

# Learning Design Discovery Workbook

**Project:** NDE SLIFE Training Modules

• **Purpose:** To provide support and resources for Nebraska districts when integrating SLIFE and Newcomers into Nebraska school districts.

## Phase 1: Business & Performance Context

• **Use:** At the start of stakeholder collaboration to align purpose and expectations.

• **Purpose:** To ground the project in measurable outcomes and clarify if training is the right solution.

Field	Guiding Questions	Notes/Examples
A. Business Goal	What result or KPI should this training improve (e.g., reduce safety incidents, improve customer satisfaction)?	<ol style="list-style-type: none"><li>1. Improve successful SLIFE and Newcomer integrations throughout Nebraska school districts.</li><li>2. SLIFE and Newcomer students higher satisfaction rates.</li></ol>
B. Performance Gap	What are employees doing now vs. what do they need to do differently?	<ol style="list-style-type: none"><li>1. Sporadic in-person training.</li><li>2. Online training for instant access to resources.</li></ol>
C. Root Cause Check	Is this a knowledge, skill, motivation, or process issue?	This is a resources issue. NDE does not have the resources or man-power to perform continuous in-house training.
D. Audience Overview	Who are the learners (roles, experience levels, locations)?	<ol style="list-style-type: none"><li>1. Faculty</li><li>2. Staff</li></ol>
E. Motivators & Barriers	What drives engagement or causes resistance (motivators and barriers)?	<ol style="list-style-type: none"><li>1. Motivators: Successful integration, SLIFE/Newcomer families receive adequate integration.</li><li>2. Barriers: Difficulty finding resources easily, no local supports</li></ol>
F. Success Indicators	What metrics will show the training worked?	<ol style="list-style-type: none"><li>1. High satisfaction rate</li><li>2. High completion rates</li><li>3. Low drop rates</li></ol>
G. Timeline/ Urgency	Are there deadlines, compliance dates, or events driving this project?	<ol style="list-style-type: none"><li>1. Rollout before May 2025</li></ol>

## Phase 2: SME Discovery & Alignment

- **Use:** During the first working session with SMEs.
- **Purpose:** To identify key content, uncover tacit knowledge, and prioritize focus areas for design.

Question	Insight	Priority (1–3)
A. What’s the one takeaway learners must remember?	“Resources are readily available and able to be implemented into my unique SLIFE/Newcomer integration scenario.”	1
B. What real actions or decisions show mastery of this topic?	Successful integration, SLIFE and Newcomer Families feel welcomed to new school districts	1
C. Where do new learners typically struggle?	Applying the resources to their unique integration situation	2
D. Where do experienced staff still make errors, and why?	Following procedure according to Rule 19	2
E. What real stories or examples could show what “doing it right” looks like?	“I located the resources and procedures within Rule 19 and the NDE website, and was able to successfully integrate my SLIFE student into our district.”	1
F. What’s the one takeaway learners must remember?	Successful integration of SLIFE and Newcomer students benefits the overall well-being of the students and their families.	1

## Phase 3: Learning Design Insights

- **Use:** Turn SME expertise into brain-based design choices.
- **Purpose:** To map real-world experience to how the brain encodes, retrieves, and applies learning.

Focus Area	Guiding Questions	Notes/Examples
<b>A. Attention &amp; Relevance</b> <i>Use for lesson openings, case studies, or scenario framing.</i>	1. What makes this topic interesting or meaningful? 2. Any real examples or challenges that grab attention?	1. SLIFE and Newcomers will integrate smoothly into Nebraska school districts. 2. Start with real incident story or “What would you do?” scenario
<b>B. Memory &amp; Practice</b> <i>Choose practice type (spaced, scenario-based, simulation).</i>	1. How do people best learn or remember this? 2. What kind of practice helps it “stick”?	1. Through visual, hands-on scenario practice 2. Guided review on how to locate necessary rules and regulations.
<b>C. Emotion &amp; Motivation</b> <i>Add stories, urgency, or reflection prompts.</i>	1. What makes this topic feel rewarding or high-stakes?	Confidence in integration for SLIFE and Newcomers.
<b>D. Feedback &amp; Correction</b> <i>Build in immediate, action-based feedback loops.</i>	1. How do learners know when they’re right on the job? 2. How do learners know when they’re off track on the job?	1. Immediate feedback in simulation and supervisor notice-and-note 2. Prompted reflection after errors with correction tips
<b>E. Application &amp; Transfer</b> <i>Plan job aids, coaching, or post-training supports.</i>	1. How is this skill applied after training? 2. What tools or supports reinforce it?	1. Unlimited training resources for reflection and review.

## Phase 4: Content Prioritization Grid

- **Use:** *Distill what stays in training and what moves elsewhere.*
- **Purpose:** *To manage cognitive load and maintain focus on performance-critical information.*

Category	Description	Decision <small>Keep; Simplify; Move</small>
A. Core Knowledge Must-know to perform accurately or safely.	1. How to utilize resources and protocol when integrating	Keep
B. Supporting Knowledge Nice to know; builds context but not essential.	1. Where to locate rules and regulations within Rule 19	Simplify
C. Reference Material Better suited for quick access outside the course.	1. Full manuals 2. Inspection checklists	Create tutorial
D. Extra/Overload Adds interest but not performance value.	N/A	Remove from module

## Phase 5: Delivery & Sustainability

- **Use:** Plan how training is delivered, reinforced, and measured.)
- **Purpose:** Connect training delivery to long-term behavior change.

Question	Response
A. What format best fits the audience and environment? (eLearning, ILT, blended, microlearning) <i>Align to logistics and learner access.</i>	1. Interactive 15–20 min Canvas modules 2. Mobile-ready for tablets 3. Scenario-based assessments to knowledge checks
B. Are there accessibility, technical, or branding requirements? <i>Prevent downstream development issues.</i>	1. Text alternatives for narration 2. Low-bandwidth compatibility 3. SRT transcript files for videos
C. Who is responsible for follow-up and reinforcement? <i>Build accountability and retention.</i>	1. SME - NDE
D. How will success be measured over time? <i>Define evaluation plan and ROI metrics.</i>	1. Pre/Post scores 2. Completion Rates 3. User feedback
E. What ongoing supports (job aids, refreshers, peer coaching) can sustain learning? <i>Ensure long-term transfer.</i>	1. Refresher training events

## Phase 6: Designer Notes

- **Use:** Instructional Designer completes after SME discussion.
- **Purpose:** To translate SME and stakeholder input into actionable design choices for storyboards and prototypes.

Question	Design Decision / Next Step
A. What emotional or sensory hooks will engage learners?	Scenario of a failed intergration
B. Where might visuals or structure reduce cognitive load?	1. Imagery with text 2.Motion graphics with narration
C. How will we provide meaningful practice and feedback?	1. Post training surveys
D. What post-training tools will reinforce new behaviors?	1. QR codes to quick-check cards 2. Monthly micro-refresher videos from NDE