

Teacher to Instructional Designer

A practical career-change guide for teachers exploring instructional design
as a future-ready professional path

1. Teacher to Instructional Designer: Is the Career Change Worth It?

For many teachers, moving into instructional design can be a meaningful and practical career shift. Teaching and instructional design both focus on learning, but they operate in different environments. A teacher usually delivers instruction directly to learners, manages classroom dynamics, assesses student progress, and adapts lessons in real time. An instructional designer, on the other hand, works behind the scenes to design learning experiences, create training materials, build eLearning modules, and evaluate whether learning solutions improve performance.

The career change is worth considering if a teacher enjoys designing lessons more than delivering them, likes technology-enabled learning, and wants to apply education skills in corporate, higher education, nonprofit, healthcare, government, or ed-tech settings. It is not simply an escape from teaching; it is a move into a role that requires analysis, writing, design thinking, collaboration, technology skills, and project management.

Example: A middle-school science teacher who has created inquiry-based lesson plans, lab rubrics, student worksheets, and digital quizzes already has several transferable skills. In instructional design language, those same outputs become learning objectives, learner analysis, assessment design, job aids, and blended learning assets. The main shift is learning how to package those skills for adult learners, workplace performance goals, and digital delivery platforms.

Key reasons teachers often consider this transition include:

- **Transferable skill base:** Teachers already understand learning objectives, sequencing, assessment, learner engagement, feedback, and differentiated instruction.
- **Broader career options:** Instructional designers work in corporate learning and development, higher education, customer education, compliance training, product enablement, and ed-tech.
- **Flexible work models:** Many instructional design roles offer remote or hybrid work, especially in eLearning, learning technology, and corporate training environments.
- **Creative problem-solving:** The work involves designing scenarios, simulations, guides, videos, microlearning, workshops, and performance-support tools.
- **Professional growth:** Teachers can expand into learning experience design, learning analytics, training strategy, LMS administration, or learning-product management.

However, the move also requires realistic preparation. Teachers may need to develop a portfolio, learn tools such as Articulate Storyline, Rise, Camtasia, Canva, Figma, or LMS platforms, and become comfortable working with business stakeholders rather than students and parents. The teacher mindset of “How do I help learners understand this?” remains valuable, but the instructional designer must also ask, “What business or performance problem are we solving?”

A useful way to decide whether the change is worth it is to compare the daily work. If a teacher enjoys live interaction, classroom energy, and direct student relationships, instructional design may feel too removed from learners. If the teacher prefers planning, resource creation, digital tools, structured problem-solving, and independent project work, instructional design may be a strong fit.

2. What Does an Instructional Designer Actually Do?

An instructional designer designs learning experiences that help people build knowledge, practise skills, and improve performance. The role is more than creating slides or uploading content to an LMS. A good instructional designer studies the learner, clarifies the real problem, chooses the right learning strategy, designs the journey, develops materials, tests the experience, and improves it using feedback and data.

For example, if a company says, “Employees need training because they keep making errors in expense reports,” the instructional designer does not immediately create a course. First, they investigate the cause. Are employees confused by the policy? Is the system interface difficult? Are managers approving incorrect claims? Is the real need a checklist, a short video, a workflow guide, or a system change? This performance-first approach is what separates instructional design from simple content creation.

Typical outputs created by instructional designers include:

- Self-paced eLearning courses with scenarios, quizzes, and interactions.
- Instructor-led training guides, facilitator notes, and participant workbooks.
- Microlearning modules for quick skill reinforcement.
- Job aids, checklists, process maps, and quick-reference guides.

- Assessment questions, rubrics, simulations, and case-based activities.
- Onboarding programs for employees, customers, partners, or volunteers.
- Evaluation plans that measure knowledge, behaviour change, or business impact.

The instructional designer often works with subject matter experts, business leaders, trainers, graphic designers, multimedia developers, learning management system administrators, and learners. In smaller organizations, one person may do most of these tasks. In larger organizations, the work may be divided across learning strategists, learning experience designers, eLearning developers, media specialists, and evaluation analysts.

2.1 Core Responsibilities of an Instructional Designer

1. Conduct needs analysis. Instructional designers begin by understanding the gap between current performance and desired performance. They ask questions such as: Who are the learners? What do they need to do differently? What prevents them from doing it today? What evidence shows a learning solution is needed?

