most commonly used models and pick the ones that are the best for you.

## **ADDIE Model**

The first handy design tool you should have in your eLearning arsenal is the ADDIE framework.



### ADDIE Model

The ADDIE model has been around since the 70s and tackles the five stages each eLearning project goes through (which gives rise to the acronym). **They are:**

- **Analysis.** In the analysis phase, you need to clarify at least two things. Who is your target audience, and what should they know or be able to do after completing the course?
- **Design.** Now that it's clear who you'll train and what knowledge they should get, you need to understand how. Which instructional methods, activities, textual content, and media assets will you use to create a killer learning experience?
- **Development.** Now it's time to translate all this into reality. You need to storyboard the text, produce graphics and videos, and develop the learning interactions outlined in the design stage. Then, gather all the content and start building a course. This can be a challenging and time-consuming phase, but authoring tools can make your job quicker and easier.
- **Implementation.** This is the phase where the course goes live.

Since it's ready now, share it with your learners. For example, you can deliver a course right to the LMS that they use.

- Evaluation. Since evaluation can help make training even better, it's crucial to gather learners' feedback. You need to find out what works, and what should be improved.

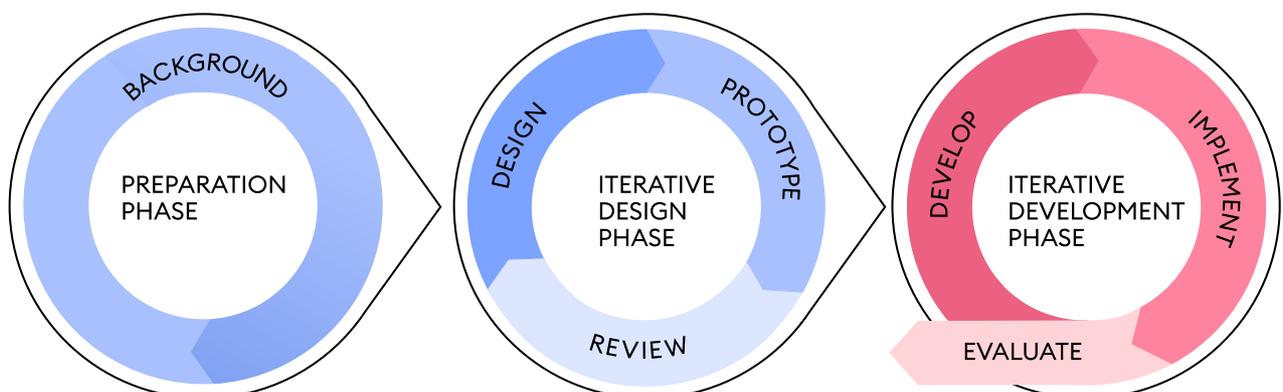
Make sure to read about the [ADDIE model](#) in more detail.

## SAM (Successive Approximations Model)

The SAM model is a more recent instructional design model, created by eLearning pioneer Michael Allen. It's built to help you design meaningful, memorable, and motivational learning experiences.

The SAM model is an alternative to the ADDIE model and aims to fix some limitations of its predecessor. The main difference is probably that, with the SAM model, there's more creativity and freedom in the project creation process, while ADDIE has a strict structure that makes you follow each step.

**Here's how you'll create your eLearning project if you choose SAM:**



SAM (Successive Approximations Model)

- **Preparation Phase.**

Collect background information on learners' prior knowledge, weaknesses, strengths, and other factors. Brainstorm ideas on every aspect of your project. By the end of this phase, you are to come up with a potential design for every content area.

- **Iterative Design Phase.**

Design and prototype your project and send it to other people for review. Based on the feedback, fix the weaknesses.

- **Iterative Development Phase.**

Finish your online course and implement it. Collect feedback from your learners, evaluate the training program, and fix issues if necessary by returning to the iterative design phase.

## Kirkpatrick's Four-Level Training Evaluation Model

Don Kirkpatrick suggests 4 levels of training evaluation: Reaction, Learning, Impact, and Results.

REACTION

Did the learners enjoy the training?

LEARNING

Did training transfer occur?

IMPACT

Did the training change behavior?

RESULTS

Did the training influence performance?

Kirkpatrick's Four-Level Training Evaluation Model

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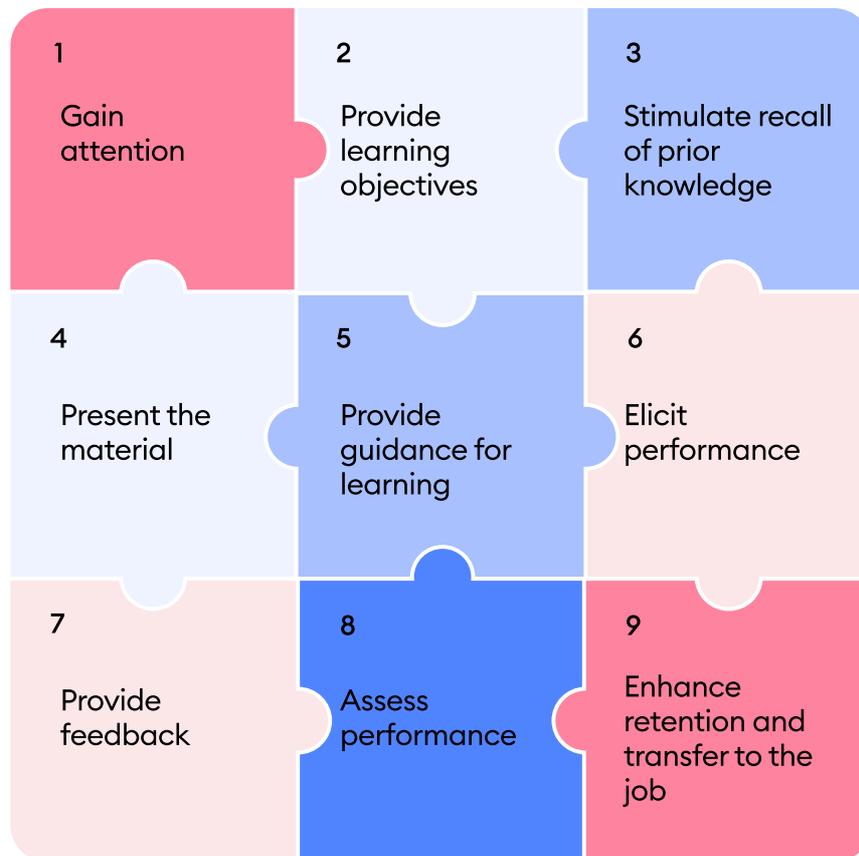
## Here's what to do if you decide to evaluate your course with this model:

- **Level 1: Reaction**  
Collect learners' feedback on the course.
- **Level 2: Learning**  
Measure how much new knowledge learners gained from your course.
- **Level 3: Impact**  
Assess how much an employee's behavior changed after the training program.
- **Level 4: Results**  
Analyze quality, efficiency, productivity, and customer satisfaction ratings to evaluate the overall impact of your course on the organization.

