

Transforming What Your

SMEs
Know

to What Your

Learners
Need

ARTISAN
LEARNING

Amy Morrissey
Artisan Learning



x b p a x b p a

Focus Order

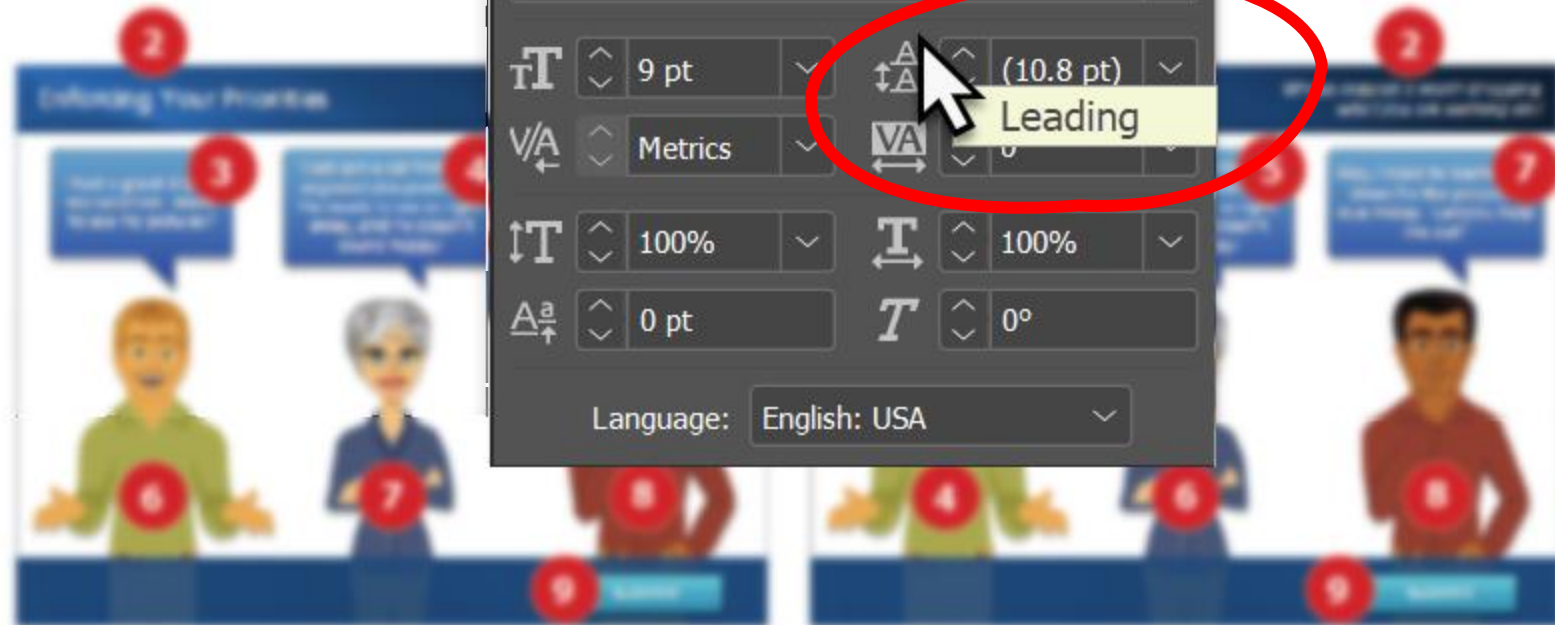
Focus order is for people who need to use the keyboard instead of a mouse to navigate the course. This includes people who can see but do not have the motor functions to use a mouse as well as those who cannot see.

Students can move from one interactive object to the next by using the **Tab** key on their keyboards. Once they land on an interactive element, such as a button, they activate it by pressing **Enter**. If a student is using a screen reader, they also have the option of using the **Tab** key to move between interactive and non-interactive.

To help students navigate the screen, you can set the focus order. For example, you wouldn't want a student to go to the bottom of a page before reaching the top.

For objects that don't have meaning, you can set the focus order to skip them.

By default, the focus order on a slide is the same as the visual order. For the student, you can change the focus order to make the most sense for the content.



Default focus order, reading top to bottom and left to right

Preferred focus order

**What might
you get too
enthusiastic
about?**



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You

Stake your claim.

What's the **worst**
training you've
ever taken?



What's the **best**
training you've
ever taken?



