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E-learning Course

Module 2: e-courses for Microcredentials

Part 2.3b Design (Part B) – blueprint, content and assessment

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Design B – blueprint & assessment

Duration: 38 minutes

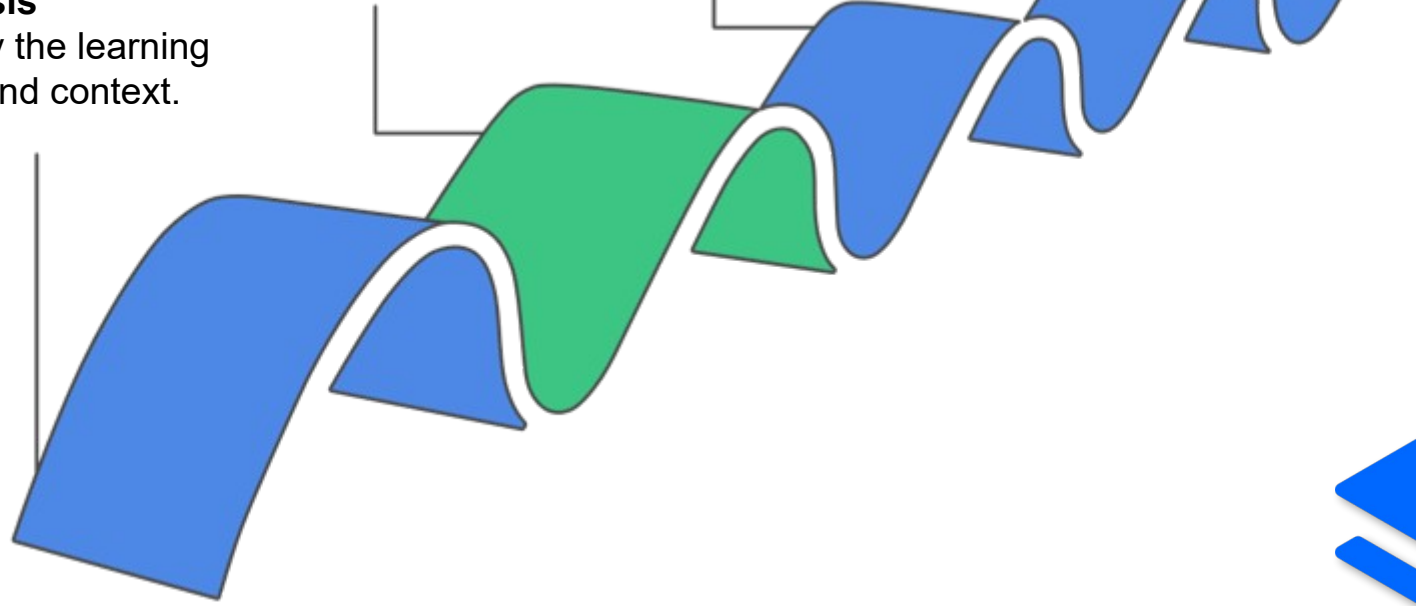
Analysis
Identify the learning need and context.