Example: A bank wants employees to complete cybersecurity training. Instead of building a generic awareness course, the instructional designer reviews incident trends, interviews security leaders, and discovers that employees struggle to identify phishing emails that appear to come from internal leaders. The final solution may include short scenario-based simulations, a decision checklist, and monthly reinforcement prompts.

2. Define clear learning objectives. Objectives describe what the learner should be able to do after the learning experience. Strong objectives are measurable and action-oriented. Instead of writing “Understand the reimbursement policy,” an instructional designer might write, “Given a sample expense claim, identify whether the claim is allowable, incomplete, or non-compliant.”

3. Work with subject matter experts. Subject matter experts provide deep knowledge, but they may not know how to structure that knowledge for learning. The instructional designer interviews them, clarifies priorities, removes unnecessary detail, and converts expert knowledge into learner-friendly content.

- Ask: “What mistakes do beginners commonly make?”
- Ask: “What does good performance look like?”
- Ask: “Which three decisions matter most in this task?”
- Ask: “What must learners practise, not just read?”

4. Design the learning experience. This responsibility includes choosing the format, structure, activities, practice opportunities, and assessment approach. The designer decides whether the solution should be a course, workshop, video, simulation, checklist, coaching guide, or a combination of formats.

Example: For new customer-service representatives, the instructional designer may create a blended onboarding path: a short welcome video, a product knowledge module,

call-handling simulations, role-play sessions, a supervisor checklist, and a final scenario-based assessment.

5. Create storyboards and learning materials. Storyboards act like blueprints for learning content. They show screen text, visuals, interactions, narration, learner choices, feedback, and assessment items before the final product is built. This helps stakeholders review the learning design early and reduces rework later.

6. Develop digital or instructor-led assets. Depending on the organization, instructional designers may build the final learning product themselves or hand off the design to developers. Common assets include eLearning modules, slide decks, facilitator guides, participant handouts, reflection exercises, quizzes, videos, and performance-support tools.

7. Design assessments and feedback. Assessments should measure whether learners can apply what they learned. A quiz may be useful for knowledge checks, but scenario questions, simulations, case studies, and workplace tasks are often better for measuring performance.

8. Evaluate and improve learning solutions. After launch, instructional designers review learner feedback, completion data, assessment results, manager observations, and workplace performance indicators. The goal is not only to prove that learners completed the course, but to determine whether the learning experience helped improve behaviour or results.

3. Teacher vs. Instructional Designer: What Actually Changes?

At first glance, teaching and instructional design look very similar because both are focused on helping people learn. The deeper difference is where the professional spends most of their time. A teacher spends much of the day delivering learning, responding to learners in real time, managing classroom behaviour, and supporting individual students. An instructional designer spends more time analysing needs, designing structured learning experiences, developing resources, working with stakeholders, and improving training based on evidence.

The change is not a rejection of teaching skills. It is a change in how those skills are used. In the classroom, the teacher is both designer and performer. In instructional design, the professional is more like an architect of learning: they design the structure, map the learner journey, create practice opportunities, and make sure the final experience solves a real problem.

3.1 Responsibilities as a Teacher

A teacher is responsible for planning lessons, delivering instruction, assessing student progress, and creating a positive learning environment. The work is highly human, immediate, and responsive. A teacher may prepare a lesson plan in advance, but the actual classroom experience often changes depending on student questions, energy levels, behaviour, technology issues, or assessment results.

- Design daily, weekly, or unit-level lesson plans aligned to curriculum standards.
- Explain concepts directly to learners using examples, demonstrations, stories, and practice activities.
- Monitor student understanding through questioning, assignments, quizzes, projects, and observation.
- Adapt instruction for different learner needs, reading levels, learning styles, and classroom contexts.
- Manage classroom routines, participation, discipline, transitions, and learner motivation.
- Communicate with parents, school leaders, colleagues, and support staff about student progress.
- Provide emotional, academic, and behavioural support to learners.

Example: During a mathematics lesson, a teacher may notice that several students cannot apply a formula correctly. The teacher may pause the planned lesson, use a simpler example, group students for peer support, and create a quick exit ticket to check understanding. This real-time adjustment is one of the strongest parts of teaching.

3.2 Responsibilities as an Instructional Designer

An instructional designer is responsible for creating learning solutions that are usually delivered by someone else, by a platform, or through a blended model. The focus is less

on direct classroom delivery and more on designing the learning experience so that it works consistently for many learners across locations, schedules, and formats.

