Notes to Design/Development Team:

Want to design as a traditional eLearning course with Lectora. It will have 3 primary content modules; Course Requirements Document, Course Outline, and Course Storyboard. Each module would include a variety of different techniques used to show students some of the different options to present content and build interaction they have when creating courses.

| **Content (Text/Narrative)** | **Media** | **Design Notes** |
| --- | --- | --- |
| ***Global Instructions***   |  |  | | --- | --- | | Font used – Arial | * body – 12 point; * page title – 18 point ; buttons – 12 point | | Paragraph | * left justification; * single spaced with 1 blank line between paragraphs | | Bullet lists | * use filled circle * Capitalize complete sentences and end with appropriate punctuation * phrases – don’t capitalize, no punctuation | | Images | use a soft faded edge around every image | | Videos | put a frame around the image associated with a video | | Text Boxes | * use rounded rectangles, and fill them with (51, 101, 152) * font in the boxes should be white | | Buttons | if we need additional buttons beyond navigation, create something that looks similar to the navigation buttons | | Colors | Try to keep in the color palette that the template uses | | Include a .jpg of the color pallet for the designer once it is settled on. |  |
| ***Welcome to “Creating an eLearning Course”***  You have spoken and we have listened. The staff in the Creative Learning and Knowledge Resources (CLKR) branch have heard the statement “I don’t know how to create a storyboard for eLearning” multiple times, so we have created this course. It is designed for course leaders and subject matter experts who are tasked with creating an eLearning course.  The course will walk you through the initial course design process, beginning with the “Course Requirements Document” and ending with the initial storyboard. You will learn the steps as you complete them during the practice exercises. The cool part is, when you complete the course, you will have all of the documentation you need to meet with the CLKR branch and start “Creating an eLearning Course”.  We hope you learn a lot and are ready to jump in with both feet! We’re looking forward to helping you create your very own online masterpiece! |  |  |
| ***Navigating the Course***  Before we get started, let’s take a moment to learn how to navigate this course. You can navigate this course in one of two ways:  By Module:  The left side of your page shows the Modules for the course. You can navigate directly to the start of any module in the course by clicking on its title. In addition to the module titles, there are links for the different tools and resources mentioned throughout the course.  By Icon:  On the top right side of each page you will find a navigation menu which contains the following icons:    Home returns you to the beginning of the course.    Exit gives you the option to leave the course.    Back Arrow takes you to the previous page in the course.    Next Arrow takes you to the next page in the course. | The images of the icons are saved in the clkr/courses folder |  |
| ***Course Introduction***  This course is about the entire process of putting together the content to create an eLearning course. This process can be used for any type of eLearning product. You will learn all about how to:   * Define your course requirements, * Develop a course outline, * Turn the course outline into an initial storyboard.   In addition, the link on the left titled “Helpful Tools” will take you to a web page that has a variety of resources, including all of the forms and other documents you will see throughout this course. There is even a short segment on different instructional strategies and an overview of how a course is “electronicized”, using the initial storyboard you create.    You must work through all 3 of the course modules and submit your practical exercises. When all 3 have been received and evaluated by the staff of the Creative Learning and Knowledge Resources branch, you will get full credit for the course. |  |  |
| ***Designing an eLearning course*** |  | No content on this page, just put an image that looks like this one. Have it available in a PDF if that works. |
| ***Process Overview***  The next page lists some of the different responsibilities related to developing the course. The staff in CLKR cannot just take a PowerPoint presentation and turn it into an eLearning course. We don’t know the content, that’s your area of expertise.  If you provide us good content in a format we can use and understand, we will do our best to create a great learning experience for your students – with your assistance. This course will show you how. | Create a short video, like the “Back of the Napkin” style. Script is located in the document “Scripts for Videos” in the course folder on the CLKR Drive. It is called video #1.  Probably use an image of the completed drawing as the hyperlink. | The text in the content column should appear underneath the hyperlinked video. |