Make sure to learn about this and other [training evaluation models](#).

## Gagné's Nine Events of Instruction

Gagné's Nine Events of Instruction, when used together, form a framework for a successful learning process. The idea is that once you complete each step, your learners are likely to be more engaged in learning and subsequently retain new knowledge and skills. Consider these events when designing an eLearning course:



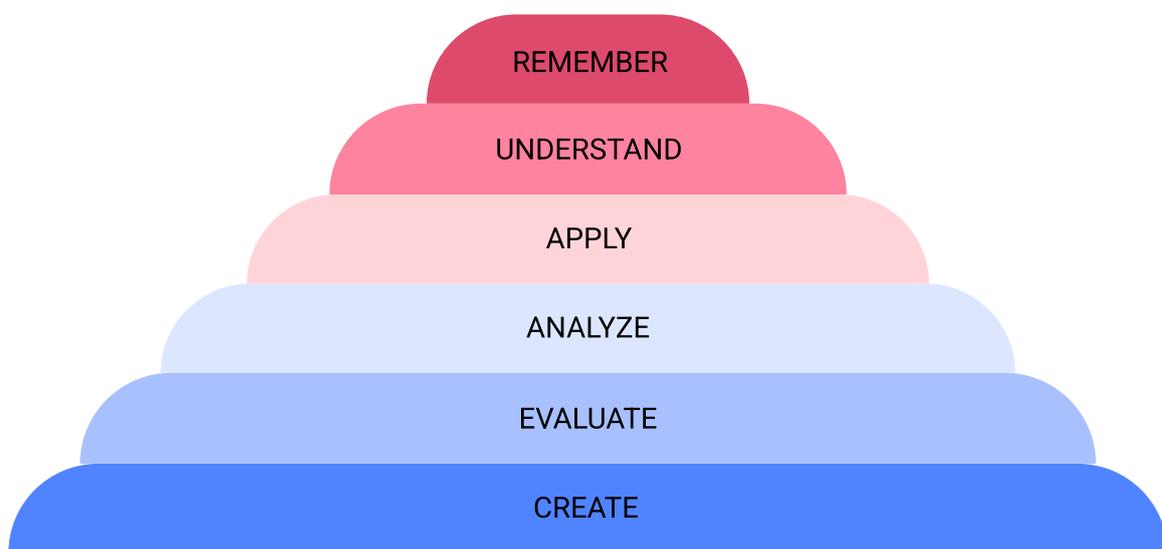
Gagné's Nine Events of Instruction

## The Revised Bloom's Taxonomy

The original Bloom's taxonomy included these 6 categories:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

However, in 2001, a group of cognitive psychologists and education specialists offered a revision of this taxonomy that proved to be more effective. Instead of nouns used by Benjamin Bloom, they used action words – verbs and gerunds – that describe the learner’s cognitive processes. They also changed the sequence and replaced the “Synthesis” category with the “Create” step. **Check it out:**



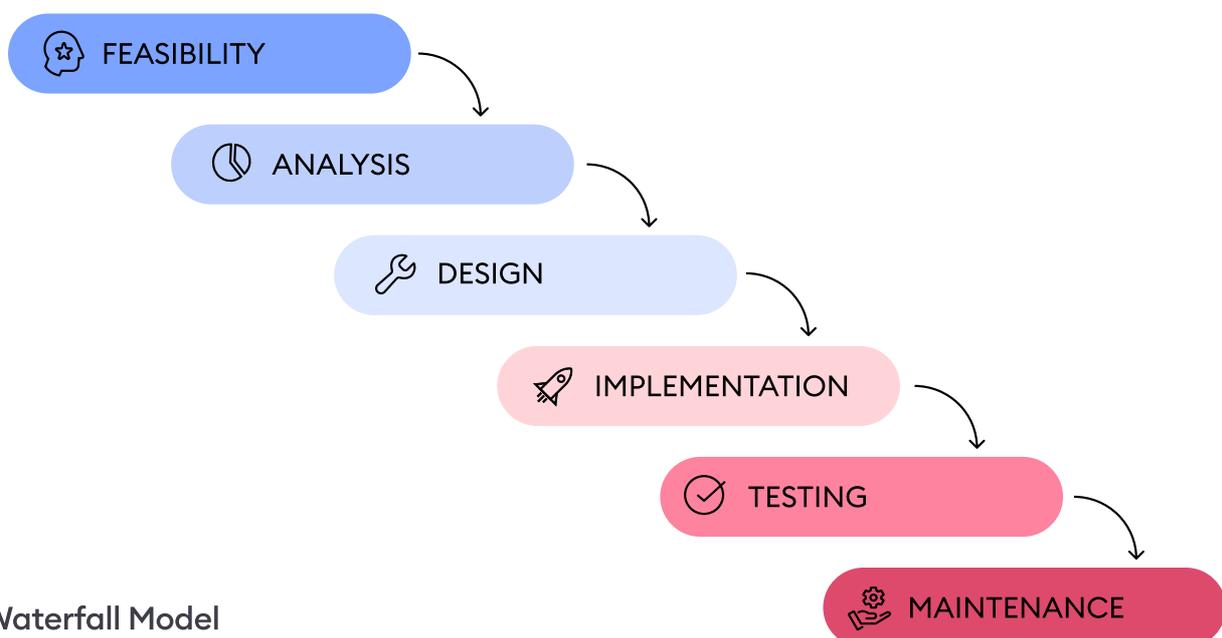
The Revised Bloom’s Taxonomy

- **Remember**  
Recall facts and basic concepts.  
Define, duplicate, list, memorize, repeat, state.
- **Understand**  
Explain ideas or concepts.  
Describe, discuss, explain, identify, locate, recognize, report, select, translate.
- **Apply**  
Use information in new situations.  
Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch.

- **Analyze**  
Establish connections among ideas.  
Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test.
- **Evaluate**  
Justify a stand or decision.  
Appraise, argue, defend, judge, select, support, value, critique, weigh.
- **Create**  
Produce original work.  
Design, assemble, construct, conjecture, develop, formulate, author.

## Waterfall Model

The Waterfall model is a sequential linear adaptation of the ADDIE model that includes these 6 steps: feasibility, analysis, design, implementation, testing, and maintenance.

