

THE ELEARNING BLUEPRINT

A Practical Guide to Developing Successful eLearning



NAME: CORY LAMMERS
ELEARNING MANAGER, MPH

SPEAKER BIO

- 15+ years in eLearning/adult education.
- SAM/AGILE, ADDIE development models.
- MS Teams, Zoom, Mediasite platforms.



EDUCATION

- B.S Written Communication (concentration in Professional Writing)
- G.C Educational Technology



INTERESTS

- Vinyl records.
- Pugs.
- Puzzles.

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This presentation focuses on eLearning **processes** and **best practices** – not specific tools or platforms.

While new tools and technologies are important, they *support* learning rather than *define* it.



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- ✓ The Foundation: Is Training the Answer?
- ✓ Where Are We Going? Identifying the Goal.
- ✓ How Do We Get There? Creating Effective Objectives.
- ✓ The Structural Framing: Organizing Content.
- ✓ Keeping the Lights On: Engagement & Knowledge Transfer.
- ✓ The Inspecting: Evaluating Success.
- ✓ Open Forum: Q&A

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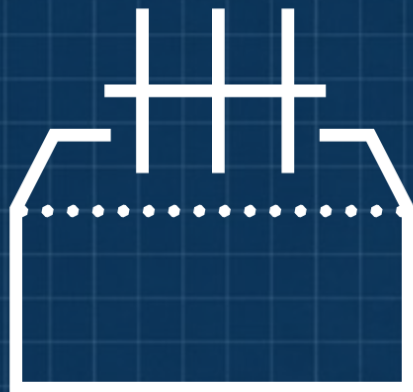
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THE FOUNDATION

Is Training the Answer?

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- New online platform for employee reimbursements.
- Replaces one-on-one meeting with financial specialist.
- Post-implementation, employees report reimbursements are taking longer than with the previous method.

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“Employee reimbursements are not being processed in a timely manner.”

Based on this statement, is this a training issue?

- A. Yes – definitely.
- B. Possibly – need more information to be certain.
- C. No – there is another explanation.

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- Education is not always the answer.
- Education cannot address issues of faulty processes, broken tools, or low morale.

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Is there a support/resources gap?
(learners don't have the tools they need)



Is this an environmental/motivation gap?
(they can't or don't want to)



Is this a skill/knowledge gap?
(learners don't know how)

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THE 5 WHY'S

DEFINE THE PROBLEM

WHY IS IT HAPPENING?

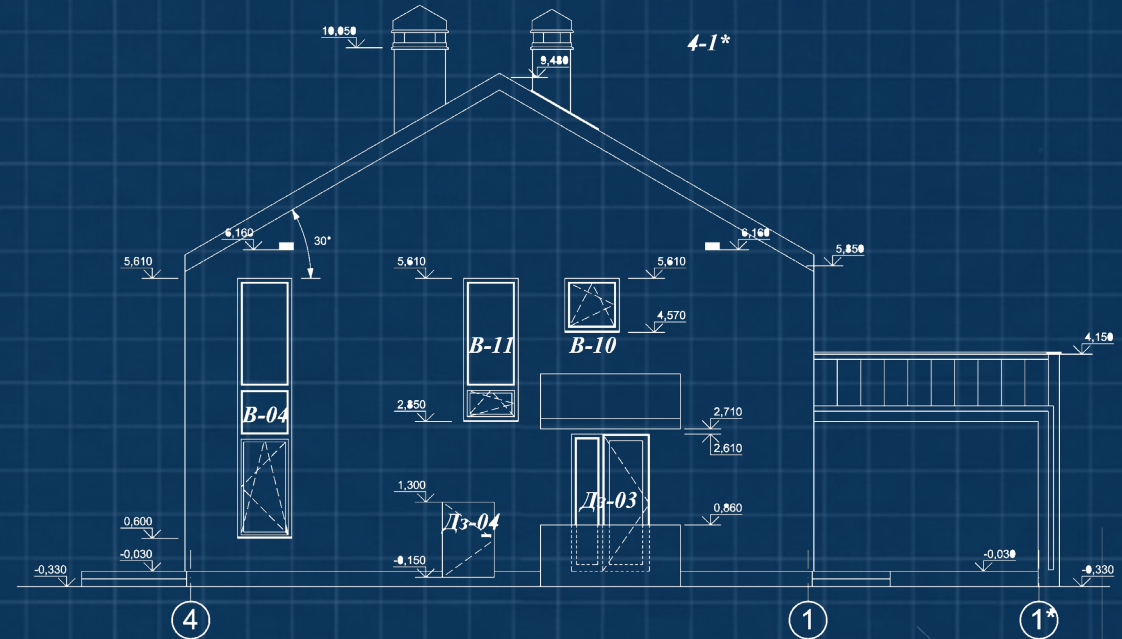
WHY IS THAT?

