

UC3

Design

Considerations



HOW TO USE THIS FLIPBOOK?

This document is interactive.
Throughout the document, you will
find links to additional information.



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- Whenever you see **text like this**, it means that it has an external link associated to it.



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Learning Outcomes

- 1 Translate the learning path idea to a storyboard that will be later used in the development stage;
- 2 Align the storyboard with the Learning Methodologies (CU2), providing instructional functions in a product;
- 3 Learn to prepare the templates for collecting the content from clients, which will then be transformed into a learning product.



Storyboard



Storyboard

- Main issues for developing efficient storyboards in interactive interfaces.
- A pedagogical approach through the engagement of learners in a story or context.

Overview

Concept

Analysing and arranging main ideas to create a storyboard based on the selected instructional theory for the learning experience.

Engagement

Creating a story or context that engages the learners aligned with the pedagogical approach.

Lead a discussion with team members to achieve a common understanding of the project and the instructional solution.

Adjust the product to the client's expectations and demands through ongoing feedback loops to clarify the pedagogical needs in different learning stages.

Design

Decide how the information will be displayed on the storyboard.

Prepare the templates to collect the contents, according to the storyboard.

Sort the different programs to use in the development of the storyboard and scenarios.

Defining, together with the development team, the final format of the various pieces of eLearning to be built (e.g. interactive screens, videos, pedagogical games, etc).

UX Design

Interpret design principles when developing UX.

Develop the storyboard by creating interactive interfaces, taking into consideration teaching strategies in designing the learning interaction.

Illustrate the base for storytelling.

Multimedia

Include an indication of dynamics, sonoplasty and voice references in the storyboard.

Develop the scripts for the development of audio and videos, if included in the course.

Using technology for organising the materials' references.

Support

Write notes for the developers' team to indicate specificities.

Take responsibility for the outcomes of the project.

Inclusiveness

Implement an inclusive design approach when designing the storyboard.



Storyboard Design



Storyboard Design

A storyboard is a document that breaks down the online course material slide by slide or screen by screen.

A storyboard's objective is to provide the stakeholders and experts in the field with a sneak peek into the structure and presentation of the course.

The storyboard also allows reviewers to make modifications and change the course material before beginning its development.

There are two main categories of storyboards: written eLearning storyboards and graphic eLearning storyboards (Slade 2022, E-Learning Heroes n.d.).

Written Storyboard

The written eLearning storyboard is a document that lists the course material, slide by slide or screen by screen.

It should have included a few key components to give the storyboard a feeling of organisation and structure or to provide students with a comprehensive understanding of the course's structure and material. The written storyboards should at least specify if there is any audio narration that will be used on the slide, what will be displayed on-screen in terms of text and visuals, and any pertinent technical comments required for the eLearning process.

Written storyboards assist the ID in focusing on the course material rather than the course's audiovisual aesthetic. It might be simpler to edit as well. For instance, it can take several hours of work to incorporate a simple change into the working of a completely built branching scenario. Making a change only requires moving or replacing some text when the branching scenario is merely on paper, in a storyboard. Before beginning full development, the ID should finalise as much content as possible in the storyboard stage (Slade 2022)

ADDIE Storyboard

1. Analyze	2. Design	3. Develop
<i>Pre-launch</i> <i>Who is your audience? Why do they need this course/module? What are their needs, challenges, and motivations?</i> <i>Post-launch</i> <i>How can I work my findings from the "Evaluate" stage into a new, better version of the course/module?</i>	<i>Pre-launch</i> <i>How will information be sequenced in this course/module? What visuals should be included? What activities will you plan for students? [Create course/module outline]</i> <i>Post-launch</i> <i>What elements of this course or module, specifically, need improvement? What should the new, improved version look like?</i>	<i>Pre-launch</i> <i>Write your lecture. Collect visuals. Put together slides. [Create course/module script and upload all necessary data into your online course platform]</i> <i>Post-launch</i> <i>Apply edits to your course script and presentation.</i>
4. Implement	5. Evaluate	
<i>Pre-launch</i> <i>Deliver the course/module to a focus group</i> <i>Post-launch</i> <i>Deliver the updated version of the course/module to students</i>	<i>Pre and post-launch</i> <i>How effective and engaging was the course/module? What could be improved?</i>	

