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Decoding User Experience in Instructional Design for E-learning Project

Abstract

In the rapidly evolving field of education, e-learning has become an essential tool for sharing knowledge and skills. However, the success of e-learning solutions mainly depends on how effectively they meet users' needs and expectations. Designing the User Experience (UX) is a crucial aspect of developing e-learning products. To incorporate UX strategies into projects, clear understanding and communication are vital among Instructional Designers (IDs), stakeholders, and Subject Matter Experts (SMEs). This article explores this relationship, focusing on the connection between UX and Instructional Design (ID) in e-learning projects. By examining the principles and practices that create effective UX in ID, we aim to recommend strategies that boost learner engagement, satisfaction, and overall educational outcomes. Through detailed analysis of current trends, case studies, and expert insights, a tool has been developed to help interpret UX elements during e-learning project development. The goal of this article is to create a roadmap for educators, designers, and developers committed to producing impactful, user-centered e-learning experiences. Additionally, it seeks to develop and validate a tool to assess Instructional Designers' approach to stakeholder discussions when beginning an e-learning project. It also aims to propose a model to evaluate how much project planning emphasizes UX design.

K e y w o r d s: User Experience (UX), Instructional Design (ID), User-Centered Design (UCD), Learner-Centered Design (LCD), e-Learning project, ADDIE Framework, Stakeholder Engagement, Workshop Methodology

Well-designed interfaces greatly enhance learners' engagement and satisfaction (Miya & Govender, 2022). Incorporating User-Centered Design (UCD) principles into the development of e-learning solutions results in a highly usable and effective learning tool (Gray et al., 2019).

Understanding the UX elements in initial interactions with project stakeholders and SMEs is essential for successful project outcomes (Sedio, 2024). To introduce effective UX practices early on, it is crucial to build trust during these first interactions through clear, concise, and transparent communication. This approach helps to develop a better understanding of the project goals (Adebayo et al., 2023). Engagement strategies like active listening are vital for understanding stakeholders' needs and expectations (Ślósarz, 2024).

The importance of collaboration between IDs and SMEs in digital transformation projects, particularly in education, has been emphasized in the literature, e.g., (Gottler, 2023; Drysdale, 2019). The role of teamwork is seen as crucial for creating effective digital learning content. IDs bring their expertise in teaching methods and design, while SMEs contribute their specialized knowledge. To ensure successful design and implementation, instructional designers must collaborate closely with subject matter experts who have extensive knowledge in specific fields. This partnership is vital for producing engaging and effective educational content (Smelkowska et al., 2023). IDs' expertise includes not only technical aspects and e-learning trends but also the ability to develop a learning strategy tailored to particular groups of learners. With this knowledge, IDs can design appropriate learning processes, proposing multiple tools for strategies such as paraphrasing, summarizing, categorizing information, and creating analogies (Zormanova, 2021). This enables the drafting of learners' profiles and the preparation of both content and the instructional layer of the e-learning project. However, collaboration between IDs, SMEs, and stakeholders is not always smooth. Common challenges include communication issues and power struggles. To improve project outcomes, clear understanding and well-defined roles are essential (Gottler, 2023). Regular feedback loops and mutual respect within the team foster a productive environment (Mokwa-Tarnowska et al., 2020). Research highlights that clearly defined roles and early engagement are crucial to prevent conflicts and ensure smooth collaboration (Drysdale, 2019). This can be achieved by organizing workshops at the start of the partnership. Afterward, regular brief meetings and consistent information sharing are critical. The following sections of this article present a series of specific steps to accomplish these goals.

Problem of Research

Despite the rapid growth of e-learning solutions, the application of effective UX principles in ID remains insufficiently explored. This gap often leads to poor learning results and user dissatisfaction, emphasizing the need for a thorough analysis of UX strategies customized for ID. By exploring the connection between UX and ID, we can identify key elements that boost learner engagement, retention, and overall satisfaction. Tackling this research issue is essential for creating e-learning solutions that are not only educationally effective but also user-friendly and enjoyable.