WHY IS THAT?

WHY IS THAT?

WHY IS THAT?

Root Cause



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THE 5 WHY'S – EXAMPLE #1

EMPLOYEE REIMBURSEMENTS ARE NOT BEING PROCESSED IN A TIMELY MANNER

REIMBURSEMENT REQUESTS REMAIN IN THE APPROVAL QUEUE FOR EXTENDED PERIODS OF TIME.

APPROVERS ARE NOT AWARE THAT THE REQUESTS ARE AWAITING THEIR ACTION.

APPROVERS DON'T HAVE AN EASY WAY TO SEE WHAT REQUIRES THEIR ACTION.

THE REIMBURSEMENT SYSTEM RELIES ON APPROVERS TO CHECK FOR NEW REQUESTS, RATHER THAN NOTIFYING THEM.

APPROVAL WORKFLOWS AND USER EXPERIENCE WERE NOT TAKEN INTO CONSIDERATION

Process and system design limitations.

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EMPLOYEE REIMBURSEMENTS ARE NOT BEING PROCESSED IN A TIMELY MANNER

REIMBURSEMENT REQUESTS FREQUENTLY REQUIRE REVISIONS BEFORE THEY CAN BE APPROVED.

EMPLOYEES MISS REQUIRED FIELDS, UPLOAD INCORRECT DOCUMENTATION, SELECT WRONG EXPENSE CATEGORIES.

LACK OF CLARITY AND DIRECTION ON HOW TO USE THE APPLICATION.

FORMAL TRAINING WASN'T BUILT INTO THE ROLLOUT OF THE NEW APPLICATION.

ASSUMPTIONS WERE MADE ABOUT TRANSLATING THE OLD PROCESS INTO THE NEW ONE.

Lack of training.

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IDENTIFYING THE GOAL

Where Are We and Where Do We Want to Go?

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Should address the skill/knowledge gap.



Broad, but purposeful.



Focus on outcome, not content.



Learner's perspective, not the organization's.

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Should address the skill/knowledge gap.



Broad, but purposeful.



Focus on outcome, not content.



Learner's perspective, not the organization's.

- What is the learner not doing (or doing incorrectly) today?
- What does optimal performance look like?

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IDENTIFYING THE GOAL



Should address the skill/knowledge gap.



Broad, but purposeful.



Focus on outcome, not content.



Learner's perspective, not the organization's.

- Direction, not prescription.
- Individual ownership, not compliance.
- Continued refocusing.

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IDENTIFYING THE GOAL



Should address the skill/knowledge gap.



Broad, but purposeful.



Focus on outcome, not content.



Learner's perspective, not the organization's.

- Success as behavior change/ability not exposure.
- Outcomes drive design.

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Should address the skill/knowledge gap.



Broad, but purposeful.



Focus on outcome, not content.



Learner's perspective, not the organization's.

- Instead of “This training will...”, frame as “The learner will...”.
- Rational Aim – what the learner will *know* or *be able to do*.
- Experiential Aim – how the learner will *feel*.

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- **Knowledge Gap:** Staff don't know how to use the platform
- What would be a fitting goal statement for this training?
- Remember, a goal should:
 - ✓ Address the skill/knowledge gap.
 - ✓ Be broad, but purposeful.
 - ✓ Focus on outcomes, not content.
 - ✓ Be from the learner's perspective.

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By the end of this training, learners will be able to understand how to submit an expense reimbursement confidently and accurately.



CREATING EFFECTIVE OBJECTIVES

How Do We Get There?