| ***Responsibilities – Who Does What?***     |  |  | | --- | --- | | **Your Responsibilities** | **CLKR Responsibilities** | | Define the course requirements | Provide coaching in developing the content if needed | | Develop the course outline | Use the storyboard to develop the course, with the SME/Course Leader | | Write the storyboard | Provide instructional design assistance and feedback during storyboard development as needed | | Sign off on the content approval form | Create the alpha version of the course | | Approve the final design plan | Incorporate changes based on alpha test feedback | | Provide any auxiliary materials; documents, forms, etc. | Create the beta version of the course | | Arrange for course testers to; alpha test and beta test | Incorporate changes based on beta test feedback | | Approve the final course design | Put the course in its final location; either on-line, provide the source files to the customer (on a DVD), or put in DOI LEARN | | Advertise the course | Provide course evaluation reports to customer at designated time | | Work with CLKR to develop and schedule a course evaluation plan. | Incorporate changes suggested by evaluation/maintenance team | |  |  |
| ***Course objectives***  Upon completion of this course, you will be able to:   * Develop a course requirements document to serve as the foundation for a storyboard for an eLearning course. * Develop an outline for an eLearning course. * Create a storyboard for a piece of content to be delivered via eLearning. |  |  |
| ***Module 1: Define the Course Requirements***  This is the key first step. Without clearly defining your course requirements, you won’t know what to include in your course content. |  |  |
| ***Course Requirements Document Form***  This is the form we use here at NCTC. By taking the time to complete this form, you’re on the right path to having a good eLearning product.  Helpful Hint: You may want to print out the course requirements form now so you can follow along with it as you work through this module. Your final exercise for this section will be to create one for some content you need to develop. | Include an image of a sample course requirements document.  Put a hyperlink to a blank form on the page. |  |
| ***Step 1: Document the Course Goal***  The “Course Goal/Purpose:” section is designed to answer these questions:   * Why is this course/project needed? * What is the primary purpose or goal for the course? * Is training the right answer?   This gets at why the training exists. Without knowing why – you’re going to struggle throughout the entire design process.  The last question is even more important. Why training? Is it because someone told you to build a course, or is there a valid need for training? The objective of training is to increase the student’s skills and abilities. Is your content going to do that, or is it merely to help them gain knowledge? If you’re not sure of how to determine the answer to that question, check out the YouTube video titled “Is Training the Answer?” You might find it helpful. |  | YouTube video is located at <http://www.youtube.com/watch?v=5Y13gIrg3t8>  Include a box with the content “Your course/project idea should be approved by your branch chief or curriculum manager early on in the process. The staff in CLKR bases its priorities on those of the Divisions of Training and Education Outreach. If your project is not deemed a priority project by your Division, you may want to reconsider going to the process of developing a storyboard and spending this time. |
| ***Step 2: Draft a rough course description***  Create a brief description of the overall course. You should include the estimated time for the student to complete (if known) and also list any prerequisites here. | Need an image on the page, maybe hand-written notes on a whiteboard? |  |
| ***Step 3: Describe the Target Audience***  Some questions you want to ensure get answered:   * Who are they? Positions, organizations, etc. * What type of equipment/technology will they have at their fingertips? * How familiar are they with the content already? * What is in it for the student to take and complete the training? What is the motivation? | Use an image of FWS employees. | Include a tip box with “one cool way to do this step is to write out a “character sketch” of a potential learner. It may help drive some of your design considerations.” |
| ***Step 4: Identify Principal Stakeholders***  Not only is your project sponsor (this could be your curriculum manager, your branch chief, the Directorate, your program, etc.) interested in your course and its content, there are probably other parties that will have a stake in how successful it is. Take time to think about them right now, and figure out if you need to get them involved.  Potential stakeholders for your course could be:   * Subject matter experts * Your boss * Sponsor/Requestor * Other departments * Other agencies; Federal, state, NGOs, tribes, etc. * ??????   If these folks are included early on, you may save yourself some grief later. You may ask them to contribute to and sign off on the content, you might want them to review the course as a tester, you might want them involved in developing some of the content or course resources. Get others involved when you deem it is appropriate.  Get them to take ownership as you progress through your design and development! | Some image of management types here. |  |
| ***Step 5: Write the Objectives***  Objectives are the key to your course. Essentially, they describe what you want the students to be able to do and/or know when they complete the course, and each module of the course.  If you’re not sure how to develop objectives, you should read the document listed below. It is an overview of how to create good learning objectives for your course. | Include an image showing a wordle of objective style words; performance, training, objective, condition, purpose, goal, outcome, etc. | Document is from CLED – it is located in the course resource files. |
