

## The “Instructional Design 101” Course: Development of a Commercial Online Course with Microlearning Approach

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**Abstract** *In light of the burgeoning advancement of digital technologies and the subsequent rise of online courses, this study seeks to explore the commercial potential of an online course titled “Introduction to Instructional Design.” This course leverages the innovative approach of microlearning, breaking down complex concepts into manageable modules. Given the growing demand for digital learning tools, the commercial viability of such a course is becoming increasingly significant, thereby presenting a promising avenue for educators, institutions, and course developers. The study employed the ADDIE model for course creation, which entails Analysis, Design, Development, Implementation, and Evaluation. This approach ensures a comprehensive analysis of the learner’s needs and course objectives. The developed course comprises a curriculum of 10 modules, each containing six submodules, alongside video and text-based learning materials. Expert review yielded a weighted mean of 3.42, denoting the course as ‘effective.’ The findings underline the relevance and potential profitability of such a course in the current digital learning landscape.*

**Keywords** Online Course Commercialization, microlearning, instructional design.

## **INTRODUCTION**

### **Online Course Commercialization**

The COVID-19 pandemic, which lasted for three years, continues to have a profound impact on multiple sectors, including education (Haelermans et al., 2022). A significant silver lining of this global crisis has been the rapid adoption of digital technologies, which have fundamentally altered the landscape of educational delivery (Lennox et al., 2021). Specifically, this shift has paved the way for more personalized, flexible, and collaborative learning experiences. The pandemic has served as a catalyst, accelerating the adoption of digital technologies and platforms. This swift transition was primarily driven by the need to maintain educational continuity whilst minimizing infection risk through physical distancing. Consequently, universities, private companies, non-governmental organizations, and individual instructors have had to adapt, creating an influx of online courses.

In consequence, online course commercialization has undoubtedly become a significant trend in the current post-pandemic era (Zhang & Liu, 2021). The demand for online courses has increased as traditional educational institutions have been forced to shift to remote learning. This has created a conducive environment for the commercialization of online courses, as learners seek to continue their education amidst widespread lockdowns and social distancing measures. The current trend of online-course commercialization is also driven by the increasing demand for flexible and accessible education options. As more and more individuals seek to enhance their skills and knowledge, online courses offer a convenient and affordable alternative to traditional classroom-based learning (Gao et al., 2022). Furthermore, the rise of online learning platforms and MOOCs has provided opportunities for educational institutions to monetize their course offerings and reach a broader audience.

This trend is also supported by the rapid advancement and integration of digital technology in education, which has made online learning more engaging and interactive than ever before. This has led to the emergence of various commercial models, such as subscription-based platforms and paid

certifications, where learners can pay for premium features or receive recognized credentials upon completion of online courses (Mamaeva et al., 2020). These developments in online-course commercialization not only generate revenue for educational institutions but also contribute to the overall growth and sustainability of the online learning industry.

The economic potentials of online course commercialization are vast and multi-faceted (Castillo et al., 2016). On one hand, online course commercialization allows educational institutions to tap into a larger and more global market. This can result in increased revenue streams as more students enroll in online courses, especially from international markets (Idrizi et al., 2021). Additionally, online course commercialization can lead to cost savings for educational institutions. By offering courses online, institutions can reduce expenses associated with physical infrastructure, such as classrooms and facilities (Fischer et al., 2022a). On the other hand, online course commercialization also provides economic opportunities for instructors and course creators. They can leverage their expertise and knowledge to develop and monetize online courses, generating income through course sales and enrollment. Furthermore, online course commercialization enables the development of new job opportunities in the digital education sector. Globally, the current trend of online-course commercialization is driven by the increasing demand for flexible and accessible education options. As people globally scramble to acquire new skills, knowledge, or credentials, the demand for a more flexible and convenient learning method has skyrocketed. A report by Research and Markets suggests that the global online education market is predicted to reach a staggering \$319.167 billion by 2025, showcasing a compound annual growth rate of 9.23% from 2019 to 2025 (Fischer et al., 2022b).