- Analyse business, performance, or learner needs before creating content.
- Translate subject matter expertise into clear learning objectives and learner-friendly resources.
- Design learning journeys, course structures, scenarios, activities, assessments, and feedback loops.
- Create storyboards, scripts, facilitator guides, participant workbooks, job aids, and eLearning assets.
- Collaborate with subject matter experts, project sponsors, reviewers, trainers, and technology teams.
- Use tools such as authoring software, learning management systems, video tools, design platforms, and collaboration apps.
- Evaluate whether the learning solution improved knowledge, confidence, behaviour, or business performance.

Example: A company wants to reduce errors in customer onboarding. The instructional designer may interview team leads, review error reports, map the onboarding workflow, identify where employees struggle, and then design a short simulation-based module with practice cases. Instead of simply “teaching the process,” the designer builds a solution that helps employees perform the process correctly on the job.

4. Why Teachers Make Natural Instructional Designers

Teachers often make strong instructional designers because they already think in terms of learning goals, learner challenges, practice, feedback, and outcomes. They know that people do not learn effectively by receiving information alone. Learners need structure, relevance, examples, opportunities to practise, and feedback that helps them improve.

The most successful transitions happen when teachers learn to translate their school-based experience into workplace language. For example, a “lesson plan” becomes a “learning design plan,” “student assessment” becomes “learning evaluation,” and “differentiation” becomes “learner-centred design.” The underlying mindset is familiar, but the vocabulary and business context change.

4.1 Lesson Planning → Learning Design

Teachers already know how to break a topic into smaller parts, sequence learning logically, introduce concepts, provide examples, and give learners opportunities to practise. Instructional design uses the same thinking, but often applies it to adult learning, workplace behaviour, digital modules, and measurable performance outcomes.

- A teacher may plan a 45-minute lesson on fractions with explanation, examples, guided practice, and independent work.

- An instructional designer may plan a 20-minute eLearning module on expense claims with a scenario, short policy explanation, practice decisions, feedback, and a final knowledge check.
- Both roles require sequencing, clarity, practice, and alignment between objectives and activities.

4.2 Assessment → Evaluation

Teachers use assessments to understand whether learners have understood the topic. Instructional designers use evaluation to understand whether the learning solution has worked. The focus expands from “Did the learner remember the content?” to “Can the learner apply the skill, change behaviour, and improve performance?”

- A classroom quiz may test whether students can identify the correct answer.
- A workplace assessment may test whether employees can choose the right action in a realistic scenario.
- A learning evaluation may also examine completion rates, learner feedback, manager observations, error reduction, customer satisfaction, or compliance results.

4.3 Differentiation → Learner-Centered Design

Differentiation is one of the strongest teaching skills that transfers into instructional design. Teachers know that learners differ in prior knowledge, confidence, pace,

language, motivation, and support needs. In instructional design, this becomes learner-centred design: creating learning experiences that are accessible, relevant, flexible, and practical for the target audience.

Example: In a classroom, a teacher may provide visual aids, simplified instructions, extension tasks, or small-group support. In an instructional design project, the designer may provide optional deep-dive resources, captions for videos, downloadable job aids, scenario choices by role, and quick-reference summaries for learners who need support at the moment of work.

4.4 Classroom Management → Stakeholder Management

Classroom management may not appear related to instructional design, but the underlying skills are highly transferable. Teachers manage competing needs, keep people focused, communicate expectations, handle interruptions, and maintain progress. Instructional designers do similar work with stakeholders, reviewers, subject matter experts, timelines, feedback cycles, and competing priorities.

- Managing a classroom discussion becomes facilitating stakeholder conversations.
- Clarifying assignment expectations becomes clarifying project scope and review criteria.
- Handling student questions becomes asking structured questions to subject matter experts.

- Keeping a class on track becomes keeping design reviews, deadlines, and approvals moving.

5. How Much Do Instructional Designers Make?

Instructional designer salaries vary widely by country, industry, experience level, technical skill, and whether the role is focused on education, corporate training, technology, healthcare, financial services, or consulting. In the United States, recent salary sources report averages ranging from about \$72,801 to \$96,345 per year, depending on the data source and role definition. In India, salary sources show a broad range as well, with reported average figures ranging from about ₹648,782 to ₹12,44,996 per year.