Methodology of Research

Building on the conceptual foundation outlined above, the following section details the methodological approach adopted to investigate the intersection of UX and instructional design in e-learning projects. This transition from theory to practice is essential for grounding our analysis in both empirical evidence and established frameworks. The collaboration between UX and ID is crucial for creating e-learning solutions that are both effective and enjoyable. Achieving this depends on strong cooperation among UX professionals, Instructional Designers, SMEs, and project stakeholders. To identify key areas, a thorough understanding of expectations and a solid theoretical foundation are needed. For IDs, the starting point of the design process typically involves a framework that provides a strong basis for integrating different parts of the project into a unified solution. In this article, the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation) will be used to organize the investigation. This approach will support a systematic review of how UX strategies can be effectively incorporated into ID to enhance e-learning experiences.

To explore how UX principles can enhance the analysis phase of instructional design, we developed and facilitated a hands-on workshop for professionals in the e-learning field, including instructional designers, learning technologists, and UX practitioners.

The methodology was structured to serve both diagnostic and development purposes. Participants were engaged in a series of practical, scenario-based activities designed to simulate real-world instructional design challenges. These activities were interspersed with guided reflection sessions, allowing participants to critically evaluate their design decisions through the lens of UX principles such as usability, accessibility, learner empathy, and iterative feedback.

Data was collected through the workshop surveys, participant observation, and facilitated group discussions. These sources provided mainly qualitative insights into participants' evolving understanding of UX and its practical implications for instructional design. This can also be a good starting point to introduce some quantitative research methods based on the qualitative findings.

This methodology section outlines the workshop's structure, flow, and tools, providing context for the insights presented later in the article. By combining practical activities with structured reflection, the workshop served as both a diagnostic and developmental tool to assess learner-centered practices and promote deeper integration of UX within instructional design processes.

Having various project experience the participants linked the steps differently.

The methodology outlined above provides a robust foundation for analyzing the practical integration of UX principles within instructional design. The subsequent sections present the findings from the workshop and discuss their implications for learner-centered e-learning development.

ADDIE Framework in E-learning Development

To systematically examine the integration of UX principles within instructional design, we employ the ADDIE framework as an organizing structure. This model enables a comprehensive review of each phase of e-learning development, ensuring that both theoretical and practical considerations are addressed.

The framework that will be used as far as e-learning creation end-to-end is ADDIE. The ADDIE model is a systematic instructional design framework widely employed in educational and training contexts. Its acronym stands for Analysis, Design, Development, Implementation, and Evaluation. Each phase encapsulates distinct processes aimed at facilitating effective learning experiences.

Analysis

This initial phase involves a comprehensive examination of the learning needs and goals. It encompasses assessing the learners' characteristics, identifying performance gaps, and delineating the instructional objectives. The analysis phase serves as the foundation for subsequent design decisions.

Design

In this phase, instructional designers formulate strategies to address the identified learning needs. This entails crafting learning objectives, selecting appropriate instructional methods and media, and structuring the overall instructional approach.

Development

The development phase involves the actual creation of instructional materials based on the design specifications. Content is developed, multimedia elements are integrated, and interactive components are constructed. This phase typically involves collaboration among instructional designers, subject matter experts, and multimedia developers to ensure the alignment of content with instructional goals.

Implementation

Implementation marks the deployment of the instructional materials in the learning environment. This stage encompasses instructor training, learner orientation, and logistical arrangements for delivering the instruction. Whether in traditional classroom settings or online platforms, the implementation phase ensures that learners have access to the designed instruction and necessary support mechanisms.

Evaluation

Evaluation is an ongoing process throughout the ADDIE model and culminates in a comprehensive assessment of the instructional effectiveness. Formative evaluation occurs during the development and implementation phases to gather feedback and refine the instruction iteratively. Summative evaluation, conducted after the completion of instruction, assesses the attainment of learning objectives and the overall impact of the instructional intervention. Evaluation findings inform revisions and improvements for future iterations of the instructional design.