ID storyboard templates (Burton, 2022), available at <https://www.thinkific.com/blog/instructional-design-storyboard-templates/>
https://docs.google.com/spreadsheets/d/1geJkoYOWJVTSG3rqjRKc_4x_WLONRNY6Wr3mhxCiQw0/edit#gid=588809985

Bloom's Taxonomy Storyboard

Remember

Recognize, list, describe, identify, locate

What should your students remember after completing this course/module?

- 1.
- 2.
- 3.

Define activities that will help your students remember the subject matter of this course/module, e.g.:

Memorize a list of facts

Describe the purpose of the course/module

Understand

Interpret, summarize, paraphrase, compare, classify, explain

What should your students understand after completing this course/module?

- 1.
- 2.
- 3.

Define activities that will help your students understand the subject matter of this course/module, e.g.:

Summarize the lesson

Explain the examples used in the presentation

Apply

Execute, use, implement, illustrate, teach, solve, modify, calculate

How will your students be able to apply their new knowledge or skills after completing this course/module?

- 1.
- 2.
- 3.

Define activities that will help your students apply the subject matter of this course/module, e.g.:

Use the knowledge from the module to complete a quiz

Analyze

Compare, contrast, categorize, differentiate, investigate, deconstruct

What analytical skills will this course/module teach your students?

- 1.
- 2.
- 3.

Define activities that will help your analyze relevant information using their new knowledge or skills, e.g.:

Compare two approaches discussed in the course

Evaluate
Critique, hypothesize, check, experiment, judge, test What critical thinking skills will this course/module teach your students? 1. 2. 3. Define activities that will help your apply critical thinking using their new knowledge or skills, e.g.: Use your knowledge to propose solutions to a problem

Create
Design, construct, plan, produce, invent, plan, propose What will your students be able to create after completing this course/module? 1. 2. 3. Define activities that will help your analyze relevant information using their new knowledge or skills, e.g.: Design a plan/strategy/model

70:20:10 Storyboard

70% Experience, experiment, reflection
What practical applications of knowledge will this course or module support? What relevant activities will you include?

20% Working with others
How will you encourage your students to learn from peers? (This can include creating a dedicated Facebook group for course participants, etc.)

10% Formal, planned learning
What self-study activities or homework will you include in this course module?

Merrill's First Principles of Instruction Storyboard

Task/Problem centered
What real-world problems is this course/module relevant to? What real tasks will my students be able to apply this knowledge or skills to? List a series of problems or tasks, ordered from the least to the most complex: 1. 2. 3.

Activation

How will I engage and activate my students' prior knowledge or learning patterns?

List relevant contexts for the knowledge or skills you're teaching:

- 1.
- 2.
- 3.

Demonstration

How will I demonstrate this course/module's subject matter in a way that relates to real problems or tasks?

List examples, scenarios and anecdotes you will use in your lecture or presentation:

- 1.
- 2.
- 3.

Application

How will my students practically apply their new knowledge or skills?

List exercises and quizzes you will include in this course/module:

- 1.
- 2.
- 3.

Integration

How can the knowledge or skills gained by my students in this course/module be applied to their real lives, jobs, etc.?

List a few ways students can integrate their learnings into their lives:

- 1.
- 2.
- 3.

