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E-learning Course

Module 2: e-courses for Microcredentials

Part 2.3a Design (Part A) – choosing the instructional strategy

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Design A – instructional strategy

Duration: 30 minutes

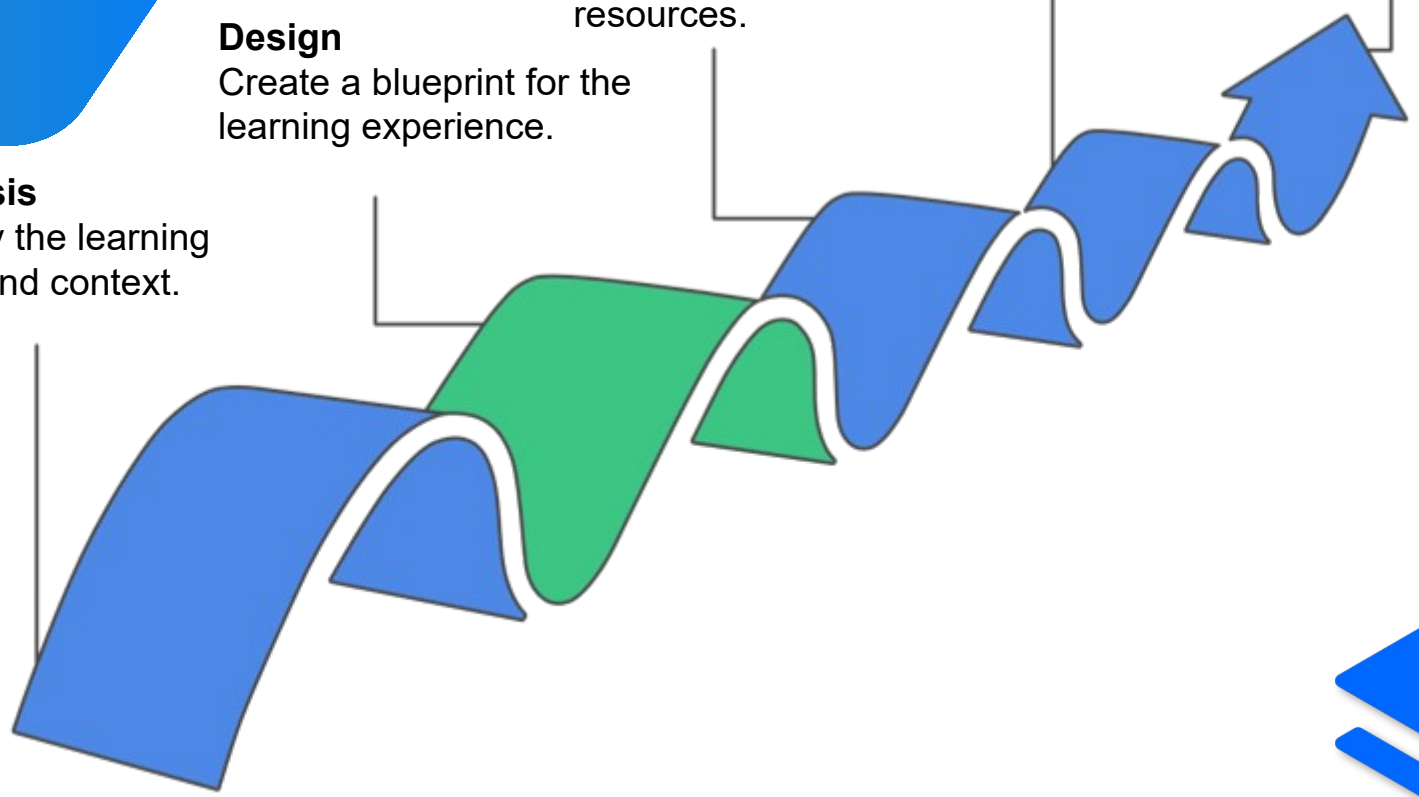
Analysis
Identify the learning need and context.

Design
Create a blueprint for the learning experience.

Development
Build the learning materials and resources.

Implementation
Deliver the learning experience to learners.

Evaluation
Assess the effectiveness of the learning experience.



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The Design phase

This is the “**Design**” phase of the ADDIE process for microcredentials. During this phase, you take your needs analysis and turn it into a coherent course outline. You'll learn to choose instructional strategies, craft powerful content, lay out storyboards, and add assessments each specifically for microlearning. A good design phase makes your microcredential relevant, learner-centered, and performance-driven.

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Why instructional strategy matters?

Instructional strategies guide learner engagement and retention. Microcredential design requires an effective strategy to allow for condensed, module learning to yield measurable outcomes. **Strategies** must be aligned to **aims**, **learner needs**, and **delivery**. Strategies serve to increase **relevance, motivation,** and **efficiency**. ADDIE makes this process **easier**, allowing for an **organized**, **iterative** process to adjust content and delivery in ways that work well for short, stackable credentials.