The advent of online course commercialization has undoubtedly revolutionized the educational landscape, offering diverse and global audiences unparalleled access to a wide range of learning opportunities (Mayadas et al., 2009). However, this phenomenon is not without its challenges, notably in quality assurance, intellectual property, pedagogy, and sustainability. Quality assurance in online courses is paramount to maintain high standards and rigor. The accreditation process, while time-consuming and demanding, is vital to ensure online courses' credibility, thereby enhancing

their value to learners. The use of robust assessment data can offer insight into the attainment of educational goals and is thus integral to the accreditation readiness of institutions. From a pedagogical perspective, the design and delivery of online courses must cater to diverse learning styles, preferences, and needs (Wang et al., 2013). This includes fostering interaction and collaboration among learners and instructors, thereby creating enriching learning experiences. At the same time, respect for privacy and autonomy is paramount, a delicate balance that necessitates careful consideration. Sustainability in online course commercialization is a complex issue. While the generation of revenue and profit is a key factor, social and environmental responsibility should not be compromised. Addressing the digital divide and inequality among learners is a crucial part of this equation, ensuring that the benefits of online education are accessible to all regardless of their socio-economic status (Du et al., 2021). The commercialization of online courses presents a multilayered landscape of opportunities and challenges. To maximize the potential of this trend, it is imperative for stakeholders to engage in ongoing research and dialogue, navigating these complexities with a view towards ensuring the integrity of education, promoting equality, and benefiting all involved.

### **Microlearning**

As the commercialization of online courses has experienced unprecedented growth, one innovative approach that has emerged to address these challenges is microlearning, a method that deconstructs complex concepts into smaller, manageable modules (Dolasinski & Reynolds, 2020a). Microlearning as a pedagogical tool has seen a rapid surge in popularity due to its ability to increase learner engagement and improve learning outcomes. By breaking down larger concepts into bite-sized pieces, learners are able to grasp complex ideas more readily. This method allows learners to study at their own pace, thereby reducing the pressure and anxiety that often accompany traditional learning methods. Furthermore, microlearning has the potential to reduce costs and time, making it an appealing option for both educators and learners. The effectiveness of microlearning extends beyond its convenience

and flexibility (Mohammed et al., 2018). Studies have shown that information retention significantly improves when learning material is presented in smaller chunks. This is because our cognitive load, the total amount of mental effort being used in the working memory, is less taxed when learning is broken down into more manageable pieces. Hence, microlearning not only enhances comprehension but also promotes long-term retention of information.

Microlearning is revolutionizing the way online courses are marketed and sold (Susilana et al., 2022). By providing learners with concise and focused content, microlearning enables them to easily grasp and retain information. This approach also promotes active learning and reduces cognitive overload, as learners can engage with the material at their own pace. Additionally, microlearning allows for personalized learning experiences, as learners can choose the specific modules that align with their interests and needs. Furthermore, microlearning facilitates the integration of multimedia elements such as videos, interactive quizzes, and infographics, making the learning process more engaging and memorable (Dolasinski & Reynolds, 2020b). This multimedia approach not only enhances learner satisfaction but also increases knowledge retention. By leveraging the benefits of microlearning, online-course providers can attract more learners, improve completion rates, and ultimately boost their commercial success.

The microlearning market has witnessed significant growth in recent years, driven by the increasing demand for flexible and personalized learning experiences. According to market research, the global microlearning market is projected to reach a value of \$3.1 billion by 2025. This growth can be attributed to the rising adoption of mobile devices, advancements in technology, and the shift towards lifelong learning. Online-course providers have the opportunity to tap into this growing market by incorporating microlearning into their commercialization strategies. By leveraging the benefits of microlearning and tailoring content to the needs of learners, providers can attract a wider audience and increase their revenue potential.

### **Instructional Design**

Instructional design, at its core, is the practice of creating educational experiences that make the acquisition of knowledge and skill more efficient, effective, and appealing. In the evolving landscape of education, online courses on instructional design are emerging as a sought-after resource for professionals and institutions alike (Selby et al., 2015). As the demand for digital learning tools and methodologies grows, the commercial potential of these courses is becoming increasingly significant. In the digital age, this translates into designing and implementing e-learning platforms, creating interactive multimedia content, and utilizing digital tools to enhance learning outcomes. As such, the relevance and applicability of instructional design are grounded in its ability to answer the modern challenges of education, making it a vital skill for educators and institutions. Consequently, online courses in this field hold immense commercial potential as they equip learners with the tools necessary to navigate the evolving educational landscape.

