WHAT IS INSIGHT?

"InSight" is our ProductLine of online tutorials that will be offered to global audience. **This presentation provides details of our first suite on Instructional Design that has launched on June 30th'14.**

It will run seamlessly on **Tablets and PCs/Laptops.** These would be delivered through our LMS and it can be deployed on any customer LMS.

Over next two years, we will offer several online modules **to enhance Professional skills in eLearning and mobile learning.** These will cater to needs of learning professional in:

1. Visual Design
2. Quality Assurance
3. Project Management and Risk Management
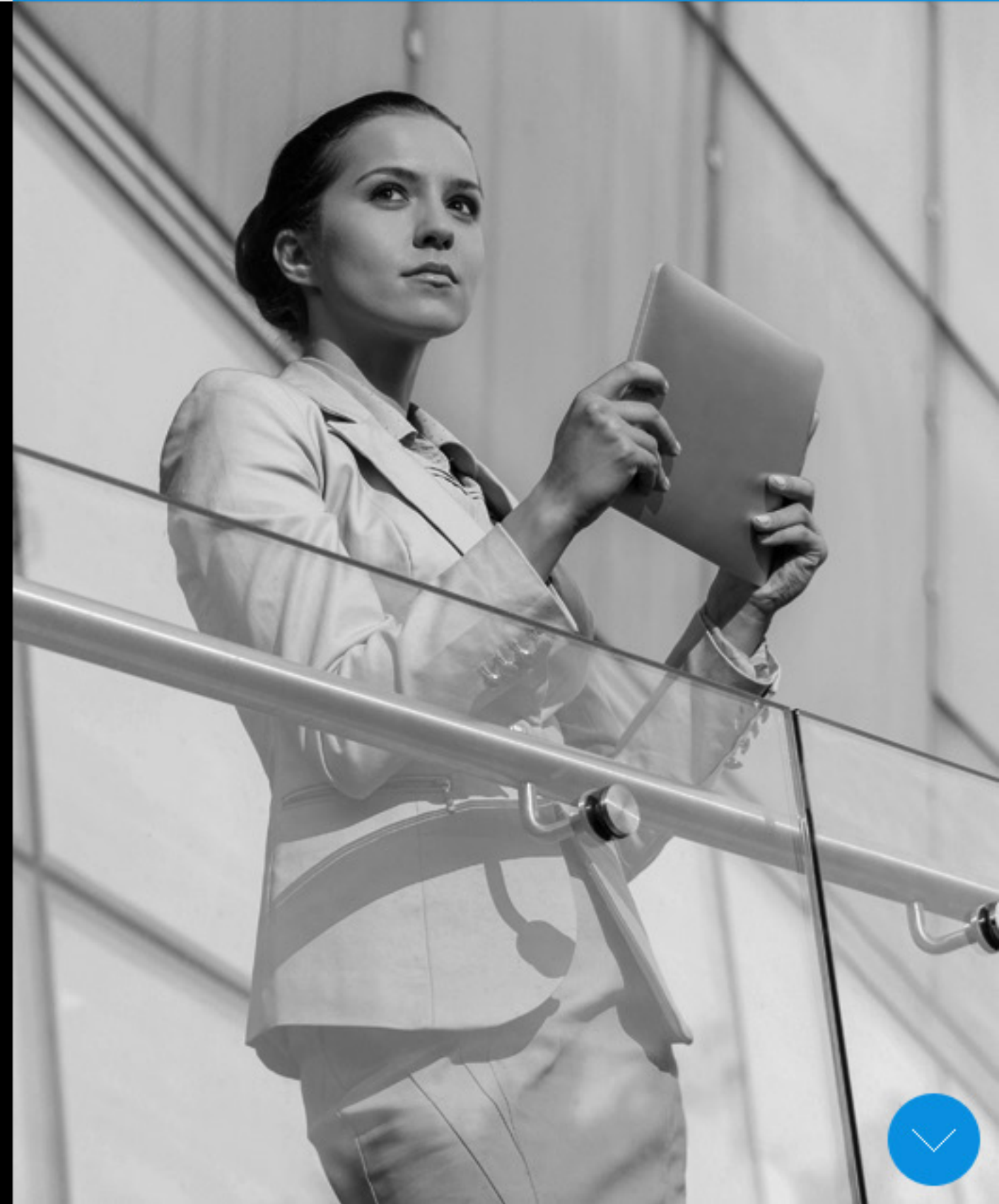4. Account Management