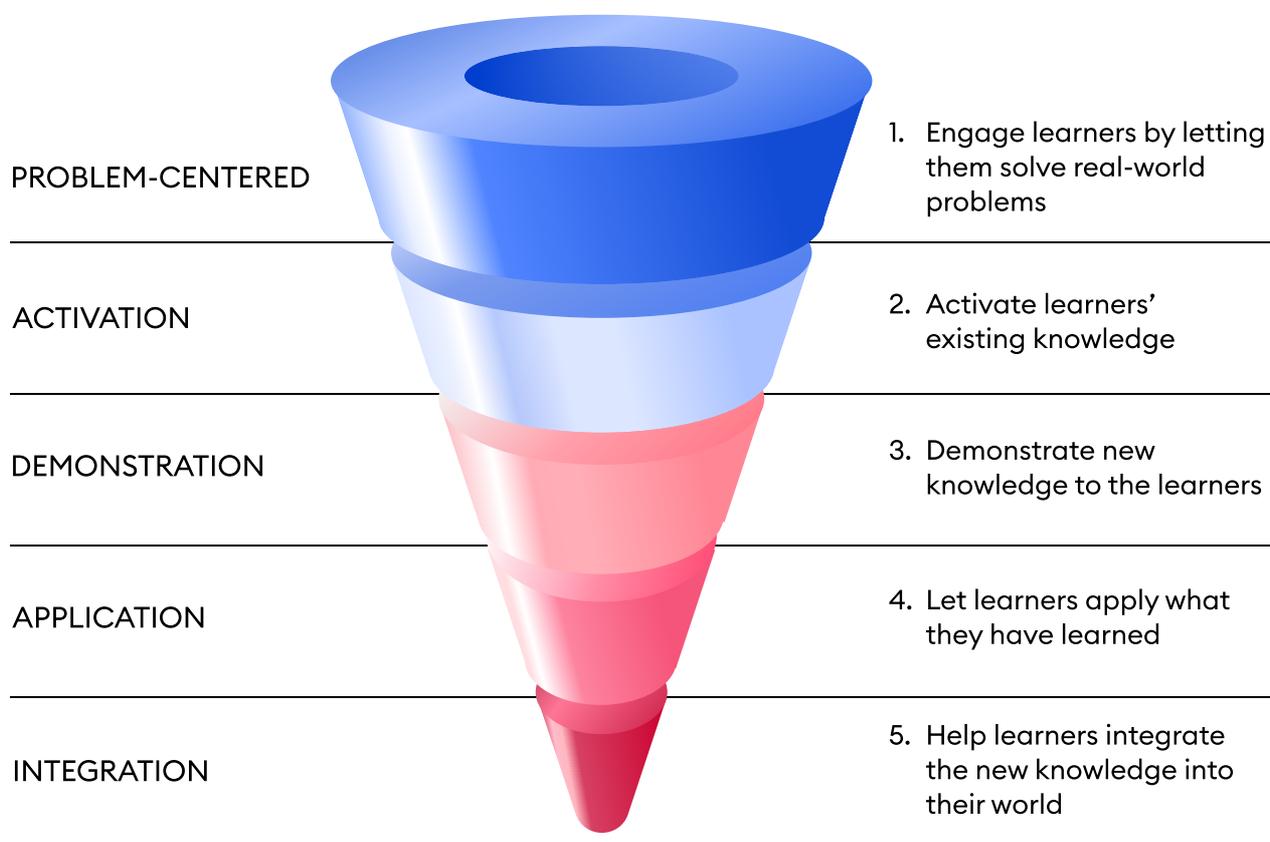


Waterfall Model

The model is based on the idea that each following step is easier than the previous one, as is the case with a waterfall: water falls faster and faster until it hits the ground. The course development happens quickly because once you finish a step, you don't come back to it, so you don't spend extra time running through content, visuals, and other project components. However, this might affect the overall course quality.

## Merrill's Principles of Instruction

David Merrill suggested 5 instructional design principles that will help you create a truly effective learning experience:



Merrill's Principles of Instruction

- **Principle 1: Problem-Centered**

Engage learners by letting them solve real-world problems:

- Show an example of the task that learners will perform.
- Make sure learners understand what they are going to do and are interested in the task.
- Provide learners with a basic problem, then give them a complex real-life problem to solve.

- **Principle 2: Activation**

Activate learners' existing knowledge and use it as a foundation for new knowledge. Ask them about their relevant experience and knowledge, and make up examples and tasks that connect both with these experiences and new information.

- **Principle 3: Demonstration**

Learners need to see everything: learning outcomes, new knowledge application examples, etc. Your task is to show it to them using media that will engage them.

- **Principle 4: Application**

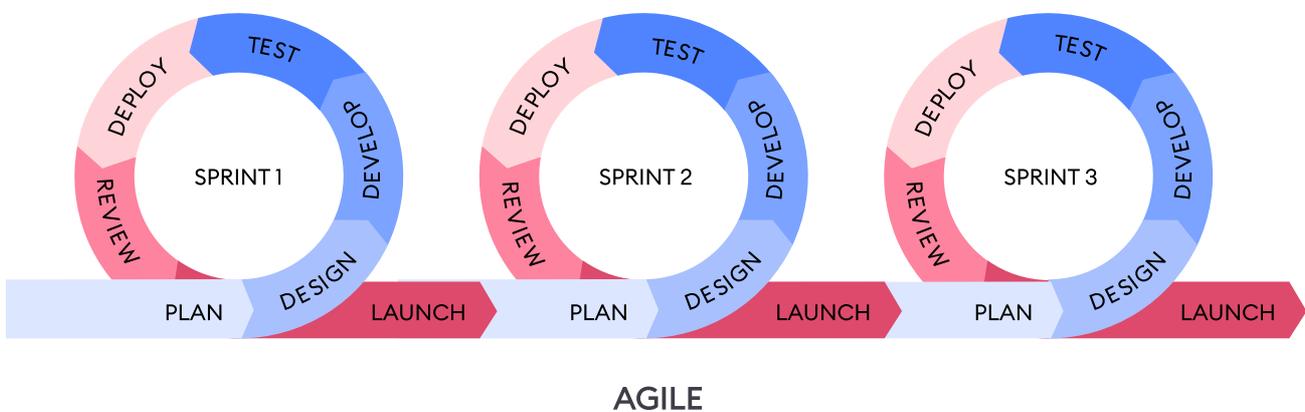
Let learners apply what they've learned. Provide them with guidance on how to use new knowledge and skills, and give them an opportunity to practice them.

- **Principle 5: Integration**

Help learners integrate new knowledge into their world. In order to do this, let them demonstrate new skills to others, reflect on them, and encourage learners to transfer what they have learned into their lives.

## AGILE

AGILE is another course development model that focuses on one eLearning module at a time. You move to the next one only after you've finished the previous one. This results in a higher quality course because you pay more attention to details in each segment.



Here's what you should do according to the AGILE model:

- **Align**  
Set goals and objectives.
- **Get Set**  
Plan how you are going to develop your eLearning project.
- **Iterate and implement**  
Develop the project following the plan.
- **Deploy**  
Test the module.
- **Evaluate**  
Collect feedback, analyze, and assess the module. Fix any issues.