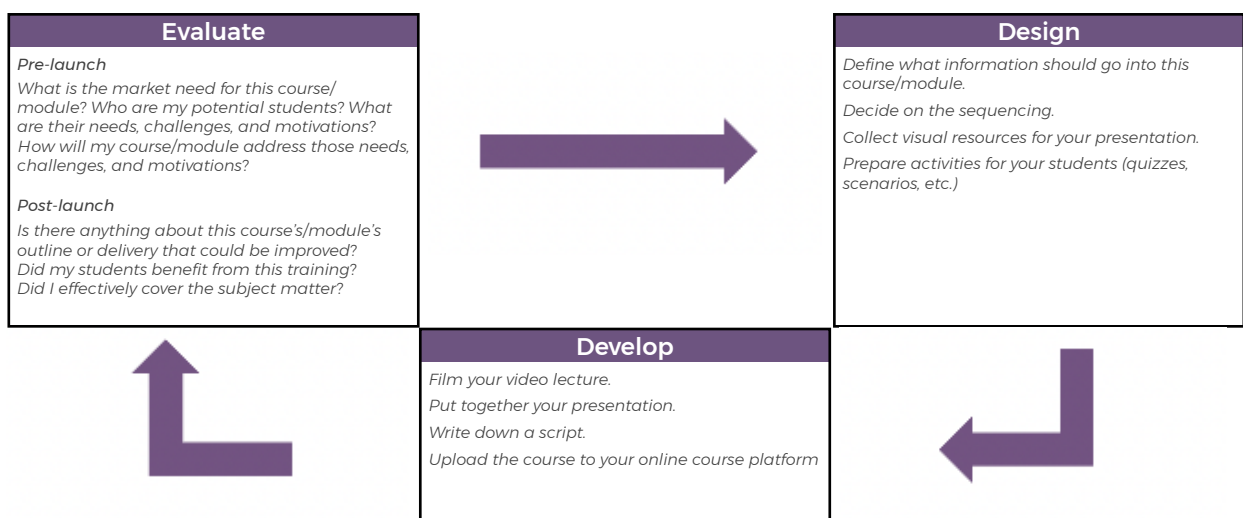
Backward Design Lesson Plan Template

Course Topic Example: How to Cut out Sugar and Feel More Energized:	
Overall Course Learning Outcomes:	
Draft at least 3-5 Main Course Learning Outcomes	
At the end of the course, you will be able to: x y z	
Test the course learning outcomes and write out the answers and where you envision that to occur	
Reminder to use Blooms Taxonomy to guide the appropriate verb choices for your outcomes that match the competencies	
Remember that verbs aren't used for the sake of having it...be deliberate, intentional and specific	
Happy backwards design lesson planning!	
Lesson/Topic/Module Name:	Competencies
Module Outcomes: At the end of the module, you will be able to:	Instructions: For each outcome, list out the competencies that are expected of the student. What does it look like?
	Coping with sugar withdrawal
	Identifying healthier sugar alternatives for cravings
	Example Learning Outcome:
1.	At the end of the module, the student will be able to:
2.	Identify three easy ways to cut out sugar from their diet.
3.	Create a plan to eliminate sugar from your diet over time that minimizes the effects of the withdrawal
4.	Experiment with alternative healthy sugar options that can improve overall health
5.	For this above learning outcome, make sure that the 'three easy ways' is covered in the lesson and write out the answers for yourself to check that the material is covered in that specific section

Action Mapping Storyboard

Goal	Actions	Practice activities	Information
What's the central objective or takeaway of this course or module?	What actions have to be taken to achieve this goal?	What are practical ways my students can learn to perform and practice these actions?	What information is necessary to perform these activities?
Your objective	Action 1	Exercise	Talking point 1
	Action 2	Quiz	Talking point 2
	Action 3	Guided practice	Talking point 3

SAM Storyboard



Visual Storyboard

The visual eLearning storyboard concentrates on both the course design and its content. A visual eLearning storyboard combines a written storyboard and a visual prototype.