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RELEVANT

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ACHIEVABLE

RELEVANT

TIME-BOUND

INCLUSIVE

EQUITABLE



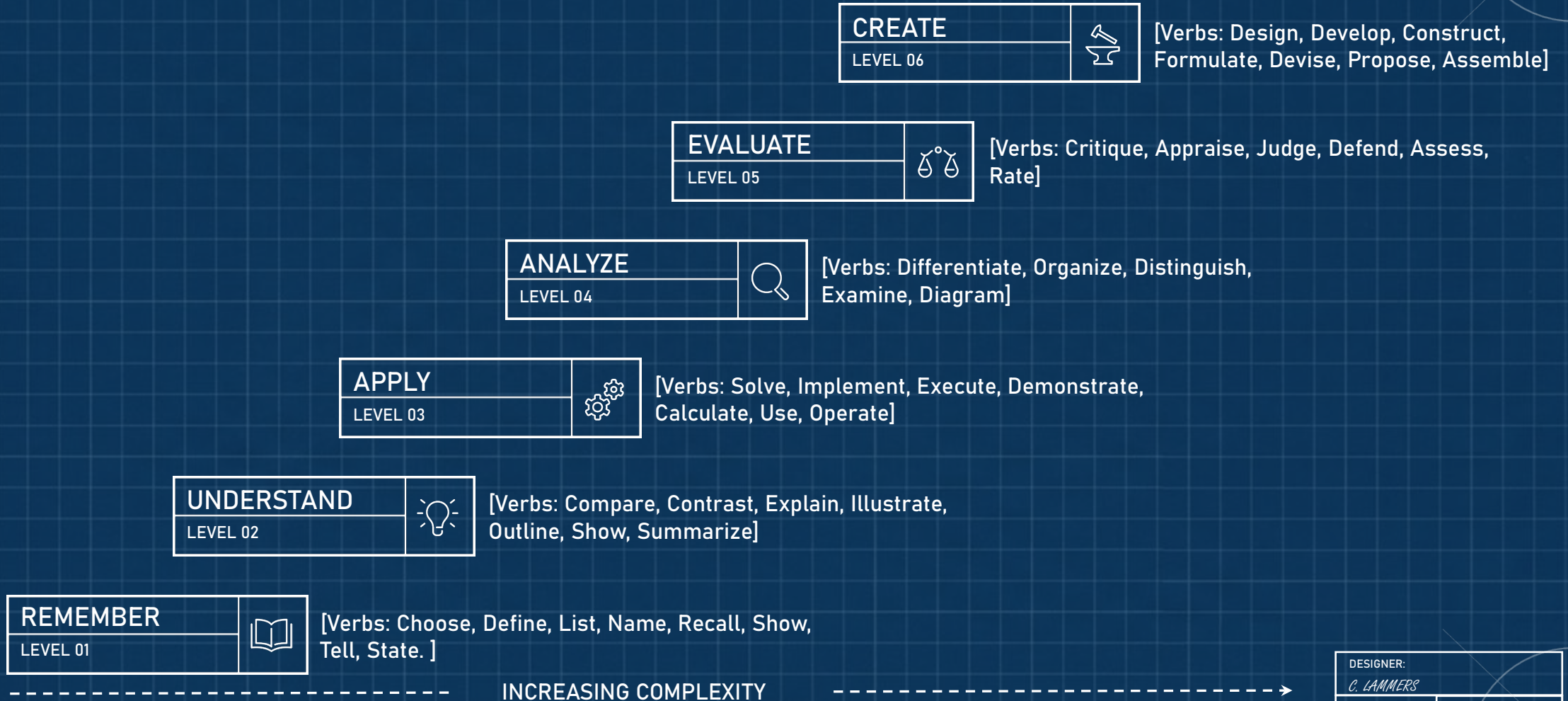
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BLOOM'S TAXONOMY OF MEASURABLE VERBS

CRITICAL THINKING



CREATE	
LEVEL 06	


[Verbs: Design, Develop, Construct, Formulate, Devise, Propose, Assemble]

EVALUATE	
LEVEL 05	

[Verbs: Critique, Appraise, Judge, Defend, Assess, Rate]

ANALYZE	
LEVEL 04	

[Verbs: Differentiate, Organize, Distinguish, Examine, Diagram]

APPLY	
LEVEL 03	

[Verbs: Solve, Implement, Execute, Demonstrate, Calculate, Use, Operate]

UNDERSTAND	
LEVEL 02	

[Verbs: Compare, Contrast, Explain, Illustrate, Outline, Show, Summarize]

REMEMBER	
LEVEL 01	

[Verbs: Choose, Define, List, Name, Recall, Show, Tell, State.]

INCREASING COMPLEXITY

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OBJECTIVES

Know what paperwork needs to be submitted for reimbursement.

Understand how to upload receipts.

Review the reimbursement submission process.

OBJECTIVES 2.0

Identify which documents need to be included for reimbursement.

Demonstrate the process for uploading receipts.

Describe/Order the steps in the approval process.