## Destination #3



# An eLearning Factory

Time to put theory into practice. Before you apply for a job, you need to get ID experience, create eLearning samples, and put a portfolio together.

## Design a fascinating eLearning sample

Put theory into practice. Download a free trial of iSpring Suite. It's an extremely easy-to-use authoring tool that works as a PowerPoint add-in and lets you create any eLearning content quickly – with a zero learning curve and no coding required.



# How to Create an eLearning Course

## 1 Define training goals and objectives

This is about the results you want to achieve after your learners have completed a course. Answer this question: “What should a learner BE ABLE TO DO after finishing the training?”

## 2 Plot your course

Keeping the objectives in mind, divide your course into modules.

## 3 Create a storyboard

Establish a blueprint that outlines the placement of text, visuals, interactions, navigation, and other elements that will be used in the course.

## 4 Write a script

Write the text a learner will see on the slides and create a narration script if you’re going to include a voice-over in your course.

## 5 Define the design

Use your company brand book to communicate your brand across your course, or create your own style guide if there isn’t one yet.

## 6 Prepare graphics and media

Find or create all the necessary graphics that align with your design style and videos. Record a voice-over if needed.

## 7 Author your course

Assemble a course with an authoring tool like iSpring Suite. Building a course with iSpring is the same as creating a PowerPoint presentation: add a new slide, insert the text, add images or video, and repeat.

## 8 Share the course with your learners

Upload your course to your learning management system (LMS) and assign it to your learners.



Scan this QR code to read a complete guide.



# Same PowerPoint, but tailored to eLearning

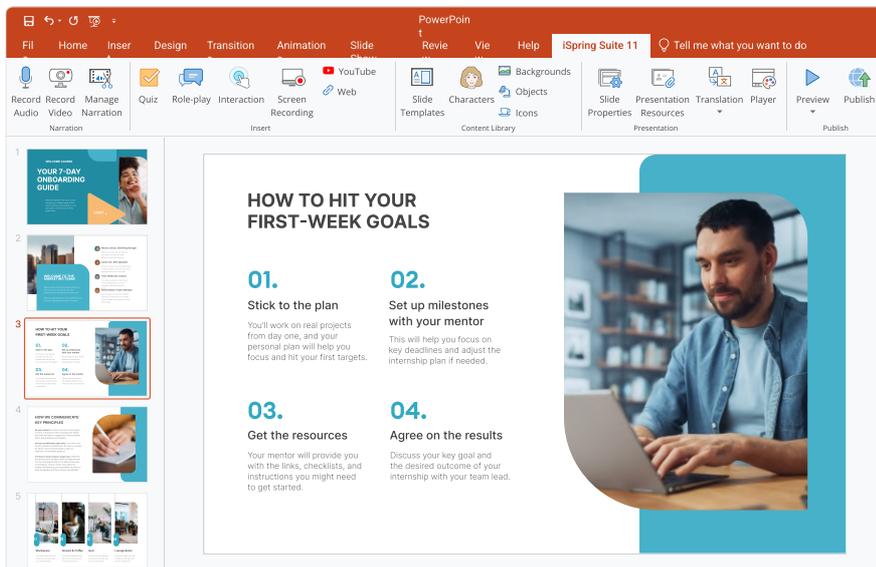
Create pro-level interactive courses, assessments, role-plays, and video lessons quickly and easily.

Explore iSpring Suite



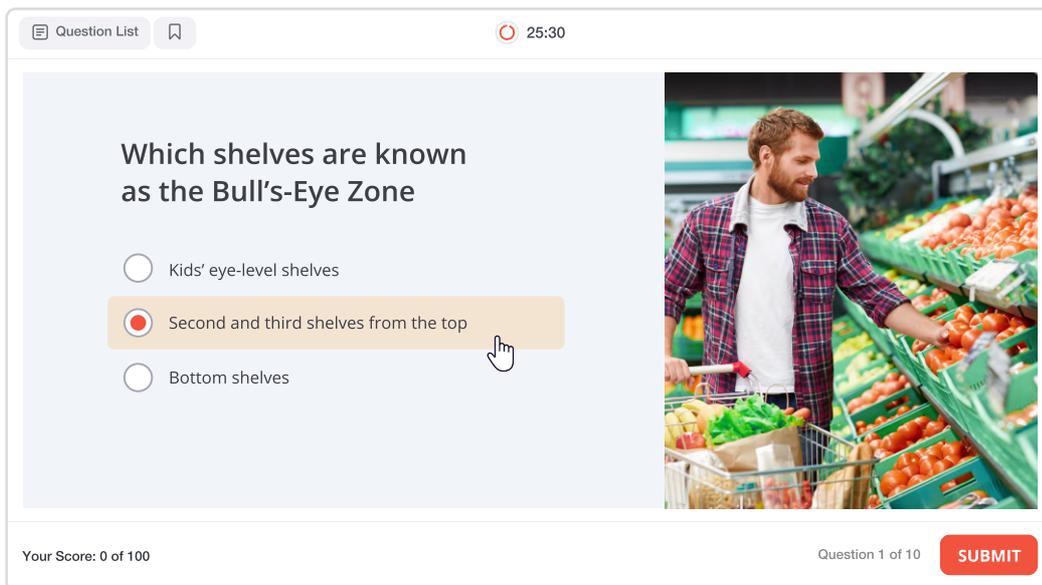
## Design courses like a pro

Convert PPT presentations into interactive courses or create fascinating courses from scratch. Use all sorts of professionally designed templates and assets to deliver projects as fast as experienced IDs – preserving the same highest quality.



## Build engaging assessments with automatic feedback

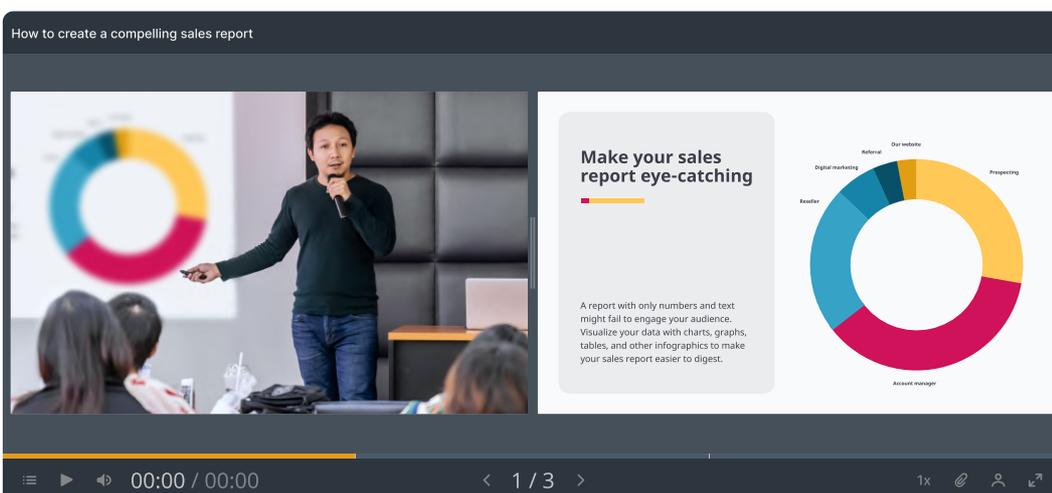
Select from 14 ready-made question types, from simple multiple-choice and matching to more advanced questions like word bank, sequence, drag-and-drop, and hotspot. Fill them with texts, images, and audio. Set time limits, number of attempts allowed, and add feedback to let learners reflect on their answers – both correct and incorrect.