The demand for online instructional design courses is fuelled by several factors. Primarily, professionals in the education sector are seeking to upskill in this area to stay competitive (Rozitis, 2017). Institutions, on the other hand, are looking to improve their online offerings to cater to the growing number of students opting for e-learning. The projected growth of the e-learning sector further supports the demand for these courses. As such, the market for online instructional design courses is poised for expansion, providing promising commercial opportunities for course creators and providers. Another considerable factor contributing to the commercial viability of online instructional design courses is the flexibility and accessibility they offer. Unlike traditional learning environments, online courses can be accessed anytime, anywhere, further enhancing their appeal. This flexibility is especially appealing to working professionals who can continue their education without disrupting their work schedules. Additionally, the wide accessibility of online courses opens up opportunities for learners across the globe, significantly broadening the potential market for these courses.



In light of the above, it is evident that online courses on instructional design possess immense commercial potential. Their relevance and applicability in today's digital education landscape, coupled with increasing demand and the flexibility and accessibility they offer, make them a promising commercial venture. As the world continues to embrace digital learning, the market for these courses is expected to expand, offering promising opportunities for educators, institutions, and course creators. It is, therefore, essential for stakeholders to leverage this potential and invest in the creation and promotion of quality online instructional design courses.

## **METHOD**

The development of an online course is a complex and multifaceted endeavour that necessitates the utilization of a systematic and structured approach. Prototyping models serve as invaluable tools in this process, offering a robust framework that facilitates the iterative conception, design, and refinement of the course. Within the scope of this scholarly investigation and development, the ADDIE model is employed as the guiding framework. The ADDIE model, an acronym for Analysis, Design, Development, Implementation, and Evaluation, provides a comprehensive and iterative methodology for course creation (Peterson, n.d.). It commences with a thorough analysis of the learner's needs and course objectives. This is followed by a meticulous design phase where a detailed blueprint of the course structure and content is created. The development phase then involves the creation of the course materials and interactive components. Subsequently, in the implementation phase, the course is disseminated to the learners through a user-friendly platform. The final stage, evaluation, entails a rigorous assessment of the course's effectiveness, incorporating feedback for continuous refinement and improvement.

The Design phase of the ADDIE model in online course development is pivotal to the creation of a successful instructional experience. In this phase, the course's architecture is established, which includes the course's objectives, instructional strategies, content, and assessment methods. This phase is where the topic and curriculum development process become imperative. This step

involves creating a course outline that lists the main topics and subtopics. The curriculum is designed to align with the learning environment of the Learning Management System, The commercial e-learning platform.

The "Develop" stage follows the design phase. This is where the actual production of the course materials takes place. The course development process in this stage is multifaceted, encompassing the creation of the learning activities, and the learning objects. While the learning activities is set following the model applied by the Learning Management System, the learning objects involves the synthesis of instructional materials, which includes the creation of content, multimedia elements such as videos, images or interactive elements, and so forth.

Following the development stage, comes the critical yet not fully public implementation phase. At this phase, the planned course begins to take life, however, it is not yet released to the general student populace. At this point, the course designers integrate the course materials, such as lectures, readings, discussions, quizzes, and assignments, into the selected Learning Management System. This stage is a critical checkpoint to ensure a seamless learning experience.

The implementation stage then is followed by a comprehensive evaluation of the course's effectiveness. The Evaluation stage of the "Introduction to Instructional Design" course is a continuous, multifaceted process. It includes expert validation, which ensures the content and teaching methods are in line with industry standards and proven pedagogical practices. At the outset of the review process, experts engage in a thorough examination of the course. They assess various components, including course content, instructional methods, multimedia elements, and assessment techniques. This comprehensive evaluation allows them to pinpoint both the course's strengths and areas for improvement. Subsequently, based on their findings, they propose adjustments to the content and instructional strategies, ultimately enhancing the overall quality and effectiveness of the course.



