

# Design with Intention: How eLearningDOC Builds Learning That Lasts

1

When meeting with the team at eLearningDOC, the conversation feels less like a creative briefing and more like a strategic workshop. Their approach resembles that of architects rather than content producers—starting with discovery, context, and purpose.

They ask practical questions: What are learners struggling with? What performance outcomes does leadership expect? How will success be measured?

By the end of the discussion, the whiteboard looks more like a process map than a storyboard. For eLearningDOC, that's deliberate. Their objective is not to produce courses but to design clarity—training that connects people to the knowledge and behaviors that improve performance.

## A Company Built on Process and Purpose

eLearningDOC was founded in 2015 by **Angela Robbins**, an instructional designer who had observed a recurring issue across large organizations: training was being developed reactively. Courses were built before core questions—"What needs to change?" and "Why?"—were ever answered.

"I realized the content itself wasn't the problem," Robbins explains. "It was that no one paused to define what success looked like for the learner or the organization."

Starting the firm from her home, Robbins focused on bringing structure and intent back into course design. The company's name reflects its early purpose—to transform documentation into dynamic, purposeful learning.

Her design method was grounded in the **ADDIE framework**—Analyze, Design, Develop, Implement, Evaluate—a process she adapted as both a project management model and a creative discipline. To her, ADDIE wasn't a rigid sequence but a cycle of inquiry and improvement that balanced evidence and innovation.

Early engagements focused on complex environments: compliance, regulated operations, and procedural training. Each project followed a consistent rhythm—define the learning need, identify the desired performance outcome, design for that outcome, and measure what changed. Over time, this structured approach built a reputation for reliability and measurable impact, leading to the growth of both clientele and team.

## The Architects of Learning

2

As demand grew, Robbins expanded the firm with professionals who complemented her analytical approach.

**Toni DiMella**, a strategist with experience in operational learning systems, joined to refine the firm's design infrastructure—connecting creative outputs to business processes. “Angela’s instinct was to simplify the complex,” DiMella notes. “My goal was to make that simplicity scalable.” She developed internal frameworks, templates, and quality checkpoints that ensured consistency across engagements.

**Diana Brandon**, an instructional designer and accessibility specialist, added depth to the firm's visual and usability standards. Her focus on **cognitive load management** and **inclusive design** ensured that content remained accessible and intuitive across diverse learner groups.

Together, the three built a multidisciplinary model that integrates design thinking, organizational psychology, and adult learning theory. Robbins focused on learner analysis and strategy, DiMella managed process and measurement, and Brandon translated content into usable experiences.

The result was a balanced practice—creative, structured, and sustainable—anchored in evidence-based methodology.

## Design as a Discipline

eLearningDOC defines design not as an art form, but as a discipline. Every engagement begins with situational analysis: understanding the learner's environment, workflow, and constraints. The team observes operations, interviews stakeholders, and defines what effective performance looks like within context.

This research-driven approach, grounded in the **ADDIE methodology**, enables the team to align creative design with organizational goals. “Design is empathy,” Robbins explains. “If you don't understand how people actually work, you can't help them improve how they work.”

Learning solutions are developed to be intuitive and application-focused. Courses often incorporate **scenario-based learning**, **simulation**, and **reflective decision-making** rather than passive information delivery. A compliance course might ask learners to evaluate options and consequences; a safety module might mirror real-world decision paths.

As Brandon describes it, “Every interaction should have a purpose. The learner's time is valuable, so the design must respect that.”

## Client Profile and Industry Focus

eLearningDOC's clients represent industries where precision, compliance, and operational consistency are essential. Their portfolio includes:

- **Healthcare systems** standardizing onboarding and clinical protocols.
- **Financial institutions** seeking more effective ethics and compliance training.
- **Manufacturers** improving safety and procedural reliability across facilities.
- **Technology firms** aligning product knowledge with rapid innovation cycles.
- **Nonprofits** developing leadership and volunteer programs that reflect mission and culture.