The screenshot shows a quiz interface with a timer at 25:30 and a question list icon. The question is: "Which shelves are known as the Bull's-Eye Zone". There are three radio button options: "Kids' eye-level shelves", "Second and third shelves from the top" (which is selected and highlighted with a hand cursor), and "Bottom shelves". To the right of the question is an image of a man in a plaid shirt shopping in a grocery store aisle. At the bottom, it shows "Your Score: 0 of 100", "Question 1 of 10", and a "SUBMIT" button.

## Record and edit video lessons of any kind

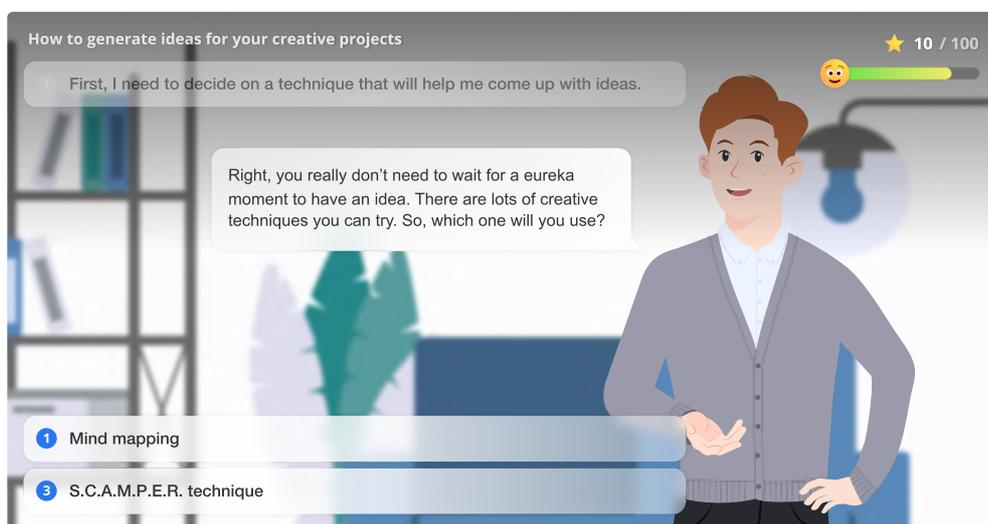
Screencasts, talking head videos, video lectures. Record any kind of video and add annotations and special effects – all with a single tool. You don't have to be a professional video operator and editor – the tool offers only those features that you truly need for ID.



The screenshot shows a video player interface. The video content is a presentation slide titled "How to create a compelling sales report". The slide features a man in a dark shirt presenting to an audience. The slide content includes the heading "Make your sales report eye-catching" and a donut chart with four segments: "Referral", "Digital marketing", "Account manager", and "Prospecting". Below the chart, there is a text box that reads: "A report with only numbers and text might fail to engage your audience. Visualize your data with charts, graphs, tables, and other infographics to make your sales report easier to digest." The video player controls at the bottom show a play button, a progress bar at 00:00 / 00:00, a page indicator for 1 / 3, and icons for volume, full screen, and share.

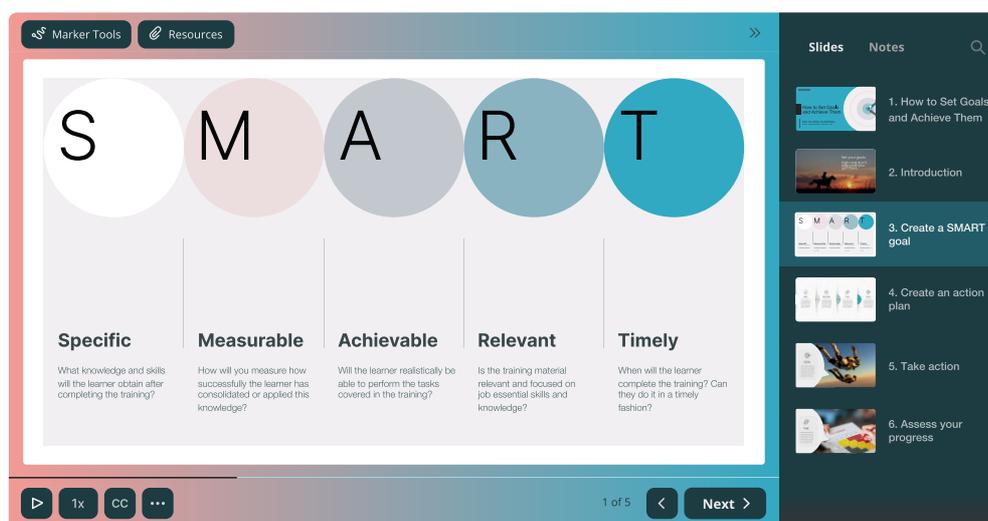
## Create interactive role-plays

No coding required. Simply select characters and locations from the built-in library (photos and hand-drawn images), add questions and replies, set branching scenarios, and voila – your role-play is ready to go.



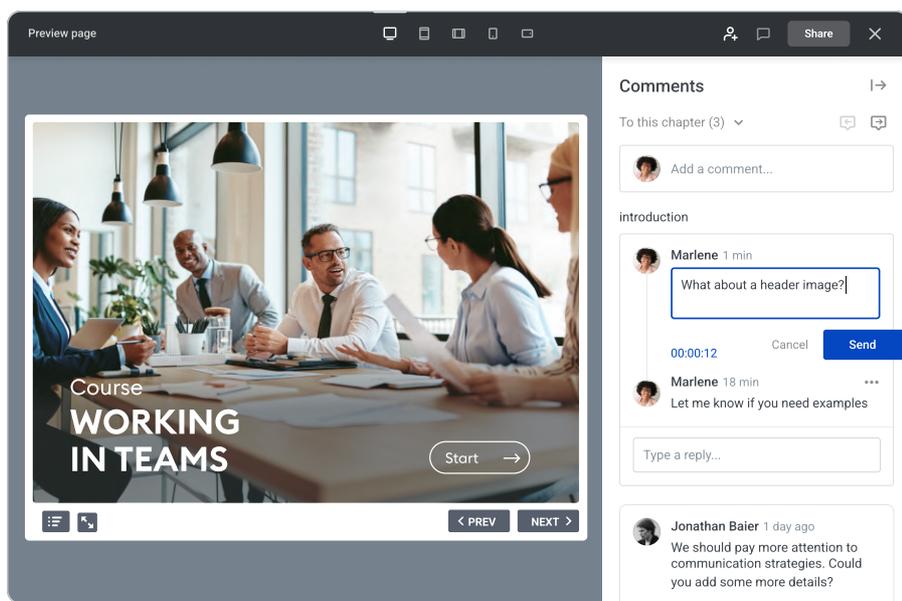
## Make your courses unique

Customize the looks of your course player to make it align with the brand identity of your company and clients, or to facilitate training needs. Create presets for a particular client or project to save time and energy setting parameters that otherwise need to be set manually each time.