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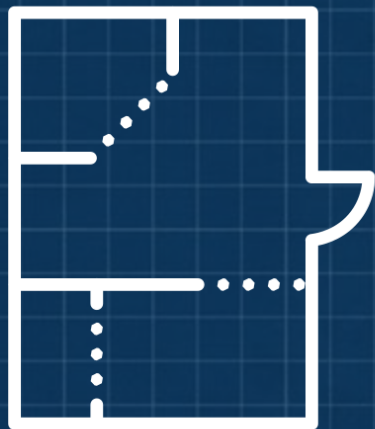
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ORGANIZING CONTENT

The Structural Framing

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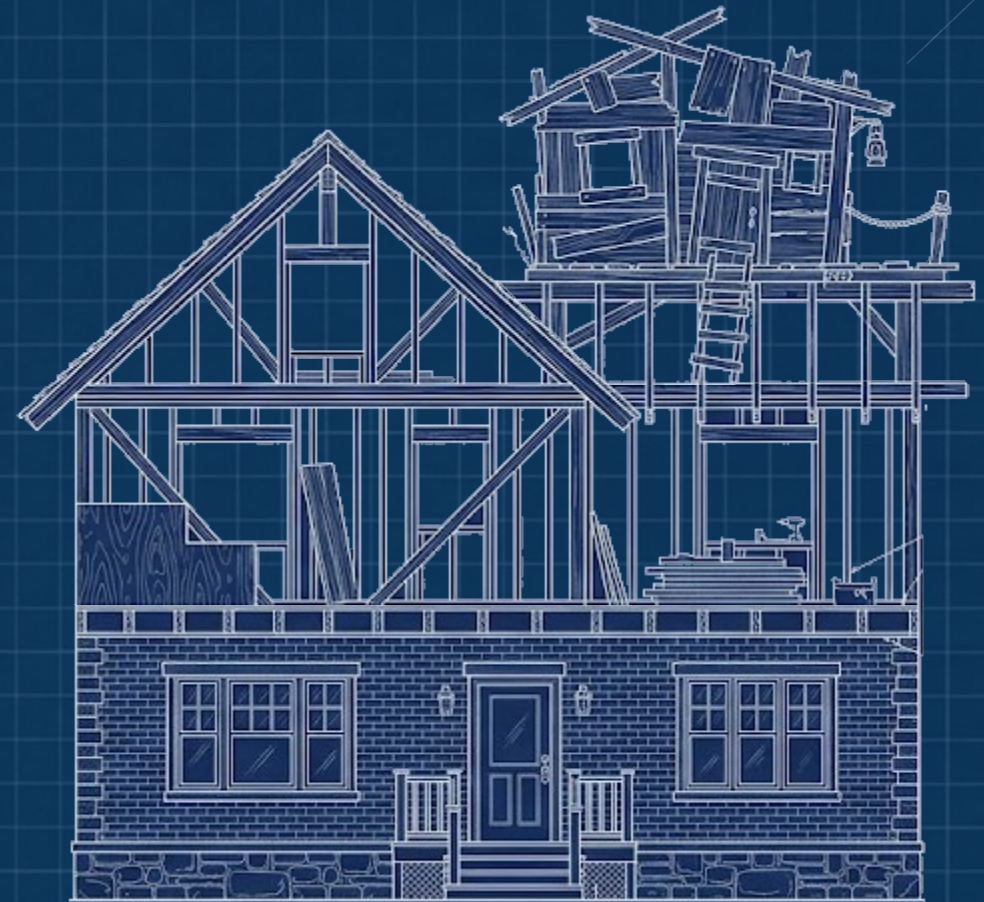
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- Ask: “Does the learner need to know this to achieve the goal?”
 - ✓ Yes – prioritize.
 - ✓ No – remove.
 - ✓ Maybe – revisit.
- Less is more.
- Focus on what not how.