For teachers considering the transition, salary should be viewed as a range rather than a fixed promise. Entry-level instructional design roles may pay less than senior teaching, curriculum leadership, or school administration roles in some markets. However, corporate instructional design, learning experience design, technical training, product enablement, and senior learning strategy roles can offer strong growth over time.

- **Entry-level roles:** Often focus on storyboarding, course updates, basic eLearning development, facilitator guides, and LMS uploads.
- **Mid-level roles:** Usually involve owning full learning projects, working directly with subject matter experts, designing assessments, and managing review cycles.
- **Senior roles:** May include learning strategy, performance consulting, complex program design, mentoring junior designers, and measuring business impact.

- **Higher-paying niches:** Technical training, software product education, cybersecurity awareness, sales enablement, healthcare training, financial services learning, and AI-enabled learning design may offer stronger compensation in some markets.

A practical salary strategy for transitioning teachers is to build a portfolio that demonstrates more than classroom experience. Strong portfolio samples may include a short eLearning module, a storyboard, a learner analysis, a job aid, an assessment plan, and a short case study explaining the problem, design decision, and expected learning outcome.

6. How to Become an Instructional Designer

Becoming an instructional designer is not about abandoning your teaching background. It is about translating it into a new professional language and adding a few industry-specific skills. A teacher already understands learning, sequencing, practice, feedback, and learner support. The transition becomes easier when you build visible evidence that you can design for adult learners, workplace outcomes, digital formats, and business needs.

6.1 Learn the Core Instructional Design Models

Instructional design models help you structure your thinking. You do not need to become overly academic, but you should understand the major models well enough to explain how you would design a learning solution from start to finish.

- **ADDIE:** Analyse, Design, Develop, Implement, and Evaluate. This is useful for structured projects with clear phases.
- **SAM:** Successive Approximation Model. This is useful for faster, iterative design where prototypes and feedback matter.
- **Backward design:** Start with the desired outcome, decide how success will be measured, and then design learning activities.
- **Bloom's Taxonomy:** Use measurable action verbs to move learners from remembering information to applying, analysing, and creating.

- **Kirkpatrick Model:** Evaluate training at different levels, including learner reaction, learning, behaviour change, and results.

Example: If you are designing a compliance course, ADDIE can help you analyse the risk, define objectives, develop the module, launch it through an LMS, and evaluate completion and error-reduction data. If you are designing a fast onboarding module for a product team, SAM may be more practical because you can build a quick prototype, test it with reviewers, and improve it in cycles.

6.2 Pick Up One or Two Authoring Tools

Authoring tools help instructional designers build digital learning assets. You do not need to master every tool at the beginning. It is better to learn one slide-based authoring tool and one rapid-development tool, then use them to create small portfolio pieces.

- **Articulate Storyline:** Useful for interactive eLearning, branching scenarios, simulations, and custom learner interactions.
- **Articulate Rise:** Useful for clean, responsive, web-style courses that can be built quickly.
- **Adobe Captivate:** Useful for software simulations, responsive courses, and screen-based learning.
- **Camtasia:** Useful for screen recordings, software walkthroughs, and simple learning videos.

- **Canva or Figma:** Useful for visual design, layouts, infographics, and learner-friendly resources.

For a former teacher, a strong first project could be a short scenario-based module. For example, instead of creating a generic “classroom safety” presentation, redesign it as a workplace safety microlearning module where the learner makes decisions, receives feedback, and completes a short assessment.

6.3 Consider an Instructional Designer Certification

A certification is not always mandatory, but it can help if you are new to the field and need structure, confidence, and credibility. A good certification should teach instructional design models, adult learning principles, needs analysis, storyboarding, authoring tools, accessibility, evaluation, and portfolio development.

- Choose a programme that includes practical projects, not only theory.
- Look for assignments that result in portfolio-ready outputs.
- Prefer training that includes feedback from experienced instructional designers.
- Compare cost, duration, credibility, alumni outcomes, and tool coverage before enrolling.
- Avoid relying only on certificates; hiring managers usually want to see work samples.

6.4 Build a Small Portfolio Project

Your portfolio is often more important than your resume because it shows how you think and what you can produce. Start small. One well-designed project with a clear problem, audience, objectives, storyboard, final asset, and evaluation approach is better than five weak samples.

