

 Stop Designing
Content

 Start Designing
Learning



Hello!

I'm Srishti.



 Stop Designing
Content

 Start Designing
Learning



“

**Something you're
in the flow with**

”



Content $\neq$ Learning

**THIS SEEMS LIKE A NICE HILL TO
DIE ON**

memegenerator.net





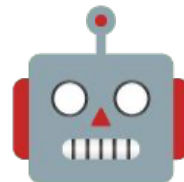
If you have ever felt...



Your beautifully
designed course
doesn't move the
needle



Your learners are just
finishing courses but
not 'really' learning
much



Scared that AI might
take your job



**This talk
is for YOU!**



Question
what you're
doing



A new way to
see your work,
and practical
tools to talk
about it



Why do I care?





No exams.

No classes.

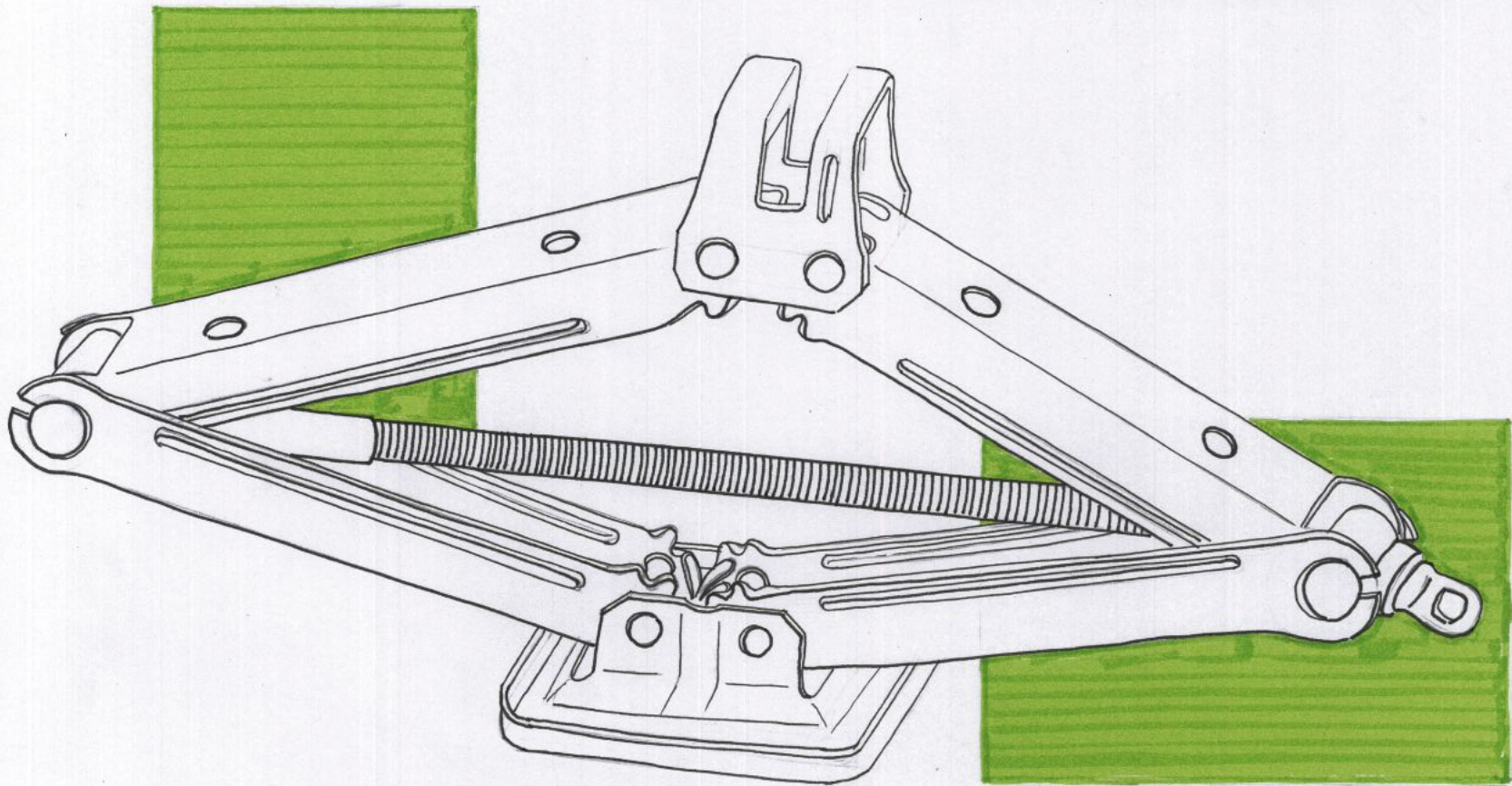
No textbooks.

“Umm...

How will I learn?”







SCISSOR JACK IN LOWEST POSITION













While learning design...

**I learned
so much about
learning itself.**



You
don't need
content
to learn.





Structure & Intention



People & Connection



Curiosity & Feedback



Content?



"You gotta be kidding me."



L&Ds spend
SO MUCH
time on content!



**Why does this
matter now?**



3 Reasons



#1

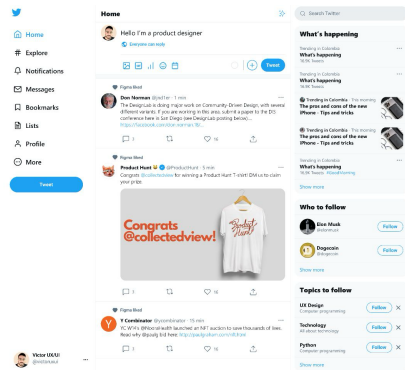
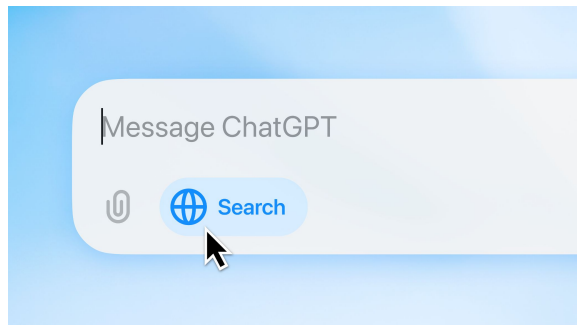
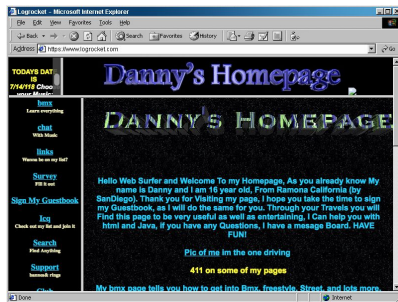
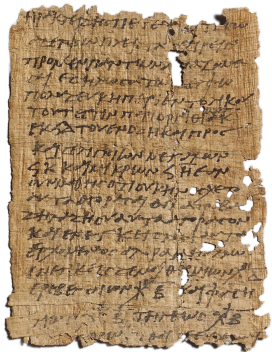


#1

But
learning hasn't.

