

Designing engaging elearning

Practical changes to
make today



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Q: Bob, came away from your elearning saying
“Man, that was great!” because...

Agenda

1

Why audience
needs matter

2

Ingredients of
engagement

3

How to use
activities

4

Ways to get
personal

Why audience needs matter



Q: How do you currently discover what your audience needs?

Here's our suggestions

Ask your audience

What's the hardest part?
What are the barriers?

What do you do when
you get stuck, now?

How do you feel about X?

Where are you likely to be
when you 'learn'?

Why? Why? Why?

Ask business leaders

What's the business
goal?

How do you know this
needs improvement?

What goes good look like
to the business?

What do you need
people to DO?

Observe

Walk me through what
you do

Show me what good
looks like

Talk me through what
can go wrong

Review data

Review KPIs such as:

- retention rates
- sales data
- customer feedback
- internal feedback

Capture Guide



Capture

Shape your problem and audience needs, before you shape and test out your digital solution.

5C Framework

① What are you doing?

The starting point for every elearning project should be its goal. Ask yourself why. The more measurable your goal is, the easier it will be to demonstrate if you will help you clarify your goal.

Describe the purpose of your digital learning project in 10 words. How will it help people achieve a business or personal goal?

What does success look like? What will your project DO in the real world that you'll be able to measure?

What else will help drive the outcome? Other interventions, coaching, management support, communications?

② Who is it for?

Get crystal clear on who your target audience is. Use the table below to create [three sample personas](#) that represent different subgroups within your audience. This will help you personalize your learning experience later on.

Create profiles for your audience	Persona A:	Persona B:	Persona C:
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What do you need them to do better/more of?

What is blocking them from doing so right now?

What will be genuinely useful to them to help them get there?

What would motivate them to use your product?

When are they likely to learn? Dedicated time sk between tasks, at home...

What do they need to learn and what can they learn at the moment?

③ Does it need to be personalized?

Personalizing your content makes it feel relevant to individual learners and means you can communicate specific learning points rather than generic ones.

Based on the profiles you just created, could you tailor your content in any of the ways below to reach your audience effectively?

Content tailored to role?	Content tailored to level of experience?	Content tailored to capability?	Any other tailoring?
Y / N	Y / N	Y / N	Y / N



Ingredients of engagement



Q: What does 'engaging' even mean, for elearning?

Our suggestions...

I paid
attention to it.

It's interesting
to me.

I can do
something
with this.

It's
memorable.

I might even
tell someone
else about it.

This applies to
my world.

It got me
thinking.

I was involved
with it

What employees actually say

Unengaging elearning is...

**Lacking
relevance**

Passive Hard to find and use

Out of date

Long and
overloaded

Text heavy

Boring

Engaging elearning is...

Relevant

Visual Easy to access and
user friendly

Accurate

Short and
focused

Interactive

Interesting

Excerpted from: *The State of Digital Learning Report, Elucidat. 2023*

Immersive stories

Pick someone to assist



LILY



Ethan is finding it hard to get motivated.

See his story >



OWAIN



MAGGIE



Meaningfully interactive

CELEBRATING YOU



WE ARE ALL HUMAN, BUT WE ARE EACH UNIQUE. WE TAKE PRIDE IN OUR IDENTITY, IN WHO WE ARE. WHICH ELEMENT OF YOU DO YOU MOST LOVE?

Choose an option, then select **submit**.

- Personality
- Religion
- Heritage
- Community

SUBMIT



Genuinely useful

When you replenish the shelves you'll need to make sure the newest items are at the back and the oldest are at the front. We call this "rotating". In this video, Sophia explains how it's done.



"I only ever half-fill stock carts with cold products so I know I can get it all on the shelves in under 30 minutes" — Sophia, California USA.

Quick quiz

How many minutes are cold items allowed to be out of a refrigerator?