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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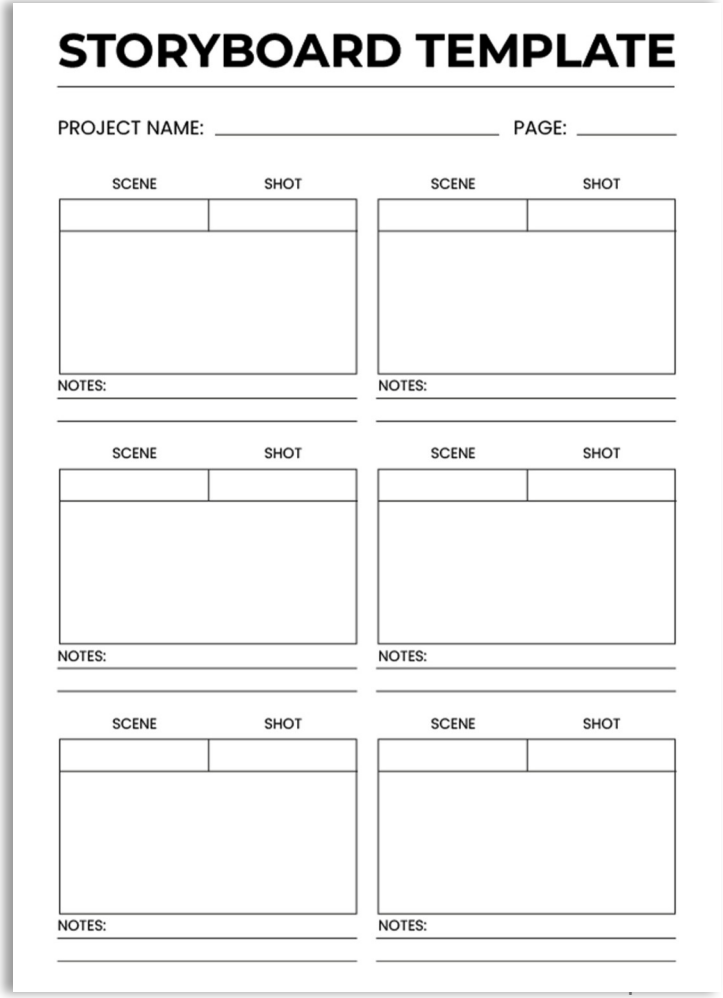
Creating a blueprint and storyboard

Blueprint outlines **modules, content, and flow**. **Storyboard** connects **each screen or slide**: text, graphics, interactivity, and feedback. They give **logical flow, objective alignment,** and **clear guidance** to developers. They enable you to preview pacing and learner experience in advance, before actual build-out. In microcredential design, effective blueprints and storyboards deliver **modular**, **outcome-based**, **and job-relevant learning** always on schedule.



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Steps to create a storyboard

Define Learning Objectives
Establish clear goals for the course

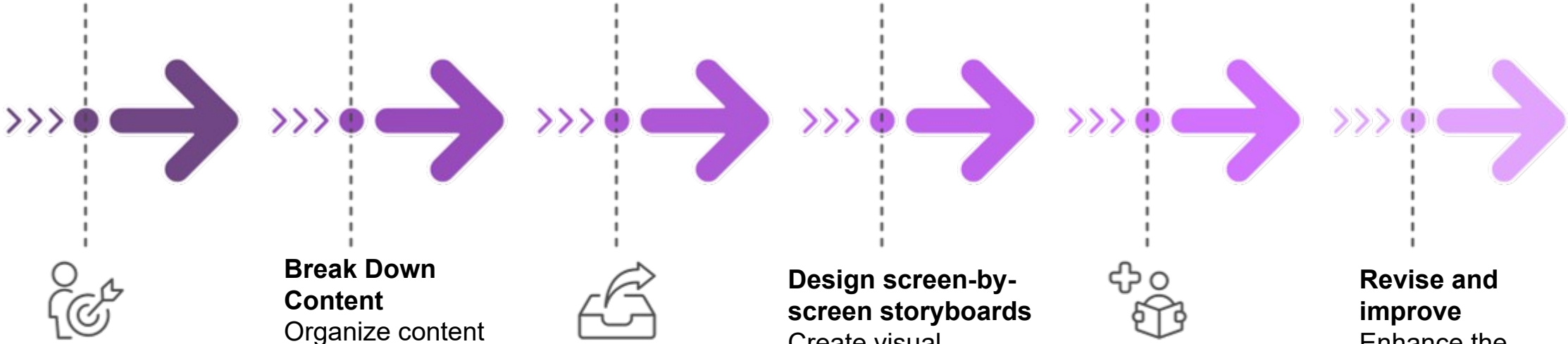
Break Down Content
Organize content into manageable modules

Choose Delivery Methods
Select appropriate methods for content delivery

Design screen-by-screen storyboards
Create visual representations of course screens

Include Elements
Integrate visuals, activities, and assessments

Revise and improve
Enhance the course based on feedback



Storyboarding brings structure, consistency, and creativity to course design.