WHO DOES INSIGHT CATER TO?

HOW IS INSIGHT DIFFERENT?

WHAT WOULD BE LEARNER'S GAIN?

CAN THESE MODULES BE CUSTOMISED?

WHO DOES INSIGHT CATER TO?

InSight has been designed for a global audience with varied experience levels.

PROFILE 1

These could be **various professionals employed in creation or delivery of online training**. They would cut across roles like:

1. Instructional Designers
2. Visual Designers and Leads
3. Quality Assurance and Testing professionals
4. Project Leads and Managers
5. Account Managers

While we have built these modules with a focus on learning professionals (involved in eLearning and mobile learning); however, individuals outside of the field will also find several modules to be relevant and useful (notably on Project Management and Account Management).

PROFILE 2

They can also be used as **non-curriculum supplements to Universities offering Online Learning/Educational Technology courses**.

We can customise these modules to align them more effectively to a given university's syllabus.

PROFILE 3

We can also customise this for organisations offering Certification courses for Learning professionals.

HOW IS INSIGHT DIFFERENT?

InSight products target to **bridge the gap between "theory" and "application"**. Each module features a **distinct learning design**.

SPECIFICALLY:

1. The theory is supplemented by scenarios, examples and case studies to enable an easy application in the learner's work environment.

2. Each module features interactive knowledge checks focused on testing Application level cognition. There are end of module assessments to help learners validate their learning through challenging questions (simulating real, work-life challenges).

3. The learners are also equipped with strategies, tips and best practices that can be readily applied at work.

4. Related but supporting information is available as webliography under "Know-More".

WHAT WOULD BE LEARNER'S GAIN?

InSight series of modules are designed to give learning professionals the tools to build a successful career. With this ammunition, they can quickly learn to apply the training material on the job that would keep them ahead of others.
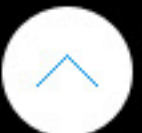
CAN THESE MODULES BE CUSTOMISED?

InSight series of modules have been designed for scalability and would serve the purpose for most requirements in the current off-the-shelf format.

However, we will offer the following **customisation services**:

1. Branding to a given organisation
2. Enhancement of certain sections to reflect a specific usage (For example a specific Authoring tool or updating examples, case studies or tips and best practices)
3. Updation of Inline checks and end of module assessments

Additionally, our modules are designed for swift **localisation**. These specific needs can be easily addressed under customisation.

INSIGHT – MODULE STRUCTURE

The series of modules are logically placed under three main categories **– Emerging Trends, Application** and **Theories**. Approx seat time of each module has also been captured here.

THEORIES	APPLICATION	EMERGING TRENDS
Instructional Design Fundamentals 35 Minutes	Writing Effective Objectives 40 Minutes	mLearning – Essentials 35 Minutes
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Adult Learning Principles 30 Minutes	Determining the Right Audio Strategy 30 Minutes	
Training Needs Analysis 40 Minutes	Guide to Editing – Part 1 & 2 40+30 Minutes	
Key Instructional Design Models 40 Minutes	Content Types and Their Visualisation Approaches 40 Minutes	

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INSTRUCTIONAL DESIGN FUNDAMENTALS

LEARNING MANDATE	Explain the basics of Instructional Design, including some crucial components of its framework such as Bloom's taxonomy, RBT and the ADDIE Model.
INSTRUCTIONAL STRATEGY	This module serves as the foundation module upon which anyone new to Instructional Design can start constructing his/her knowledge. For IDs with relevant experience, this module serves as a quick refresher on the basic but key components of the Instructional Design framework.