To illustrate the big picture of the intersection between UX and ID in a model-like environment, we have placed eleven UX/UI elements on top of ADDIE's development phases (see Figure 1). The UX/UI elements are as follows: research (an overarching element), analysis: scenarios, personas, user interviews, design: wireframes, prototypes, interaction design, information architecture, development: user interface (UI), UX writing, implementation: usability testing, quality assurance (QA), evaluation: usability testing, UAT (user acceptance test). The arrows indicate

that the phases of ADDIE are fluid and can overlap in an agile fashion to serve the effective project progression as needed. The same applies to UX/UI elements. It is up to the project's needs and context to inform the instructional designer's decision on which elements to use in what sequence.

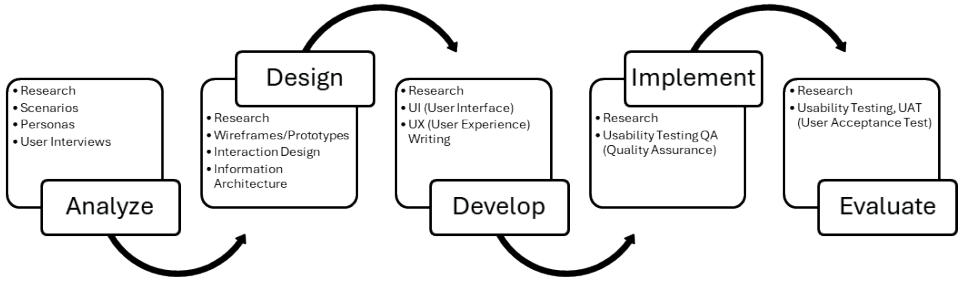

Figure 1. ADDIE framework including UX elements.

Source: Own work based on Branch (2009)

To answer the question of how much of what we are doing is learner-centered, we must be mindful that in the project work of e-learning designers, there are project management and instructional elements that do not refer to the learner directly, or even at all. This is very objective and depends a lot on the nature of the project and what challenges the learning intervention is addressing.

UX/ID Workshop

The Aim

In this article, we aim to explore insights from a workshop focused on the analysis phase of the ADDIE model, specifically emphasizing the initial interaction between e-learning managers and project stakeholders. The workshop was designed to raise awareness about integrating User Experience (UX) elements into Instructional Design (ID) processes. By examining this first meeting, the workshop aimed to assess how learner-centered these interactions are and identify areas for improvement.

The workshop gathered a diverse group of e-learning experts and consultants, including content developers, instructional designers, learning architects, strategists, and leaders dedicated to ensuring project success. This diverse attendance enriched the discussions, as both junior and senior participants shared their perspectives, experiences, and insights. The collaborative environment encouraged an

exchange of ideas, enabling participants to gain new insights into the intersection of instructional design (ID) and UX.

Participants participated in activities that emphasized the importance of identifying learner needs, developing detailed personas, and including stakeholder insights to shape the instructional approach. This collaborative environment enabled a thorough evaluation of current practices and the identification of UX elements that naturally align with learner-focused strategies.

Through structured discussions and interactive sessions, the workshop aimed to measure the level of learner-centeredness in these early interactions. Participants were encouraged to reflect on their current practices and consider how much they prioritize the learner's experience. By assessing the impact of UX elements in the initial stakeholder meeting, the workshop offered valuable insights into how much of the instructional design process is naturally learner-focused and where improvements could be made.

The workshop outcomes highlighted the potential for behavioral change among instructional designers. By increasing awareness of the importance of UX during the analysis phase, participants were encouraged to take more mindful and proactive steps to prioritize the learner. This includes strategies such as intentionally designing scenarios and negotiating for time to develop detailed learner personas and conduct interviews, ensuring that design decisions are based on a thorough understanding of the learner's context and needs.

