Tasks and Roles for New eLearning Development Projects

The table below lists the major tasks that need to be accomplished when developing new online training (a.k.a., eLearning). The columns labeled *ID roles* and *SME roles* describe Instructional Designer (ID) and Subject Matter Expert (SME) responsibilities related to each task.

Task	ID roles	SME roles
1. Project management	• Serve as course design lead. • Provide overview of development project tasks. • Work with SME to develop schedule, • Provide project status updates at biweekly alignment meetings with SME and in biweekly Project Status report.	• Serve as course content expert. • Attend biweekly alignment meetings with ID. • Invite any other SMEs that may be involved in the project to attend as needed. • Work with ID to meet project schedule.
2. Prepare for requiring training (note: this task applies only if the course will be required)	• Provide info to SME about options for handling the training assignment process. • Communicate with System member training coordinators about the requirement (e.g., estimated rollout date, topic, who will be required to take the training) and who will be the local technical contact.	• Complete Request for Requiring Training form • Decide how the training assignment process will be handled. • Identify local technical contacts at each System member and serve as POC for these contacts. Also let local contacts know who their local training coordinators are. • Ask local technical contacts to identify which individuals or positions will be required to take the training.
3. Background research	• Identify and review existing training materials. • Review background materials and other information provided by SME. • Ask System training coordinators if they are aware of existing training resources. • This task may also involve conducting interviews and making audio or video recordings. • Develop training concept based on content outline and other SME inputs.	• Provide information about existing training resources. • Provide background information to facilitate course development, such as: 1. Instructional objectives 2. Common mistakes or misconceptions 3. Real-life anecdotes for use in scenario development. 4. Relevant laws and policies 5. Useful Web pages • Provide content outline to ID (either oral or written format). • Provide ad hoc feedback to ID via e-mail or phone call.

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Task	ID roles	SME roles
4. Develop pre-online draft (script and/or storyboard)	• Create script and/or storyboard, to include text and descriptions of any multimedia elements (e.g., artwork, photos, audio, or video) that will be added. • Coordinate Office of General Counsel (OGC) review. • Revise as needed based on feedback provided by SME and OGC.	• Review and provide feedback about script and/or storyboards. • Gather feedback from other content reviewers/stakeholders if needed.
5. Locate or create multimedia elements.	• Find or create any needed multimedia.	• Assist with identifying appropriate multimedia if needed (most applicable when the content is very subject-specific—e.g., certain types of safety training)
6. Develop online draft.	• Create online draft • Coordinate OGC review. • Revise as needed based on feedback provided by SME and OGC.	• Review and provide feedback about online draft. • Gather feedback from other content reviewers/stakeholders if needed.
7. Rollout the training.	• Develop end-of-course survey and other evaluation instruments as needed. • Get course approved for CEU/CPE credit, if applicable. • Work with programming team as needed to activate the training. • Send announcement to System member training coordinators about the training (e.g., estimated rollout date, topic, nature of requirement) • Assist System training coordinators with making training assignments, if needed.	• Remind local contacts that the training is about to roll out. • Make sure local contacts know who to call if they have questions about the training.
8. Follow-up	• Monitor feedback from employees, such as end-of-course survey data. • Meet with SME at least annually to review comments and revise training if needed.	• Monitor feedback from employees, such as end-of-course survey data. • Let ID know about any changes that could impact the course (e.g., revisions to policies or regulations, web page address changes).