The module uses a simple case study of a fictitious eLearning company as a basis to introduce the Instructional Design framework.

It also includes an "active learning" approach to present the content in a highly exploratory manner for the learner. In this approach, the learner always remains the focal point in the process of learning. |

DEMO

INSTRUCTIONAL DESIGN FUNDAMENTALS

OUR SOLUTION

Active Learning approach helps in the following ways:

- Engage learners by making the content exploratory
- Provide information highlights in the form of Tips/Remember/Did You Know?
- Enable learners to interact with the content and evaluate at every junction in the course

A case study is a great way to establish learning in a real-time setting. Learners are able to relate to the content easily when presented contextually. Learning also becomes relevant and practical when mirrored in a real-life situation.

OUTCOMES

Instructional Design fundamentals are the foundation for all theoretical concepts essential for designing effective online learning courses.

- The active learning approach presents helps in presenting abstract content in an engaging manner.
- A case study helps to correlate the concepts to actual situations where application of these concepts would be the prime requirement.

UNDERSTANDING COGNITIVE APPROACHES

LEARNING MANDATE	Explain the cognitive principles of learning and use them appropriately to create interaction elements that can be used in online learning.
INSTRUCTIONAL STRATEGY	This module explores the key principles of cognition. While presenting data that is abstract and theoretical, we need to provide suitable examples and include engaging interactivity to make the course interesting. We have used this rule as a strategy in this module. It follows the active learning approach where content is layered adequately and included relevant examples and interactivities. In this active approach, the learner always remains the focal point in the process of learning.

DEMO

UNDERSTANDING COGNITIVE APPROACHES

OUR SOLUTION

The Active Learning approach helps in the following ways:

- Engage learners by making the content exploratory
- Provide information highlights in the form of Tips/Remember/Did You Know?
- Enable learners to interact with the content and evaluate at every juncture in the course

OUTCOMES

The focus of the module is to present some basic theoretical concepts about Instructional Design. Through the use of relevant examples and engaging interactivities, the module helps in presenting abstract content in an interesting manner.

OVERVIEW OF LEARNING THEORIES

LEARNING MANDATE

Provides an insight on the various learning theories in Instructional Design and how these can be applied to design instructionally sound courses

DEMO

INSTRUCTIONAL STRATEGY

Applying theory to practice has always been a challenge. How do we explain theoretical concepts in a manner that will enable learners to apply them in the actual workplace?

Scenarios and real-world examples make it easier to relate to the content that is being taught, especially when dealing with abstract and factual data. They also help learners in visualising and translating such concepts in a realistic setting.

In this module, the scenarios and examples have been used to:

- Place the traditional and contemporary theories in real-world settings that are familiar to Instructional Designers
- Establish the context for learning
- Reinforce how the scenarios relate to the theory that's being discussed and highlight key components of the theory
- Enable learners to apply the key components of a theory in an actual course

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OVERVIEW OF LEARNING THEORIES

OUR SOLUTION

Use of scenarios and examples help in multiple ways:

- Set the context
- Make content plausible, relevant and realistic
- Engage learners through dialogs and 'story'
- Make abstract and intangible data interactive through questions, dialogs, checkpoints and so on
- Reduce information overload
- Act as an effective reinforcement strategy

OUTCOMES

The primary goal of this module was to present **dry, abstract** and **factual** data (theories) in a manner that will enable Instructional Designers envision these concepts in a real-world setting.

The module uses scenarios, examples and interactivities to explain the theories thereby helping the learners understand how to apply the theories in actual course design.