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Designing learner-centered content

Learning-centered design **personalizes content**. Add **multimedia, interactivity**, and **scenarios** from working life. **Adults crave content useful today, not in the future**. Encourage autonomy, take account of prior experience, and hold learners' time in esteem. Make content brief and compelling.

A blueprint outlines modules, topics, and flow. A storyboard illustrates every screen or slide: text, graphics, interactivity, and feedback. These tools allow logical flow, alignment to objectives, and unmistakable expectations for developers.

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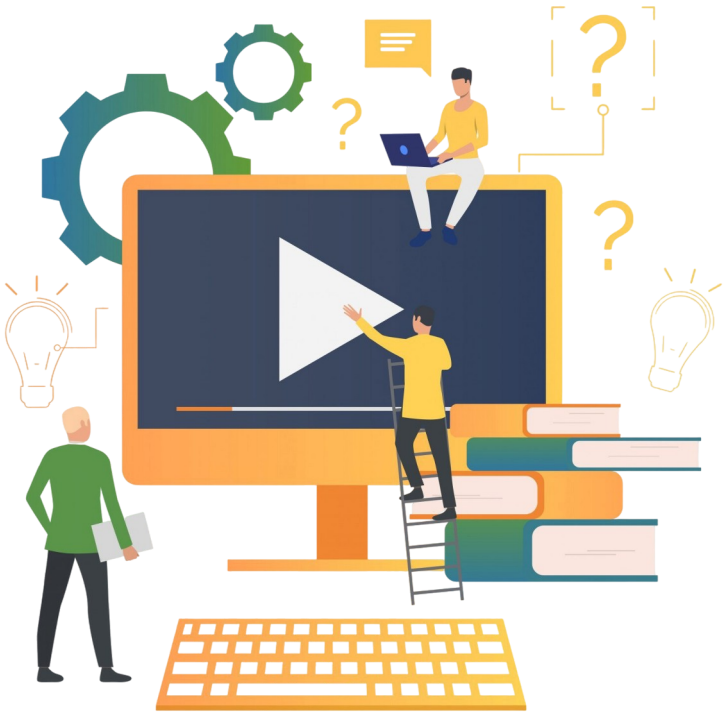
Use multimedia to enhance engagement

Multimedia increases **memorability**. Use **videos, audio, images**, and **infographics** to deconstruct complex concepts and apply real-world relevance. Use **multimedia deliberately**, never to **distract**. Strong visuals complement text, instill an emotional connection, and allow for multiple learning orientations. Learner-centered design personalizes content and promotes autonomy.



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Material for designing content for eLearning

Here you can find extra material for designing effective content for eLearning:

Title	Link
Mayer's 12 Principles of Multimedia Learning	https://www.digitallearninginstitute.com/blog/mayers-principles-multimedia-learning
Content for eLearning	• https://e-trainingcentre.gr/mod/page/view.php?id=2374 • https://e-trainingcentre.gr/mod/page/view.php?id=2376 • https://e-trainingcentre.gr/mod/page/view.php?id=2378
Principles on designing content for eLearning	• https://e-trainingcentre.gr/mod/page/view.php?id=2381 • https://e-trainingcentre.gr/mod/page/view.php?id=2382
Authoring tools for eLearning	https://e-trainingcentre.gr/mod/page/view.php?id=2384
Guidance for blended and online education programmes	https://e-xcellencelabel.eadtu.eu/e-xcellence-review/manual

