Chapter 7
Versioning Learning to Different Target Learner Groups

ABSTRACT

A fairly common practice in instructional design is to originate a new instructional design over new content and then version the learning onto different tracks for different learning groups. Some learners may require a particular learning experience while others do not (based on learner experience mapping). Visual instructional design helps in the segmenting of various learner groups, the definition of various learning paths, various methods for customizing learning through customization, differentiation, addition and subtraction of elements, content revision and editing, cultural overlays, and some whole or partial redesigns for an effective and evocative learning experience for the target group.

INTRODUCTION

This chapter will explore the following questions:

- How can target learning groups be identified and differentiated along particular dimensions?
- What are their respective learning needs? What are their expectations for learning conventions?

- After baseline learning is designed (and / or developed), what are the different types of versioning of that content to different target learner groups with different learning needs?
- How can the core learning be preserved? How can negative learning be controlled for?
- What design approaches enable the efficient and effective versioning of the respective learning for the particular groups?
- What sort of pilot testing may be done to ensure the efficacy of the teaching and learning for the particular target learning groups?

Figure 1. A Word Cloud of Chapter 7

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