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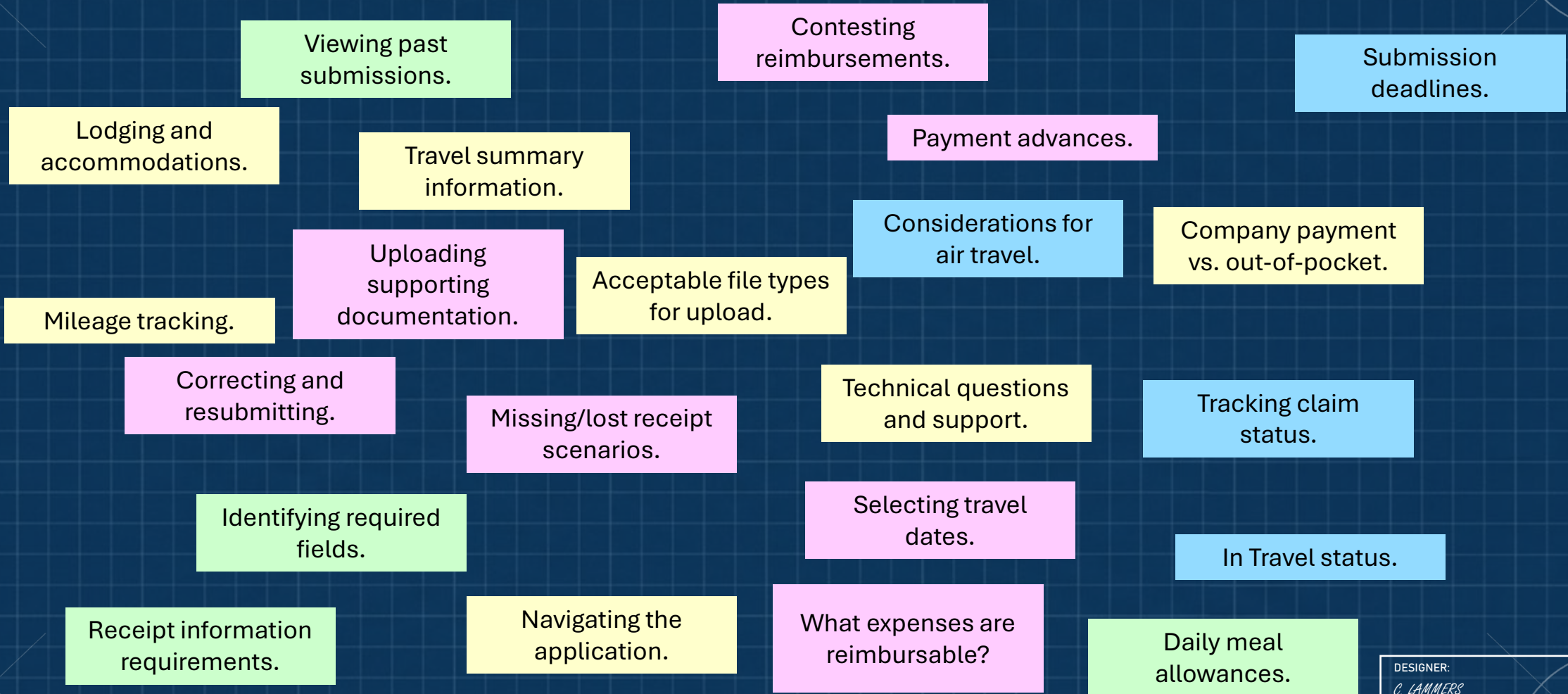
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MIND MAPPING



MIND MAPPING

Daily meal allowances.

Payment advances.

What expenses are reimbursable?

Lodging and accommodations.

Company payment vs. out-of-pocket.

Receipt information requirements.

Mileage tracking.

Acceptable file types for upload.

Considerations for air travel.

Missing/lost receipt scenarios.

In Travel status.

Navigating the application.

Identifying required fields.

Selecting travel dates.

Submission deadlines.

Uploading supporting documentation.

Travel summary information.

Technical questions and support.

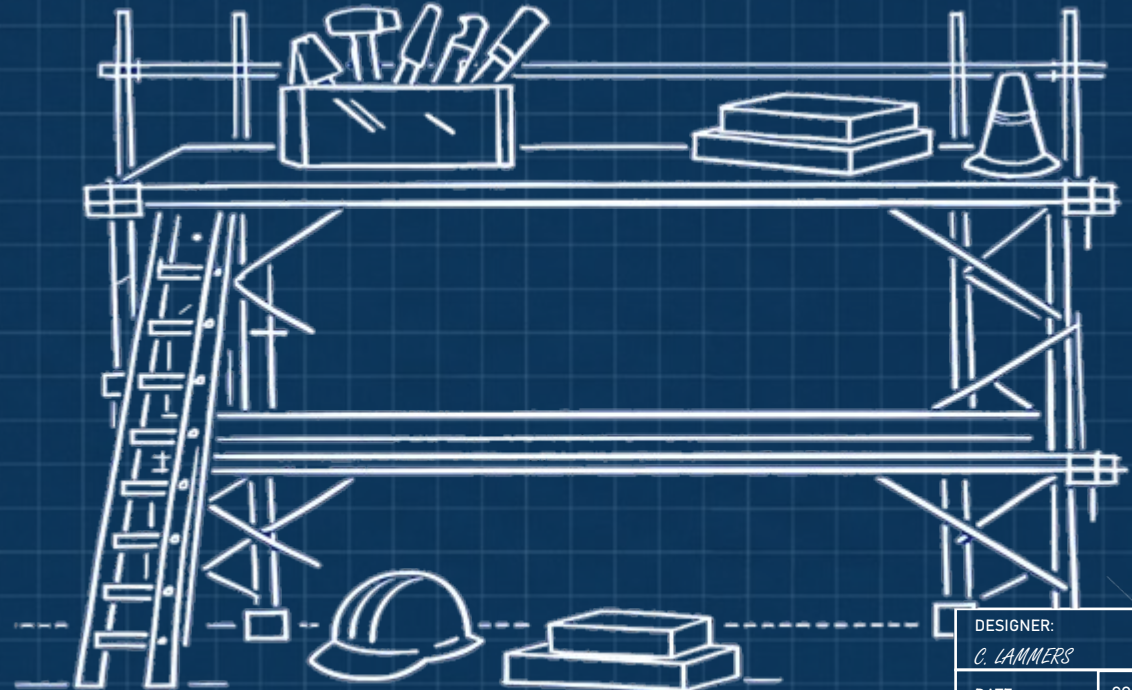
Correcting and resubmitting.