BEST TRAINING

Engaging
Fun and funny
Applicable
Made me better
Interactive

WORST TRAINING

Droning voice
Confusing
Boring
Worthless
Focused on trainer



BILL OF RIGHTS

Don't waste my time.

Defining Roles

SME



Hello, my name is
***Subject Matter
Expert***

ID



Hello, my name is
***Instructional
Designer***

Learner



I'm just trying to
get better at my
job.

How Are These Roles Different?

A dark green silhouette of a human head in profile, facing right. It occupies the left half of the image.

**Advocate
for the
content**

SME

A dark green silhouette of a human head in profile, facing left. It occupies the right half of the image.

**Advocate
for the
learner**

Instructional
Designer

Only the learner can achieve the business goal

SME



I'm just trying to
get better at my
job.

Instructional
Designer

You

Stake your claim.

Who

Create a PINOT.

Create a PINOT

PINOT <i>Persona In Need of Training</i>	
Name	Image
Demographics <i>Age, gender, family, etc.</i>	
Likes and dislikes <i>Food, TV shows, brands</i>	
Job title and responsibilities	
What drives them?	What do they like about the job?
What worries them?	What frustrates them?

PINOT - Frontline

Name
Jovial Janet

Demographics
Age, gender, family, etc.
38 yo female
2 kids
1 grandbaby

Likes and dislikes
Food, TV shows, brands
Smokes cigarettes
Drinks Mountain Dew

Image




Job title and responsibilities
Frontline worker (for Donor Door Janet is a Joe)
Frontline work to receive donations, process them and get them to the sales floor
Been in the job for a year
Previous job was in a manufacturing facility – got laid off

What drives them?
Helping others. She spent her signing bonus to help her mom get a new tire for her car

What do they like about the job?
Being a part of a team
Making a difference for ppl
Having a steady shift she can count on


What worries them?
Money – She lives paycheck to paycheck and often has to help her kids and her mom

What frustrates them?
Ppl who don't get it



No, I can't join you
for lunch. I'm
excited about taking
this course...

...about the
history of ethics.



No, I can't join you
for lunch. I'm
excited about taking
this course...

...to help me figure
out how to handle
this situation with
my client.

Who

Create a PINOT.

Do

Use performance verbs.

Where Do We Often Start?

What do I want
to say?

What do I need
to tell them?

What should
we cover?

What do they
need to know?

Wrong Answers

1


Include the information
because the SME says so.

2


Ask vague questions to
change the SMEs mind.

Tip: Ask a Better Question

Do they
need to
know this?



What's a
situation where
Jo would use
this?



What do I
want them
to know?

What do I
want them
to DO?

**Knowledge
or Job Action**



Is This the On-the-Job Action?

- ☐ List the federally protected classes.
- ☒ Create an effective agenda.
- ☐ Define workplace violence.
- ☒ Complete the 5-step maintenance check.
- ☒ Describe the common side effects.

“Squishy” Verbs

- **Explain** specific strategies used in the design of a quality assurance program
- **Understand** the basics of how to write effective feedback
- **Describe** the advantages and disadvantages of different testing processes
- **Define** your role in quality improvement



RESERVED

Definer
of the
Month



Diane Elkins

Co-Founder of Artisan E-Learning and E-Learning Uncovered

Recommendations



Amy Morrissey

President,
Artisan E-Learning

I've worked with Diane off and on for over 20 years, and she is my absolute go-to person when I need to list something. Whenever we have found ourselves in a challenging situation, she could always just list us right out of it!

A woman with short grey hair, wearing a blue blazer, smiling with her arms crossed. The background is a blurred office setting.

NOW COMPANY

How
RQM Financial
Described
Their Way to the Top

“Squishy” Verbs

- **Explain** specific strategies used in the design of a quality assurance program
- **Describe** the advantages and disadvantages of different testing processes

Tip: Look for Hidden Performance Verbs

- ~~Explain~~ specific strategies used in the **design** of a quality assurance program
- Describe the advantages and disadvantages of different testing processes

Tip: Ask “To whom?” and “For what?”

- Explain specific strategies used in the design of a quality assurance program
- ~~Describe the advantages and disadvantages of different testing processes~~ *for whom?*

Choose the best testing process for your situation.

Do

Use performance verbs.

Glue

Gather scenarios.

Know

Understand

Be aware of

Learn

Nobody needs to
know anything...

*Unless that **knowledge** will help them
do something differently.*

Nobody needs to
be aware of anything...

*Unless that **awareness** will help them
do something differently.*

What's the something?