| ***Step 6: Evaluate Success***  Objectives are great, but how do you know the student has accomplished the objective? This section of the requirements form is designed to help you determine students learned what they were supposed to learn.    You should try and have at least one way to assess student progress for each objective in your course – and more if appropriate. That may be a multiple choice exam, but it could also be a practice exercise.  Here are a couple of examples from this course:   |  |  | | --- | --- | | **Performance Objective** | **Assessment** | | Develop a course requirements document to assist in the creation of a storyboard for an eLearning course. | Successfully completes a course requirements document for a piece of eLearning content. This will be evaluated by a member of the CLKR staff and they will provide feedback to the student. | | Develop an outline for an eLearning course. | Successfully puts course content into an outline that clearly identifies course topics and content for each topic. This will be evaluated by a member of the CLKR staff and they will provide feedback to the student. | |  |  |
| ***Step 7: Identify Needed Resources***  List all of the different resources you will need for your course. These resources can include urls to websites or .pdfs, video clips, animations, or audio files.  Even if you don’t already have them, you should list them here. And remember, you can keep adding as you continue the development of your course.  One of the key principles in eLearning course design is to gather and create everything before the course is actually “digitized”. Over 80% of most work on eLearning courses is NOT done by the actual course programmer; it is done by the design team getting the storyboard developed. Developing the storyboard and choosing the content is the most time consuming part of the process. | Include a number of images relating to types of resources; a video, the PDF symbol, etc. |  |
| ***Step 8: Develop the Evaluation Plan***  Here you need to identify when and how often you want to evaluate your course.  At NCTC, we use a standard initial course evaluation form. It is electronic and can be launched right from within the course. The evaluation data is stored in a database and reports can be printed when you determine you want them. | Insert an image that gets across the idea the person is evaluating something. | May want to include a copy of our standard evaluation form so the student can see what kind of questions we ask??? |
| ***Step 9: Develop Course Maintenance and Update Plan***  As the course designer/leader, you have to decide when updates will be made to maintain your course.  Common reasons we update:   * Some part of the course isn’t working well * The content has changed * The course needs to be freshened up * The evals show that students are having difficulty with a particular section * The evals show students are consistently getting a test question wrong. The question wording or the course design may need to change. * The evals show that students just don’t like the course, so you want to try a different approach   All of these are valid reasons to update the course.  It is recommended that you relook at the course at least annually. Even if you decide no changes need to be made, you can be sure it is working properly and still is effective.  You also might decide to deactivate the course at this time. The key thing is to know when you’re going to review and then make a decision. |  |  |
| ***Step 10: Review with Stakeholders***  Before moving forward with your course and beginning to work on the outline, now is the perfect time to have your requirements document reviewed by the people who matter.  Remember those “Principle Stakeholders” we talked about earlier, if you need their buy-in/approval for a successful course, get it now! Nothing is worse than spending time developing a course only to have someone say “I don’t think the objective is correct” when the course prototype has been created. It is imperative that the content is approved and finalized before we actually start developing the course on-line.  You want to ensure your SME(s) and project sponsor(s) agree you have the right objectives and that your questions are addressing the right content. | Image of shaking hands? |  |
| ***Module Summary***  When your Course Requirements form is completed, you are on your way.  At a minimum, you have:   * Established there is a clear need for the course and that training is the answer, * Identified your primary learners, * Written objectives to identify what the learners will take away from the course, * Determined how the learner can meet the course objectives, * Identified what resources you and the students will need, * Developed a plan for how you are going to evaluate the success of your course, and * Drafted a maintenance plan for your course.   You have just completed one of the most critical pieces to the success of your eLearning project. |  |  |