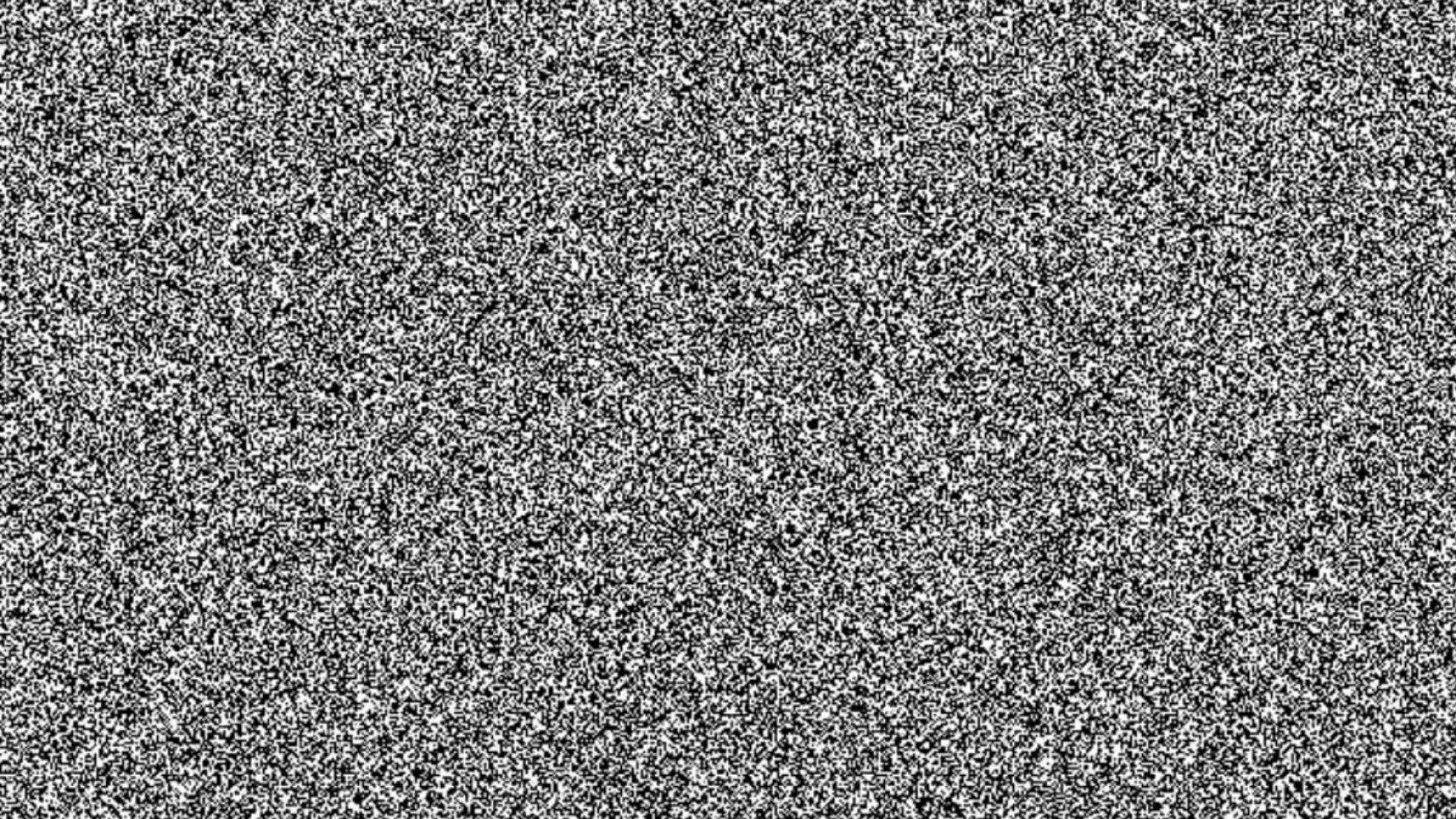


Scarcity → Abundance → Overload



**Content is no longer
scarce but
context, attention and
motivation are.**





~~Consume more content~~
Sense making &
application



#2

COURSE



COMPLETED!



Course Completion
≠ Comprehension
≠ Change



Easy to consume

but

Hard to apply



Easy to finish

but

Hard to change



Tick box learning.



Motivation

Psychological Safety

Empathy

Leadership

Communication

Skill Building



#3

WHAT DO WE WANT?



MORE CONTENT!



**Content =
Silver Bullet**



of trainings

of modules

of videos created

of people trained



**Delta in how people
think, feel or act.**



Change Lab to Content Factory



3 Reasons

#1

The world has changed, but learning hasn't.

#2

Learners are completing more, but changing less.

#3

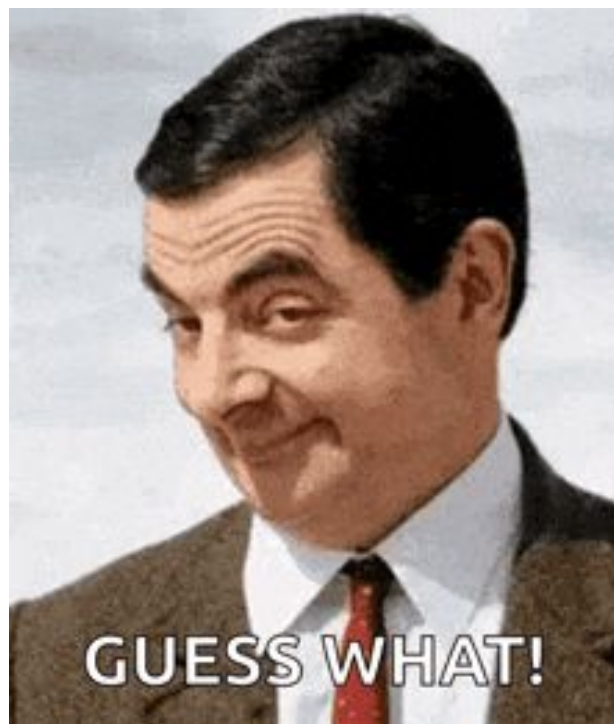
Yet, organisations are seek and reward more content.



 Stop Designing
Content

3 Mistakes





#1





Reading 52 books
a year on
business to
become a better
entrepreneur.





Free subscription
to learning
platforms to help
teams become
more skilled.





Free subscription
to AI tools to help
teams start
adopting more AI
in their work.



