

Taking Inspiration from Instructional Design (ID)

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Instructional design (ID) is the
creation of learning experiences
that result in new *behaviors*.

our topics

1. Basics of ID process and principles
2. Goal writing
3. Analysis
4. Heuristics evaluations
5. Further resources and inspiration

ID looks like research

1. Stakeholder interviews
2. Defining project goals
3. Subject matter expert interviews/observation
4. Analysis
5. Create the learning experience

bloom's taxonomy

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

- **Remembering** - define “user research” from memory
- **Understanding** - summarize how to do various methodologies
- **Applying** - using those methodologies
- **Analyzing** - determine which method is optimized for research
- **Evaluating** - critiquing the value of insights
- **Creating** - running your own projects/making new methods

Let's use these lessons in **goal writing** and **analysis**.

***strong
research
goals***

- Are intentional and precise
- Allow execution on insights
- Create change in behavior

vague goals

You're researching how an ecommerce site might launch a new installment payment feature.

1. See if users **understand** that installments are an option early in the shopping process
2. See if the options for paying in 2, 4, or 6 steps **make sense** to users
3. We **learn** how users think of budgeting

“Understand” is a bad word.

goals with ID lens

1. See if users can **apply** knowledge about installments during the early shopping process
2. See if users can **evaluate** which installment option is best for them, **applying** the appropriate rationale
3. We have enough info to **create** a journey map of budgeting decision making process and its constraints

*analyzing
with
bloom's*

- Precise with problem contexts
- Prevent the wrong conclusions
- Clarifies recommendations

analysis questions

- Did we give this info too early and now users don't **remember** it?
- Do users remember that installments are available, but they can't **articulate why** options are split?
- Can users articulate why options are split, but have trouble **applying** it to their personal situation?
- Or is it one of the deepest learning problems: users have **never heard of** installments before

We can now ensure our **goals**
point us to the right **methods**,
which leads to stronger **analysis**,
and effects better **change**.

The user journey is composed of behaviors that require **learning**, info **exchange**, and skill **application**.

***bloom's
taxonomy,
again***

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating



SQUARESPACE



zapier



WORDPRESS



Notion



Airtable



Retool

Some journeys ask you to **apply** knowledge. Others need you to **create** whole systems. The difference in **cognitive load** matters.

a platform journey

- Users start out by **evaluating** templates they like and then **creating** them
- Users **analyze** how they work
- Users **apply** skills when **creating** their own solutions

classic mistakes 101

- **Missing level** - the tutorials don't help users apply their own use case.
- **Level in the wrong order** - product helps analyze the template's backend before showing users the output
- **Level in the wrong place** - reference docs to do a task is on another screen
- **Overloaded level** - there's a giant wall of text but a brief explanation on when to use reference docs would work

When a user must “create” and “evaluate” to achieve “applying,” that’s two higher cognitive load tasks to achieve one lower cognitive load goal.

using ID ideas

- Remove terms like “understand” from goals and insights
- Create a journey map with cognitive levels
- Try also framing pain points and recommendations as learning gaps
- Borrow methods from ID task analysis during research studies
- Adapt ID recommendations on different formats for teaching insights

Good reading

- Design for How People Learn - Julie Dirksen
- Action Mapping - Cathy Moore
- Articulate blog