| ***Practice Exercise #1***  That’s it folks. That is the Course Requirements Form and you’re now ready to work on one of your own – if you haven’t been doing that as we went along.  Your task is to develop your very own Course Requirements Form. Pick some content you are interested in developing into an eLearning course and follow the process.  When you’re done, you should submit it online at the course site on Moodle. Shortly after you submit your exercise, a member of the CLKR staff will review it and then give you feedback on the strengths of your requirements document, as well as any pertinent feedback. The CLKR staff will attempt to get you feedback within a week of receiving your exercise.  After you’ve received your feedback and made changes (if required), you should proceed in the course. If you’re having problems with the process, the CLKR staff can provide additional guidance. | Insert a cartoon photo of some critter talking. They should say “Of course, no one is stopping you from learning all about how to put your course content into an outline. That’s the next step. Go ahead, continue without your feedback if you want to. I won’t tell!” |  |
| ***Module 2: Developing a Course Outline***  Preparing a detailed course outline is useful in the early stages of course development. It gives the design team a clear idea of what the final course will include. It also serves as the basis for the storyboard for the course.  The outline shows what will be covered in the course. A good approach to developing the outline is to identify the key topics and state the key points for each one. Key topics are directly related to your learning objectives. If a topic is not related to your learning objective, then it is “nice to know” and should go under the additional resources for the course. |  |  |
| ***Step 1: Gather Content***  Before you can build your outline, you need to have some content. They key question in deciding what content to put into your course is:  “What does the student need to know and have to be able to meet the objective?”  Anything they need, should be included. Anything they don’t, should NOT be included.  So essentially your task now is to figure out where to get that content from. You might find it:   * In documents – policy manuals, books, guides, the internet, etc. * By performing a job/task analysis * Using your Subject Matter Experts   One caution, be aware of copyright. You cannot just use copyrighted material without permission. |  | Want to include a “WARNING” for the designer. Might state something like - SME CAUTION: THEY TYPICALLY WANT TO PUT EVERYTHING IN A COURSE. YOUR CHALLENGE WILL BE TO HELP WHITTLE DOWN THE CONTENT. REMEMBER OUR KEY QUESTION ABOVE! |
| ***Step 2: Decide on Approach***  The preferred tools are MS Word and PowerPoint, and the great thing is you can develop your outline in the software, and then following a few simple steps, you can convert your outline into the base of your storyboard, which you will develop later. It saves tons of time. | Some type of image that gets across Word vs. PowerPoint – maybe some type of battle or fun image? |  |
| ***What Tool?***  The tool you use to create your outline really depends upon the type of eLearning product you’re thinking about producing.  Generally, you want to use PowerPoint if you are going to create a fairly traditional eLearning course. What do we mean by traditional eLearning? Generally it means you are going to develop a self-paced course, delivered via a computer, which uses standard navigation (generally uses previous and next buttons) and does NOT require the student and instructor to interact live.  Word is the tool you want to use if you are thinking your course will not use standard navigation. It’s also the best tool to use if you just have no idea what you’re going to create. You know you have content, but are not sure how you want it delivered. |  | Insert tip box: Really, it is OK if you do not know how you want to deliver your course at this point. Just concentrate on the content and it will all get figured out later! |
| Step 3: Developing the Outline  You’ve pulled together your content and you have decided what tool/approach to use to develop your outline. Now it is time to get to it and develop the outline.  As stated earlier, your tool will drive your process. |  |  |
| ***Using PowerPoint***  Again, for traditional eLearning courses, PowerPoint is going to be your best option because when you are ready to develop the storyboard, you can create a standard template and arrange your content visually to get an idea what each screen will look like. We will cover more on this in the next module on storyboarding. For now, if you’re planning to do that style of course, you should create your outline in PowerPoint.  Click on the image below to open up a short PDF which will walk you through the steps of creating your outline in PowerPoint. In addition, there is a sample course outline for this class in the course resources. | Put an image with the note “Do NOT worry! If you change your mind later, you can easily convert your PowerPoint outline and/or storyboard to Word!”  Image of the PDF made into a hyperlink. | We will have to develop this document – I want it to include screen shots so it is easy to follow. |