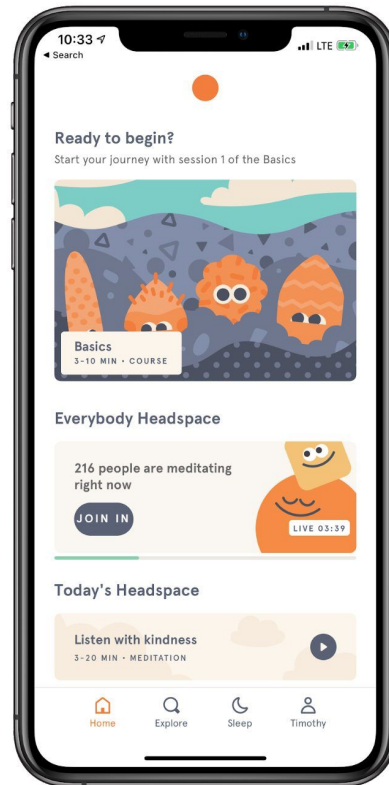
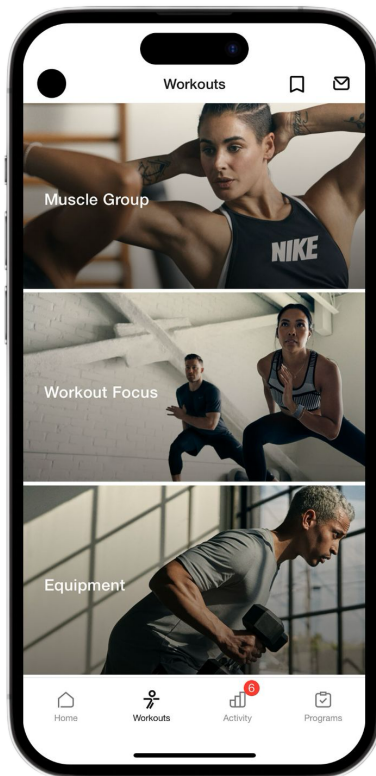


Information $\neq$ Transformation



**If information was
enough, Google would be
the largest learning
company.**





**Learning is
not about
what people know.**



**Learning is about
what they can do
with what they
know.**



Explanation 100%

Learning ?



Learning needs

+ Explanation

+ Practice

+ Feedback

+ Reflection

+ More!



Access



Learning



#1

We mistake access for learning.



#2



Version A

Topic
↓
Instructor Lesson
↓
Reading Material
↓
Quiz



Version B

Topic
↓
Task
↓
Tools/Frameworks
↓
Peer Discussions/
Role Play



Version A

High Quality Videos

Amazing Visuals &
Infographics

Detailed explanations



Version B

No Videos

Task-first Learning

Content designed to
help you do the task



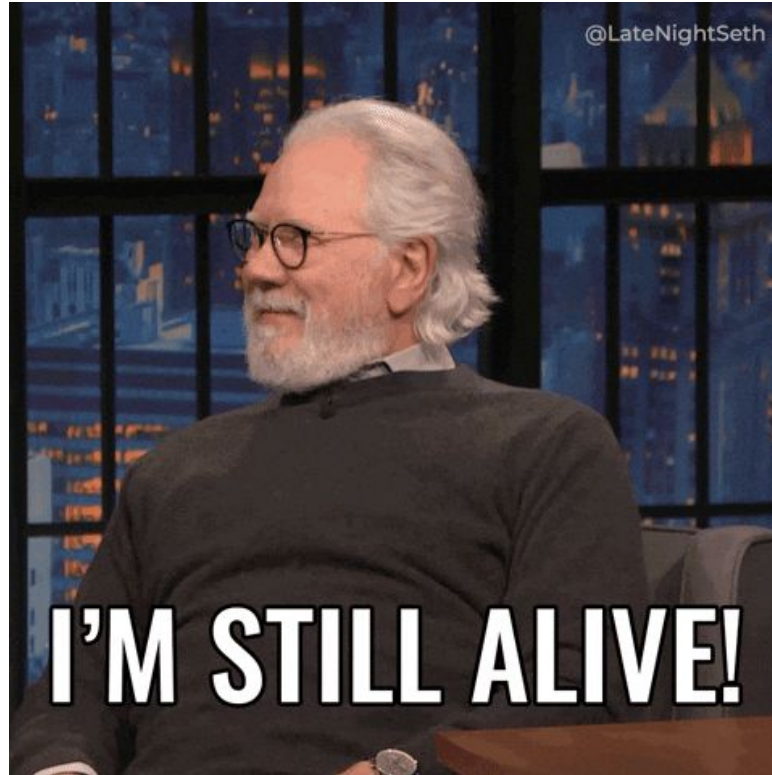
**We've become
great at
packaging content.**



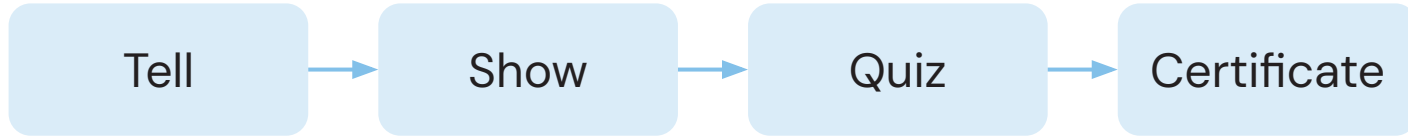
**But we confuse
presentation
with participation.**



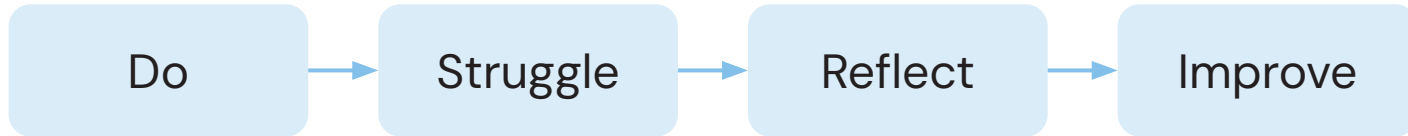




OUR DEFAULT



REAL LEARNING



How to Swim



Float on your
stomach



Kick your legs



Cup your hands



Pull with
your arms

**Sounds ridiculous?
So do a lot of our
trainings.**



“

**Neurons that fire
together,
wire together.”**

”



#2

We make learning all see and no do.



