What Is Learning Experience Design (And Does Adopting It Require You to Leave ADDIE and SAM Behind?)

by Saul Carliner

About this Session: Although it seems like the major challenge, finding your first job is the beginning of a year-long journey. In an economic environment characterized by great speed, incessant change and much uncertainty, maintaining your employability remains an ongoing challenge once you find the first job. This session explores strategies you can take to approach your long-term career and maintain your employability.

If this workshop, you learn to:

- Contrast learning experience design with traditional instructional design.
- Use these experience design techniques: personas, use cases, and user orientation.
- State how you can incorporate these techniques into your own instructional design practice.

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Objectives

- Describe the purpose of learning experience design.
- Name key learning experience design practices that can strengthen the effectiveness of instructional programs
- Explain how to integrate these practices into existing instructional design processes and the I4PL Competencies.

2

We'll explore these objectives through an experiential activity.

3

Let's get to it.

You work for the Canadian University, which is looking to launch Microsoft Office 365 in the organization.

One of the benefits your organization hopes to achieve with this purchase is greater teamwork. Your team would use this application to maintain schedules (Outlook), send email (Outlook), chat and meet (Teams), and collaboratively prepare documents (Word, Excel, Powerpoint).

The staff already uses Microsoft Office applications to prepare documents, but is used to preparing them on their own, sending them by email, and commenting on them. The staff also uses an application other than MS Outlook for schedules and email.

So you are considering using the tutorials available at Microsoft.com* –either as is or with modifications.

Challenge 1: Visit the Office support site and identify possible modules to address this training need: https://support.office.com/en-us

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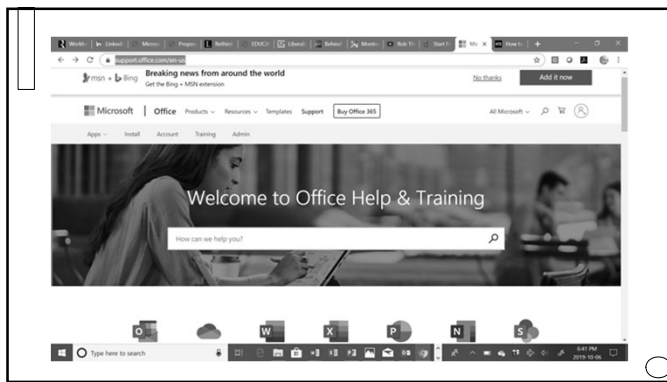
5

What modules would meet your needs?

(And yes, I recognize you had limited time to explore the options.)

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Based on what you saw, what do you think the designers assumed about the context in which people would use these modules?

(Share your thoughts in the Chat.)

7

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Who were their intended learners?

(Share your thoughts in the Chat.)

8

Based on what you saw, what do you think the designers assumed about the context in which people would use these modules?

Who were their intended learners?

What would cause people to visit these modules?

(Share your thoughts in the Chat.)

9

Based on what you saw, what do you think the designers assumed about the context in which people would use these modules?

Who were their intended learners?

What would cause people to visit these modules?

How do those needs align with yours?

(Share your thoughts in the Chat.)

10

Could the designers have better anticipated the learners? Context of learning?

(Share your thoughts in the Chat.)

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What you have just experienced are examples of issues addressed by Learning Experience Design.

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***Learning experience design* has emerged in the past 10 years**

- Focuses on preparing instructional materials
- Term used in:
  - Job titles
  - Competencies for training professionals
  - Short courses offered by for- and non-profit providers

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But instructional design has been around since the 1940s.

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But instructional design has been around since the 1940s.

It focuses on designing instructional experiences.

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Instructional design emerged from work that began during World War II.

- Focused on:
  - Designing programs as efficiently as possible
  - Designing programs so learners develop the skills most effectively within the shortest time
- Rooted in cognitive psychology

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18

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Instructional design theories,	Instructional-design	Instructional systems design
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20

Comprised of these components

Instructional design theories,	Instructional-design	Instructional systems design
Offer "explicit guidance on how to better help people learn and develop" (Reigeluth, 1999, p.5.) **Of most interest to professionals**	Refers to strategies for structuring educational materials to ensure that they most effectively teach the intended material. The choices should be rooted in empirical research on effective instructional techniques (Reigeluth, 1999).	Refers to a process professionals should follow to prepare instructional programs and that, in its most generic form, consists of five broad tasks: ▪ Analysis ▪ Design ▪ Development ▪ Implementation ▪ Evaluation

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This focus on a waterfall process that becomes increasingly rigid with time has turned many against traditional instructional design.

But the process only represents part of it.