Tracking claim status.

Contesting reimbursements.

Viewing past submissions.

- Organize into a logical progression:
 - ✓ First → Last.
 - ✓ Simple → Complex.
 - ✓ Broad → Specific.



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Organize and Build

Daily meal allowances.

Payment advances.

What expenses are reimbursable?

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Organize and Build

What expenses are reimbursable?

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Policy Foundations & Rules

- What expenses are reimbursable?
- Daily meal allowances.
- Lodging and accommodation.
- Company payment vs. out-of-pocket.
- Payment advances.

Documentation & Preparation

- Receipt information requirements.
- Acceptable file types for upload.
- Missing/lost receipt scenarios.
- Mileage tracking.
- In-travel status.
- Considerations for air travel.

The Submission Process

- Navigating the application.
- Identifying required fields.
- Submission deadlines.
- Uploading supporting documentation.
- Selecting travel dates.
- Travel summary information.

Post-Submission & Troubleshooting

- Tracking claim status.
- Correcting and resubmitting.
- Technical questions and support.
- Contesting reimbursements.
- Viewing past submissions.

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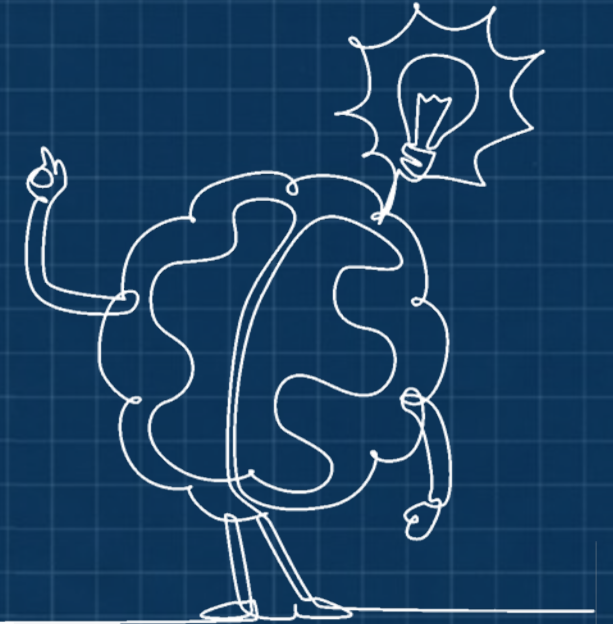
ENGAGEMENT & KNOWLEDGE TRANSFER

Keeping the Lights On

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Have you ever taken a training where you had to pass a test at the end?

Did you pass by knowing the correct answers, or by memorizing the *incorrect* answers?



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- Align learning activities with objectives:
 - ✓ How does the learner demonstrate the objective is being met?
- Ensure the activities are *meaningful, memorable, and motivational*.
- What does application look like in real life?
 - ✓ How can we best replicate that in the training?

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- **Context**
 - ✓ What is the situation or environment for learning?
- **Challenge**
 - ✓ What is the problem the learner is trying to solve?
- **Activity**
 - ✓ What is the closest approximation of this challenge we can replicate in the eLearning?
- **Feedback.**
 - ✓ What response is the learner provided to inform them of their success?

CONTEXT	CHALLENGE
ACTIVITY	FEEDBACK

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**CONTEXT**

The learner has returned from a two day, overnight, out-of-state conference. The airfare and lodging was paid for by the company, but they had to pay out of pocket for parking, meals, and tips.

CHALLENGE

Evaluate the documents (receipts, etc.) to ensure they meet the criteria for submission.