#3

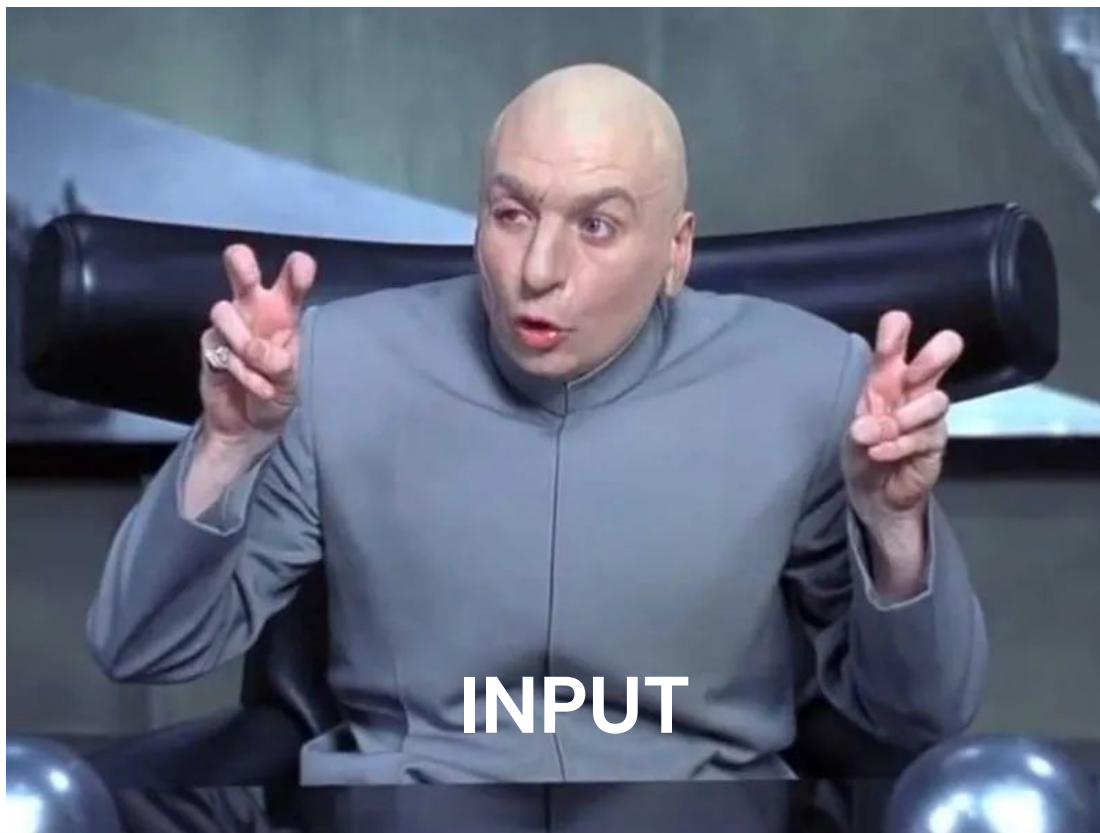


How do we evaluate the success of L&D Teams?



L&D Metric	Netflix Equivalent	Fitness Equivalent
# of trainings developed	# of movies uploaded	# of reps planned
# of learners trained	# of users who opened Netflix	# of people who bought gym memberships
% course completion	% of users who watched until credits rolled	% of workouts started





**Organisations
reward shipping
content, not
shifting behavior.**



**Real learning is
slow, messy &
hard to quantify.**



“

**What you measure
is what you'll get.”**



What CAN you measure instead?

Application at Work

% learners who applied a tool/process within 30 days

Source: Post-training self-check or manager observation

Confidence & Readiness

Avg. increase in self-reported confidence

Source: Pre/post-survey – “I feel confident facilitating feedback conversations”

Peer Feedback

of peers noticing behaviour change

Source: 180° or 360° feedback pulse

Performance Indicators

Change in team KPIs tied to learning (e.g., response time, error rate)

Source: Operational dashboards



#3

**We measure what we ship
not what we shift.**



3 problems

#1

We mistake
access for
learning.

#2

We make
learning all see
and no do.

#3

We measure
what we ship not
what we shift.





60s Audit

- Think of one course or session you run
- Identify one slide or one video or one piece of content that could be replaced by a doing moment
- Once done just raise your hand and do a thumbs up



Let's share!





FROM

TO

"I don't have time."

"Can I submit something to discuss in the next session?"

"Why do I have to do this?"

"I did this activity with my team and here is what I learn"

"Another training? Fine, let's get it over with."

"This session actually made me think."