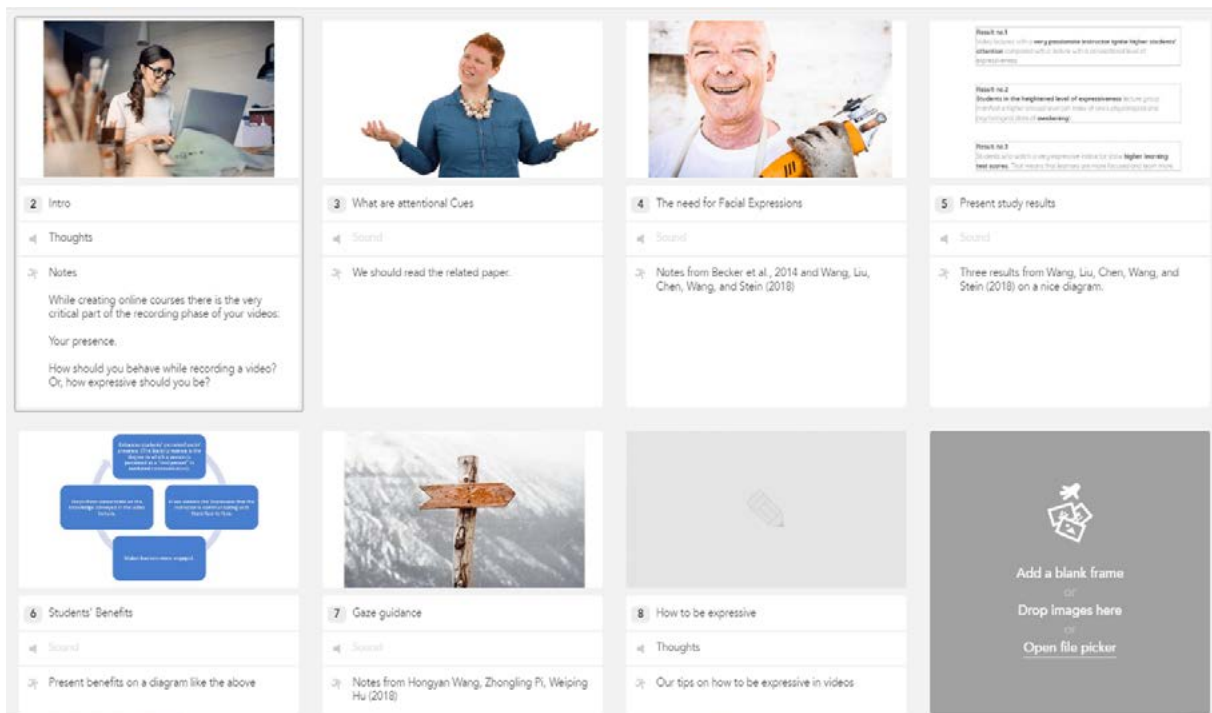
Visual storyboards take some time to obtain but are a powerful strategy for efficient eLearning development and iteration. This results from the simultaneous work on the course's written material and visuals. A visual eLearning storyboard is typically prepared in Presentation software or the actual eLearning authoring platform used to design the course.

Employing a visual eLearning storyboard is a fluent process when collaborating with reviewers who are acquainted with the eLearning creation process. However, the review procedure may be challenging when using a visual storyboard, mainly when collaborating with stakeholders and experts on the subject who aren't familiar with the development process. Instead of concentrating on the content, reviewers may invariably become distracted and criticise the choice of colour or images.

A visual eLearning storyboard or prototype works best after finalising learning content in a written storyboard (Slade 2022).

Slide #:	4	Program:	THE BGC CODE OF ETHICS	Slide Title:	Our Key Values
USER SEES					
A business casual avatar with executive presence presents the three COE keystone values as they are shown on a whiteboard. Under VO "These guide us ...", he makes an earnest, imploring gesture.					
USER HEARS			GRAPHIC ASSETS		
VO: Our Code of Ethics depends on three key values. We practice honesty, empathy, and tenacity in everything we do. These guide us in all aspects of our work. [Note: Read the three values slowly, with gravitas. Add a slight pause between each value.]			Whiteboard background: eLearningArt Media ID: 04267 eLearningArt character "Rick" in business casual: Media ID: 47121 Media ID: 47122 Media ID: 47123 Media ID: 47040		
ON-SCREEN TEXT			ADDITIONAL NOTES		
Honesty Empathy Tenacity			For writing on whiteboard, use Ink Free font with wipe from left effect. Character is shown in the following sequence, using crossfade effect.		
USER INTERACTION					
n/a					
eLearningArt Graphics for the projects you build: eLearningArt.com				BGC Enterprises, Inc. ■ 12/17/2020	

