Storyline 360 and Rise 360 study sheet: Instructional design basics (69 terms)

Fold along the dashed line down the middle so only the left column shows. Say the explanation, then unfold to check. Cut the rows apart for loose flashcards.

Term	Explanation
In one sentence, what does an instructional designer do?	Designs learning that closes a performance gap: analyzes the need, writes objectives, chooses strategy and assessment, and plans how results will be evaluated.
Instructional designer vs e-learning developer vs LX designer vs curriculum developer: who does what?	The ID plans the learning. The e-learning developer builds it in tools like Storyline and Rise. The LX designer adds user research and UX methods. The curriculum developer sequences whole programs. Small teams blend these.
ADDIE: name the five phases in order.	Analyze, Design, Develop, Implement, Evaluate.
Is ADDIE a strict waterfall? (Waterfall: finish each phase before starting the next.)	No. It is a framework that looks like a line, but teams loop back between phases and evaluate throughout. SAM makes that iteration explicit.
What is SAM (Successive Approximation Model)?	Michael Allen's approach: show rough versions early and improve them in rounds instead of one big build. Phases: Preparation (opens with a Savvy Start working session), Iterative Design and Iterative Development.
SAM release stages: what are alpha, beta and gold?	Stages in SAM's development phase, after the design proof. Alpha: first full version with working interactions. Beta: corrected version for final testing (QA, LMS, accessibility). Gold: the approved final version. Teams may use the words loosely.
Gap and root cause: why might training not be the answer?	Needs analysis finds the gap between current and desired performance and why it exists: knowledge, tools, incentives, environment or motivation. Training mainly fixes knowledge and skill gaps; tools, incentives, environment and motivation need other fixes.

Term	Explanation
What is a learner (audience) analysis?	Studying who learners are: role, prior knowledge, context, motivation and technology. A persona is a short, realistic profile of a typical learner built from that study.
SME (subject matter expert)	A person with deep content knowledge who supplies and reviews content.
SME interview	A structured conversation with a subject matter expert to gather content, common mistakes, real examples and what people do on the job. Prepare questions, record, then confirm the draft.
Scope creep	Project work growing beyond the agreed scope (more screens, new topics, extra reviews) without matching changes in time or budget. Manage it with a signed scope, a change-request process, and by naming what is out of scope.
Kickoff meeting	The first meeting with stakeholders to agree goals, audience, scope, timeline, roles and the review process. In SAM the nearest equivalent is the Savvy Start, a longer collaborative working session.
Design document	The high-level plan: objectives, audience, structure, assessment and approach. It comes before the storyboard and is signed off by the client.
Storyboard	The document that lays out each screen before you build: on-screen text, visuals, narration script, interaction and feedback notes, alt text and navigation. SMEs and stakeholders review and sign it off before development.
Wireframe	A low-fidelity layout sketch of a screen, with no final graphics.
Prototype vs alpha: how do they differ?	A prototype is a testable draft of the design at any fidelity, built so reviewers can react to something real. An alpha, in SAM, is the first full version of the content, built after the design proof.

Term	Explanation
Mockup vs fidelity (low-fi vs hi-fi)	Fidelity is how close a draft is to the final look and behavior. A mockup is a static, high-fidelity picture of how the design will look.
Skeleton: slang for a rough build, or a UX loading screen?	In UX, a skeleton screen is a wireframe-like placeholder shown while a page loads. In some ID teams "skeleton" means a rough first build. In interviews say prototype, wireframe or rough build.
Review cycle	Planned rounds of stakeholder or SME feedback and revision before release (for example storyboard review, alpha, beta). Tools include Review 360, shared documents and tracked changes.
QA vs UAT	QA, done by you or a tester, checks links, tracking and behavior. UAT is the business user confirming the course does what they need.
Pilot test	Running the finished (or beta) course with a small real group before launch to find problems.
Version control and file naming	A rule for naming files and saving versions so reviewers and developers know which draft is current, for example Course_v03_draft.
Style guide (project)	A document that fixes tone, terminology, fonts, colors, button behavior, feedback wording and accessibility rules so all modules look and read the same. In UX the same word covers branding, typography, color and interaction rules.
Task analysis	Breaking a job task into its steps and decisions to find what must be taught or supported.
Microlearning	Short, focused learning on one objective, usually a few minutes; there is no official length.
Scenario-based learning	Learning by making decisions in a realistic situation and seeing the consequences.

Term	Explanation
Job aid vs performance support: what is the relationship?	A job aid is a short reference used while doing the task (checklist, decision table). Performance support is any help in the flow of work, including job aids, search and in-app prompts. A job aid may be enough instead of a course.
Gamification vs game-based learning	Gamification adds game mechanics such as points, badges and leaderboards to non-game learning. In game-based learning the learning activity itself is a game. Evidence is mixed; points alone do not make learning effective.
Template	A reusable starting file of masters, layouts and sample interactions. Content Library 360 offers ready-made ones.
Agile vs rapid prototyping	Agile is a software-origin way of working in short cycles (sprints) with frequent stakeholder feedback; in L&D it shows up as SAM, weekly reviews and incremental releases. Rapid prototyping is a technique: build a quick rough version early, test it, then improve it in rounds.
Asynchronous vs synchronous learning	Async means the learner does it any time; sync means live at the same time.
Decision tree	A flowchart of choices and consequences; the planning artifact for a branching scenario.
Blended learning	A mix of online self-paced and live instruction.
ILT vs VILT	ILT is instructor-led training, usually in a classroom. VILT is the same live, instructor-led session delivered online (for example on Zoom or Teams). A webinar is mostly one-way, so it is not the same thing.
Learning experience design (LXD)	Designing learning with UX methods, focused on the learner's whole experience.