**But what can we do
differently?**





Start Designing
Learning



FROM

**“What will
they know?”**

TO

**“What will they
do differently?”**



**“By the end of this,
learners will know...”**



**Knowing is no
longer the problem,
doing is.**



**“What is the change we’re
trying to drive?”**

~~**“By the end of this,
learners will know...”**~~



Content < Context



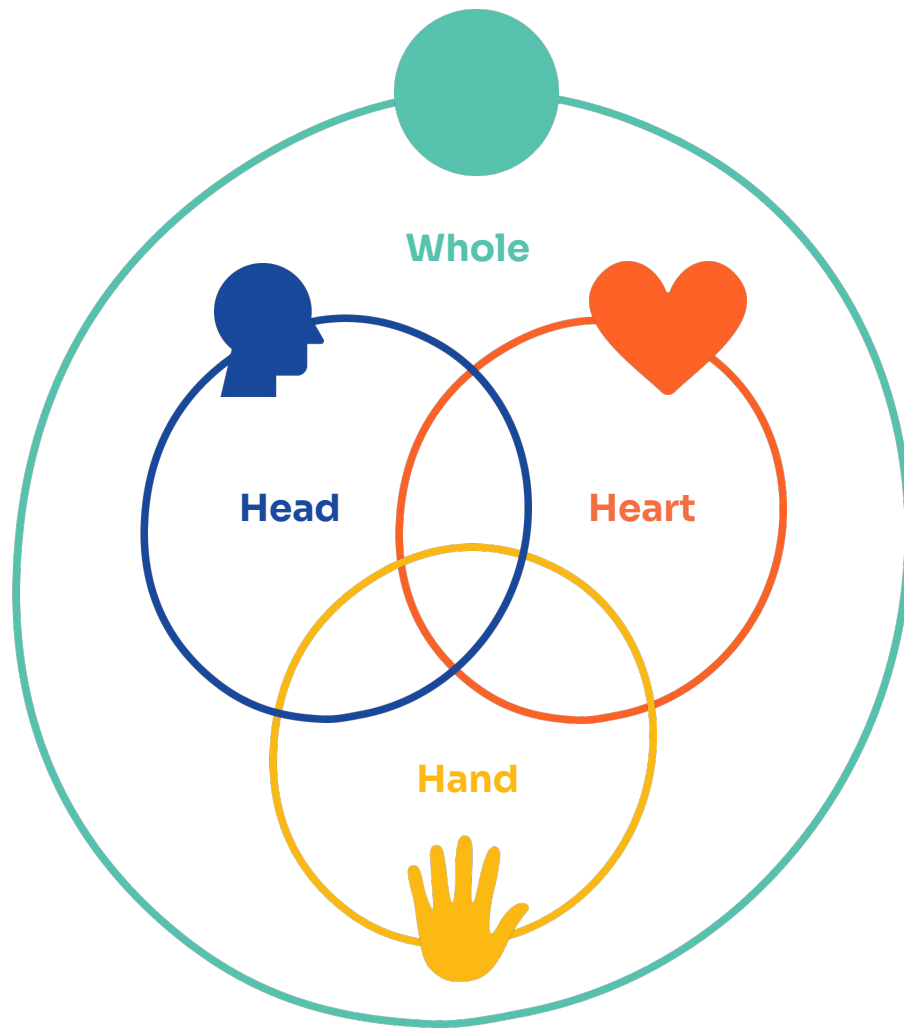


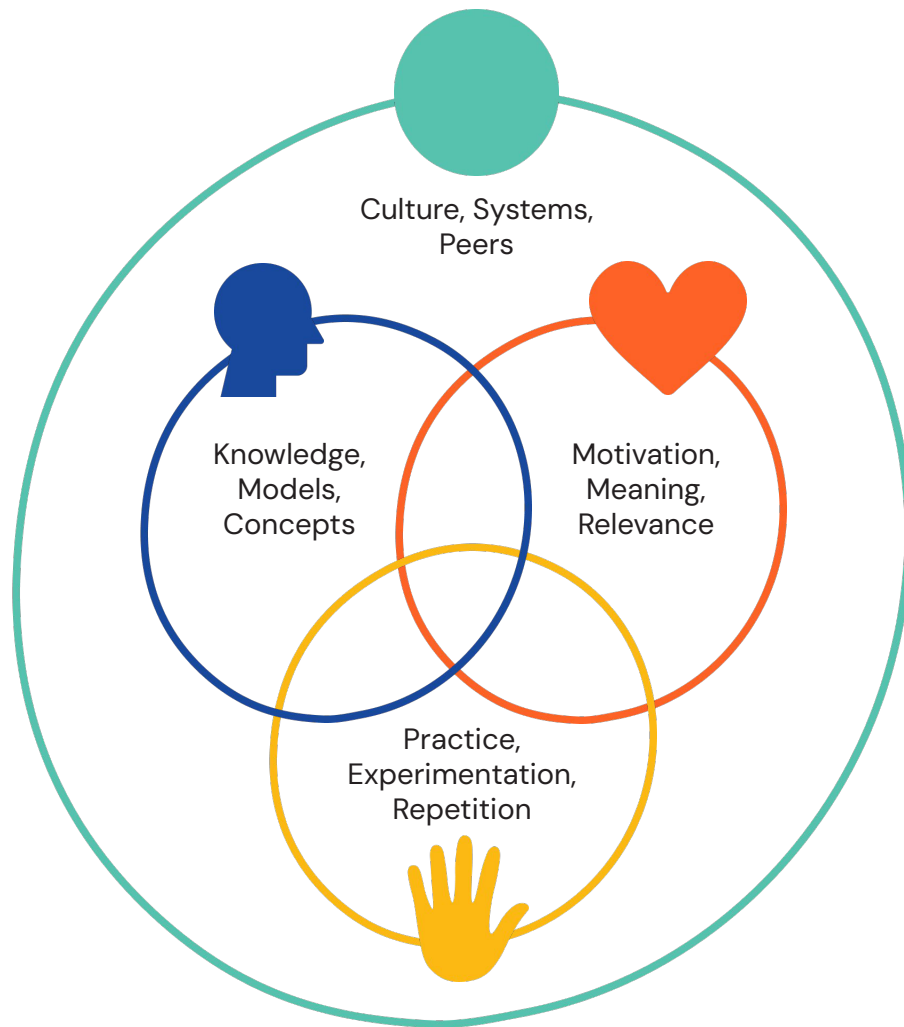
**We need to stop being
content creators and
start being experience
designers.**



The Designer's Lens

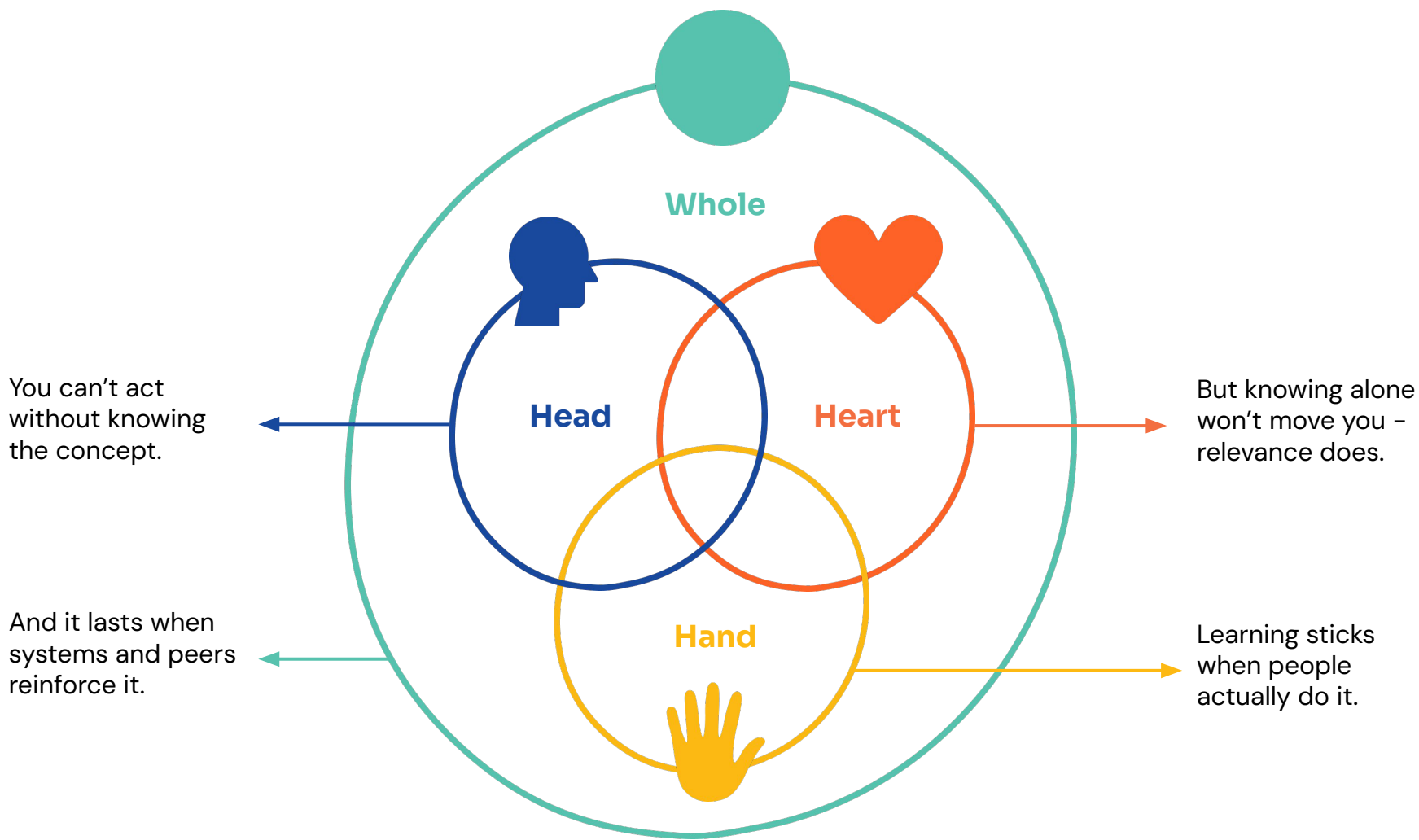






**Even if one is
missing, learning
will collapse.**





“

**Which circle am I
ignoring?**

”