| ***Using MS Word***  To use Word, you can just go ahead, open up a new Word document, and type each of your page titles on a new line. If you have any specific information you want to ensure is captured on each page, write it down after the page title. For reasons that will make sense a little later, keep it on one line, meaning, do NOT hit your return key. Only do that between page topics.  Another approach is to just open up the template that is available in the course resources. Put your page title and other info on each row. We’ve provided a sample outline that was used to develop this course in the course resources.  That’s it – that’s all there is to creating your outline in word. | Image - screenshot of keeping it on one line, so they can see it visually | Include link to resources page so they can get the template. |
| ***Outlining Hints and Tips***  Some key points to consider when developing your outline:   * How much detail do you really need? Include only the material that supports the learning objectives. * If there is more content than you need, can you turn some of the information into other course resources? Maybe a PDF to read, checklist, short video, tutorial, web resource page, etc. * Include only potential page titles and a very brief description of the content that will be on the page. * No need to include the standard pages of welcome, introduction, expectations, etc. at this point. * Ensure you have at least one module for each objective you identified in your course requirements. * If a module/topic has more than 10 pages, you may want to split it up. * You’re going for the organization here – not the specific content. * 3-5 is considered the optimal number of objectives for a single course. |  |  |
| ***Step #4 – Review with Stakeholders***  Your SMEs should review your outline to ensure you have all of the key points captured. You should also include anyone who has a say in whether your course will succeed or fail. Other possible reviewers at this stage:   * Manager * Sponsor/requestor * SMEs * Potential students * Project Manager from CLKR | Image: Why Include Them? It’s easier to change an outline than it is to change a storyboard or completed course! |  |
| ***Practical Exercise #2***  You’re now ready to develop your course outline.  Your task is to develop your very own outline. Continue working on the content you used to develop your Course Requirements Form.  When you’re done, just like with the requirements form, post your outline into the course. Make sure to name it with your last name, followed by “outline”. A member of the CLKR staff will review your outline and provide you feedback on it shortly.  When you’ve received your feedback, you should proceed to the storyboard module next in the course. | Image: Use the same character from the first exercise, this time it should be winking. “Once again, if you are on a roll and don’t want to wait for your feedback, just keep working through the course. You’ll get feedback soon enough.” |  |
| ***Module 3: The Storyboard***  Here’s where it all comes together. Now it’s time to take everything from your Course Requirements Form and your completed course outline to create the storyboard – which is essentially your course map. |  |  |
| ***Storyboard Basics***  Generally, a storyboard for eLearning is a document that specifies the visual elements, text elements, audio elements, interactions and branching (where the system or user will go next) of every screen in an online course.  As its name implies, the storyboard tells the complete “story” of your course. It specifies:   * What text appears on the screen * What images will be used * What narration is used (if any) * What interactions will be part of the course   The expectation is that all of your content will be included in the storyboard in enough detail that the rest of the design team can take it and create the pieces to turn your content into a complete course. |  |  |
| ***Pieces of the Storyboard***  Our recommendation is that your storyboard , at a minimum, should describe:   * The course look; desired colors, fonts, etc. * The course opening * The course content * The course closing * Exercises within the course * The course assessment   As you work through this module, you’ll learn how to include each of these components into your own storyboard so that it can be used to create a great eLearning course. |  |  |
| ***Using PowerPoint to Storyboard***  The benefit to using a program like PowerPoint, as discussed earlier, is that you can visually create your storyboard using a template from CLKR.  The video clip shows the process CLKR will use to develop your template for you.  After the template is created, you just have to type or paste in your content in the large text box on the page. You should use the notes section of PowerPoint to record any media and design notes you want to remember. | Video clip showing how to set up the template | Create a video showing how to get a .jpg image from Lectora Online, and then embed that image into the background on PowerPoint. Also then resizing and re-fonting the title and text box to create the actual template. |
| ***Using Word to Storyboard***  If you did your outline using the word table template, you are ready to go. If you did your outline just creating a list of page titles in word, watch the video on this page to learn how to turn it into your storyboard template.  To create your storyboard, essentially all you need to do is fill in your course content. The media and design notes sections are optional. Add things if you have ideas, but don’t obsess over them at this point. We’ll finalize the storyboard later in the design process. | Video clip showing how to turn an outline list into a storyboard table. | Create a video showing how to do this process using Camtasia. |