- Choose a realistic workplace problem, such as onboarding, compliance, customer service, cybersecurity, software adoption, or sales training.
- Write a short project brief explaining the audience, problem, goal, and constraints.
- Create 3–5 measurable learning objectives.
- Develop a storyboard or design document before building the final asset.
- Build one short module, job aid, scenario, video, or facilitator guide.
- Add a reflection explaining your design choices and how you would measure success.

6.5 Learn the Vocabulary of Corporate Learning

One of the biggest changes for teachers is vocabulary. Corporate learning teams often talk about performance gaps, stakeholders, business outcomes, compliance, onboarding, upskilling, enablement, learner analytics, learning management systems, and return on

investment. Learning this language helps hiring managers see your teaching experience as directly relevant.

- “Lesson plan” can become “learning design plan.”
- “Students” can become “learners” or “employees.”
- “Classroom activity” can become “learning interaction” or “practice activity.”
- “Assessment” can become “knowledge check,” “performance task,” or “evaluation method.”
- “Parent communication” can become “stakeholder communication.”

7. Building a Resume and Portfolio That Actually Gets You Hired

A strong instructional design job application does two things: it translates your teaching experience into business language and proves your design skill through work samples. Your resume gets attention, but your portfolio often makes the difference in whether you receive an interview or an offer.

7.1 Creating a Resume for Instructional Designer Roles

Your resume should not read like a traditional teaching resume. Instead of listing classroom duties only, describe your work in terms of curriculum design, learner analysis, assessment design, technology use, stakeholder collaboration, data-informed improvement, and measurable outcomes. Recent instructional design resume guidance consistently emphasizes portfolio links, role-specific keywords, and quantified achievements.

- Place your portfolio link near the top of the resume.
- Use keywords from the target job description, such as ADDIE, eLearning, LMS, Storyline, adult learning, needs analysis, evaluation, facilitation, and stakeholder management.
- Rewrite teaching bullets as instructional design achievements.

- Use numbers where possible, such as number of learners supported, courses created, pass-rate improvement, reduced preparation time, or improved engagement.
- Keep the resume focused, concise, and aligned to the exact role you are applying for.

Example resume translation: Instead of writing, “Taught Grade 8 science,” write, “Designed and delivered standards-aligned science learning experiences for 120 learners, using formative assessments and differentiated activities to improve concept mastery.” This version makes the design, delivery, scale, assessment, and learner-impact elements more visible.

7.2 Building an Instructional Designer Portfolio

A portfolio should show both the final product and your design thinking. Hiring managers want to know how you analyse a problem, choose a learning strategy, write objectives, design practice, create feedback, and evaluate results. A beautiful module is helpful, but a clear explanation of your process is equally important.

- **Portfolio homepage:** Brief introduction, target role, portfolio samples, resume link, and contact details.
- **Case study page:** Problem, audience, constraints, learning objectives, solution design, tools used, and results or expected results.
- **Sample 1:** Short eLearning module with interaction and feedback.

- **Sample 2:** Storyboard or design document showing your planning process.
- **Sample 3:** Job aid, facilitator guide, microlearning video, or assessment sample.

8. Where the Jobs Actually Are

Instructional design jobs appear under many titles, and that can make the market confusing for former teachers. Search terms may include instructional designer, learning experience designer, eLearning developer, curriculum designer, training specialist, L&D specialist, learning consultant, enablement designer, or learning program manager. The strongest opportunities are often found in corporate learning and development, technology companies, healthcare, higher education, government, financial services, and consulting.

8.1 In-House Instructional Design

In-house instructional designers work inside one organization. They support employees, customers, partners, or internal teams by creating learning solutions aligned to company goals. This role is a good fit for teachers who want stability, collaboration, and the chance to understand one organization deeply over time.

- Common projects include onboarding, compliance, leadership development, product training, process training, and new-system adoption.
- You may work closely with HR, operations, IT, sales, customer support, or business-unit leaders.
- The work often involves balancing learner needs with business timelines and stakeholder expectations.

8.2 Corporate Training

Corporate training roles are especially attractive for teachers who still enjoy live facilitation. In these roles, you may design and deliver workshops, train employees on policies or systems, support managers, run onboarding sessions, or coach teams through new processes.

Example: A former teacher may become a sales trainer who designs role-play exercises, facilitates practice sessions, gives feedback, and tracks performance improvement after training. This keeps the live-interaction element of teaching while moving into an adult-learning environment.