3 Shifts



#1

Access → Action



ACCESS → ACTION

Make it **Action-First**





Welcome video on a course on negotiation

Learning outcomes

Definition of negotiation and tools/frameworks



Challenge: You have 3 mins to convince your peer to trade coffee for tea

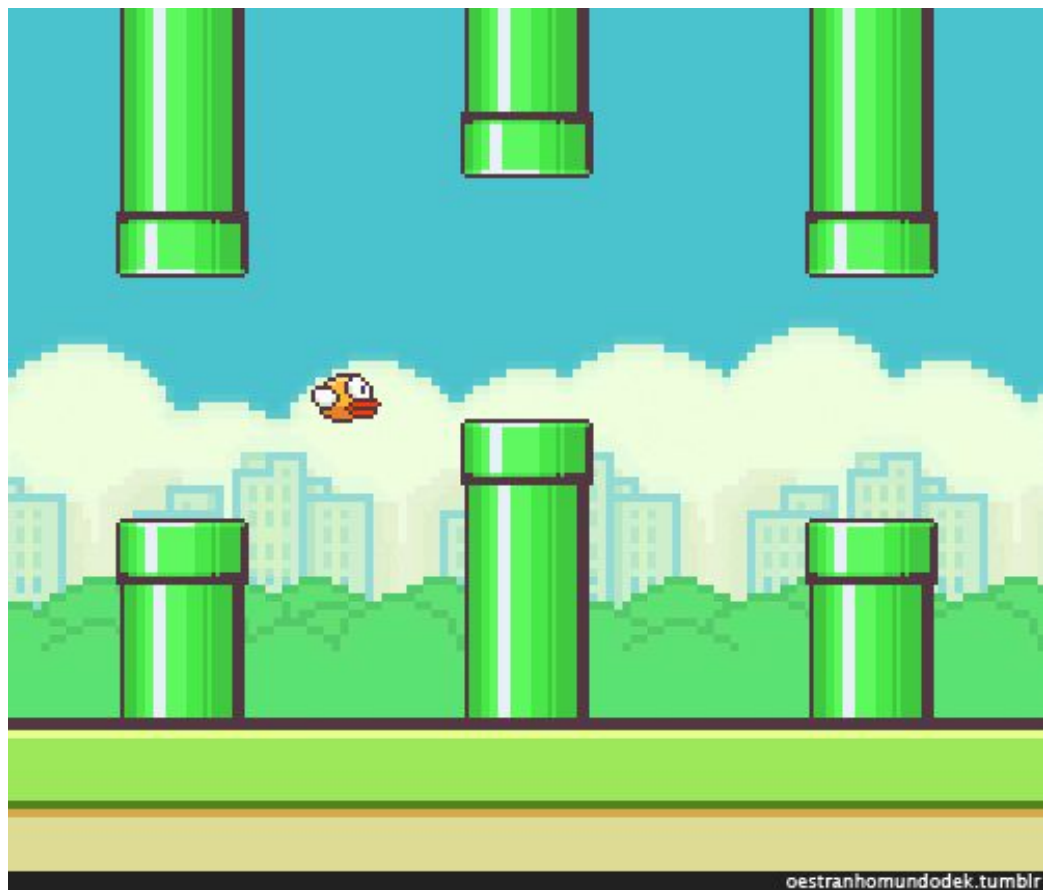
Reflection: Compare, and learn what worked with peers

Concept/tools: Comes in after the struggle



Course = Challenge





ACCESS → ACTION

Make it **Action-First**
Make it **Social & Situated**





Sales Tips **Videos**

Solo **Worksheet**



Live sales call **simulation**

Solo Worksheet +
Peer Feedback



Make it real.

How can learning be closest to the real world?

Make it social.

What role can people play to enrich learning?



#2

Explaining → Experiencing



EXPLAINING → EXPERIENCING

Feed Them Back





A **45-slide deck** on 'Giving Feedback' with one quiz at the end

Learner reads, scrolls, exits

Zero feedback on their own behavior



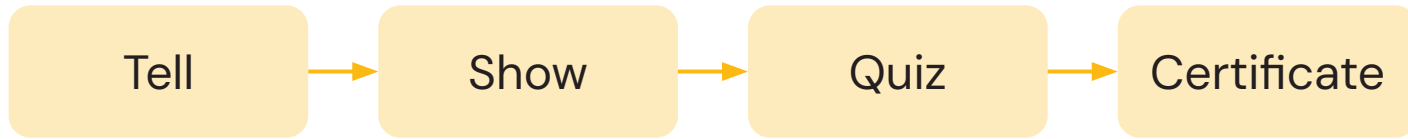
Learner **role plays** giving feedback to a peer

Peer gives feedback using an **existing rubric**. The rubric helps gives actionable and specific feedback