ACTIVITY

Check the appropriate box(es) to indicate whether the required information is or is not present and the receipt can be submitted for reimbursement.

FEEDBACK

- Correct/Incorrect.
 - “You identified all the correct information. The document was submitted without issue, and your reimbursement is being processed.”
 - “You identified some – but not all – criteria. Your submission is being flagged for review.”
 - “This document is missing key information. Management has scheduled a meeting with you to review your submission.”

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Use the checkboxes to identify what information – if any – is missing from the receipt.

	Included	Not Included
Guest Information.	<input type="checkbox"/>	<input type="checkbox"/>
Date(s) of stay.	<input type="checkbox"/>	<input type="checkbox"/>
Amount per night.	<input type="checkbox"/>	<input type="checkbox"/>
Taxes and fees.	<input type="checkbox"/>	<input type="checkbox"/>
Proof of payment.	<input type="checkbox"/>	<input type="checkbox"/>

SUBMIT

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Knowledge Check – Evaluate and Submit

You've returned from your two-day conference and are evaluating your receipts for submission. Using the example on this page, identify what information is **Included** or **Not Included** by clicking the appropriate checkboxes. When all information has been included, click the **Submit** button.

	Included	Not Included
Guest Information.	<input type="checkbox"/>	<input type="checkbox"/>
Date(s) of stay.	<input type="checkbox"/>	<input type="checkbox"/>
Amount per night.	<input type="checkbox"/>	<input type="checkbox"/>
Taxes and fees.	<input type="checkbox"/>	<input type="checkbox"/>
Proof of payment.	<input type="checkbox"/>	<input type="checkbox"/>

SUBMIT



Knowledge Check – Evaluate and Submit

You've returned from your two-day conference and are evaluating your receipts for submission. Using the example on this page, identify what information is **Included** or **Not Included** by clicking the appropriate checkboxes. When all information has been included, click the **Submit** button.

Sorry, that's incorrect.

Unfortunately, you misidentified some of the information on the receipt.
You will need to schedule a meeting with finance to review all your paperwork.
Your reimbursement will be delayed by two weeks.

[Review the missing or incorrect information.](#)



SUBMIT

 **TROPIC OASIS RESORT**
123 Ocean View Dr, Miami, FL

GUEST INVOICE - Example for Training Course

GUEST NAME: [User's Full Name]
[User's Full Name from User Summary]
ROOM NO: 401
RESERVATION: TO-7722

✓ OCT 18, 2026 - Night 1 - \$225.00
OCT 19, 2026 - Night 2 - \$225.00

✓ PARKING FEE (2 NIGHTS) - \$70.00
LUGGAGE STORAGE FEE - \$20.00

SUBTOTAL - \$540.00

TAXES AND FEES (13.5%)
RESORT TAX - \$72.90 ✗
TOTAL TAXES & FEES - \$72.90

✓ **TOTAL AMOUNT - \$612.90**
TAX REMOVAL (Non-Fiscal Training) - -\$72.90
ADJUSTED TOTAL (Non-Fiscal Training) - \$540.00

PROOF OF PAYMENT
PAID IN FULL - ADJUSTED ZERO BALANCE
OCT 20, 2026
PAYMENT: MASTER CARD ending x4488
TRANSACTION ID: MC61290 ✗

THANK YOU FOR CHOOSING TROPIC OASIS RESORT!
This receipt is a non-fiscal document for training purposes only.

- **Knowledge Transfer** – practical application of new skills.
- **Engagement** – making the content interactive and interesting.
- **Chunking** – create bite-sized bits of information to boost engagement and retention.

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The Inspection

Evaluating Success

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- Evaluate before, during, and after.
- Micro-reviews and iterative design/development.
- Progress, not perfection.

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- **Confirms effectiveness:** Allows the learner to provide a qualitative analysis of the training.
- **Identifies areas for improvement:** Reveal gaps in understanding, design, or delivery.
- **Supports accountability:** Justify the training and ensure alignment with overall goals.