Visual storyboard template (eLearningArt, 2022), available at <https://elearningart.com/development/storyboard/>



Visual storyboard template (Koumadoraki, 2022), available at <https://www.learnworlds.com/organizing-course-content-storyboards/>

Best Practices

On-screen-text (OST)

The text that appears on each slide for the audience is called OST. The goal is to provide text in the same format as the final product. The text should appear in stages (Peck n.d).

Voiceover (VO)

When using voiceover, the transcript and name of the audio file for each slide should be included (Peck n.d).

Images

Information about the image should have the image itself, a URL, or a brief explanation of the kind of imagery that will be included in the image information (Peck n.d).

Programming Notes

The programming notes mention all the details of how the slide should perform. Simple language like “Go to slide 2” when the user clicks Option.

The programmer should understand how the slide is supposed to work (Peck n.d).

Animation

Notes for animation might be a separate item or part of the programming notes. They should be as concise as feasible and specify which items should be animated as well as the start times for each animation.

Including programming notes in projects with a lot of animation and little user interaction is not necessary (Peck n.d).

Design Issues

Many ID teams run straight into the eLearning content development without making the analysis, frequently resulting in a loss of production.

In this context, because the approach to analysis and objective-setting varies, the two most common strategies for determining learning goals are action mapping and conventional course-building.

The **action map** specifies the steps that the audience must take to accomplish a certain goal.

First, there's the storyboard and eLearning experience design to ensure that the audience practises those actions.

According to the **traditional approach**, the learning objectives should be written by working with existing content or SMEs.

These learning objectives outline all the skills the audience will acquire after completing the learning process.

The storyboard design process starts once the learning objectives have been chosen, ensuring that the material, activities, and assessment questions align with them.

Before drafting the storyboard, it is essential to analyse the audiences' requirements, difficulties, and objectives.

Developing a storyboard without **analysing data** related to the audience's needs undermines the development of an effective solution.

The needs of the team and the stakeholders should be taken into consideration when creating the storyboard. By doing so, one can make sure that every activity, content, and evaluation supports the learning goal.

A storyboard can assist IDs in avoiding eventual time-consuming reworking. Compared to a fully established eLearning project, text-based resources are much simpler to edit.

Storyboards are the main method of getting feedback and approval while dealing with clients or internal stakeholders. The storyboard must depict the completed product's look and functionality in detail.

Depending on the situation, the level of information may change. The storyboard can be less specific if presented to clients at a meeting. They are welcome to browse the project and post any queries they may have.

Sending the storyboard to the clients for an overview should alter its approach. If the ID isn't available to answer the clients' issues, one must ensure that the project is simple and complete enough for them to comprehend without more explanation.

To ensure that the stakeholders understand exactly what they approve, including notes, visual details, and, ideally, the slides' mock-up is helpful.

When doing a storyboard for a developer, the ID must consider that he may not have any prior knowledge of instructional design.

The storyboard must render the work as simple as possible so the developer can easily comprehend what the finished project should look like.

A storyboard comprises different units, such as text, images, audio, animations, programming notes etc.

The team and stakeholders should easily understand the storyboard's content.

Basic recommendations to assist IDs in organising a storyboard:

- Assign a number and title to each slide;
- The format should remain constant;
- Each item should be marked with its specific use;
- Files that go with the presentation should be logically labelled and sorted;
- Correct and wrong responses should be colour-coded;
- To help the stakeholders visualise the storyboard, add an interactive prototype or slide mockups.

Such a reference for the stakeholders will boost development and simplify it for approval purposes (Peck n.d).

Design Thinking

Storyboard aligning with the Learning Methodologies

Designers create techniques to pursue their objectives of problem-solving.

IDs should use design methods to align the storyboard with the Learning Methodologies, a collection of guidelines, questions, and visual templates, to interact with clients and other stakeholders in a learning problem.