Setting Effective Rules

- Authority
- Benefit
- Consistent enforcement



- ✓ 1. Authority
- ? 2. Benefit
- ? 3. Consistent enforcement



✓ 1. Authority

✓ 2. Benefit

✓ 3. Consistent enforcement



Glue

Gather scenarios.

Pew


Respond to deflections.



A woman with long brown hair, wearing a light pink dress, is smiling and looking at a rack of clothes in a clothing store. She is holding a white shopping bag. In the background, another woman is walking towards the entrance. A large green speech bubble is overlaid on the right side of the image, containing the text "I'm just looking.".

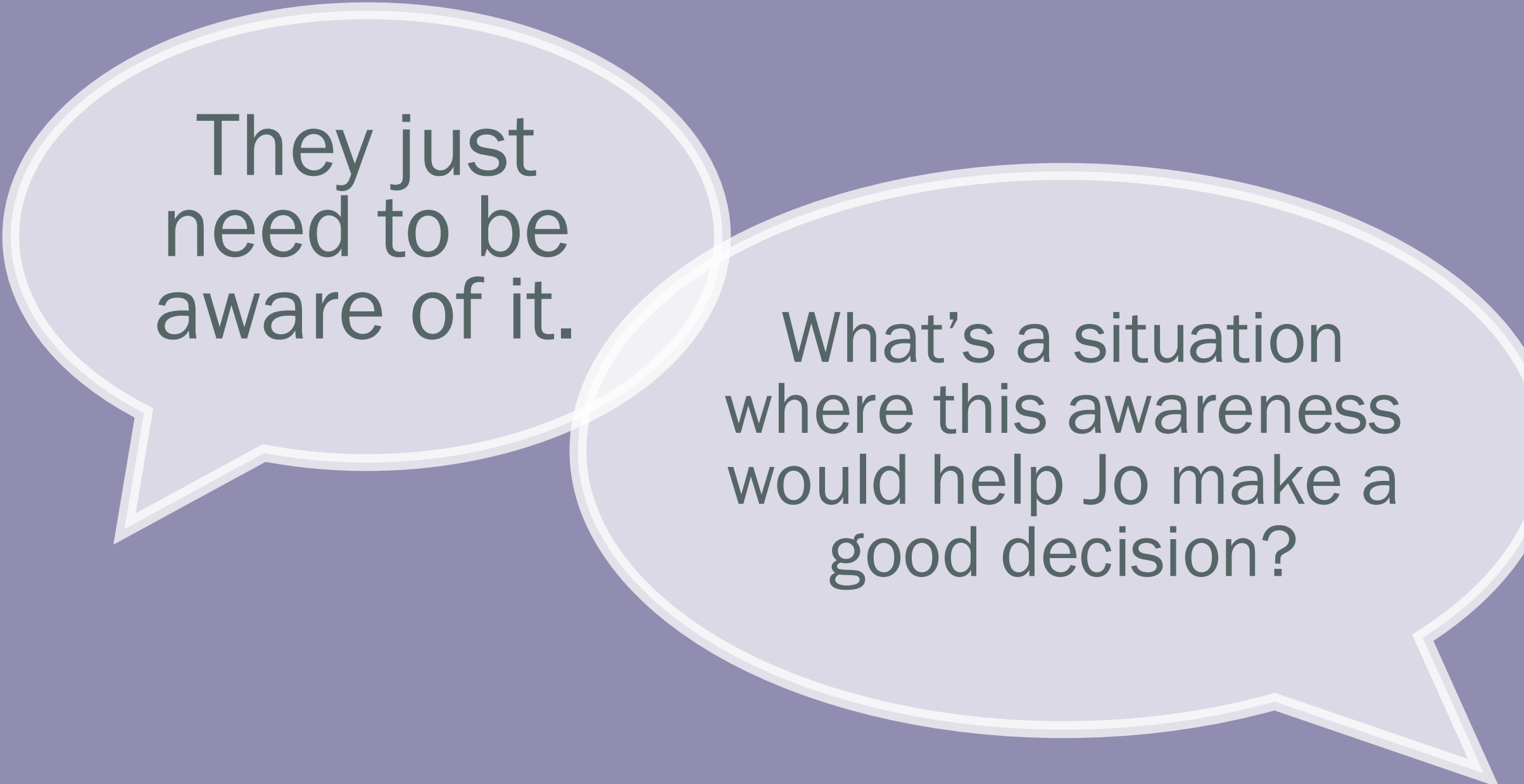
I'm just
looking.