ADULT LEARNING PRINCIPLES

LEARNING MANDATE	Provide an insight on the adult learning principles and look at how to apply them in Instructional Design

DEMO

INSTRUCTIONAL STRATEGY

Mostly, we design courses for adults (except in the K-12 segment). How to create a course that we, as adults, would find interesting? This was our line of thought when we strategised for the module on Adult Learning Principles. We used a master scenario (similar to a case study) to create the module.

The master scenario has been used to:

- Set the context for the learning principles
- Connect back to each principle with related examples
- Present instructional strategies that can be used to design courses for adults

Additionally, some do's and don'ts and guidelines have been presented to help Instructional Designers in creating meaningful and effective learning.

ADULT LEARNING PRINCIPLES

OUR SOLUTION

A master scenario is a good strategy to use in smaller modules. It helps to:

- Set the context
- Create a common visual thread through the use of same characters and related examples
- Make abstract and intangible data interactive through questions, dialogs, check points and so on
- Reduce information overload

OUTCOMES

The aim of this module was to enable learners recall and apply the adult learning principles while designing actual courses. Realistic scenarios help in establishing an immediate connect with the learners and also ensure high recall. Real-world examples and scenarios also help in application of learning in actual work settings.

TRAINING NEEDS ANALYSIS

LEARNING MANDATE	Describe Training Needs Analysis (TNA) and how to effectively conduct one

DEMO

INSTRUCTIONAL STRATEGY	As an Instructional Designer, the way you do your preliminary analysis can make or break a course. Since training needs analysis forms such an important milestone in the creation and development of a course, we felt that it was important to highlight the unique challenges that IDs face while carrying out an analysis.

To do justice to this mandate, we have included several real-life scenarios and examples in the module.

Scenarios and examples help to:

- Explain the TNA process
- Establish the context for learning
- Present real-life challenges to learners along with solutions or best practices that help in resolving the issues
- Enable learners to apply the key components of TNA in an actual course

TRAINING NEEDS ANALYSIS

OUR SOLUTION

Use of scenarios and examples help in multiple ways. They:

- Set the context
- Make content plausible, relevant and realistic
- Engage learners through dialogs and 'story'
- Make abstract and intangible data interactive through questions, dialogs, checkpoints and so on
- Reduce information overload
- Act as an effective reinforcement strategy

OUTCOMES

The primary goal of this module was to present the challenges that most IDs face when doing analysis for a course. The scenarios, examples and interactivities effectively explain the TNA process, the associated challenges and their solutions, thereby helping the learners understand how to conduct TNA in the actual work environment.

KEY INSTRUCTIONAL DESIGN MODELS

LEARNING MANDATE	Explain the key Instructional Design (ID) models and their application
INSTRUCTIONAL STRATEGY	The ID models are the building blocks of Instructional Design and need to be applied appropriately to build engaging learning. Scenarios and real-world examples make it easier to relate to the content that is being taught, especially when dealing with abstract and factual data. They also help learners in visualising and translating such concepts in a realistic setting. We have presented the key ID models, highlighting their strengths and weaknesses and provided practical solutions to learners on how they can apply the models in the actual courses.

DEMO

KEY INSTRUCTIONAL DESIGN MODELS

OUR SOLUTION

Use of real-life scenarios and examples help in multiple ways. They:

- Set the context
- Make content relevant and practical
- Make abstract and intangible data interactive through interesting situations, dialogs, checkpoints and so on
- Reduce information overload
- Act as an effective reinforcement strategy

OUTCOMES

The challenge for this module was to present theoretical and factual data in a manner that will be useful and practical for learners. By using real-life situations, examples and related questions to explain the models, the model will equips learners to apply these in their actual course design.

INSIGHT – MODULE STRUCTURE

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Key Instructional Design Models 40 Minutes	Content Types and Their Visualisation Approaches 40 Minutes	

WRITING EFFECTIVE OBJECTIVES

LEARNING MANDATE	Establish the need for objectives and how to write effective learning objectives

DEMO

INSTRUCTIONAL STRATEGY

 Objectives form the basis for any learning. Without objectives, it is difficult to measure the effectiveness of learning. Often, Instructional Designers are accused of coming up with learning objectives which are not really "SMART".