| ***The Pieces of the Storyboard***  At a minimum, your storyboard should include the following pieces:   * General Information Page * Course Navigation * Course Beginning * Module One   + Introduction   + Content Pages   + Module Summary * Module Two and each succeeding module   + Introduction   + Content Pages   + Module Summary * Course Closing Pages   + Assessment   + Evaluation   In the rest of this module, we will give you specific guidance to help you develop each piece of your storyboard. |  |  |
| ***General Information Page***  No matter what type of storyboard you are creating, you should include what we call “global instructions to the developer” on the first page.  Indicate the following information:   * Design elements   + Font used   + Font sizes to use   + Image properties (borders, how you want your alt tags identified, etc.)   + Text box styles   + Button styles and standards   + What colors you want to use * Navigation (not needed for PowerPoint since your pages will include the navigation template) * Any other standard information that outlines design elements. | Include link to .pdf with guidance on font size, use of font style(s), range of sizes for photos/graphics, etc. |  |
| ***Course Navigation***  You want to make sure to let your students know how to navigate through your course right up front. Nothing frustrates a learner more than getting lost in a course, or not knowing what they are supposed to do and how to do it.  Some course designers put this after the “Course Beginning” section, some include it as part of it, and some like putting it as one of the first pages. Go with whatever feels right for you. | Image of a student sitting in front of a computer looking frustrated. |  |
| ***Course Beginning***  One way to make your course feel more relevant for the students is to include the WIIFM (What’s In It for Me?). Let the students know why the course exists and how it is going to benefit them. You want to help them see the meaning, relevance, and use of the material to be covered.  Some different types of openings are:   * Tell a short story. You may want to create a short comic (or what we call in the design biz, a graphic novel) , a short video, a narrated picture story, etc. * Ask a thought provoking question. * Outline an incident (could be good or bad) where something happened because someone did something right or wrong. * Make a promise. * Make an outrageous statement. * Use an unusual statistic. * Show a visual aid or prop and ask a question about it.   Find something that will help them relate to the content and then let the student know what they are going to learn during the course (the objectives). | Hint Box – try not to state your objectives as objectives. Write them in plain language terms your learner will understand. |  |
| ***Module One: Introduction***  Write the intro page for the first module by explaining how the module fits into the overall course. Provide a brief overview of the points to be covered in the module (graphics may help here) – give them the BIG picture.Describe the importance or benefits of the content that will be covered in this module. Include the expectations/objectives, and if there is a lot of content, give the learner the estimated time to complete the module (estimate one minute per slide as a ballpark figure. Add extra time for practice exercises and assessment.) | Use an image here showing how we used a graphic to help show the big picture of the course and how we were progressing. |  |
| ***Module One: Content Pages*** Each page should include ONLY one main point, idea, concept, step or action.Don’t put too much info on the page (100-150 words max)Get to the point using short, simple sentences.Avoid “nice to know” information – if it doesn’t directly support the objective, leave it out or maybe add it to a course resources/“other information” page.Consider using tables or bulleted lists (recommend no more than 6-7 bullets per page)Consider using examples and/or stories Use a personal writing style – first and second person where possible. Remember, you do NOT have an instructor to personalize the material for you. |  |  |
| ***Module One: Content Pages continued*** Consider using a question as your title page. Instead of “Key Terms” try using “What terms do you need to know?”End a page with a question that leads into the next page. “What is most likely to happen next?”Put things on the page that makes the learner do something. Make the learner click on some things to reveal other information, but don’t do it on every page.If you’re going to use audio, industry standards recommend not having it on every page, only because it gives the student some variety. If you’re going to use audio, you should include the narration in the storyboard.Put key points in boxes or balloons – make them stand out. |  |  |
| ***Practice Exercises***  If you have any ideas on what type of exercises you want to include, write out your thoughts in the content section.  If you don’t know what you want, just write out the goal of the exercise. When you work with CLKR, one of their jobs is to help you figure out what exercises can be developed. | Image of a CLKR Developer working with a Course Leader on a storyboard |  |