## Get your projects approved faster

Make the review phase more convenient and effective. Upload your project to a secure online storage space and share it with stakeholders by simply sending them a link. They can leave their comments and approve the revised version online – it's easy and professional.

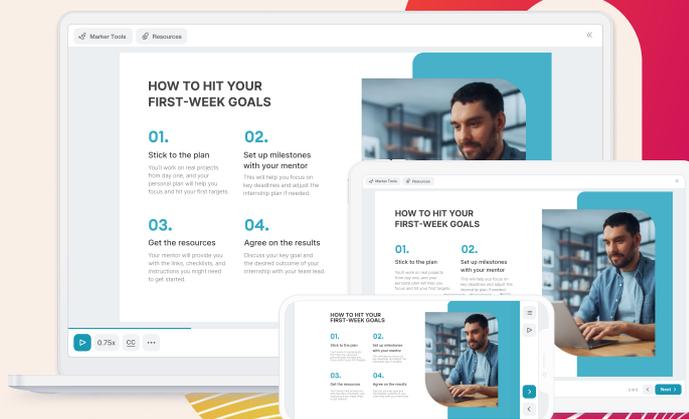


## 30% OFF for freelancers and individuals

Try iSpring Suite for free, or purchase the tool now at a 30% discount. Click on the preferred option below.

Try for free

Get 30% OFF →



# Land an ID volunteer or an internship opportunity

If you want to get some ID experience, look around your local communities and charities: senior centers, youth organizations, animal shelters, food banks, and schools. You can offer them your ID services on a voluntary basis, or apply for a position in a nonprofit organization:

- **DESIGNxHUMANITY**

Opportunities to work on real-world projects advocating for Black, Indigenous, and People of Color (BIPOC), along with all topics regarding equity, diversity, inclusion, and anti-racism.

- **24/7 Teach**

Internships on instructional design and similar positions with a deep dive into the entire cycle of eLearning content development and one-on-one mentorship.

- **Learn Appeal**

ID volunteer opportunities aimed to transform communities with eLearning.

- **E-learning for kids**

A volunteer opportunity to create courses on various subjects for children worldwide.

- **Rumie**

Volunteer Learning Designer positions to create microlearning courses on various topics.

- **Volunteer Match**

Not a nonprofit ID organization, but a platform that includes volunteer postings, instructional design, and similar opportunities.

# Put together an instructional design portfolio

Aspiring instructional designers (0-3 years experience) with portfolios earn ~15% more than their peers without portfolios.



## 1 Develop your brand

Customize the looks of your course player to make it align with the brand identity of your company and clients, or to facilitate training needs. Create presets for a particular client or project to save time and energy setting parameters that otherwise need to be set manually each time.

## 2 Assemble the content

Gather all the work you want to present in your portfolio and categorize it. Tell the story of each sample.

## 3 Create your portfolio

Choose an appropriate platform to run your portfolio online. You might choose between a portfolio-specific site, a website platform, or a self-hosted website.

## 4 Optimize your website

Make sure the site runs smoothly. Check your images and videos, links, buttons, calls to action, contact buttons, and overall navigation.

## 5 Promote your portfolio

To get noticed, use social media, join a professional group or association, and use good old-fashioned word of mouth.

A stylized illustration of a city skyline with various skyscrapers in shades of blue and green. In the foreground, there is a body of water with a small sailboat. A red banner with white text is positioned in the upper left corner.

## Destination #4

# An ID Job at a High Tower

You've come a long way, and now it's time for the final stage – landing an ID job. For a start, you can try getting projects on Upwork, Fiverr, or Freelancer. This will give you some extra experience and a client base (if you want to be a freelancer).

**Tip:** add phrases like “curriculum development” or “curriculum writer” to your searches along with “instructional design.” There are many freelance position offerings that don't specify they're looking for an ID, so they won't appear in your searches.

However, if you want to become a full-time ID, you need to send your application to companies and prepare for the job interview. Here are 11 of the questions most often asked during such interviews:

1. Tell us what you know about the organization and the role
2. Tell us briefly about your career and the reason you wish to join our company
3. You have experience in this business/industry but less experience in the instructional design role. Tell us how you made the transition to being an instructional designer.
4. What process do you use or follow when performing instructional design?
5. How do you prefer to work with subject matter experts (SMEs)?
6. What role does the learner play in your design?
7. How much experience do you have with storyboards, script writing, authoring tools, and LMSs?
8. What kinds of learning content have you built?
9. Here is a sample situation/piece of content. How would you go about designing content and making sure it was delivered successfully?
10. What learning theories do you think are most important in adult learning?
11. How do you measure the success of your learning designs?

**Learn how to answer these questions in this article.**



## Your next journey starts here

Landing an ID job is the first step toward becoming a great instructional designer. You already know all the basics and can develop effective courses and training programs. All you have left to do is develop your skills and knowledge. The best way to do this is to learn from the most respected ID professionals and specialists from other spheres who share valuable info for your work.

### Check out our top lists of useful resources for instructional designers:

- [The 17 Best Books on Instructional Design: Classics and Hidden Gems](#)
- [The 13 Best YouTube Channels on Instructional Design: Watch and Learn](#)
- [The Top 22 eLearning Websites for Training Managers and Instructional Designers](#)

# Start out in your new career faster and easier

Our in-depth course [“How to Create an Interactive Online Course”](#) will help you master each stage of course development in 20 lessons – from identifying learning objectives and creating a storyboard to perfecting the graphics.

You will also put theory into practice after each module and create a course for your portfolio under the guidance of a senior instructional designer.