Various resources are developed in the Design field to help IDs use design thinking across multiple learning contexts.

Common media sources created within design thinking to address issues and spur creativity in delivering learning experiences based on ID methodologies include toolkits, guides, books, websites, and handouts.

These are techniques and tools that can be used to create solutions that are empathic toward learners and stakeholders.

Additionally, IDs can freely modify these methods and resources to assist their practice in developing educational materials, such as the development of a storyboard.

Storyboard Ideation

<https://innovationenglish.sites.ku.dk/>

These methods are part of a significant collection of design thinking resources titled toolbox, developed by the University of Copenhagen in collaboration with WorkZ, Stickelback and Marie Flensburg, UCPH HUM, and Rumfang.

The development happened in collaboration with teachers based at Copenhagen Business School (CBS), the Technical University of Denmark (DTU) and the University of Copenhagen (UCPH).

The toolbox is optimised to be used by teachers and students and is thus very useful for IDs.

The project was supported financially by the Danish Foundation for Entrepreneurship.

The following methods are some examples of design thinking to support ID:



Five Whys

Analysis tool used to find a single base cause of a problem or to multiple reasons for the same problem. It's used to either locate the basic grounds for a problem or to find the different reasons for the same problem.



Etnoraid

Ethnographic method used to study people's cultural behaviour. Through observation and interviews the everyday behaviour of a target group is studied.



Mindmap

A Mindmap can be used to uncover a theme and to develop ideas and suggestions. The objective is to gather input and thoughts about a given topic and put these ideas on paper in such a way that relationships may be visualised.



User Journey

Visual and chronological overview showing how the user experiences a product or a service. It's used both within the student teams, as well as externally with users and other stakeholders.

UX Design

Several areas fall under User Experience Design (UX), including interaction design, interface design, visual design, content management, usability, and information architecture. The UX approach considers the users' needs at every stage of the product life cycle.

Users interact with a product's technology through its user interface (UI). The UX, on the other hand, covers the complete interaction users have with a product. The UI is a part of that experience, going beyond the UI to encompass internal and external components like the purchasing process, the initial product experience, customer and technical support, product branding, etc.

Jakob Nielsen established a comprehensive set of "heuristics," or fundamental guidelines for interaction design, that should be considered when producing eLearning content (Norman 2016, Nielsen 2005):

- Visibility of system status;
- Match between system and the real world;
- User control and freedom;
- Consistency and standards;
- Error prevention;
- Recognition rather than recall;
- Flexibility and efficiency of use;
- Aesthetic and minimalist design;
- Help users recognize, diagnose, and recover from errors;
- Help and documentation.

Visibility of system status

«The system should always keep users informed about what is going on, through appropriate feedback within a reasonable time» (Nielsen 2005).

Match between system and the real world

«The system should speak the users' language, with words, phrases and concepts familiar to the user, rather than system-oriented terms. Follow real-world conventions, making information appear in a natural and logical order» (Nielsen 2005).

User control and freedom

«Users often choose functions by mistake and need a clearly marked "exit" to leave the unwanted state without having to go through an extended dialogue. Support undo and redo» (Nielsen 2005).

Consistency and standards

«Users should not have to wonder whether different words, situations, or actions mean the same thing. Follow platform conventions» (Nielsen 2005).

Error prevention

«Even better than good error messages is a careful design which prevents a problem from occurring in the first place. Either eliminate error-prone conditions or check for them and present users with a confirmation option before they commit to the action» (Nielsen 2005).

Recognition rather than recall

«The user should not have to remember information from one part of the dialogue to another. Instructions for use of the system should be visible or easily retrievable whenever appropriate» (Nielsen 2005).

Flexibility and efficiency of use

«Accelerators may often speed up the interaction for the expert user such that the system can cater to both inexperienced and experienced users. Allow users to tailor frequent actions» (Nielsen 2005).

Aesthetic and minimalist design

«Dialogues should not contain information which is irrelevant or rarely needed. Every extra unit of information competes with the relevant units of information and diminishes their relative visibility» (Nielsen 2005).

