



Custom courses

Training tailor-made



Custom Courses

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1. Content

1.1. SCORM and H5P

Once the platform and user management system are set up, the next step is to **prepare the content** for upload.

SCORM and **H5P** are specific technical standards commonly, but not exclusively, used in the e-learning sector.

In particular, **SCORM** (Shareable Content Object Reference Model) is the technical standard that defines how e-learning content should be reused, tracked, and cataloged.

H5P (HTML5 Package), on the other hand, is an open-source content collaboration framework based on JavaScript. H5P aims to facilitate the creation, sharing, and reuse of interactive HTML5 content (videos, presentations, quizzes, etc.).

Frog Learning offers the creation of SCORM and/or H5P content that is:

- **Dynamic**, compared to traditional static courses;
- **Multimedia**, characterized by the introduction of audio/video content;
- **Interactive**, where users are always actively participating;
- **Modular**, meaning it can be broken down into elementary units and then reassembled into custom learning paths;
- **Trackable**, able to monitor learner activities and aggregate data;
- **Verifiable**, meaning that the actual level of knowledge acquired can be measured;
- **Mobile**, developed with technologies that make them accessible on common mobile devices (tablets, smartphones, etc.)

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1.2. Types of educational content

Different types of learning content can be chosen based on the criteria defined during the instructional design phase of the course. These criteria include raw material type, learning objectives, technological constraints, and course duration.

1.2.1. Interactive video course

Interactive video courses feature the **use of images, infographics, and text arranged in sequence**. Each sequence is narrated by a speaker, synchronized in a predefined language (*master language*).

Typically, **professional narrators are employed** to ensure high-quality content. Interactive videos can also be multilingual, with subtitles available in other necessary languages (*secondary languages*).

Interactive elements are added to **engage the user** and maintain a **high level of attention**. Additionally, **animations and videos** help highlight key concepts and make the course more dynamic. During the course design phase, the communication style is carefully planned and adjusted to diversify the presentation of information and capture the user's attention.

Interactive prompts and questions are added to keep learners *engaged* and assess their understanding, allowing them to move forward in the course. This approach ensures that learners fully engage with the material in order to complete the course.





1.2.2. Interactive blocks

Interactive blocks courses require learners to be very active and move through the course content sequentially, engaging with each block to be able to unlock the next section.

Learning assessments are integrated into each module to ensure comprehension and retention before progressing. These assessments can take various forms, including multiple-choice questions, open-ended questions, card sorting, and sentence completion. Each section can also include videos, text, clickable images for deeper exploration, interactive graphs, infographics, and more.

To make the course more engaging, **custom cartoon videos are included**. These videos cover topics that require extra attention or present scenarios for a more detailed analysis.

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In interactive block courses, **continuous narration is not featured**. Instead, narrative elements can be integrated into specific sections, such as videos or audio tracks, to reinforce important and complex concepts and to vary the communicative style.

1.2.3. Branching Scenarios

Branching scenarios allow learners to self-assess their understanding before proceeding with the training. It helps **increase awareness** of their familiarity with the topics and enables them to find answers to their questions within the course. Additionally, branching serves as a gaming element to maintain high attention levels.

Branching scenarios **allow for personalized learning experiences**. Learners can take different paths through the scenario based on their choices and prior knowledge, making the experience more relevant and meaningful. They also provide **immediate feedback to learners**, showing them the consequences of their decisions.





1.2.4. Interactive slides course

The interactive slide solution uses **various content types** to diversify communication, making learning more effective and meaningful. In this case, **course progress relies on continuous user interaction**.

To proceed with the course, the user has to:

- 1) Interact with all on-screen elements;
- 2) Progress manually, at their own pace and learning rhythm.

This solution offers reading-based courses with a very high level of interaction. It is always possible to **add voice-overs** and various **multimedia elements** such as images, videos (interactive or static), and soundtracks. To enhance the course experience, **attention quizzes and games** (e.g., trivia or memory games) are added. These activities are designed with gamification principles to make learning more enjoyable and effective, and to assess attention and retention through playful moments.

The course is developed in a predefined language (master) and **can be translated into other languages either by involving professional translators or by using artificial intelligence**.

An **accessible version of the course** can also be created, optimizing content interaction and accessibility for users who require it.





2. Course design phases

2.1. Active Listening

What we do is start by listening.

