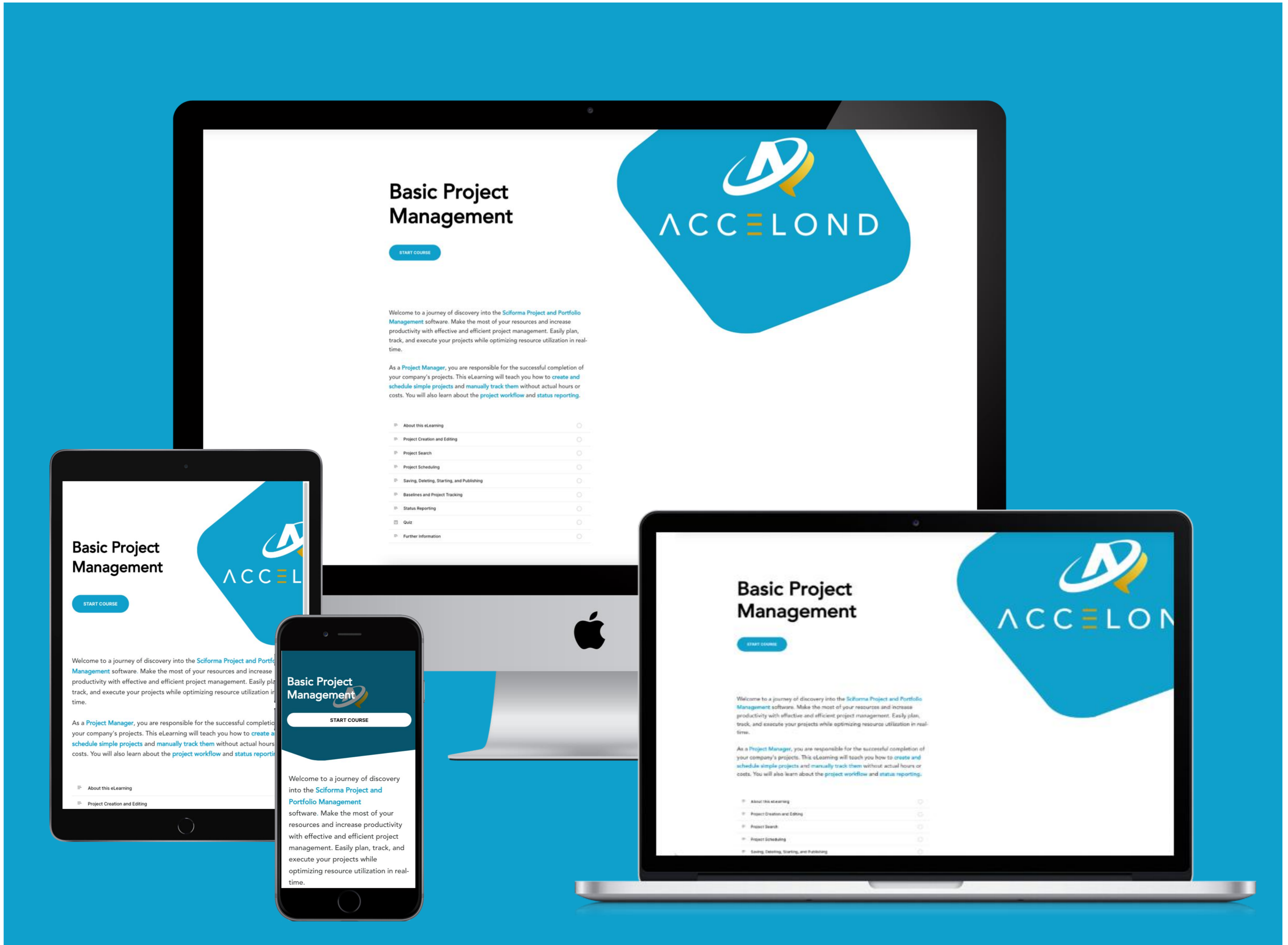


Bachelor's Thesis in Energy Systems Engineering

# Instructional Design for eLearning Development



## Abstract

This report examines the critical role of instructional design theory in enhancing eLearning design, responding to the COVID-19 pandemic's transformative impact on corporate learning strategies.

Applying a participatory action research methodology, this study investigates four elements of eLearning design; defining learning objectives, structuring and sequencing modules and lessons, enhancing learner engagement, and ensuring accessibility.

Through the process of developing and improving a package of eLearnings, a comprehensive set of guidelines to be applied during development were defined, with supporting templates created to ensure standardisation and scalability.

The quality of the results presented in this report can be largely attributed to the participatory action research methodology employed. A significant portion of the research conducted prior to the application of this methodology, focused on well-known foundational theories. However, it was through the contributions of testing participants that we were able to identify new and unexpected theories. These theories particularly revolved around optimising learning within the constraints of the authoring software used in this project.

Future research should focus on expanding the findings of this report. Investigating how these eLearning guidelines perform across different educational contexts is essential, as well as how then can be improved for comprehensiveness across new areas.

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