Explore course contents

The screenshot displays the 'ispring academy' interface. At the top, there are navigation links for 'My Courses', 'My Trainings', and 'Catalog', along with search, notification, and profile icons. Below the navigation, a 'Back to My Courses' link is visible. The main content area shows a 'Learning Track' with a deadline of 'Complete before Jun 3, 2023, 3:00 AM'. The track title is '«How to Create an Interact...'. Below the title, there are two tabs: 'Outline' (selected) and 'About Learning Track'. The 'Outline' tab shows a vertical list of three modules:

- Module 1: '1. What is an Instructional Design' with a deadline of 'Complete before Jun 3, 2023, 3:00 AM'.
- Module 2: '2. Fundamental Principles for Creating Effective Courses' with a deadline of 'Complete before Jun 3, 2023, 3:00 AM' and a status of 'Not Started'.
- Module 3: '3. Instructional Design. Theories and Methods' with a deadline of 'Complete before Jun 3, 2023, 3:00 AM' and a status of 'Not Started'.

Two chat messages are overlaid on the right side of the interface:

- Message 1: A woman's profile picture is followed by the text: 'Hi, Alex! You haven't researched the audience of your course. That's why there are some issues with the logic here. It is unclear who needs your course. I've recorded a lesson for you on this subject: [\[link\]](#)'
- Message 2: A man's profile picture is followed by the text: 'Thank you! I didn't think this was important. I'll watch the lesson.'

# Welcome to the iSpring Community!

Feel free to join and become a valuable part of a community of instructional designers and eLearning professionals who are taking training to the next level with iSpring.

Fast forward to the part of our community you like - just scan the relevant QR code.

## LinkedIn Knowledge Hub →

Connect with others in your field, ask questions, share your own expertise, and take part in discussions.



## Blog →



Explore the exciting world of eLearning together with our helpful articles and how-tos.

## Webinars →



Get eLearning tips and tricks from top-notch industry experts.

## Guides →



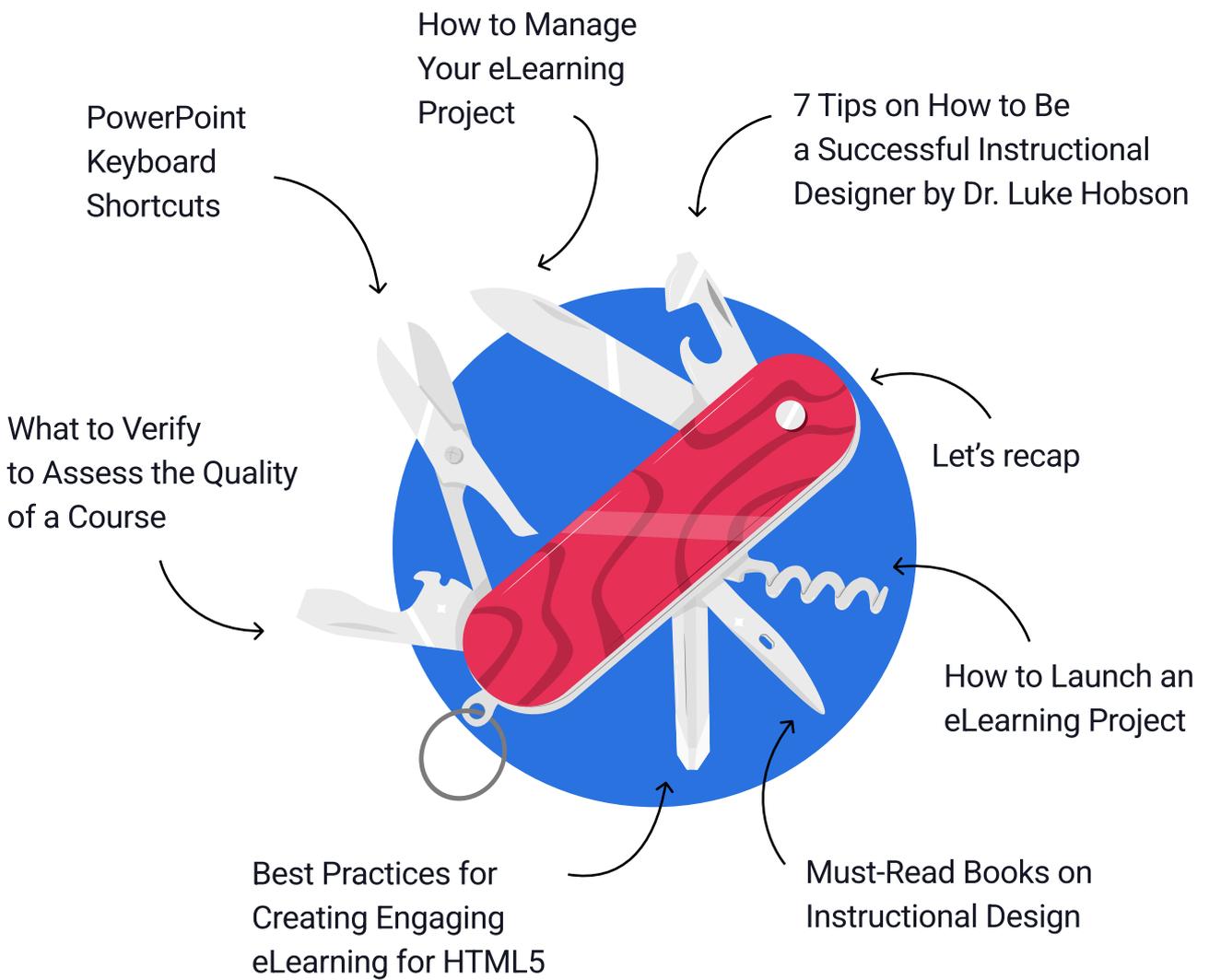
Get step-by-step directions on how to create and launch eLearning.

## YouTube →



Enjoy weekly eLearning videos and don't forget to subscribe.

# Useful Resources for All Seasons





# How to Launch an eLearning Project

## 1 Define the learning objective

What do you want to achieve with eLearning? The more specific the goal, the more likely you are to make it happen.

## 2 Choose the right training tools

As a rule, companies use one or both of these two types of tools: a course authoring tool and a learning management system (LMS).

## 3 Define a budget and an action plan

Develop a budget and an action plan, which you'll need to present to your senior managers. Be convincing when explaining how eLearning can drive the business.

## 4 Prepare the learning content

Ideally, you should have a one-year eLearning development plan. Initially, however, it's enough to create a single course as a test.

## 5 Run a pilot eLearning project

Ask a small group of employees to take the course to define the difficulties in using your LMS and see if your course is effective.

## 6 Motivate employees to learn

Keep your staff engaged with interactive multimedia and participation, provide feedback and recognition, and share success stories.

## 7 Evaluate eLearning effectiveness

Assess your employees' knowledge regularly, gather feedback on what should be improved, and monitor how their work performance is changing.