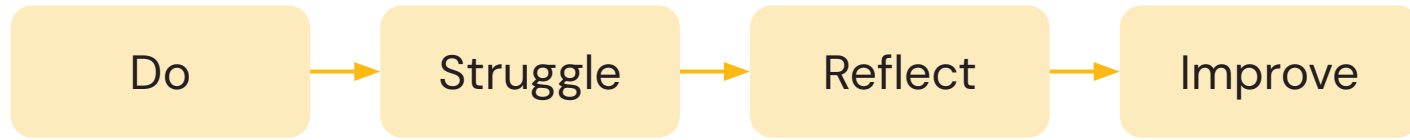
They **redo** → improvement visible

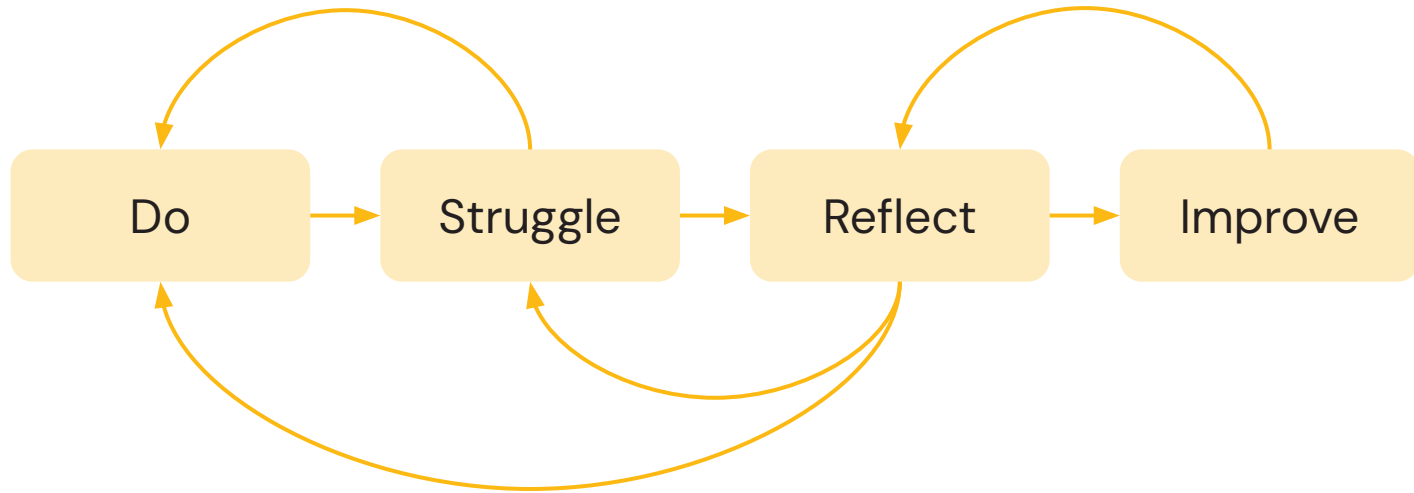


OUR DEFAULT



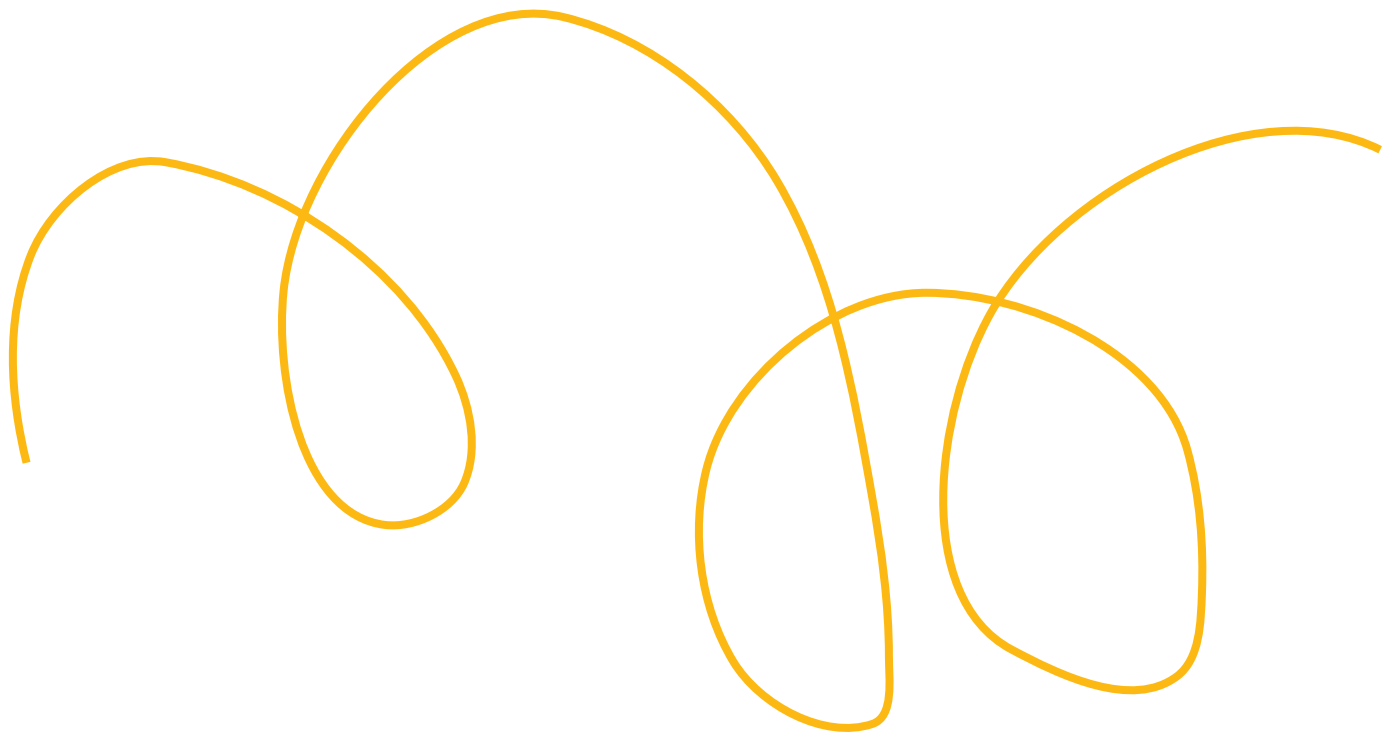
REAL LEARNING





**Fast +
Frequent +
Specific**





**Feedback is not the
end of learning,
it is the learning.**



EXPLAINING → EXPERIENCING

Feed Them Back **Reduce Friction**





12 clicks to submit a reflection

7 min case study before a 2 min quiz

Learners **wait a week** to know if they were right



One-tap reflection using an emoji or voice note

90 sec case with quick multiple-choice questions

Feedback in the **same moment**



**Make it ridiculously
easy to start!**



**Friction =
Effort that doesn't help
learning**



698 x 400



#3

Counting → Changing



COUNTING → CHANGING

Design for **Motivation**





Mandatory compliance module

Read the policy document and **answer** questions

You'll get your **certificate at the end**



Pick your own compliance horror story to fix

Here's how this policy affects a **real customer story**

You're 80% done – 1 more step to **unlock your next level**



**Motivation isn't
something learners
bring. It's something
we design for.**



Autonomy

Choose a path or challenge

Progress

Make progress visible

Relatedness

Connect with each other and the world



COUNTING → CHANGING

Design for **Motivation**

Measure Behavior, Not Input





98% **completion**

0 people changed behavior

NPS: 9/10 — “Great slides!”



68% **applied the tool** within 30 days

42% **shared examples** with peers

55% managers noticed a **behavior shift**



**Changing what we
measure changes
what we design.**



3 Shifts

#1

**Access →
Action**

Make it **Action-First**
Make it **Social &
Situated**

#2

**Explaining →
Experiencing**

Feed Them Back
Reduce **Friction**

#3

**Counting →
Changing**

Design for **Motivation**
Measure Behavior,
Not Input





**How do you even
start designing
learning?**



3 Frameworks



#1
3D



3D Process

Diagnose

What's the real problem – skill, system, or mindset?

Understanding the context of:

- Organisation
- Facilitators & Team
- Learner

Design

What experience will solve that problem?

Deciding the:

- Format
- Elements
- Curriculum & sequencing

Deliver

How does it come alive in the real world?

Building the:

- Calendar
- Learning Resources

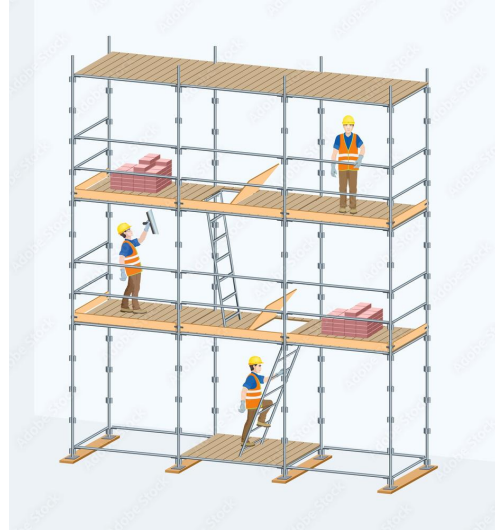


WHY & WHO: Diagnose



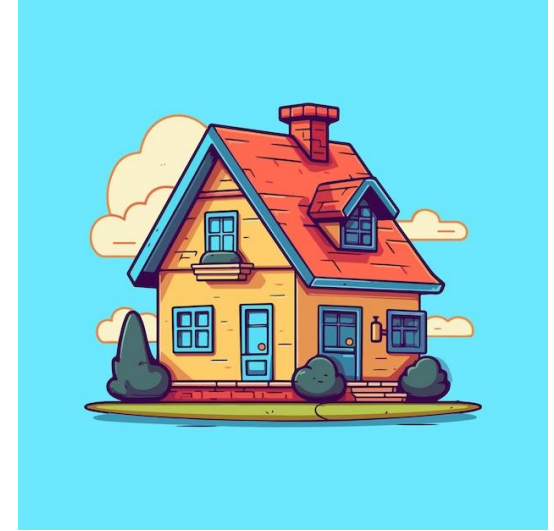
Map

WHAT: Design



Scaffold

HOW: Deliver



House

Content < Context



3D Process – Example

Diagnose

Every managerial style is unique, shaped by a combination of personal traits, experiences, values, & context.