20

30

40

50

Submit >

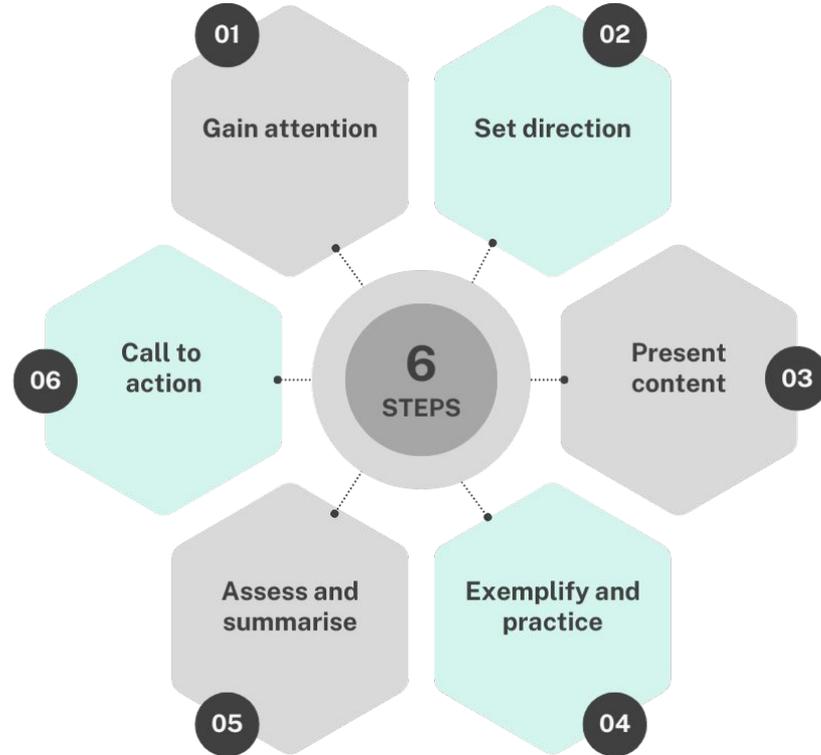
Check your work

Your supervisor will be on hand to help and guide you when they can, but you can also use this handy checklist to make sure you haven't forgotten anything.

Checklist:

Q: What other forms of 'engaging' elearning come to mind for you?

Knowledge and Skills builder



Excerpted from: Cammy Bean, The Accidental Instructional Designer: Learning Design for the Digital Age, ATD Press (2023).

Using activities & involving learners

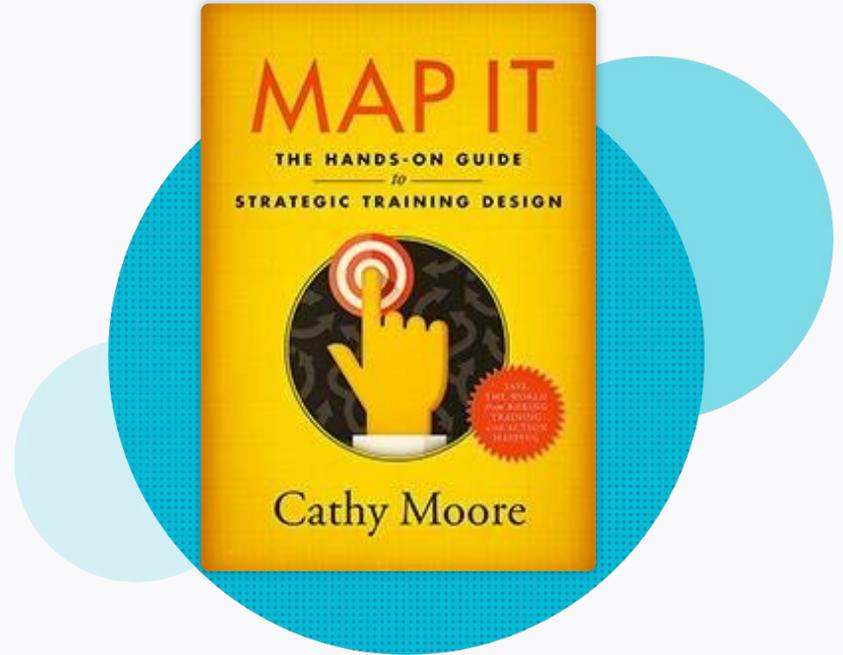
“I would make sure that there are more videos and interactivity to make you practice what you are learning”

Employee, in a Global Organisation, answering Elucidat’s State of Digital Learning survey

Testing vs. practice

“A **test question** asks people to recall information. It takes place in an abstract world.

“A **practice activity** asks people to not only recall information but also **apply** it to a specific, realistic situation.”



Cathy Moore, Map It: The Hands on Guide to Strategic Training Design, 2017

Action Mapping



Activity: part 1

You're designing some soft skills training for new managers on **giving difficult feedback**.

What kinds of activities might you include for them?

p.s. think online and offline...

Activity: part 2

You're designing some harder skills training on **how to dress a shop window**, for customer assistants in a high street fashion brand.

What kinds of activities might you include for them?

p.s. think online and offline...

Q: Are activities that make people **think** less important than activities that get people **doing something**?

Getting personal



“I must learn things that don't relate to my department, which is **time-consuming** and **inefficient.**”

Employee, in a Global Organisation, answering Elucidat's State of Digital Learning survey



62%

Said having **relevant** content was the
most important factor

Activity: part 3

The project on delivering difficult feedback for new managers is for managers **who range in experience**. Some are brand new to role. They also work **in different settings**. Some work in offices, others work in factories.