 Tips and tricks

# Best Practices for Creating Engaging eLearning for HTML5

- Analyze all content and ask SMEs questions prior to production in order to reduce the amount of rework.
- Know your target audience (ages, locations, etc.) and keep that in mind when creating your learning project: you must relate to your audience.
- Design an overall template and vision of the project (colors, font scheme, and 5-10 basic page types for quick creation).
- Chunk presentation into 5-10-minute bite-sized components for easy retention and digestion of material.
- Integrate all content into templates and use the optimization needed for the target audience (mobile data, etc.).
- Stimulate engagement: interactivity, animation, exploratory content, and videos.
- Quality assurance: check your work on different devices and browsers.

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Checklist

## What to Verify to Assess the Quality of a Course

Course goals and objectives are clearly stated

Contents or a course map have been created

The time needed to take the training is stated

The function of each button in the course is explained

There is no information that can be removed without causing a loss in meaning

A maximum of 3 fonts and colors are used in the course's design

Images/screenshots are of sufficient quality, and the information they contain is clearly visible

The course is designed using a single unified style

There are compelling examples that show how to apply the new knowledge

Practical tasks help consolidate the learning material

The course looks perfect both on desktop and mobile devices

The course has a final test or assessment

# How to Manage Your eLearning Project



## Develop an eLearning project plan

Define project milestones, specify what resources you'll need for each milestone, and set deadlines.



## Gather your resources

Get all the human resources (designers, course developers, etc.) and tech tools (an authoring tool, an LMS, etc.) that you need for your project.



## Develop the course

Organize your staff to create the course while ensuring that all the processes occur on time, within budget, and to standard.



## Beta test your course

Organize a trial run by assembling a group of learners who will take the entire course and provide feedback on the content and overall user experience.



## Finalize the project

Arrange a project close-out meeting, where you both celebrate your wins and discuss what can be improved.



Scan this QR code to  
download a [free eLearning  
Project Plan template](#).

# Must-Read Books on Instructional Design

Continue your list of eLearning bestsellers

Read Title/Author Rating

## **Design for How People Learn (Voices That Matter), by Julie Dirksen**

Find the golden mean between providing knowledge and stimulating interest.

## **The Accidental Instructional Designer: Learning Design for the Digital Age, by Cammy Bean**

Learn best ID practices, read case studies, and discover the most common mistakes to avoid when designing an eLearning program.

## **Map It: The hands-on guide to strategic training design, by Cathy Moore**

Learn to distinguish between cases that need training and those that need something different to make the eLearning content you design more engaging and effective.

## **The Mom Test: How to talk to customers and learn if your business is a good idea when everyone is lying to you, by Rob Fitzpatrick**

Learn how to get a subject matter expert talking, what questions to ask, and how to avoid one-word responses.

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## Must-Read Books on Instructional Design

Read	Title/Author	Rating
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### **What I wish I knew before becoming an instructional designer, by Dr. Luke Hobson**

Follow the guide to become an instructional designer and advance in the ID field.

### **iSpring Suite 10: The Essentials, by Kevin Siegel**

Learn how to use all the features of a powerful authoring tool in just one day.



Check out  
[more books.](#)

# PowerPoint Keyboard Shortcuts

For Windows

## Objects

 Duplicate an object	<b>Ctrl</b> + <b>D</b>	 Send an object to the front	<b>Ctrl</b> <b>Shift</b> + <b>{</b>
 Group items together	<b>Ctrl</b> + <b>G</b>	 Send an object to the back	<b>Ctrl</b> <b>Shift</b> + <b>}</b>
 Ungroup items	<b>Ctrl</b> <b>Shift</b> + <b>G</b>	 Select all objects	<b>Ctrl</b> + <b>A</b>
 Grow an object	<b>Shift</b> + <b>↑</b>	 Select another object	<b>Tab</b>

## Texts

<b>AA</b> Make selected text bold	<b>Ctrl</b> + <b>B</b>	<b>A→</b> Copy formatting only	<b>Ctrl</b> <b>Shift</b> + <b>C</b>
<b>AA</b> Apply italic formatting	<b>Ctrl</b> + <b>I</b>	<b>→A</b> Paste formatting only	<b>Ctrl</b> <b>Shift</b> + <b>V</b>
<b>AA</b> Apply underline formatting	<b>Ctrl</b> + <b>U</b>	<b>Ae</b> <b>↻Ab</b> Find and replace text	<b>Ctrl</b> + <b>H</b>
 Center the paragraph	<b>Ctrl</b> + <b>E</b>	<b>A^</b> Increase the font size	<b>Ctrl</b> <b>Shift</b> + <b>→</b>
 Left align the paragraph	<b>Ctrl</b> + <b>L</b>	<b>A^</b> Decrease the font size	<b>Ctrl</b> <b>Shift</b> + <b>←</b>
 Right align the paragraph	<b>Ctrl</b> + <b>R</b>	 Insert a hyperlink	<b>Ctrl</b> + <b>K</b>

## Navigation

 Move the selected slide or section forward in order	<b>Ctrl</b> + <b>↑</b>
 Move the selected slide or section back in order	<b>Ctrl</b> + <b>↓</b>
 Add a new slide	<b>Ctrl</b> + <b>M</b>
 Duplicate a slide	<b>Ctrl</b> + <b>D</b>

## Slideshow

 Start a slideshow from the first slide	<b>F5</b>
 Start from the current slide	<b>Ctrl</b> + <b>F5</b>
 Zoom in/out	<b>Ctrl</b> + <b>↑</b> / <b>↓</b>
 End the slideshow	<b>Esc</b>



# 7 Tips on How to Be a Successful Instructional Designer by Dr. Luke Hobson

Just starting out in instructional design? Take advice from Dr. Luke Hobson, the author of *What I wish I knew before becoming an instructional designer*.

- 1 Develop human skills. The majority of the things in instructional design is working with people.
- 2 Get out of your comfort zone. Don't be afraid of new experiences. Embrace them and try to get the most out of them.
- 3 Accept that you don't have all the answers. You have the opportunity to go and find out. Connect with others, and then bring that back.
- 4 Take action. Don't just buy 5 books or watch 20 YouTube videos on eLearning. At some point, stop consuming content and start doing.
- 5 Show learners the end goal. When learners know what they will achieve, they'll get motivated. And if they don't understand the purpose of your course, they won't follow through.
- 6 Prepare a Plan B, Plan C, and even E sometimes. And be ready if none of them work.
- 7 Be a lifelong learner. You have to enjoy learning. It's important that you enjoy teaching yourself, because that's what's going to help you. You basically need to be able to take all this content and then make something that's then going to teach another person.



Check out the podcast  
with [Dr. Luke Hobson](#).

## Let's recap



If you learn something new and want to master it, apply it.



Get in touch with industry leaders to boost your expertise.



Use LinkedIn and Facebook to keep up with your new contacts.



Challenge yourself every day! It's fun and motivational.



Mix up learning with practice to become a better professional.



Join the iSpring community to take training to the next level.



If you can't find a solution, ask for expert advice.



We are here to help with  
your eLearning initiatives.  
Get in touch! →