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Learning experience design

"utilizes well-established user experience (UX) design, service design, and design thinking methods to focus the design of synchronous and asynchronous learning experiences on those who matter most: the learners"

(Floor, 2019)

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Learning Designer Manifesto

- Calls designers of online learning experiences to "transform learning into a more personal and profound experience" (Learning Experience Design, 2019).
- Invites learners to tell designers "what drives you so I can truly meaningful learning experiences that have a powerful, positive impact."

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When was learning experience design founded?

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Floor (2007)		
Claims to have founded it		

26

When was learning experience design founded?

Floor (2007)	Neumann and Finaly-Neumann (1989)	
Claims to have founded it	▪ Described a similar concept: quality of learning experience (QLE) ▪ Defined as "students' perceptions of the direct and indirect inputs that they receive from their college. By direct inputs, we mean college investments in the educational program in terms of content, resources, and flexibility" (Neumann & Finaly-Neumann, 1989, p.132-133).	

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When was learning experience design founded?

Floor (2007)	Neumann and Finaly-Neumann (1989)	Primary differences
Claims to have founded it	▪ Described a similar concept: quality of learning experience (QLE) ▪ Defined as "students' perceptions of the direct and indirect inputs that they receive from their college. By direct inputs, we mean college investments in terms of content, resources, and flexibility" (Neumann & Finaly-Neumann, 1989, p.132-133).	▪ Instructional medium (classroom versus online), ▪ Student perceptions versus experience personalization.

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Learning experience design is rooted in user experience design.

Courses on learner experience design adapt User Experience Design practices:

▪ Preparing personas

▪ Experience mapping

▪ Prototyping

(Online Learning Consortium, 2019)

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Preparing personas, scenarios, and prototypes are admittedly oversights of traditional instructional design, especially as described in the best selling textbooks.

"Testing" is another suggestion of user experience design.

The next screens address these.

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Activity: Describe a person in the organization who might use the Office 365 training.

- Give the person a name.
- Describe how they feel about:
  – The switch to Microsoft
  – Taking the training.
- Describe what they hope to learn.

Use creative license.

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Share your descriptions.

(Share these in the Chat.)

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This is called a *persona*.

A fictional representation of your ideal customer. As a UX designer, you'll start the design process by conducting user research—building empathy with your target users and identifying exactly what they need from the product you're designing.

Veal, R. L. (n.d.) What is a persona? CareerFoundry.com. Viewed at https://careerfoundry.com/en/blog/ux-design/how-to-define-a-user-persona/#targetText=A%20user%20persona%20is%20a,the%20product%20you're%20designing,. Visited October 6, 2019. Credit also applies to next screen.

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Consider this example.

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Include these components in a persona.

- Persona Group (i.e. web manager)
- Fictional name
- Job titles and major responsibilities
- Demographics such as age, education, ethnicity, and family status
- The goals and tasks they are trying to complete using the site
- Their physical, social, and technological environment
- A quote that sums up what matters most to the persona as it relates to your site
- Casual pictures representing that user group

___. (n.d.) Personas, *Usability.gov*. Viewed at https://www.usability.gov/how-to-and-tools/methods/personas.html. Visited October 6, 2019.

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Use personas when designing programs

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Use personas when designing programs,

when developing instruction,

37

Use personas when designing programs,

when developing instruction,

and when conducting formative evaluation.

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Activity: Describe the context in which learners in one of the departments in the organization would be taking the training.

- In part 1. Describe the work environment where learners take the situation, including its furnishings, layout, and temperature.
- In part 2. Describe what job performance looks like when learners have mastered the skills.

Once again, feel free to use creative license.

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Share your descriptions.

(Share your thoughts in the Chat.)

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This is called a *scenario* or *user scenario*.

A user scenario "is the fictitious story of a user's accomplishing
an action or goal via a product. It focuses on a
user's *motivations*, and documents the *process* by which the
user might *use* a design. User scenarios help designers
understand what motivates users when they interact with a
design – a useful consideration for ideation and usability
testing."

__. (n.d). What are user scenarios, *Interaction Design Foundation.* Viewed at https://www.interaction-
design.org/literature/topics/user-
scenarios#targetText=A%20user%20scenario%20is%20the,user%20might%20use%20a%20design.&targetText=A%20fundamental
%20point%20to%20bear,not%20represent%20all%20possible%20users.. Visited October 6, 2019.

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Consider this example of a learning scenario.

Professor Heather Goldberg, a new lecturer in sociology at LaFortune, receives strong course evaluation
ratings because students comment that they learn a lot about the course subject matter by participating in
class discussions.

Her course, Crime in Urban Communities, addresses controversial topics such as drugs, homicides,
assaults, and policing. Professor Goldberg attended an online lesson on facilitating discussions on
controversial subjects offered by the Centre for Faculty Development as part of an orientation program for
new faculty members.

After the training, she intentionally selected and excluded discussion topics for the course. She ensured
that the discussions topics would support the learning objectives of the course. During one of the first class
sessions, she and her students collaboratively developed a list of "ground rules" for discussions that all
students agreed to by continuing to stay enrolled in the course.