Ultimately, the workshop emphasized the important role that UX principles play in improving the effectiveness of e-learning projects. By promoting a culture of reflection and ongoing improvement, instructional designers can develop more engaging and impactful learning experiences. The insights from this workshop form the basis of this article, providing a detailed look at the current state of learner-centeredness and suggesting ways to advance e-learning practices further.

The Flow

The UX Case Study Workshop is designed to engage participants in understanding UX elements within instructional design through a structured flow. The workshop begins with an introduction to the agenda and its goals, focusing on helping participants identify UX elements in initial interactions with stakeholders and SMEs (Subject Matter Experts).

The ADDIE framework (Analyze, Design, Develop, Implement, Evaluate) is incorporated as a foundational structure for instructional design, emphasizing its application in UX/UI design for e-learning. Participants are introduced to a case study involving a client request from Silicon Software, a tech company, which outlines the scenario, roles, and audience involved in the project.

Before the meeting, participants are encouraged to conduct thorough research on the product and client. This includes reviewing demos, user stories, and existing educational content to prepare adequately. A brief onboarding call is suggested to introduce the agenda and build excitement for the collaborative workshop. The meeting goals include conducting a performance needs analysis and a "Know, Do, Feel" workshop to align stakeholders on project objectives.

Participants engage in a series of deep-dive rapid-fire questions designed to uncover the problem, business reasons, stakeholder roles, and project scope. This section emphasizes understanding the target audience and technical requirements. The interactive "Know, Do, Feel" workshop segment focuses on what the target audience should know, do, and feel after completing the curriculum, aiming to align learning outcomes with business objectives.

The meeting structure and process are outlined in the agenda, covering performance needs analysis, the "Know, Do, Feel" workshop, and defining roles and processes for collaboration. The workshop zooms in on UX by analyzing how learner-centered the interview and first meeting are, comparing UX/UI elements with discovery meeting elements.

Finally, the workshop concludes with a summary of key insights and a call to action, encouraging participants to create their own case study versions and reflect on their approach for future meetings

The High-level View on Tools

The workshop utilized several tools to facilitate participant engagement and understanding of UX/UI elements within the ADDIE framework. One of the primary tools was a Mural exercise, which was used to assign UX/UI elements on top of the ADDIE framework. This interactive activity allowed participants to visually map and integrate UX principles with instructional design processes.

The case study, an invented scenario by the workshop creators, served as a practical application of the concepts discussed. This scenario provided a realistic context for participants to apply their knowledge and skills. To gauge participants' understanding, rapid-fire questions were employed to check the audience's pulse on how well they grasped certain elements of the meeting. These questions helped determine whether the elements belonged to instructional design, UX, project management, or a combination of these areas.

Additionally, a calculation tool exercise was conducted where participants worked in groups. This exercise involved calculating, based on assumptions and individual inputs, the percentage of UX-centeredness in the first interaction with stakeholders. This collaborative activity provided insights into how much focus on UX was already present in initial stakeholder interactions.

Throughout the workshop, open questions and concerns from the audience were encouraged, allowing for a dynamic exchange of ideas and addressing any uncertainties participants might have had

The Detailed View on the Tools

To bring theory into practice, the workshop incorporated a series of interactive tools and exercises designed to deepen participants' understanding of UX integration within instructional design. These tools were not only intended to facilitate engagement but also to surface assumptions, challenge habits, and encourage a more structured reflection on current practices. From mapping UX elements onto the ADDIE framework to simulating stakeholder meetings, each activity was crafted to illustrate how user-centered thinking can be embedded at different stages of learning design. In the sections that follow, we provide a closer look at each tool, its purpose, and how it contributed to the overall workshop experience.

The Miro Sorting Exercise

This exercise is a key interactive activity within the workshop, designed to help participants connect UX/UI elements with the ADDIE framework. By visually mapping these elements, participants gain a deeper understanding of how UX principles integrate with instructional design.