How could you make their elearning more personalised, so they don't all get the 'sheep dip'?

Our suggestions...

Upfront
diagnostics

Menus that
give choice

Role selector

Contextual
examples

Confidence
checks

Competency
based
branching

Keep it
conversational

Build a work
plan

Quick examples

Build a personalised plan

Or

Answer diagnostic questions

To drive a different outcome

YOUR DELEGATION STYLE

We're all individual and different styles of delegation suit our personality and work habits. So we're going to start by finding out about you. Then you'll get some tailored tips and techniques on the next page.

Firstly, think about how frequently you delegate.



Daily

Weekly

Fortnightly

Monthly

SCROLL DOWN FOR NEXT QUESTION



Next, let's focus on your delegation style.

Think about the last piece of work you delegated. How did you hand the work over to your colleague?



I told them the outcome I needed but I didn't have time for much more; they know where to find me if they have questions.

I sent over all the information they'd need to complete the task and made sure they were clear on the deadline.

I talked through the task and how I normally do it so they were clear on the best approach

SCROLL DOWN FOR NEXT QUESTION



Finally, tell us about any problems you encounter.

If you get a piece of work back from a team member and it's not up to scratch, what tends to have gone wrong?



Not given updates on what I've delegated

Give me some tips >

Quick examples

Check knowledge or skill-levels
upfront

Then

Serve up what they need

WHITBREAD

Check your knowledge

Before you begin, this quiz will let you check your knowledge on information security and data protection. If you can show your understanding of a topic in the quiz, you won't need to visit the subject again in the elearning.

At the end of the quiz, we'll tell you how you've done and what you need to do next.

Choosing a password

Which of these is the strongest password?
Choose one answer, then select submit.

- Opensesame!
- Kitchensink99
- 0i0r7iv76!
- !@2233-44

Submit Feedback

Display a menu

WHITBREAD

Select an item in your calendar to work through it. You do not need to complete items that are greyed out.

< Today >

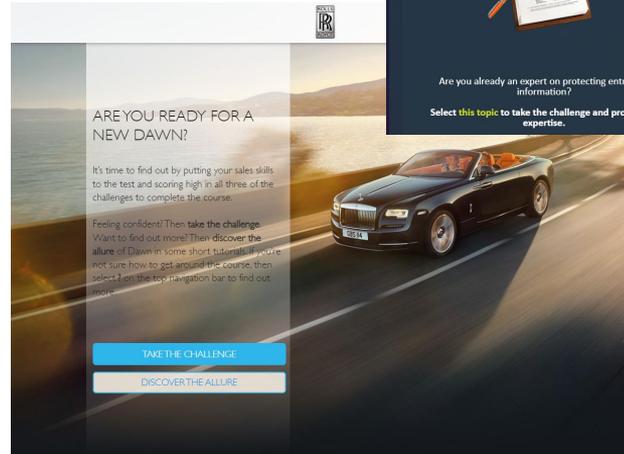
- 07:00 Catch bus
- 09:00 Team meeting
- 10:00 Around the workplace
- 10:00 Tidy up ✓
- 12:30 Lunch break

Quick examples

Give upfront options and allow learners to pick what they need

And

Do this again with call to actions at the end



Get further help

If you want to learn more about managing your team remotely, here are some useful links and resources.

Our tools

Discover the full list of approved communications tool and their benefits visit the comms toolbox guide on the intranet. >

Team check-in agendas

Use our boiler-plate agendas to guide your team check-ins. Download and adapt them to work for your own team. >

Remote Work Gurus

For up-to-date advice on tools and remote working practices, contact one of the HR team's Remote Work Gurus. >

Wrap up



Recap

1

Why audience
needs matter

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activities

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Ways to get
personal

Q: Think about own work.

What's **one thing** you want to **implement** today?

What are the **barriers** to doing so, if any?

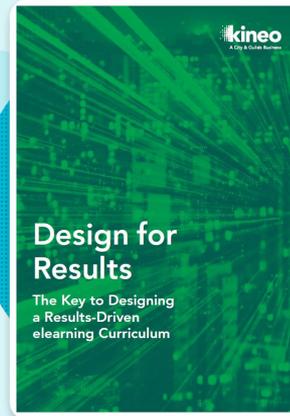
What would be the **benefit** of overcoming that?

Thank you!

Here's what to do next...



**Elucidat's
Engaging
Elearning Course**



**Kineo's
Design for Results**

Let's continue the conversation on LinkedIn!



Cammy Bean



Kirstie Greany