1. **Reaction** – did they like it? (*Experiential Aim*)
2. **Learning** – did they get what they needed? (*Rational Aim*)
3. **Behavior** – did it change how they act? (*Fill Knowledge Gap*)
4. **Results** – did it make a difference? (*Impact*)

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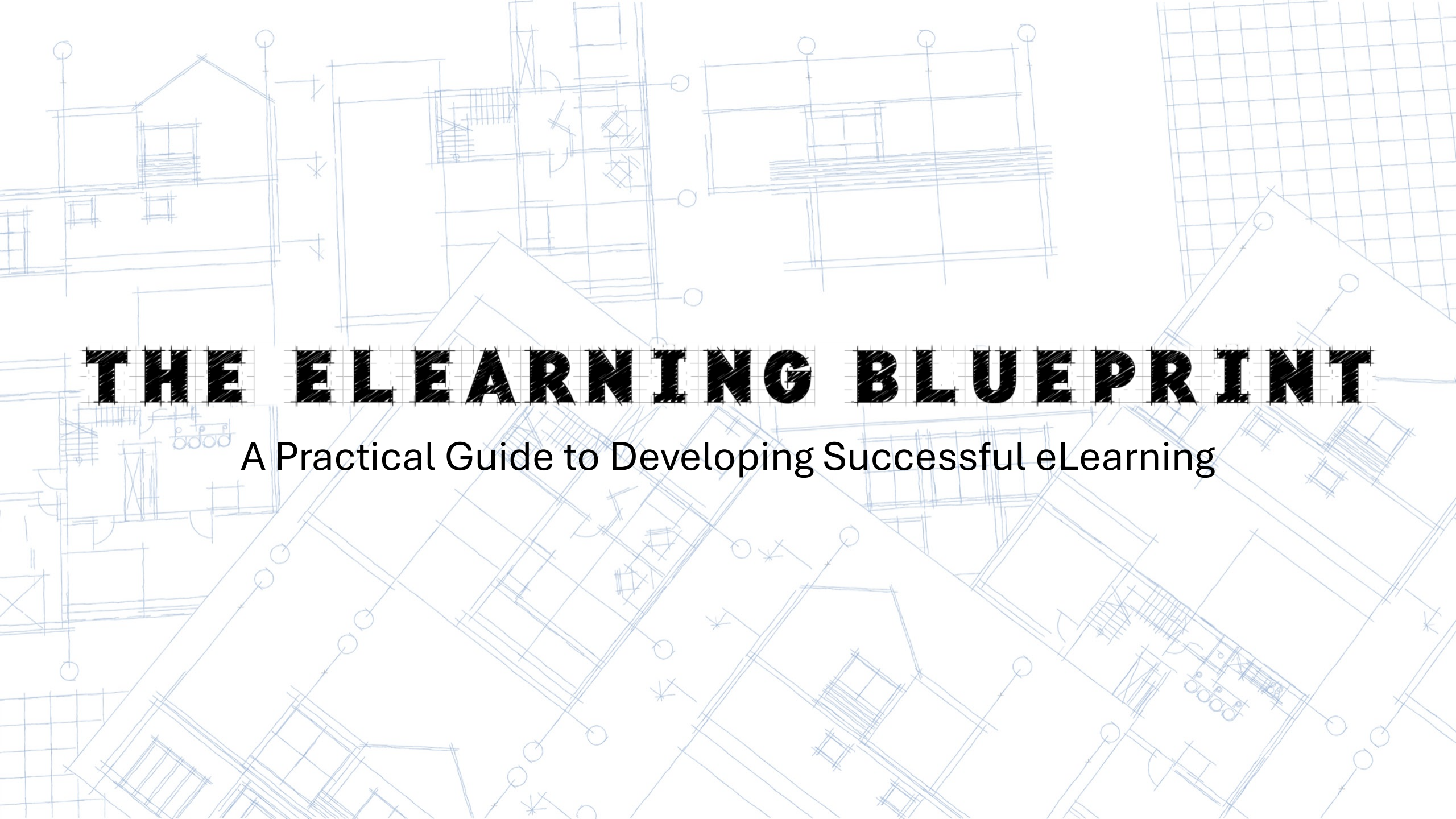
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THE ELEARNING BLUEPRINT

A Practical Guide to Developing Successful eLearning



Open Forum

Questions & Answers

What are the most effective engagement methods and tools/newest advancements in eLearning?

- Short answer: VR/AR/360, generative AI roleplay, etc.
- Long answer: Tools come and go. It's important to focus on why these tools work; there are foundational, pedagogical elements within all successful tools.

- **Self-direction and autonomy** – allow learners to explore content on their own.
- **Scaffolding** – start with the basics and build so as to not overwhelm.
- **Chunking** – keep information short and to the point. A 2014 MIT study shows that median engagement time for a video.
- **Modality Variety** – reduce cognitive load and increase engagement by varying how information is presented (text, video, interaction, etc.).
- **Learn by Doing** – information is forgotten, skills are practiced.

Presentation Information

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WE VALUE YOUR FEEDBACK

SURVEY LINK:

<https://s.zoom.us/m/bPFbnCp7U>



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