| ***Module One: Summary Page***  Why do I need a summary page for each module? That seems like a lot of repetition! |  | Just put the question in a bubble like it is being asked by a course leader.  Maybe use the same course leader from the previous page? |
| ***Why Summary Pages?***  One of the things they say when making a presentation is to “tell them what you’re gonna tell them, tell them, then tell them what you told them.” eLearning is another form of presentation.  Generally it is not enough to just restate the objectives for the module here. Rewrite them so they make sense and get at the essence of the key content of the module. | Image of our character with the words “Learners tend to remember better the first things they encounter and the last. Make your summary count. | Maybe use the same CLKR developer from the page 2 pages ago? |
| ***Succeeding Modules***  You have probably already guessed that for each succeeding module, you do the same thing.  Develop an introduction for the module, spell out the content, and then summarize what you taught them.  So simple, even a caveman could do it! | Image of a caveman? |  |
| ***Course Closing Pages*** Summarize the key points of the courseRestate the course objectivesExplain how to complete the course examExplain how the student will get the course evaluation  * List any additional information the student may need to know; follow-up courses, course completion certificate, etc. |  |  |
| ***Write the Assessment***Write out your evaluation questions along with the correct answers. Include the question format you want to used; i.e., multiple choice, true/false, short answer, etc.If you want to provide feedback for each question, write that out. And if you want the feedback different for the different responses, specify that too.If you want specific images to go with questions, provide that information.If you are thinking about including a video or audio clip with a question, provide that information.If you want to randomize the questions or possible answers, indicate that too.Decide if you want a pre-test. If you do, will you use the same questions for the pre-test and post-test? And if you don’t want a test, but prefer to use exercises (like this course does), indicate that. You’ll probably end up going back to your storyboard and putting things in where they need to go. No matter how you do it – write out what you’re going to do now! |  |  |
| ***Review/Approval***  The last part of your storyboard development is to review it with your SMEs. When they approve it, then you should sign off on “Content Approval Form” certifying this is the final and approved content. This means that from this point forward, CLKR will not accept any more content changes unless it is due to a policy or procedural change. Now you’re ready to go ahead and submit your complete storyboard to CLKR and get moving forward on your eLearning course.  Congrats! You’ve got the hardest part done! | Include link to form attached to screenshot |  |
| ***Practical Exercise #3***  Now it’s time to complete your course storyboard.    Continue working on the outline you completed in the previous module. Convert the outline into a storyboard and then complete your content. If you want to do your storyboard in PowerPoint and have CLKR set up the template, contact Sharon Howard-Roelkey via email or at 304.876.7658 and she will have one of the Course Developers get in contact with you.    When you’re done, submit your exercise by sending it to Sharon. A member of the CLKR staff will review your outline and provide you feedback on it within a week of submission.    If you have questions on the feedback, you can schedule a meeting with CLKR staff? | Image: Use the same character from the first exercise, this time it should be smiling. “Woo Hoo – you made it! That was a lot of work, but look what you did! You actually created a storyboard for an eLearning course. Pretty impressive if you ask me!” |  |
| ***Next Steps***  Now you’re ready to continue the journey to create your eLearning course by sending a Kreate work request in. You can find the form in the “Helpful Tools”. Complete it and send it down to Kreate and someone will soon be in touch with you. Working together, you and CLKR will create a great new course. | Add screenshot of KREATE work request form |  |
| ***Course Summary***  So that’s it folks. Once you get your feedback from all 3 of your practice exercises, you have met the requirements of this course. The training technician in the CLKR branch will update your status from enrolled to completed in DOI LEARN giving you full credit for the course.  Before moving on though, let’s relook at what you learned how to do in this class. You started with an idea for a course, turned it into a course requirements document, developed a course outline, and then eventually turned that outline into a full-blown story board. Tremendous work. | Image of our character again – “And you did a great job!” |  |
| ***Final Evaluation***  There is no final evaluation for this course, that’s what your practice exercises were! However, we would ask one more thing of you before ending here. Would you please take a few moments and complete the course evaluation. It’s only 15 questions, can be quickly completed, and the information is invaluable to the design and development team. Just click on the link below and a new window will open up for you.  When you’re done, just close out the class. Thanks! | Our character again – winking “Thanks for the feedback! Much appreciated.” |  |