Help users recognise, diagnose, and recover from errors

«Error messages should be expressed in plain language (no codes), precisely indicate the problem, and constructively suggest a solution» (Nielsen 2005).

Help and documentation

«Even though it is better if the system can be used without documentation, it may be necessary to provide help and documentation. Any such information should be easy to search, focused on the user's task, list concrete steps to be carried out, and not be too large» (Nielsen 2005).

Expert Opinion

Don Norman

Co-founder and principal of the User Experience/Usability consulting firm, the Nielsen Norman group (now emeritus). An IDEO fellow and a member of the Board of Trustees of IIT's Institute of Design in Chicago (now emeritus), among others.

«Great design without smooth operations is worthless, but smooth operations without a good front end... good interaction design, is really worthless. So the two really come together.»

«A good designer will actually design the company.»

«User experience is really the whole totality. Opening the package... good example. It's the total experience that matters. And that starts from when you first hear about a product... experience is more based upon memory than reality. If your memory of the product is wonderful, you will excuse all sorts of incidental things.»

«One of my favourite questions is ‘what do you hate most about when you visit a Disney theme park?’ And the answer is universal, ‘the lines.’ The next question is ‘would you go back?’ and the answer is yes. And so the lines are universally hated. And it doesn’t matter. So you don’t need to have everything perfect... they do a really good job of making the lines as bearable as possible. And that’s what user experience design is about, it’s about memories... that in the end, you love it.»

More about Don Norman at <https://vimeo.com/2963837>

Template Design

IDs should select the proper template and fill it with the necessary content. The following benefits are achieved when adopting efficient templates:

- Templates speed up and simplify the process of creating content;
- Offer structure and direction while developing content;
- Allow content developers to concentrate on pedagogical rather than technological difficulties.

From a design standpoint, a template is a type of computer program targeted at certain users (content developers).

The design of the template is based on user-centred design principles.

The following elements comprise the format’s core of a template:

- Structure;
- Content;
- Layout.

A Structure of elements is significant for the output file, which may have various variants of pages.

A data model definition is important to define the content that should be displayed in each component of the structure.

The layout comprises the organisation, presentation style, and content format (Telnova 2005).

DATA SECURITY NEEDS

- Anticipating data Security needs for the learning experience.
- Procedures and policies that safeguard essential learning content.

Data Security

Principles should guide the learning experience according to the European Union’s General Data Protection Regulation (GDPR). Data cybersecurity is crucial for keeping the learners’ and stakeholders’ information safe. Sensitive data must be kept safe by implementing the right set of tools and procedures, such as data encryption, regularly testing the system, promoting education on data security and privacy, having an incident management plan, creating a data recovery plan, and removing obsolete unnecessary data (Dataprivacymanager.net 2022).

Data Privacy

Regarding data privacy, it is essential to handle appropriately all data or personally identifiable information. Data should be collected, stored, managed, and shared according to the GDPR (Dataprivacymanager.net 2022).

Data Privacy focuses on the rights of all individuals enrolled in the learning experience, the purpose of data collection, how information is processed, and privacy preferences (Dataprivacymanager.net 2022).

GDPR

GDPR.eu is a resource for individuals and companies looking into the General Data Protection Regulation.

On the GDPR.eu is possible to find a library of straightforward and up-to-date information to support organizations achieve GDPR compliance.

The provided learning experience must follow the rules given by the European Union's General Data Protection Regulation (GDPR).

<https://gdpr.eu/>

Data Security Best Practices

Use both internal and external firewalls; they are a solid way to protect learners, companies and institutions from any form of cyberattack. Using two kinds of firewalls increases the security of your data even further.

Have a well-defined policy: As part of the training, describe each aspect of data security. The more extensive, explicit, and complete the training, the safer the data will surely be in the organisations.

Demand data backup: All data, including the accounts files, electronic spreadsheets, and the HR database, should be backed up. A backup enables operations to continue with little disruption in the event of hardware or software failure, breach, or any other issue involving data. The amount of lost and/or corrupted data can be readily ascertained by storing the files somewhere else.