The exercise begins with the framework preparation. A digital Miro (or Mural) board is set up, with distinct sections representing each phase of the ADDIE model: Analyze, Design, Develop, Implement, and Evaluate. This structure serves as the foundation for participants to systematically organize UX/UI components.

Participants are then introduced to a diverse pool of UX/UI elements. These include essential concepts such as personas, user interviews, wireframes and prototypes, information architecture, UI design, UX writing, usability testing (QA & UAT), interaction design, and research. Each of these elements plays a crucial role in shaping effective learning experiences, and their placement within ADDIE allows participants to see the depth of their impact on instructional design.

As the central task of the exercise, participants are asked to sort and assign UX/UI elements into the appropriate ADDIE phase. They must analyze where each element best fits within the instructional design process, facilitating connections between UX methodologies and traditional learning design strategies. This hands-on activity encourages critical thinking and meaningful discussions on when and how UX/UI considerations influence learning solutions.

Following the sorting process, participants engage in an open discussion and justification of their placements. This phase often sparks debate, as some elements can fit into multiple ADDIE stages. Through these discussions, participants refine

their understanding, challenge assumptions, and recognize the flexibility of UX applications in instructional design.

Guided by the facilitator's insights, the group reviews their placements, addressing any potential misalignments and reinforcing key takeaways. The facilitator may introduce real-world examples or best practices to illustrate how UX methodologies enhance instructional design at every stage.

To conclude the activity, participants reflect on their own work and share how they currently – or plan to – integrate UX thinking into their projects. This final discussion helps bridge workshop concepts with their practical applications, ensuring that participants leave with actionable insights for future instructional design initiatives.

The Miro Sorting Exercise effectively immerses participants in the intersections of UX and instructional design, providing them with a structured yet flexible approach to incorporating user-centered thinking into their learning development processes (Smyrnova-Trybulska et al.; 2020).

Case Study Brief

The Case Study Brief presented in the workshop is a carefully constructed, invented scenario designed to provide participants with a realistic, hands-on application of UX and instructional design principles. By working through this scenario, participants gain experience navigating stakeholder interactions, defining project scope, and ensuring a learner-centered approach within instructional design.

The case study revolves around a client request from Silicon Software, a fictional American fintech software company based in San Francisco, California. Silicon Software specializes in developing software for searching, monitoring, and analyzing machine-generated data via a web-style interface. In the scenario, the company's ENTERPRISE team has developed a new product demo showcasing its latest capabilities. However, they require the final curriculum to be designed, developed, and published within a six-week timeframe, without providing additional information upfront.

Participants assume the role of new joiner instructional designers embedded within an established team. Their task is to support Silicon Software in creating educational materials tailored for a specific audience: the company's sales representatives. These individuals need training on the ENTERPRISE product's new capabilities to enhance their product knowledge and client interactions.

As part of the case study, participants are guided through a structured process of analyzing and preparing for the initial meeting with stakeholders. This involves researching the product, reviewing existing training materials, and understanding the audience's learning needs. They are expected to anticipate challenges and plan for effective stakeholder engagement.

A key component of this process is preparing for the stakeholder onboarding call and crafting a strategy for the first formal meeting. The workshop provides

a framework for planning this discussion, prompting participants to consider several critical aspects: What preliminary work should be done before the meeting? What should the meeting goals be? What key questions need to be asked? How should the meeting be structured to maximize efficiency and clarity? Participants also work on drafting a timeline outlining crucial handoff points, reviews, and content development deadlines.

The exercise encourages participants to identify and assess UX elements within stakeholder interactions, applying user-centered design principles to instructional material development. The case study also includes an interactive element where participants estimate how much UX is embedded in the first interaction with stakeholders, providing a quantifiable measure of the learner-centered approach.

By simulating a real-world instructional design challenge, the Case Study Brief enables participants to practice problem-solving, stakeholder collaboration, and UX integration in a controlled environment. This experience not only reinforces theoretical concepts but also equips participants with actionable insights for applying UX methodologies to instructional design in their professional roles.