## RESULT & DISCUSSION

### A. Curriculum And Course Outline

The course curriculum provided here is the end result of two intertwined steps from ADDIE approach, which are design and development. Curriculum design and development are intricate processes that shape effective learning experiences. In the design phase, the process begins with a needs assessment, understanding learners' requirements, establishing clear learning objectives, content selection, and ensuring logical organization. In the development phase, content creation, materials production, technology integration, and pilot testing, bring the curriculum to life. It is a clear roadmap guiding learners through the topic, in a way that facilitates understanding and knowledge retention. The curriculum of "Introduction to Instructional Design" is as following:

1. Module 1 is Introduction to Instructional Design. Consisting of submodules: 1.1 Overview of Instructional Design; 1.2 Key Theories and Models for Instructional Design; 1.3 Career Opportunities in Instructional Design; 1.4 Historical Evolution of Instructional Design; 1.5 Importance of Instructional Design in Today's Learning Landscape; 1.6 Different Types of Instructional Design Approaches.
2. Module 2 discusses Needs Analysis and Assessment for Instruction. Consisting of 2.1 Identifying Learner Needs for Instruction; 2.2 Evaluating Existing Knowledge and Skills in Instruction; 2.3 Defining Instructional Outcomes and Objectives; 2.4 Creating a Learner Profile for Instructional Design; 2.5 Conducting a Learning Needs Assessment; 2.6 Evaluating the Relevance of Instructional Content to Learner Needs
3. Module 3 is about Content Development and Selection for Instruction. Consisting of submodules: 3.1 Selecting and Organizing Instructional Content; 3.2 Creating Instructional Strategies and Materials; 3.3 Evaluating the Effectiveness of Instructional Content; 3.4 Incorporating Relevant and Engaging Instructional Content; 3.5 Developing Instructional Content with the ADDIE Model; 3.6 Aligning Instructional Content with Learning Outcomes and Objectives.

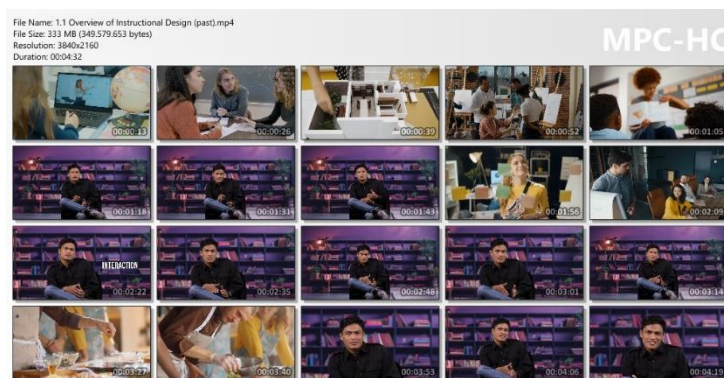
4. Module 4 discusses about Media and Technology in Instructional Design. Consisting of submodules: 4.1 Types of Media and Technology in Instructional Design; 4.2 Incorporating Multimedia and Emerging Trends in Instructional Design; 4.3 Evaluating the Use of Media and Technology in Instructional Design; 4.4 Integrating Technology into Instructional Design for Improved Learning Outcomes; 4.5 Designing Interactive and Engaging Instructional Materials using Technology; 4.6 Evaluating the Effectiveness of Technology in Instructional Design
5. Module 5 is Designing Instructional Activities. Consisting of submodules: 5.1 Creating Engaging and Interactive Instructional Activities; 5.2 Integrating Technology into Instructional Design; 5.3 Evaluating the Effectiveness of Instructional Activities; 5.4 Aligning Instructional Activities with Learner Needs and Learning Outcomes; 5.5 Using Active Learning Strategies in Instructional Design; 5.6 Integrating Assessment into Instructional Activities for Improved Learning Outcomes
6. Module 6 is titled Implementation and Delivery of Instruction. Consisting of submodules: 6.1 Planning and Preparing for Instructional Delivery; 6.2 Delivering Instruction in Various Settings; 6.3 Adapting Instruction for Diverse Learners; 6.4 Engaging Learners through Effective Instructional Delivery; 6.5 Creating a Positive Learning Environment for Instruction; 6.6 Evaluating the Success of Instructional Delivery
7. Module 7 discusses about Assessment and Evaluation of Instruction. Consisting of submodules: 7.1 Designing Assessment Strategies for Instruction; 7.2 Measuring Instructional Outcomes and Impact; 7.3 Using Assessment Results for Continuous Improvement in Instruction; 7.4 Evaluating the Effectiveness of Instructional Design through Assessment; 7.5 Integrating Formative and Summative Assessment into Instruction; 7.6 Using Assessment Results to Make Evidence-Based Decisions in Instructional Design.
8. Module 8 explains about Professional Development and Ethics in Instructional Design. Consisting of submodules: 8.1 Staying Current with Advancements in Instructional Design; 8.2 Ethical Considerations in