What is the best way to write objectives that not only follow the required taxonomy but also meet the learning mandate effectively? With this focus in mind, this module dives into some best practices and do's and don'ts for writing objectives.

To achieve this focus, we have incorporated detailed scenarios (on the lines of a high-level master scenario) with specific examples and non-examples of objectives. The module follows the learning path of three young learners and their learning mandate. What type of learning objectives are presented to them and how effective are these objectives forms the premise for the learning in this module.

WRITING EFFECTIVE OBJECTIVES

OUR SOLUTION

Examples and non-examples work best when you need to present data that is specific and precise. Non-examples instantly showcase ways in which a specific process, procedure or concept should not be treated, thereby highlighting the right way of doing things.

When combined with a contextual scenario, these examples and non-examples become more relevant and realistic. It increases retention of learning, and therefore its effective application in an actual work setting.

OUTCOMES

After taking this module, learners should be able to construct effective, meaningful, measurable and relevant objectives. By intelligently weaving in examples, non-examples and realistic scenarios, the module transforms level 1, highly factual type of content into an interesting and engaging learning experience.

WRITING EFFECTIVE STORYBOARDS

LEARNING MANDATE	Explain the key components of a storyboard and tips and guidelines for creating an effective storyboard

DEMO

INSTRUCTIONAL STRATEGY

Writing a storyboard is one of the primary and essential requirements expected of an Instructional Designer.

How do you present such relevant information in a manner that will enable learners to apply it in an actual work environment? This formed the basis for outlining the storyline for this module.

We have used a **story-based approach (a storytorial)** as an innovative and engaging strategy to present information that would:

- Serve as a refresher to most IDs in the field
- Enable new IDs to apply the learning to create effective storyboards

The module highlights key aspects about storyboard creation through the character of Nina, an Instructional Designer who has bagged her first job as an ID:

1. The interview process, preceded by the preparation for the interview serves as a tool to reinforce or refresh some basics of storyboarding skills.
2. Nina's first assignment, after bagging the job, forms the remaining part of the "story" and highlights the key aspects to remember while creating a storyboard.

WRITING EFFECTIVE STORYBOARDS

OUR SOLUTION	A Story based approach or storytorial is an effective tool to engage learners with the content. Who is not interested in a good story? This strategy delivers not just for the K-12 segment but also among adult learners.
	Advantages of a using a storytorial:
	• Grabs and retains learner attention throughout the course • Learning becomes fun as opposed to meeting a list of objectives • Establishes the content flow and engages learner at every juncture • Enables high retention of the concepts covered in the course (the logic being, you will always remember a good story)
OUTCOMES	The aim of the module is to ensure that learners will imbibe the basics of storyboarding and gain an insight about the key focus areas of a storyboard. A story combined with practical tips and best practices, ensure that the information delivered is highly useful, relevant and easily applicable in an actual work-setting.

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CREATING EFFECTIVE ASSESSMENTS

LEARNING MANDATE

Define strategies to create effective assessments and highlight the key aspects of an assessment map and types of feedback

DEMO

INSTRUCTIONAL STRATEGY

Every eLearning course includes formative and summative assessments. Are there any principles that we need to adhere to while creating assessments? Are these merely questions that evaluate the learning outcomes?

As IDs, we would like answers to some of these basic questions. This module strives to provide these answers through Tim and Brenda, two colleagues who are discussing similar questions and concerns about assessments.

Their discussion and questions form a cohesive and connecting thread for the modules.

CREATING EFFECTIVE ASSESSMENTS

OUR SOLUTION

Using a narrator or characters that learners can relate to enable them to imbibe information comfortably and also help them to map it to their routine work.

