

ARTICULATE RISE

FROM FLAT TO INTERACTIVE

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DEVELOPMENT STEPS

STEP 1

Select a PDF

STEP 2

Design the course using the blueprint

STEP 3

Share your course for review

STEP 4

Post your course in the LMS

BLUEPRINT - PLANNING

Once you have selected which document you will use for your Articulate Rise course, determine where to divide the base content into lessons.

LESSONS - HOW MANY LESSONS WILL YOU HAVE?

LESSON 1

Name -

Pre-build?

Block ?

LESSON 2

Name -

Pre-build?

Block?

LESSON 3

Name -

Pre-build?

Block?

LESSON 4

Name -

Pre-build?

Block?

LESSON 5

Name -

Pre-build?

Block?

BLUEPRINT - PLANNING

Additional notes for each lesson -

Lesson 1

Lesson 2

Lesson 3


Lesson 4


Lesson 5


INTERACTION OPTIONS


Types of Interactions


PRE-BUILT LESSONS


 VIDEO


 LABELED GRAPHIC

 PROCESS

 TIMELINE

 SORTING ACTIVITY


 URL/EMBED

 QUIZ

CUSTOM LESSON

BLOCKS

Design a custom lesson with learning blocks



Types of Blocks

- TEXT
- STATEMENT
- QUOTE
- LIST
- IMAGE
- GALLERY
- MULTIMEDIA
- INTERACTIVE
- DIVIDER
- TEMPLATES

TOP EIGHT REASONS TO CONVERT YOUR TRAINING TO ELEARNING



In today's society, everyone is on the go. Instructor-led training is time-consuming for everyone involved. Learners must take time off and lose precious productivity time. Converting your courses to eLearning can solve these challenges.

by Catherine Beggs-Hinkson

1 FLEXIBLE TIMING

By giving the learner the control of when and where they do their training, you will increase attendance, which will increase your revenue. eLearning allows the learner access 24/7. This gives them time flexibility.

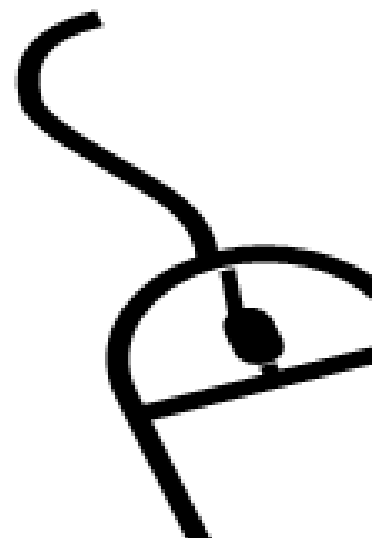


2 IMMEDIATE FEEDBACK

Knowledge-check questions throughout your eLearning provide immediate feedback to the learner, allowing them to adjust their learning as needed. They can go back and review a section that they didn't understand.

3 ABILITY TO INTERACT

eLearning provides the ability to interact with the content through activities that allow the learner to sort, categorize, classify, and match. Using these higher order thinking skills will help the learner retain the content for a longer period of time.



4

ENGAGE THE LEARNER

Using scenario-based learning, animations, and HD images allow you to paint the picture of the learning content. The learner will stay engaged. Giving the learner the control to start and stop the class when needed will allow self guided breaks without losing instructional time.

5

DECREASE DELIVERABLE COST

An instructor-led course incurs cost by creating the classroom materials. An eLearning course eliminates these costs. By offering everything online you will cut your cost of printing by at least \$5000.



6

CONSISTENCY

If your course is taught in multiple locations by multiple instructors you run the risk of each class being just a little bit different each time. eLearning ensures your content is consistent every time it is taught.

7

REDUCE TRAVEL EXPENSES

eLearning eliminates the need for trainers to travel. If your content needs a live Q/A session, Intelligence by Design can help you create a virtual session. This could potentially save you thousands of dollars each year.



8

ON-DEMAND RESOURCES

eLearning courses allow the learner to review a course at any time. This freedom allows the learners to look up just what they need at any time.

Attention and Learning

Patti Shank, PhD

What's in This Job Aid

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What Is Attention?

Attention allows our cognitive processes (such as thinking) to take in limited inputs from the environment so they don't become overwhelmed.

The environment offers numerous inputs for our senses, but we simply cannot process them all. Therefore, attention helps us focus on certain inputs to the exclusion of others. Attention is often the beginning of other cognitive processes, because we can't process or understand things we haven't attended to.

Attention's most critical job is to monitor the environment for threats and changes so it can help us react quickly to danger, especially from outside elements. Attention also uses prior knowledge, which is stored in long-term memory, to determine where to focus from moment to moment.

Types of Attention

Cognitive psychology describes four types of attention:

- **Sustained attention:** Focusing for prolonged periods, such as when we work on a hobby all afternoon.
- **Selective attention:** Focusing on one input when there are numerous things attracting attention, such as doing the class assignment while people are asking questions.
- **Divided attention:** Trying to focus on two or more inputs at the same time to respond as needed (multitasking), such

as doing the class assignment and texting with your supervisor.

- **Alternating attention:** Being able to switch focus from one thing to another, such as switching focus between the class assignment and answering a classmate's questions.

Attention Issues

We know that sustained attention can be difficult to maintain for long periods because distractions are common. Therefore, we can expect attention to fluctuate. Yet, research shows that attention spans have *not* actually decreased.

We use selective attention and alternating attention all the time. Divided attention, however, is problematic. Research concludes that divided attention is only possible when one of the tasks requires little or no mental effort, such as washing dishes and talking. Because washing dishes is such a familiar task (requiring no mental effort), we can also carry on a conversation.

When mental effort is needed for more than one task, we truly cannot multitask. Researchers believe that what we think of as multitasking is actually alternating attention over very short periods. But they caution that alternating attention over short periods often damages performance.

Implications for Learning

It is too easy to conclude that our main goal is to gain and keep attention during learning. Gaining attention at the start of instruction is a well-known strategy. But rather than employ attention-getting tactics, it is better to design according to the limits of attention and build instruction that uses deeper rather than shallower instructional strategies to help people stay invested.

Attention is necessary for learning, but it's only the first step. Therefore, we should focus on the beneficial outcomes from attention, such as understanding, remembering, and application, rather than attempting to extend attention spans. Research shows the following are important implications of designing according to the limits of attention and memory and building for learning that transfers to the workplace. Words in parentheses are science of learning terms.

1. Design knowing that attention will waver.
2. Gain attention through relevant stories, facts, or questions. (Gagné, step one: gain attention)
3. Don't overload working memory (cognitive load).
4. Write for conciseness, clarity, and comprehension.
5. Eliminate or reduce distractions, including unnecessary content and images.
6. Help people make what they are learning personally meaningful.
7. Relate what people are learning to what they know.
8. Relate what people are learning to their lives and work.
9. Use advance organizers.
10. Have people put important concepts in their own words (self-explanations).
11. Ask questions and use activities that require people to think deeply about the content (generative processing).
12. Have people learn and practice in multiple, smaller chunks rather than in longer sessions (spaced learning, retrieval practice).
13. Have people use what they learn in training as they will use it on the job.
14. Use frequent, low-stakes quizzes to enhance attention and remembering (testing effect).
15. Check for understanding so as not to build understanding on a faulty foundation.
16. Reject fads. Use evidence-based methods.

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THANK YOU FOR YOUR PARTICIPANTION!

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