- Instructional Design; 8.3 Building a Professional Portfolio and Networking in Instructional Design; 8.4 Developing Professional Skills in Instructional Design; 8.5 Understanding Legal and Regulatory Requirements in Instructional Design; 8.6 Applying Best Practices in Instructional Design.
9. Module 9 teaches about Instructional Design Projects. Consisting of submodules: 9.1 Planning and Executing Instructional Design Projects; 9.2 Working with Clients and Stakeholders in Instructional Design; 9.3 Managing Time and Resources in Instructional Design Projects; 9.4 Collaborating with Teams and Partners in Instructional Design; 9.5 Evaluating the Success of Instructional Design Projects; 9.6 Refining Instructional Design Skills through Project Experience
10. Module 10 discusses about Emerging Trends and Future of Instructional Design. Consisting of submodules: 10.1 Keeping up with Emerging Trends in Instructional Design; 10.2 The Impact of Artificial Intelligence on Instructional Design; 10.3 The Future of Virtual and Augmented Reality in Instructional Design; 10.4 Emerging Trends in Mobile and Online Learning; 10.5 The Role of Instructional Design in the Future of Workforce Development; 10.6 The Importance of Sustainability and Social Responsibility in Instructional Design.

From the course curriculum, it can be identified that this course provides a comprehensive exploration of instructional design, covering the key principles, theories, and practices in the field. Each module focuses on a specific aspect of instructional design, providing learners with the knowledge and skills needed to create effective instruction. The course also addresses emerging trends and the future of instructional design, equipping learners with insights into the latest advancements in technology and learning methodologies. Throughout the course, learners will engage in practical exercises, collaborate with teams, and refine their instructional design skills through project experience. By the end of the course, learners will be prepared to design and deliver impactful instruction in various settings.

## B. Learning Object Development

The primary learning objective of the course is to create an engaging explainer video. Learners will acquire the necessary knowledge and skills from explainer videos that effectively communicate complex ideas in a visually appealing and engaging manner. When it comes to engaging teaching videos, there are several key features to consider. These features are aimed at enhancing the learning experience and capturing the attention of the audience. The visual appearance of the teaching videos of the commercial online course is as picture 1.



**Figure 1.** Thumbnails of visual aspect of the teaching videos

Some of the features that can be incorporated into teaching videos include Visual Appeal. teaching videos should have visually appealing elements such as high-quality graphics, animations, and illustrations (Hoogerheide et al., 2019). These visual elements help to convey complex ideas in a simplified and visually stimulating manner. Another feature is Storytelling. Incorporating storytelling techniques into teaching videos can significantly enhance engagement. By presenting information in a narrative format, learners are more likely to connect with the content on an emotional level, making it easier for them to remember and apply the concepts. Interactivity is another feature. Interactive elements can be included in teaching videos to actively engage learners. This not only keeps them involved but also allows for immediate feedback and reinforcement.

The advantages of incorporating engaging teaching videos into instructional design is to Increase Learner Engagement: Engaging teaching

videos capture the attention of learners and keep them actively involved in the learning process. This leads to increased motivation and a higher level of engagement, resulting in better knowledge retention and application. At the same time, Complex ideas and concepts can be better understood when presented in a visually appealing and interactive format. Engaging teaching videos provide a platform for breaking down complex information into more digestible chunks, making it easier for learners to comprehend and retain the content. Teaching videos also provide Flexibility and Accessibility. they can be accessed anytime, anywhere, providing learners with the flexibility to learn at their own pace and convenience. This accessibility ensures that learners can revisit the videos as needed, reinforcing their understanding of the material. In term of retention, engaging teaching videos stimulate multiple senses, such as visual and auditory, which aids in information processing and retention. The use of storytelling techniques and interactive elements further reinforces the learning experience, making it more memorable for the learners. As a plus Incorporating teaching videos can be a cost-effective solution compared to traditional instructional methods. Once created, these videos can be reused for multiple cohorts of learners, reducing the need for repetitive training sessions and saving both time and resources.