Assess risk: Identify weaknesses and probable losses. By doing this, you'll be able to identify weaknesses in your security systems and take steps to fix them before an incident occurs.

Think about connected devices: IoT poses a serious risk to data security. Hackers have access to security cameras, smart locks, Bluetooth devices, printers, and many other gadgets. Secure all plugged-in equipment.

Use a variety of variables: Demand that the team and the learners utilize two-factor authentication on a frequent basis and think about adopting biometric logins for more sensitive data. Password/passphrase changes on a regular basis is another method of authentication security (Digitalguardian.com 2021).

Data Security Training

Examine the data policy: Ascertain that everyone using the networks is familiar with the organisation's security rules and procedures. They ought to be aware of the consequences of data breaches and their responsibility.

Clearly identify roles and access: Different team members require access to different data. Some people don't require the same degree of access.

Reiterate data security constantly: After new hires and enrollments, the conversation about data security shouldn't end. Provide reminders and keep everyone informed about current scams so they can be vigilant (Digitalguardian.com 2021).

Expert Opinion

Jerry Ray COO of enterprise data security solution vendor, SecureAge

«That leaves it up to the tools; the software; the applications that are coming from security vendors. That extends the mulligan to the user: situational awareness is a function of environment, a function of exposure, a function of the individual. I can never account for all of that. And I can never say someone is lacking common sense when the situation they experience is uncommon.

It is simply not their fault. And if somebody gets a very wonky-looking spam email with FedEx spelt incorrectly, bad logos, bad iconography, and they still click on that attachment, it's still not their fault.

So really the last bastion of security are the tools coming from security experts who develop them, those who create our operating systems and should build security into those inherently, those who are building the applications and should put security forefront as they map out what they want to build and deliver, not as an after-the-fact add-on (Cybersecurity, L&D, and Instructional Design, n.d.).»

Neil Lasher, cybersecurity expert

«Every company should have a set of rules as to what you should do if you think some specific things have happened. If you have received an email that you think is phishing. If you think that somebody has access to one of your systems the first port of call should be IT. Absolutely. Get somebody from IT on the phone and say, 'I think I've been breached, I just received an email, I clicked it. I don't think I should have clicked there.' Let them know because they will be able to take it off the network at a click of a button. That stops it going laterally if you picked something up. What you don't want to do is infect everybody else in your office. And then they'll come physically and have a look at your machine and see whether you actually have had something. If you haven't, they'll put you back online again. So that's what should always be your first rule to anybody within an organization, whether in L&D or otherwise. It needs to be brought in some short micro learnings, all around what not to do (Cybersecurity, L&D, and Instructional Design, n.d.).»



The background of the slide is a warm, orange-toned photograph of a spiral-bound notebook. The notebook is open, showing two blank pages. A black pen lies diagonally across the bottom right page. A large, semi-transparent purple circle is positioned on the right side of the image, partially overlapping the notebook's edge. A dark purple horizontal bar is placed across the middle of the image, containing the word 'Conclusion' in a bold, yellow, sans-serif font.

Conclusion



➤ **Conclusion**

Translating the learning path idea to a storyboard according to data security and privacy principles, and developing content using a UX design methodology.

Data Security & Privacy

Data security and data privacy should guide the eLearning experience according to the European Union's General Data Protection Regulation (GDPR).

Storyboard Design

A specific design methodology is essential for developing engaging multimedia written or visual storyboards.

Storyboard UX Design

Applying UX design principles to the development of eLearning content will take Instruction Design to a new level.

Template Design

The proper use of templates is essential to optimise the process of Instructional Design, both for content developers and receivers.



The background of the slide is a warm, orange-toned photograph of a spiral-bound notebook. The notebook is open, showing two blank pages. A black pen lies diagonally across the bottom right page. In the top right corner, a portion of a purple circle is visible. A solid purple horizontal bar is positioned across the middle of the image, containing the word 'References' in white text.

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