Deep-dive Rapid Fire Questions

This segment of the workshop serves as an interactive method to gauge participants' understanding of key concepts related to UX, instructional design, and project management. This activity acts as a real-time pulse check, ensuring that attendees can accurately categorize different meeting elements and understand their role within the broader instructional design and UX framework.

To conduct this activity, participants are presented with a series of quick, targeted questions related to various aspects of the workshop content. These questions prompt them to identify whether a given element belongs to instructional design, UX, project management, or a combination of these fields. By requiring immediate responses, the exercise encourages reflexive thinking and rapid knowledge application, reinforcing core concepts in an engaging format.

The questions cover a range of topics, reflecting the content discussed throughout the workshop. Participants might be asked to classify elements such as stakeholder engagement strategies, user interviews, wireframing, usability testing, curriculum planning, or performance needs analysis. Each question is designed to provoke thought and challenge assumptions, pushing participants to discern where UX overlaps with instructional design and where project management plays a role in structuring effective learning experiences.

The facilitator guides the discussion following each response, offering explanations, corrections, and context to clarify any misunderstandings. This ensures that even when participants answer incorrectly, they gain insights into why a particular element falls under UX rather than instructional design, or why certain aspects of project management are integral to stakeholder collaboration.

By the end of the Rapid Fire Questions session, participants not only reinforce their knowledge of UX and instructional design but also develop a clearer framework for recognizing how these disciplines intersect in real-world learning projects. This exercise fosters engagement, active participation, and dynamic discussion, making it a crucial part of the workshop's knowledge validation strategy.

Zoom-in on UX

The Zoom-in on UX session is a critical component of the workshop, designed to help participants analyze and quantify how learner-centered their first interactions with stakeholders are. This segment goes beyond theoretical discussion by incorporating a calculation tool exercise, allowing participants to assess the UX focus within stakeholder engagements through a structured, data-driven approach.

The session begins with an exploration of UX-centeredness in instructional design interactions, where participants reflect on the elements that contribute to a learner-focused approach. They examine aspects such as learner research, user interviews, experience mapping, and usability considerations, identifying where and how these factors emerge in their first meetings and onboarding calls with stakeholders.

At the core of this session is the calculation tool exercise, in which participants work collaboratively in groups. Each group is tasked with assigning values and percentages to different UX factors, based on their individual experiences and workshop-provided assumptions. By doing so, they collectively determine how much UX is already embedded into their stakeholder engagements. This hands-on approach enables them to quantify the extent to which the interaction prioritizes end-user learning needs.

Throughout the activity, participants engage in discussions about how assumptions, biases, and organizational processes impact UX inclusion. The facilitator encourages reflection on how to enhance UX-centeredness in future stakeholder meetings, ensuring instructional design decisions are informed by user needs rather than rigid business constraints alone.

To conclude the session, the groups compare their calculated results, discussing differences in perceptions and interpretations of UX presence. Open-ended questions allow participants to voice concerns, observations, and strategies for improving user-centered engagement in their professional contexts.

By the end of the Zoom-in on UX session, participants have not only measured the importance of UX in their stakeholder interactions but also developed concrete strategies for embedding a stronger learner-focused approach in future projects. This session reinforces the idea that UX is not incidental – it must be intentionally designed into every aspect of stakeholder engagement and instructional development.

The following table presents a curated selection of these questions, along with sample answers that illustrate varying degrees of learner-centeredness.