In an effort to buttress the pedagogical efficacy of the video-based lessons, text-based content is also strategically deployed as a complementary element in the course materials. This integration serves to enhance the multimodal aspect of the online learning environment, thereby offering learners an array of learning modalities that cater to various learning preferences (Yadav et al., 2011). The incorporation of text-based content presents an opportunity to dive deeper into the subject matter, providing detailed explanations that may not be feasible within the time constraints of video presentations. A synergistic relationship between the video and text-based content has been established, where each enhances the other's strengths and mitigates potential weaknesses.

### **C. Expert Review**

Commercial online courses, in particular, have gained prominence due to their scalability and wide reach. However, their effectiveness in real educational settings is often a matter of scrutiny. One way to evaluate these

courses is through expert review, a validation tool that aids in assessing the quality and relevance of online courses. Expert review serves as a critical validation tool in online course development, primarily because it assists in maintaining educational standards. It provides an objective evaluation of the course content, instructional design, and delivery mechanisms. By assessing the course from a pedagogical perspective, expert review ensures that the course aligns with the learning objectives and outcomes, thereby enhancing its quality and relevance in a real educational setting.

The review process begins with the experts thoroughly studying the course. They evaluate the course content, instructional strategies, multimedia elements, and assessment methods. This comprehensive review helps in identifying strengths and areas of improvement in the course. Following the review, they may suggest modifications in the course content and instructional strategies based on their evaluation. These suggestions are then incorporated into the course, enhancing its quality and effectiveness.

The experts furnished their critique by utilizing a structured questionnaire as the assessment tool. Individual elements were examined and given a numerical rating on a scale extending from 1 to 4, where 1 represents the lowest and 4 signifies the highest. This methodical approach enables a quantitative and comparative analysis of different aspects of the course. The subsequent findings, derived from this systematic evaluation, are encapsulated and represented in the form of a tabular compilation, designated as Table 1, for ease of understanding and further discussion. The results are presented in Table 1.

Review Category	Evaluation Aspect	Score
Curriculum	Logical Progression	4
	Assessment Methods	3
	Flexibility	4
Content	Relevance and Accuracy	4
	Depth of Material	2
Learning object	Production Quality	4
	Visual Presentation	3
	Length and Pacing	3
	Engagement	4
	Clarity and Readability	4



Within the scope of assessing the commercial online course, articulate and detailed language interpretation carries immense value. It decodes complex data and metrics concerning course effectiveness, learner engagement, and educational outcomes into digestible, comprehensible insights.

Based on the range of weighted means of 4 scale effectiveness, the verbal interpretation of the expert review consists of: Very Ineffective (1.0 - 1.49). A weighted mean falling within this range signifies an extremely poor performance, indicating that the subject is grossly ineffective and fails to meet its objectives significantly; Ineffective (1.5 - 2.49). A weighted mean between 1.5 and 2.49 suggests an ineffective performance. Although there might be some effort, it falls short of the desired effectiveness, showing room for substantial improvement; Effective (2.5 - 3.49). A weighted mean ranging from 2.5 to 3.49 indicates a satisfactory performance level. The subject is effective and generally successful in meeting its goals, demonstrating competence in its function; Very Effective (3.5 - 4.0) A weighted mean falling within this range represents a highly effective performance. The subject not only meets but exceeds expectations, showcasing exceptional competence and success in achieving its objectives.

Table 2 provides a quantitative summary of the expert validation results for each part, incorporating the verbal interpretation of each review category, and the overall assessment of the tool's effectiveness.