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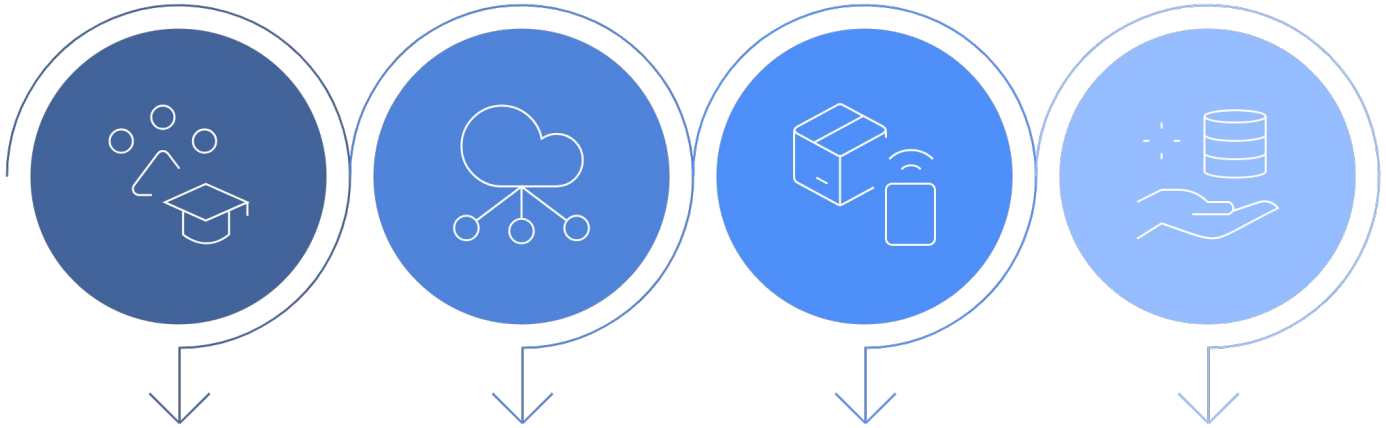
Factors for choosing eLearning strategies



Learner characteristics
Consider the learners' experience, skills, and preferences when selecting strategies.

Content complexity
The complexity of the content should influence the choice of instructional methods.

Delivery mode
The delivery mode, whether online, blended, or in-person, impacts strategy selection.

Resources
Time, technology, and budget constraints are important factors to consider.

To select instructional strategies, consider the factors to the left. These influence whether you use **simulations**, **videos**, **quizzes**, or **real-world tasks**. Your choices shape how learners connect with and apply new knowledge.

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Learner characteristics matter

All trainees **vary**. Are they new to something or proficient? Visual or kinesthetic? Adults value relevance, control, and usability. Use this data to choose formats that allow **autonomy** and **usability**. That is, advanced learners may respond to simulation, while new learners respond to instructions in steps or video lectures. Strategic selection of approach deepens **engagement** and **outcomes**, more so in microcredential courses where impact ought to be immediate and applicable.



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Adapting to content complexity

Align strategy to content complexity. For complex topics, you might use **problem-solving, simulation**, or **interactive case studies**. They allow investigations in scenarios and logical application. For simpler content, simple explanation, infographics, and video demonstrations take center stage. Your goal is to help learners **understand and apply** content, not just memorize it. Careful choice of strategy raises engagement and outcomes especially in microcredential courses where impact must be day-one practical, immediate.

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Matching strategy to delivery mode

Your **delivery mode** (face-to-face, online, or blended) **affects** which **strategies** work best. **Online platforms** support **interactive videos, discussion boards,** and **self-paced tasks. In-person** allows for **group work, hands-on demos,** and **role plays**. Choose methods that match platform capabilities and learning goals for a consistent, engaging experience.



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Working within resource constraints

The best design will fail if one does not have **access to resources**. Consider available **tools, platforms, staff time,** and **budget**. Can you produce video? Do you have authoring tools? Choose **feasible** solutions e.g., PowerPoint or Google Forms branch scenarios instead of pricey simulations. Clever design balances results to those constraints. Microcredential design is all about building **practical**, **efficient**, and **scalable** ways to **deliver content while not losing instructional quality**.

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Aligning methods with microcredential goals

Choose activities that allow **direct demonstration** of **competencies**. If your outcome is “apply conflict resolution,” you may use a scenario. If it’s “recall safety steps,” you may use a checklist and test. Design activities where **learners practice** and **demonstrate** what they are being credentialed in. In microcredential design, practical, specific activities mapped to learning objectives become key to facilitating real-world application and measurability.

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Additional Resources

Part	Title	Type	Duration	Link	Description
1	Mayer's 12 Principles of Multimedia Learning	website	30'	https://www.digitallearninginstitute.com/blog/mayers-principles-multimedia-learning	Mayer's 12 Principles of Multimedia Learning
2	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2374	Content creation guidance
3	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2376	Content creation guidance
4	Content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2378	Content creation guidance
5	Principles on designing content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2381	Content design guidance
6	Principles on designing content for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2382	Content design guidance
7	Authoring tools for eLearning	Online video	30'	https://e-trainingcentre.gr/mod/page/view.php?id=2384	Available authoring tools
8	Guidance for blended and online education programmes	Online manual	30'	https://e-xcellencelabel.eadtu.eu/e-xcellence-review/manual	This manual is to provide a set of benchmarks, quality criteria and notes for guidance against which blended and online education programmes

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You have completed Part A of the Design phase of the ADDIE model in Module 2

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