Managers feel like they **can't make mistakes** in the real world and feel pressured to be right all the time.

Generic content on 'how to be a great manager' is **not actionable**.

Design

Online, cohort-based, 5 weeks.

Strong peer-led elements for people to role-play, get feedback and improve.

A strong coaching arc for people to go on a **self-discovery journey**.

Deliver

Actionable tools/frameworks to take to their team that week.

Immediate reflection and feedback after the peer-led sessions on how to navigate the challenges.

A manager's playbook that they built over the 5 weeks to **articulate their unique manager's style**.



#2

Minimum Viable Learning



Minimum Viable Learning

- | | | | |
|--|---|---|--|
| 1.
Create your
dream version | 2.
Start subtracting | 3.
Watch for the
break | 4.
Test that version |
| What would the best
possible course look
like? | What can we remove
without losing the
core learning? | At what point does
the experience stop
working? | Can learners still act
or change behavior? |
| Imagine no
constraints – time,
tools, or budget. | Cut slides, lectures,
explanations. Just
keep the essentials. | That's your edge of
viability. | If yes, you've found
your minimum viable
learning. |



Less is more.



Minimum Viable Learning - Example

- | | | | |
|--|--|--|---|
| 1.
Create your
dream version | 2.
Start subtracting | 3.
Watch for the
break | 4.
Test that version |
| 4-week blended
course on 'Feedback'
with expert videos,
case studies,
simulations,
reflections. | Removed theory
videos, replaced with
1-page "feedback
checklist." | Removed 3 case
studies; used one real
peer scenario instead. | 90-min live lab: "Give
and receive feedback
once." Peer debrief +
simple rubric. |



#3

Outcome → Do → Learn



Outcome → Do → Learn

Outcome

Define what needs to change.

“What do we want them to do differently?”

Do

Design an activity that surfaces that change.

“What small action lets them try it?”

Learn

Reflect, debrief, extract principles.

“What did they notice or discover?”



Just do it.



Outcome → Do → Learn - Example

Outcome

Sales Team can navigate client pushback without discounting price.

Do

5-minute role-play with a peer posing as a "difficult client."

Learn

Debrief:
"What worked?"
"What failed?"
"What principle can we extract?"





60s Design Sprint

- Think of one course or session you run.
- Write one line using the Outcome → Do → Learn format.
- Keep it tiny and real!
- Once done just raise your hand and do a thumbs up.



Let's share!



**Content gives
information. Learning
builds capability.
And capability is what
creates change.**





“

**How will I learn
without exams,
textbooks or
classes?** ”



**This question has
followed me my
whole career!**



**The answer was never
really in the content -
it was always the
experience!**





3 Reasons

The world has changed but learning hasn't.

Learners are completing more, but changing less.

Yet, organisations are still buying more content.

3 Mistakes

We mistake access for learning.

We make learning all see and no do.

We measure what we ship not what we shift.

3 Shifts

Access → Action

Explaining → Experiencing

Counting → Changing

3 Frameworks

3D: Diagnose, Design & Deliver

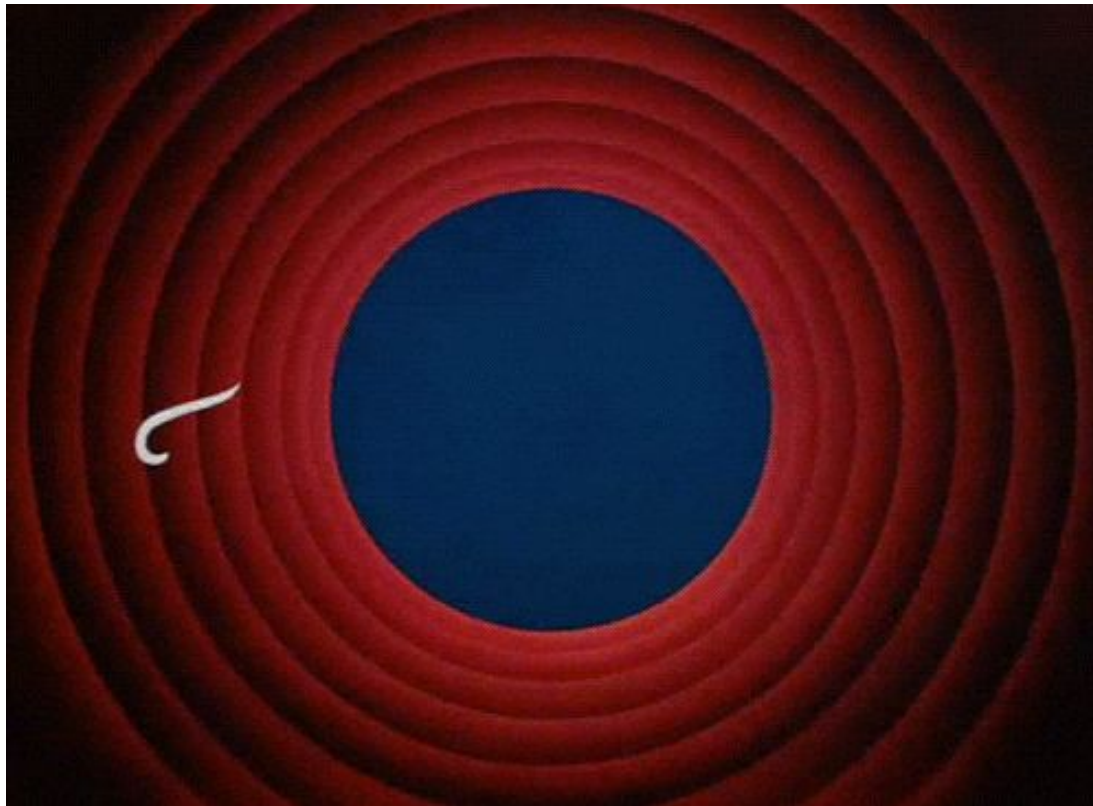
Minimum Viable Learning

Outcome → Do → Learn



**Tell Less,
Try More.**





Srishti Sehgal

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