Table 1
List of selected questions with sample answers indicating to what degree the questions refer to the learner

	Interview Question	*Low*	*Moderate*	*High*
1	What is the problem/challenge you are trying to address?			x
2	What is the business reason for this request?		x	
3	What changes will we see in the organization when we implement this solution (What does success look like)?		x	
4	How can we measure the impact of the solution (with existing means)?		x	
5	What are the risks/challenges we need to consider?			x
6	Why six weeks from now is your desired timeline? Any important event or milestone?		x	
7	What does the Target audience look like?			x
8	How many people in the target audience? Different roles? New starters? Existing? Access to digital? Mandatory? Language requirements? When will they take this training? Where would they look for information/support?		x	
9	What should the target audience know, do, and feel after they have completed the curriculum?			x
10	What does the end-user of the Enterprise product look like?		x	
11	Which sales reps (3-5) can I talk to that will be exposed to this education material?			x
12	Which technical requirements and limitations do we need to take into account?	x		
	Weight	0.1	0.3	0.6
	Number of indications	1	6	5
	Calculated value of the reference to the learner		1.8	3
	How learner-centered is the interview?	40%		

S o u r c e: Own work.

As shown, Table 1 focused on analyzing the learner-centeredness of commonly used design questions. The workshop also included a quantitative component aimed at assessing how much attention is actually allocated to learner-centered considerations during the analysis phase. Table 2 presents a breakdown of time distribution across different categories of design questions, highlighting the amount of time spent on learner-focused aspects.

This data-driven perspective provided participants with a clearer picture of their current design priorities and served as a catalyst for rebalancing their approach toward more user-centered practices.

Table 2
Summary of time spent in the meeting, with focus on UX.

First meeting elements	Time *[min]*	UX *involvement*	UX time
Research	240	0.5	120.00
Onboarding Call	15	0	–
Meeting Goals	5	0	–
Discovery questions	70	0.40	28.00
Meeting Structure	5	0	–
How We Will Work Together	10	0	–
Sum of time	345		148
How learner-centered is the first meeting?	43%		

S o u r c e: Own work.

Reflection on Participants' Insights

The data gathered during the workshop revealed several recurring themes that highlight both the challenges and opportunities in integrating UX principles into Instructional Design. It was noticeable that the perception of adherence of certain analysis steps was fluid depending on the project size, context and the size and scale of the organization facilitating it.

Some participants acknowledged a gap between their current practices and the ideal of user-centered design, citing institutional constraints, time pressures, and limited UX training as barriers. However, the reflective nature of the workshop encouraged open dialogue and peer learning, which participants described as both validating and eye-opening. Several attendees reported that the session helped them identify specific areas for improvement in their own workflows, particularly in how they gather and interpret learner feedback during the early stages of course development.

These insights underscore the value of reflective, collaborative spaces for professional development and suggest that even brief interventions can catalyze meaningful shifts in mindset and practice.

Limitations and Future Research

While this study provides valuable insights into the integration of UX principles within instructional design, its findings are based on a single workshop and may not be universal to all e-learning contexts. Future research should explore the application of these strategies across diverse educational settings and investigate the long-term impact of UX-focused interventions on learning outcomes.

Conclusions

This study highlights the critical role of UX principles in enhancing Instructional Design practices within e-learning environments. Through a structured workshop, participants gained practical insights into integrating UX elements during the analysis phase of the ADDIE model. The findings underscore the need for intentional learner-centered strategies, particularly in early stakeholder interactions. By quantifying UX involvement and reflecting on current practices, instructional designers can better align their work with user needs, ultimately improving learning outcomes. Future research should explore extended impacts of UX integration and develop standardized tools for assessing learner-centeredness in instructional design.

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Odkrywanie doświadczeń użytkownika w projektowaniu dydaktycznym dla projektu e-learningowego

S t r e s z c z e n i e

W dynamicznie rozwijającym się środowisku edukacyjnym e-learning odgrywa kluczową rolę w upowszechnianiu wiedzy i umiejętności. Sukces rozwiązań e-learningowych w dużej mierze zależy od ich dopasowania do potrzeb i oczekiwań użytkowników. Projektowanie doświadczenia użytkownika (User Experience - UX) staje się zatem istotnym elementem procesu tworzenia produktów e-learningowych. Artykuł analizuje relację pomiędzy UX a obszarem Instructional Design (ID) w kontekście projektów e-learningowych. Na podstawie analizy trendów, studiów przypadków i warsztatów z udziałem ekspertów zaproponowano narzędzie wspierające identyfikację elementów UX w procesie projektowania. Celem artykułu jest opracowanie modelu wspierającego projektantów dydaktycznych w prowadzeniu rozmów ze interesariuszami na etapie przygotowania projektu oraz ocena, w jakim stopniu działania te są skoncentrowane na użytkowniku końcowym.