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Add interactive activities

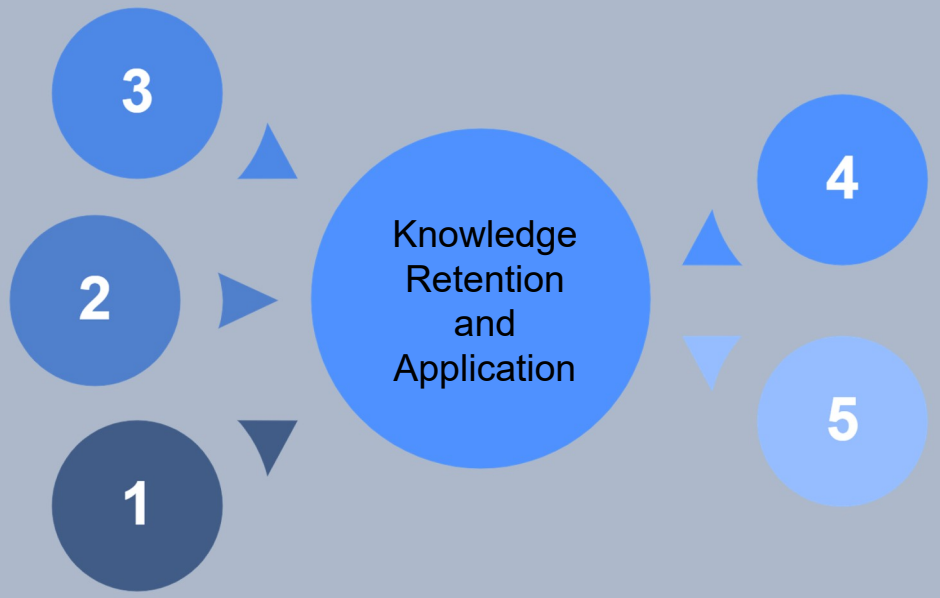
Active learning helps learners retain knowledge and apply it.

Use activities that promote decision-making, reflection, and engagement, essential for microcredentials that aim to build or prove real skills.

Drag-and-Drop
Interactive exercises for engagement

Scenarios
Real-life situations for practical application

Quizzes
Short tests to reinforce learning



Simulations
Virtual environments for experimentation

Problem-Solving
Challenges to enhance critical thinking

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Apply adult learning principles

Adults learn most effectively when the information presented is **practical**, **relevant**, and **applicable** to real-life situations they encounter. Instruction should support **autonomy**, allowing learners to take ownership of their progress, while drawing on **their existing knowledge** and life **experiences**. Learning activities should focus on **solving real-world problems**, promoting immediate usefulness. Including self-assessment tools and scenarios grounded in everyday life enhances engagement and retention. This approach respects adult learners' needs for purpose, independence, and meaningful application in their personal or professional contexts.

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Build assessments and recognition criteria

Your learning design must incorporate **assessments** that clearly **demonstrate** learner **competency**. Use a variety of tools such as quizzes, hands-on projects, case evaluations, or real-world performance tasks to **evaluate skills** and **knowledge**. Clearly define the success criteria by outlining **what learners must submit**, the standards used to score their work, and the specific competencies they must demonstrate to earn the credential. Include defined levels of achievement such as **basic**, **proficient**, and **advanced** to promote transparency, ensure consistency, and build the overall credibility of the credential.



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Aligning assessment with objectives

Always align assessments with learning objectives. If the objective says “apply,” your assessment must require action not just recognition. For example:

Good: “Submit a report using template X.”

Not enough: “Choose correct parts of a report.”

Your microcredential is only meaningful if it evaluates real, transferable skills.

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Summary – the power of good design

Great design turns intent into impact. You've now learned how to choose **instructional methods, storyboard content, integrate adult learning principles,** and **embed assessment**. Design drives the success of your microcredential. Keep learners at the center, and keep your goals focused. Next, we'll enter the **Development** phase: bringing your design to life.

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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 B of the Design phase of the ADDIE model in Module 2

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