Examples



They just
need to be
aware of it.

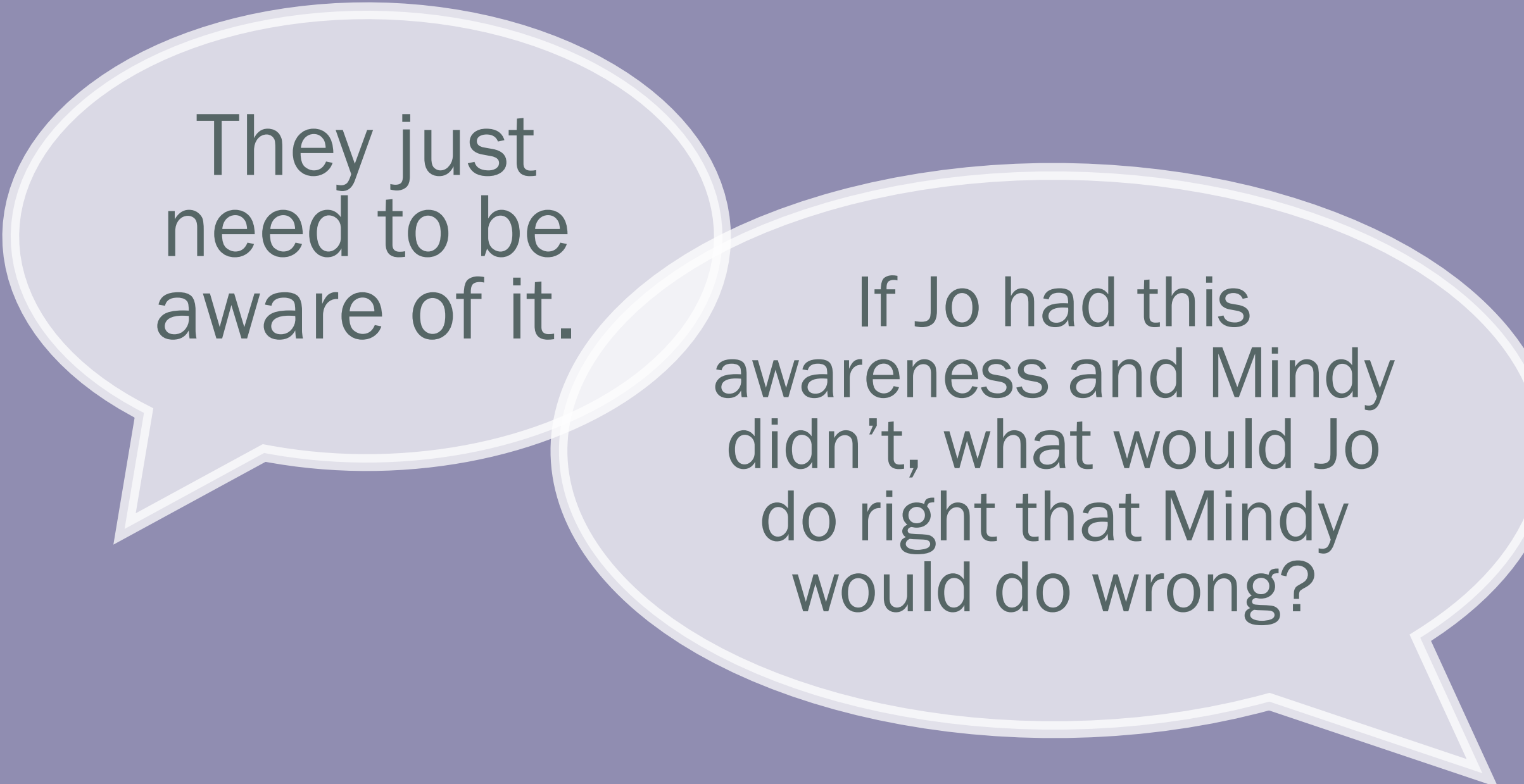
Phrase That Pays



They just
need to be
aware of it.

What's a situation
where this awareness
would help Jo make a
good decision?

Phrase That Pays



They just
need to be
aware of it.

If Jo had this
awareness and Mindy
didn't, what would Jo
do right that Mindy
would do wrong?



“I have made this longer than usual because I have not had time to make it shorter.”

- Blaise Pascal
French mathematician

Pew

Respond to deflections.

You

Stake your claim.

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