8.3 E-Learning Development

E-learning development is more tool-focused. These roles involve building interactive digital courses, simulations, videos, quizzes, and LMS-ready learning packages. This path is a good fit for teachers who enjoy technology, visual design, multimedia, and independent production work.

- Useful skills include Storyline, Rise, Captivate, Camtasia, Canva, accessibility basics, SCORM, xAPI, and LMS publishing.
- Portfolio samples matter strongly because employers want to see what you can build.
- Teachers can start by converting a classroom lesson into a short self-paced digital module.

8.4 Learning Experience Design

Learning experience design, often called LXD, places greater emphasis on the learner journey, user experience, emotional engagement, accessibility, and design thinking. It overlaps with instructional design but may involve more research, prototyping, testing, and experience mapping.

Example: Instead of only building a course on manager feedback, a learning experience designer may map the full manager journey: pre-work reflection, short learning module, practice conversation, peer discussion, job aid, manager toolkit, and follow-up reinforcement after 30 days.

8.5 Freelance and Contract Roles

Freelance and contract instructional design can offer flexibility, variety, and stronger control over the types of projects you accept. It also requires business skills. Freelancers must manage client conversations, proposals, scope, pricing, timelines, revisions, and delivery quality.

- Good starter projects include converting presentations into eLearning, writing facilitator guides, creating onboarding assets, building job aids, or developing assessment questions.
- Contract roles can help former teachers gain experience before applying for full-time positions.

- The main risks are inconsistent income, unclear scope, revision cycles, and the need to find clients continuously.

8.6 Remote Jobs for Former Teachers

Remote instructional design roles are common in digital learning, corporate L&D, ed-tech, SaaS, customer education, and training-development teams. Remote work can be a major benefit for former teachers, but it also requires strong self-management, written communication, digital collaboration, and comfort working across time zones.

- Search for remote-friendly titles such as instructional designer, eLearning developer, learning experience designer, curriculum developer, L&D specialist, and customer education designer.
- Show remote-readiness through portfolio links, clear documentation, project examples, and collaboration-tool experience.
- Expect interviews to test how you manage deadlines, feedback, stakeholder communication, and independent work.

9. Is Instructional Design a Good Career for Former Teachers?

Instructional design can be a strong career path for former teachers, but it is not automatically the right choice for everyone. The best fit depends on what you enjoyed most about teaching, what you want to move away from, and how willing you are to learn business, technology, and portfolio-building skills.

9.1 When Instructional Design Is a Good Fit

Instructional design is likely to be a good fit if you enjoy planning, designing, writing, organizing content, using technology, and solving learning problems. Teachers who loved curriculum design, project-based learning, assessment design, educational technology, or resource creation often find the transition especially natural.

- You enjoy designing learning materials more than delivering live lessons every day.
- You are comfortable working with adults, managers, subject matter experts, and business stakeholders.
- You like technology and are willing to learn authoring tools.
- You can write clearly, organize information, and simplify complex topics.

- You are interested in solving performance problems, not just presenting information.

9.2 When It May Not Be the Right Fit

Instructional design may not be the right fit if the main part of teaching you love is daily live interaction with learners. Many instructional designers spend significant time on documentation, screen work, stakeholder reviews, project timelines, and revision cycles. The role can be creative, but it can also involve detailed production work and repeated feedback rounds.

- You strongly prefer live teaching over behind-the-scenes design work.
- You dislike digital tools, structured documentation, or asynchronous collaboration.
- You are uncomfortable receiving detailed feedback from multiple reviewers.
- You prefer emotionally close learner relationships rather than project-based stakeholder relationships.
- You do not want to build a portfolio or learn new workplace terminology.

The Bottom Line

For teachers who enjoy designing learning, simplifying complex ideas, creating resources, and improving learner outcomes, instructional design can be a practical and rewarding career change. The transition is strongest when you stop presenting yourself only as a former teacher and start showing yourself as a learning designer who can solve real problems.

The most important next steps are clear: learn the core models, build tool confidence, create a small but strong portfolio, translate your resume into instructional design language, and apply for roles that match your preferred work style. If you want live facilitation, look at corporate training. If you want digital production, look at eLearning development. If you want strategy and learner journey design, explore learning experience design. If you want flexibility, consider contract or remote roles.

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