The characters pose appropriate questions, engage in discussions/conversations. This can be used as a tool to:

- 'Inform' or 'introduce' a concept in a screen
- 'Summarise' the takeaways of the concept/idea that is presented
- Provide a walk-through on key learning areas (process, procedure and so on)
- Provide interactive exercises/pause and think questions

OUTCOMES

Through the use of two primary characters, the module is able to logically chunk and provide information about assessments and its types, tips and guidelines for creating effective questions and providing suitable feedback.

The characters raise and debate on questions that any ID would face in a real-world setting, thereby providing "answers" and clearing doubts on how to write effective assessments for an actual course.

DETERMINING THE RIGHT AUDIO STRATEGY

LEARNING MANDATE

Explore the different audio strategies available for use and be able to select the strategy that is most relevant to a course

DEMO

INSTRUCTIONAL STRATEGY

What are the different types of audio strategies that are available to us? How do we determine that a particular strategy is indeed the most relevant or apt for the course? These were the initial thoughts with which we started to structure this module.

Mere listing of the strategies would not have been effective for the learner. We have therefore built this module using branching scenarios.

The storyline follows three characters, takers of eLearning courses with different audio strategies. Their observations, questions and feedback form the learning path for the module. We have also used two other characters as mentors to guide the "learners" in the story.

The branched scenarios are used to:

- Provide context for the learning
- Provide insight on how to identify the most relevant audio strategy for a course
- Provide tips and best practices on how to use audio effectively in a course

DETERMINING THE RIGHT AUDIO STRATEGY

OUR SOLUTION

Branched scenarios are a good way to present perspectives to the learner. These scenarios are allow learners to interact with the content, make choices and take one learning path versus the other.

Branched scenarios:

- Make learning engaging, interesting and interactive
- Challenge the learners to make decisions at specific points in the learning path to take the course forward
- Include appropriate and descriptive feedback on the decisions taken on each scenario checkpoint

OUTCOMES

The aim of this module is to introduce learners to the different types of audio strategy available for use. More importantly, the goal is to help learners identify the most relevant and suitable audio strategy in a course.

A storyline that uses branched scenarios is able to involve learners and provide realistic context for them so that they can utilise their learning effectively in a real-world setting.

GUIDE TO EDITING – PART 1 & 2

LEARNING MANDATE	Explain the basics of editing a storyboard and rules of grammar, punctuation, common syntax and differences between US and UK English
INSTRUCTIONAL STRATEGY	These modules should be the foundation for any person who wishes to embark on a career in writing, especially in online learning. The best way to present content that has lot of data in the form of rules and guidelines, is to provide pertinent and effective examples and non-examples.

We have incorporated an "active learning" approach to present the content in a highly exploratory manner for the learner, through numerous examples and non-examples in both the modules. These examples highlight the rules to bear in mind while editing or reviewing language.

These modules also incorporate interactive exercises that help learners practice their knowledge and evaluate their learning at every juncture.

DEMO

GUIDE TO EDITING – PART 1 & 2

OUR SOLUTION	Use of practical examples and interactive exercises serve as an effective tool to:
	• Engage learners • Enable high recall and retention of learning • Measure if all learning outcomes are successfully met
OUTCOMES	These modules should serve as a reference point for editing. Since practical application of the editing or language rules is the primary objective of these modules, it is imperative that retention of content should be very high. This is achieved by using relevant examples and lots of interactive exercises to enable learners to put their knowledge to actual use.

CONTENT TYPES AND THEIR VISUALISATION APPROACHES

DEMO

LEARNING MANDATE	Explain the content types and how each can be presented visually to build and engaging and interactive course
INSTRUCTIONAL STRATEGY	The five content types are factual data and each type presents its own challenges during ideation and visualisation. This module ties-in information types with distinctive visualisation approaches and interactions. The content is presented from an Instructional Designer's perspective. We have used a story-based approach (a storytorial) as an innovative and engaging strategy to present this information. We felt that instead of listing out or describing various content types and their visualisation techniques, it would be helpful for learners to go through a story that reflects this information in a much more engaging and interesting format. The story introduces us to a team of Instructional Designers, who have been assigned the task of creating an eLearning course. Their analysis of the storyboard and its review and discussions around the ways to present the content for the eLearning course form the premise to present the information on content types.