Although their industries differ, these organizations share a challenge: translating complex information into practical, repeatable learning that aligns with measurable outcomes. eLearningDOC provides the framework and methodology to achieve that alignment.

## Learner-Centered Design

At the center of eLearningDOC's design philosophy is a consistent principle: training should be built around the learner's reality.

The team develops **learner personas** to represent distinct roles, motivations, and challenges. These personas inform the design structure, tone, and delivery method. A field technician, for instance, may require guided, step-based reinforcement, while a manager might benefit more from scenario-based reflection or leadership case studies.

The company's adherence to **Universal Design for Learning (UDL)** ensures accessibility for all learners. Attention to cognitive load, content hierarchy, and interface clarity are standard design practices, not afterthoughts.

As DiMella summarizes, "The more we design for how people actually think and work, the more relevant—and therefore more effective—the learning becomes."

## Challenges as Design Parameters

Every engagement begins with constraints—tight deadlines, legacy content, budget limitations, or technology systems in transition. Rather than viewing these factors as barriers, the team treats them as parameters that guide innovation.

"When constraints are acknowledged early, they can be incorporated into the design," Robbins explains.

This pragmatic philosophy has enabled eLearningDOC to deliver adaptable programs that function across different delivery environments, from high-security enterprise systems to lightweight nonprofit LMS platforms.

## Methodology in Practice

Within eLearningDOC, each project follows a clearly defined process:

- **Analysis:** Establish the performance problem and define the required change.
- **Design:** Translate those findings into clear learning objectives and structured outcomes.
- **Development:** Build content aligned with cognitive principles and adult learning theory.
- **Implementation:** Coordinate deployment, testing, and stakeholder review.
- **Evaluation:** Measure engagement, behavior change, and performance impact.

These steps reflect a disciplined adherence to the **ADDIE model** while incorporating modern principles such as:

- **Cognitive Load Theory** – structuring content to optimize retention.
- **Andragogy** – respecting adult learners' self-direction and relevance needs.
- **Experiential Learning** – emphasizing practice and reflection.
- **Universal Design** – ensuring accessibility across all roles and abilities.

The process aligns with **Stage 2: Knowledge Acquisition** of the *LatitudeLearning Training Program Roadmap*, focusing on establishing a consistent knowledge baseline before skill application and performance measurement.

## Results and Measurable Impact

eLearningDOC's projects produce tangible outcomes supported by both qualitative and quantitative data:

- A **healthcare organization** reduced onboarding duration from eight weeks to five—a 40% improvement—with corresponding gains in retention and fewer procedural errors.
- A **financial services firm** achieved 90% participation in compliance training and a 30% increase in policy adherence metrics.
- A **technology company** reduced course update time by 60%, allowing training to keep pace with product development; certified sales staff significantly outperformed non-certified peers.

These results are supported by client feedback noting improved engagement, increased learner confidence, and sustained application of knowledge in daily operations.

Importantly, many clients have institutionalized eLearningDOC's methods: adopting their design review processes, incorporating evaluation frameworks, and forming internal learning councils to maintain continuous improvement.

5

## Building Learning Maturity

As eLearningDOC's influence expanded, organizations began to evolve their view of training. What once was seen as a compliance requirement became recognized as a strategic capability.

This progression—from content production to performance enablement—reflects a broader shift toward **learning maturity** within client organizations. Teams now request outcomes instead of courses, metrics instead of completions, and evidence instead of assumptions.

For Robbins, that shift signifies success: “When clients start thinking in terms of outcomes and analysis, not just deliverables, we know the design process has taken hold.”

## Enduring Principles

Today, eLearningDOC operates as a learning design consultancy focused on integrating psychology, design, and organizational strategy. The firm's strength lies not in volume or speed, but in the consistency of its process and the fidelity of its results.

Their body of work demonstrates that effective learning does not rely on novelty or production value—it depends on alignment between what people need to know, how they learn best, and how performance is measured.

As Robbins notes, “The best learning design doesn't draw attention to itself; it enables people to perform with confidence.”

To learn more about eLearningDOC visit them at [www.elearningDOC.com](http://www.elearningDOC.com)