S ł o w a k l u c z o w e: doświadczenie użytkownika (User Experience – UX), Instructional Design, projekt e-learningowy, model ADDIE, projektowanie zorientowane na użytkownika, współpraca z interesariuszami

Decoding User Experience in Instructional Design for E-learning Project

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Descubriendo la experiencia del usuario en el diseño instruccional para el proyecto de e-learning

Resumen

En un entorno educativo en constante desarrollo, el e-learning desempeña un papel clave en la difusión del conocimiento y las habilidades. El éxito de las soluciones de e-learning depende en gran medida de su adecuación a las necesidades y expectativas de los usuarios. El diseño de la experiencia del usuario (User Experience – UX) se convierte, por lo tanto, en un elemento esencial del proceso de creación de productos de e-learning. El artículo analiza la relación entre UX y el área de Instructional Design (ID) en el contexto de los proyectos de e-learning. A partir del análisis de tendencias, estudios de caso y talleres con la participación de expertos, se propone una herramienta que apoye la identificación de elementos de UX en el proceso de diseño. El objetivo del artículo es desarrollar un modelo que respalde a los diseñadores instruccionales en la conducción de conversaciones con los interesados durante la etapa de preparación del proyecto, así como evaluar en qué medida estas acciones están centradas en el usuario final.

Palabras clave: Experiencia del usuario (User Experience – UX), Instructional Design, proyecto de e-learning, modelo ADDIE, diseño centrado en el usuario, colaboración con los interesados

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Открытие опыта пользователя в методическом дизайне для проекта электронного обучения

Аннотация

В стремительно развивающемся образовательном ландшафте электронное обучение стало важным инструментом передачи знаний и навыков. Однако успех решений в области e-learning во многом зависит от того, насколько они соответствуют потребностям и ожиданиям пользователя. Проектирование пользовательского опыта (UX) становится важной частью процесса создания продуктов электронного обучения. Для внедрения UX-стратегии в проект необходимо хорошее понимание и эффективная коммуникация между дизайнером учебных материалов (Instructional Designer, ID), заинтересованными сторонами и экспертами по предмету (SMEs). В данной статье рассматриваются эти взаимоотношения в контексте связей между UX и учебным дизайном (ID) в рамках инициатив по электронному обучению. Раскрывая принципы и практики, способствующие эффективному UX в учебном дизайне, мы предлагаем стратегии, повышающие вовлеченность учащихся, их удовлетворенность и общие образовательные результаты. На основе глубокого анализа текущих тенденций, кейсов и экспертных мнений предложен инструмент, позволяющий расшифровывать элементы UX в процессе создания проекта электронного обучения. Цель статьи – подготовить дорожную карту для преподавателей, дизайнеров и разработчиков, стремящихся создавать эффективные и ориентированные на пользователя e-learning-решения. Также статья направлена на разработку и валидацию инструмента для оценки подхода учебных дизайнеров к обсуждению с заинтересованными

сторонами на этапе запуска проекта e-learning. Кроме того, предлагается модель для изучения степени ориентации подготовки проекта на UX-дизайн.

К л ю ч е в ы е с л о в а: Пользовательский опыт (UX), Учебный дизайн (ID), Ориентированный на пользователя дизайн (UCD), Ориентированный на учащегося дизайн (LCD), проект e-learning, модель ADDIE, вовлечение заинтересованных сторон, методология воркшопов