We will organize an **initial information sharing session**, where you will take the lead! You will tell us about the training topic, the audience and the underlying purpose of the training. You can bring along any raw materials you have (PDF manuals, Word documents, PowerPoint presentations, institutional videos...) or none at all, that's perfectly fine!

If you don't have any materials yet, we'll listen even more closely, taking notes to capture your thoughts and needs.

From this first meeting onwards, we will start brainstorming ideas together, refining initial concepts and sketches. We will ask questions to clarify any uncertainties and show you visual examples of past training projects to help shape the initial development plan.

After the call, we will send you a follow-up email summarizing each step, reviewing key topics such as language preferences and subtitles, and outlining the next steps for both parties.

2.2. Brainstorming and analysis

Now that we've listened and taken notes, it's time for us to... study!

Once we receive the materials, we will read them carefully (or watch and listen, if it's a video) to **ensure we grasp all the topics we need to cover and deepen the analysis outlined in our meeting**. This phase will allow us to identify the best Authoring tool for production and determine the most effective output for achieving the agreed training objective.

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Next, we will **schedule another meeting**, which marks the official start of the project – **the kick-off meeting**. In this session, we'll finalize the details of the work and address any remaining questions. Once the meeting is over, the Digital Learning Manager will produce a detailed summary covering:

- Team members/Roles involved in the project;
- Topics discussed during the call;
- Action plan and expected development timelines.

This summary, **standardized according to ISO 9001:2015 guidelines**, may undergo changes; and yes, you will receive an updated summary after each significant meeting, approved change request or whenever timeline adjustments are needed.

2.3. Draft Phase

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The preparatory phase is complete: we have met, discussed every detail, carefully studied and chosen timelines. Behind the scenes, we have already selected who among us will be part of the team responsible for realizing your project, and someone in the front rows is ready to carry out their role. Who? The Copywriter!

It is precisely in this phase - the first one following the organizational phase – that the project starts to materialize, moving from a pencil sketch to a well-defined draft. We call this phase “the heart of the project”, and we are not exaggerating – **this is where the course truly takes shape** and adjusts to best reflect your needs!

At this point, we will provide you with a **storyboard** for your review, which includes:

- Course text (with voice-over sections highlighted);
- Types of interactions and conceptual content (call-to-actions, attention quizzes, cartoons and/or videos);
- Any requests for clarification.





Following your revisions, the text will be polished, and once approved, voice-over will be commissioned if needed.

In order to create a product that best meets your needs, we will ask for your feedback on the chosen voices.

2.4. Model creation

CSometimes you buy a pair of pants without trying them on first.

And isn't it true that test driving a car before purchasing is recommended?

I'm also sure you keep a spoon handy when cooking to taste your dish until it's just right.

The core concept behind our visual demos is the same – to let you try out the solution to ensure it's the perfect fit, that there are no issues with the controls, and that the meal isn't too salty!

During this phase we will show you some test slides, **so you can give us feedback** on the style and design used. These won't have vocal accompaniment, but text-to-speech software will be used to give you a better idea about the final product, and while it may be robotic, it will help you understand the final solution.

We will send you a link for accessing the demo. While watching the demo, you will also be able to leave comments in the designated section on the right – we'll receive them in real-time!

We value every comment you provide and will use them to refine and adjust our work, ensuring that we create the best possible beta version of the course. Your feedback will guide us towards excellence!

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2.5. Refining

Our team of instructional designers will work carefully on creating the beta version of the project. Paper or slide versions will begin to take on a more solid, complete shape – the beta version will feature the voice of the selected speaker and animate avatars depicting real-life scenarios or interactive quizzes.

However, even when we get to the final slide, the project is not yet complete. Why? Because, just like a painting waiting for final touches, your feedback will once again help us refine the design or make necessary changes.

2.6. Packaging

The last phase is the functional testing phase, which is essential to actually declaring a project as completed. What does functional testing involve? Our testers will upload your course to our LMS Platform and stress-test it, focusing on various details including:

- Framework and player;
- Interactions, games, and quizzes;
- Visual aspects;
- Tracking.

(Each of these points has its own set of sub-points.) After this phase, the finished product will finally be delivered to you.

2.7. Final touches

What about other languages?

Once the version in the master language has been approved, we will have the content translated by a professional translation agency (or we can reach out to your trusted translation agency if you prefer!).

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Once we receive the translation, we will ask you to verify that everything is correct (sometimes names of functions or other details are defined with specific terms that may not always translate literally). Finally, we will start developing the course in the requested languages.