Term	Explanation
Learning objective	A specific, measurable statement of what learners will be able to do after instruction, starting with an action verb (identify, calculate, compare). Avoid vague verbs like understand or know. K-12 equivalents: learning target, I can statement, SWBAT.
Learning objective vs learning outcome	In corporate L&D the two words are used almost interchangeably for a measurable statement of what a learner can do afterward. In K-12 and higher ed, outcomes are the broader course or program results and objectives the lesson-level steps.
ABCD objectives	A formula for writing a learning objective: Audience, Behavior, Condition and Degree.
Bloom's revised taxonomy: name the six levels from lowest to highest.	Remember, Understand, Apply, Analyze, Evaluate, Create (the revised version by Anderson and Krathwohl).
Which Bloom level is "list" and which is "justify"?	List is Remember; justify is Evaluate. Pick the objective's verb from the level the job task needs. The levels describe kinds of thinking, not a ladder to climb in order.
Backward design	Plan from the end: first the results you want, then the evidence that shows learners got there (assessments), then the learning activities (Wiggins and McTighe, Understanding by Design).
Action mapping	Cathy Moore's method for designing training backward from a measurable business goal: list what people must do on the job, design practice for each behavior, and add only the information that practice needs.
Formative vs summative assessment	Formative assessment checks during learning to guide the next step; summative assessment judges the result at the end.
Knowledge of results vs corrective vs elaborative feedback: what does each add?	Knowledge of results: only right or wrong. Corrective: also the correct answer. Elaborative: also why, often with a hint or resource.

Term	Explanation
Distractor	A plausible wrong option designed to reveal misconceptions.
Reliability vs validity in assessment	Reliability is how consistently a test measures; validity is whether it measures what it is supposed to.
Kirkpatrick's four levels, in order.	1 Reaction, 2 Learning, 3 Behavior, 4 Results.
Which Kirkpatrick levels can the course itself measure?	Levels 1 and 2 (a survey, a quiz). Levels 3 and 4 need on-the-job data, so plan them with the client before the build.
Retrieval practice	Practicing by recalling information from memory, for example with a quiz, which strengthens retention (the testing effect).
Spaced practice	Spreading practice out over time instead of cramming it all at once, which improves retention.
Stem, key and item	An item is one scorable test question. Its stem is the question or prompt part, and its key is the correct option.
Item analysis	Statistics on how each test item performs: how hard it is (difficulty or p-value), how well it separates high from low scorers (discrimination), and how the wrong options perform. Usually run in an LMS, not in Articulate.
Rubric	A scoring guide listing criteria and performance levels, used for open-ended work.
Formative vs summative evaluation of a course: how do they differ?	Formative evaluation gathers feedback while a course is being built (reviews, pilots) to improve it. Summative evaluation judges the finished course's results.
Name the three types of cognitive load.	Intrinsic (the difficulty of the content), extraneous (caused by poor design) and germane (the effort of building understanding).
Which cognitive load do you cut and which do you manage?	Cut extraneous load (clutter, split attention). Manage intrinsic load by chunking and sequencing. Germane load is the most debated type.

Term	Explanation
Mayer's multimedia principles: name four and say what each tells you to do.	Coherence: cut extras. Redundancy: do not repeat narration as on-screen text. Segmenting: chunk the lesson. Modality: use narration with graphics, not heavy text.
Redundancy principle	Learners do better with narration plus graphics than with narration plus graphics plus on-screen text that repeats it. Exceptions: short key words next to the part of the graphic they describe, learners without audio, or complex or unfamiliar terms.
Learning styles (a myth)	The idea that people learn best in a preferred style (visual, auditory, kinesthetic). Controlled research found no good evidence that matching instruction to style improves learning, though people do have preferences. Choose modalities because the content calls for them.
Andragogy (adult learning principles)	Malcolm Knowles' ideas: adults want to know why, bring experience, prefer problem-centered learning and are self-directed. Used to justify scenarios and relevance.
Gagne's nine events of instruction: fill in the nine steps in order.	1 Gain attention, 2 Inform learners of the objective, 3 Stimulate recall of prior learning, 4 Present the content, 5 Provide learning guidance, 6 Elicit performance (practice), 7 Provide feedback, 8 Assess performance, 9 Enhance retention and transfer.
Universal Design for Learning (UDL)	CAST's framework for planning learning so more learners can participate: multiple means of engagement, representation, and action and expression.
Worked example	A fully solved problem demonstrating steps before learners try.
Scaffolding	Temporary support, such as hints and examples, that is gradually removed as the learner's skill grows.
Transfer	Applying what was learned to the job or to new situations.

Term	Explanation
Merrill's First Principles: name the five.	Task-centered, activation, demonstration, application and integration.
70-20-10	A rule of thumb that most workplace learning comes from on-the-job experience (about 70), other people (20) and formal training (10). Treat the numbers as a prompt to support learning beyond courses, not as research findings.
Mayer's principles that reduce extraneous load: name them.	Coherence, signaling, redundancy, spatial contiguity and temporal contiguity.
Mayer's principles for managing essential load and fostering deeper processing: name them.	Manage essential load: segmenting, pre-training, modality. Foster deeper processing: multimedia, personalization, voice, image.

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