For each class session, she provides a "guiding discussion question" that students are expected to prepare
for in advance by accessing a common set of materials (such as readings, videos). The question requires
that students consider multiple perspectives on the issue and not just their own. In class, students first
discuss the question in small groups before having a class-wide discussion. After class, students are asked
to reflect on what they learned from their peers during the class.

Professor Goldberg received strong course evaluation ratings; students noted that while they often feel
uncomfortable sharing their personal opinions in their other classes, they felt comfortable contributing to
discussions in this class. They also remarked that she fostered an inclusive learning environment.

Fletcher, J. (2018.) Needs assessment for the course Fundamentals of Instructional Design. Used with permission.

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Include the following in a scenario.

Who are the learners?	Use the personas that have been developed to reflect the real groups taking the course.
After taking the course, how are learners using their new skills and knowledge?	Describe a situation occurring some period of time ***after*** learners take the course and in which they are successfully applying the new skills: ▪ Succeeding in courses for which this one is a prerequisite ▪ Succeeding in job-related or life situations.
What major work tasks or goals do learners complete?	

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Use scenarios when designing programs,

when developing instruction,

**and when conducting formative evaluation.**

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Scenarios are closely aligned with use cases.

"A use case is a written description of how users will perform tasks on your website. It outlines, from a user's point of view, a system's behavior as it responds to a request. Each use case is represented as a sequence of simple steps, beginning with a user's goal and ending when that goal is fulfilled."

U.S. Department of Health and Human Services. (n.d.) Use cases, *Usability.gov*. Viewed at https://www.usability.gov/how-to-and-tools/methods/use-cases.html. Visited October 6, 2019. Citation also applies to text on the next slide.
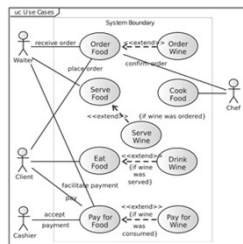
45

Also consider the entire journey that learners take.
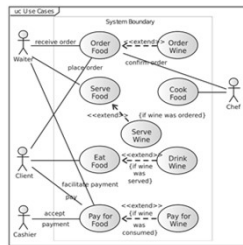
____. (2019.) Design scenarios - communicating the small steps in the user experience. *Interaction-Design.org*. Viewed at https://www.interaction-design.org/literature/article/design-scenarios-communicating-the-small-steps-in-the-user-experience. Visited October 6, 2019.

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Some refer to this as the *journey* (learners' journey).

____. (2019.) Design scenarios - communicating the small steps in the user experience. *Interaction-Design.org*. Viewed at https://www.interaction-design.org/literature/article/design-scenarios-communicating-the-small-steps-in-the-user-experience. Visited October 6, 2019.

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Components to include in a description of a learners' journey.

Primary Actor	Stakeholder who initiates an interaction with the system to achieve a goal
Preconditions	What must be true or happen before and after the use case runs.
Triggers	This is the event that causes the use case to be initiated.
Main success scenarios [Basic Flow]	Use case in which nothing goes wrong.
Alternative paths [Alternative Flow]	These paths are a variation on the main theme. These exceptions are what happen when things go wrong at the system level.

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Use use-cases when designing the interface of the instruction,

when developing instruction,

and when conducting formative evaluation.

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Prototypes are early versions of completed programs.

- Especially useful for self-study, digital learning materials.
- Often use storyboards to clarify interactions, narration, and other media components.

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Already a widely performed task among instructional designers

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Instructional designers call this *formative evaluation*, which also covers instructional issues not addressed by usability testing.

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This is the essence of Learning Experience Design.

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So how does learning experience design contrast with instructional design?

(Share your thoughts in the Chat.)

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Contrast instructional design learning experience design.

	Instructional Design	Learning Experience Design

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Roots	Cognitive psychology of early- and mid-20th century, Academia	Usability and user experience design Practice

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Focus within the process	Analysis and evaluation	Design
Main tools	Process	Personas, journeys
Overlooks	Design, development, implementation Other practical issues (technology, schedule, budget)	Development, implementation Other practical issues (technology, schedule, budget)

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In other words, learning experience design addresses "holes" in instructional design.

- Parallel conversations that would ideally converge
- Learning experience design identifies limits in ID, which focuses more on performance than on the learner
- Both ignore development

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Many textbooks on instructional design include these components of learning experience design.

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⏱ Minute Summary

- What is the most important thing you learned today?
- What question(s) remains?

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Learn more

About usability	About designing with learners in mind	About integrating personas, scenarios, and usability testing into instructional design
www.usability.gov	Julie Dirksen's *Design for How People Learn* (New Riders)	Saul Carliner's *Training Design Basics* (ATD Press)

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