Review Category	weighted mean	Verbal Interpretation
Curriculum	3.67	Very Effective
Content	3.0	Effective
Learning object	3.6	Very Effective
Overall	3.42	Effective

In the process of expert review, the curriculum was a significant aspect that underwent evaluation. The quantitative analysis of the feedback resulted in a weighted mean score of 3.67, which, when translated through verbal interpretation, pointed towards the curriculum being 'very effective.' This is indicative of a robust and comprehensive curriculum that successfully aligns with educational goals and objectives. The high score demonstrates the expert reviewers' confidence in the course's ability to deliver pertinent knowledge and

skills to learners. Nevertheless, while the result is encouraging, it also underscores the potential for further refinement and optimization to continuously enhance the learning outcomes, ensuring the course remains relevant and impactful.

In the realm of expert evaluation on the online course development, the content aspect was subjected to rigorous scrutiny. The weighted mean of the review score hovered at 3.0, interpreted verbally as "effective." This score signifies that the content is generally well-received and successfully meets the educational objectives. Yet, it also underscores the potential for enhancement. The score, while indicating efficiency, leaves room for continuous refinement. Therefore, the focus should be on enhancing the content's quality, possibly through the inclusion of more comprehensive materials, real-world applications, and interactive elements to further elevate the learning experience.

Focusing on the aspect of the learning object, resulted in a weighted mean score of 3.6. This score is interpreted verbally as 'very effective'. This suggests that the learning object in question, which could encompass any digital resource that can be used to support learning, was adeptly designed and implemented. The experts deemed it to be highly beneficial for facilitating learning in the online course. Such a high score underscores the efficiency of the learning object in delivering educational content and achieving the desired learning outcomes. The evaluation results provide crucial insights into the quality and effectiveness of the learning object, thus guiding further course development strategies.

## **CONCLUSION**

The commercialization of online courses has surged due to the Covid-19 pandemic, offering a profitable revenue stream for educational institutions and private corporations. This monetization of education has led to the emergence of countless online platforms offering diverse courses. The commercial success of these platforms is largely attributed to the scalability of online courses, low overhead costs, and the ability to reach a global audience. Furthermore, the rise

of microlearning has played a significant role in the commercial success of online courses. Microlearning breaks down complex education content into bite-sized, manageable modules that are easier to produce and sell. These modules can be personalized to meet individual learning needs, thereby enhancing learner engagement and satisfaction, which in turn translates to higher course completion rates and increased profitability.

The development process of the commercial online course is based on the ADDIE model. The ADDIE model proves instrumental in this regard, providing a systematic method for course creation that encompasses comprehensive analysis, meticulous design, informed development, effective implementation, and rigorous evaluation. This iterative process ensures the course meets learners' needs, aligns with educational objectives, encourages active participation, and ultimately delivers a high-quality, learner-centric experience.

As the result, the curriculum of the online course is created. The structure of the curriculum, which comprises 10 modules, one of which includes 6 submodules, serves as a comprehensive guide that navigates learners through the subject matter. It's designed in a manner that promotes comprehension and long-term knowledge retention. The course's principal learning goal is to enable students to produce an engaging explainer video. The learners will gain the required expertise and abilities to create explainer videos that can effectively simplify complicated concepts in a visually compelling and engaging way. To reinforce the educational efficacy of the video-based lessons, we have also tactically incorporated text-based content as a supplementary element within the course materials. This combination enhances the multimodal nature of the online learning platform, thus providing learners with a variety of learning modes that accommodate different learning styles.

In their evaluation of online course development, experts have scrutinized various aspects such as content and learning objects. The content was rated as "effective" with a weighted mean score of 3.0, indicating a general satisfaction with the educational objectives being met, but also highlighting an avenue for improvement. Enhancements could include the addition of more comprehensive materials, real-world applications, and interactive elements, thereby enriching the learning experience. The learning object, a pivotal digital

resource for online learning, received a higher score of 3.6, being interpreted as "very effective." This rating reflects a successful design and implementation, contributing significantly to achieving desired learning outcomes. These valuable insights from the expert evaluations will be instrumental in guiding future strategies for online course development, thereby ensuring the continued effectiveness and quality of such educational platforms.

## DECLARATION OF CONFLICTING INTERESTS

The authors state that there is no conflict of interest in the publication of this article.

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