CONTENT TYPES AND THEIR VISUALISATION APPROACHES

OUR SOLUTION

A Story based approach or storytorial is an effective tool to engage learners with the content. Who is not interested in a good story? This strategy delivers not just for the K-12 segment but also among adult learners.

Advantages of a using a storytorial:

- Grabs and retains learner attention throughout the course
- Learning becomes fun as opposed to meeting a list of objectives
- Establishes the content flow and engages learner at every juncture
- Enables high retention of the concepts covered in the course (the logic being, you will always remember a good story)

OUTCOMES

The aim of the module is to enable learners to understand the different information types and map to suitable and relevant visualisation techniques. Using a story, the key concepts are presented in ways that can be practically applied to actual work environment.

INSIGHT – MODULE STRUCTURE

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MLEARNING: ESSENTIALS

LEARNING MANDATE

Explore an emerging focus area—mobile-based learning—to provide basic information regarding the medium and how it impacts Instructional Designers

INSTRUCTIONAL STRATEGY

mLearning, being a relatively new medium, poses several questions for Instructional Designers and other professionals in the learning space about its possibilities, benefits and challenges.

We have used these questions as a platform to create this module.

The questions:

- Set the context for the learning
- Serve as a lead-in to the key aspects that will be covered in a topic
- Mirror specific concerns or challenges that learners are likely to encounter while designing an mLearning module
- Help to define learning outcomes that will provide practical value and solutions to learners which can be applied in the actual work place

DEMO

MLEARNING: ESSENTIALS

OUR SOLUTION

The **Q&A approach** helps in multiple ways:

- Establishes the cognitive flow and the learning path
- Keeps the learning focused and intuitive
- Engages the learners by mirroring their thoughts, concerns, doubts and provides solutions to handle these aspects
- Breaks down information into logical and precise chunks, making it easier for practical application in the workplace

OUTCOMES

The primary goal of the module on mLearning is to highlight how the transition from eLearning to the mobile medium is going to impact Instructional Designers.

Using specific questions and concerns about this uncharted territory as a thread, the module provides practical solutions, design considerations and best practices that will act as a reference point for the learners and help them design an actual mLearning module.

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MLEARNING: STRATEGIES

LEARNING MANDATE

Explore mLearning in relation to design considerations, impact on Instructional Designers, guidelines and best practices to keep in mind while strategising for the medium

DEMO

INSTRUCTIONAL STRATEGY

mLearning, being a relatively unexplored territory, throws up many challenges and questions when designing for the medium.

- What are the design considerations to keep in mind while creating an mLearning course?
- What are the best practices to follow while migrating a course from eLearning to mLearning?
- What design tips should be utilised for effective mLearning?

These are some questions on everyone's mind. We have used these questions as a platform to dive deeper into the mLearning space.

The questions:

- Set the context for the learning
- Serve as a lead-in to the key aspects that will be covered in a topic
- Mirror specific concerns or challenges that learners are likely to encounter while designing an mLearning module
- Help to define learning outcomes that will provide practical value and solutions to learners which can be applied in the actual work place

MLEARNING: STRATEGIES

OUR SOLUTION

The **Q&A approach** helps in multiple ways:

- Establishes the cognitive flow and the learning path
- Keeps the learning focused and intuitive
- Engages the learners by mirroring their thoughts, concerns, doubts and provides solutions to handle these aspects
- Breaks down information into logical and precise chunks, making it easier for practical application in the workplace

OUTCOMES

The primary goal of this module is to help Instructional Designers in strategising for mLearning.

Using specific questions about how to design for the medium, the module provides practical solutions, guidelines and best practices that will act as a reference point for the learners and help them design an effective and engaging mLearning course.