



Designing Mission-Ready Learning Systems for U.S. Navy Training

Instructional Graphic Design, eLearning Storyboarding, Visual Learning Systems, and Courseware Modernization across CS and JBCC

Andre Green

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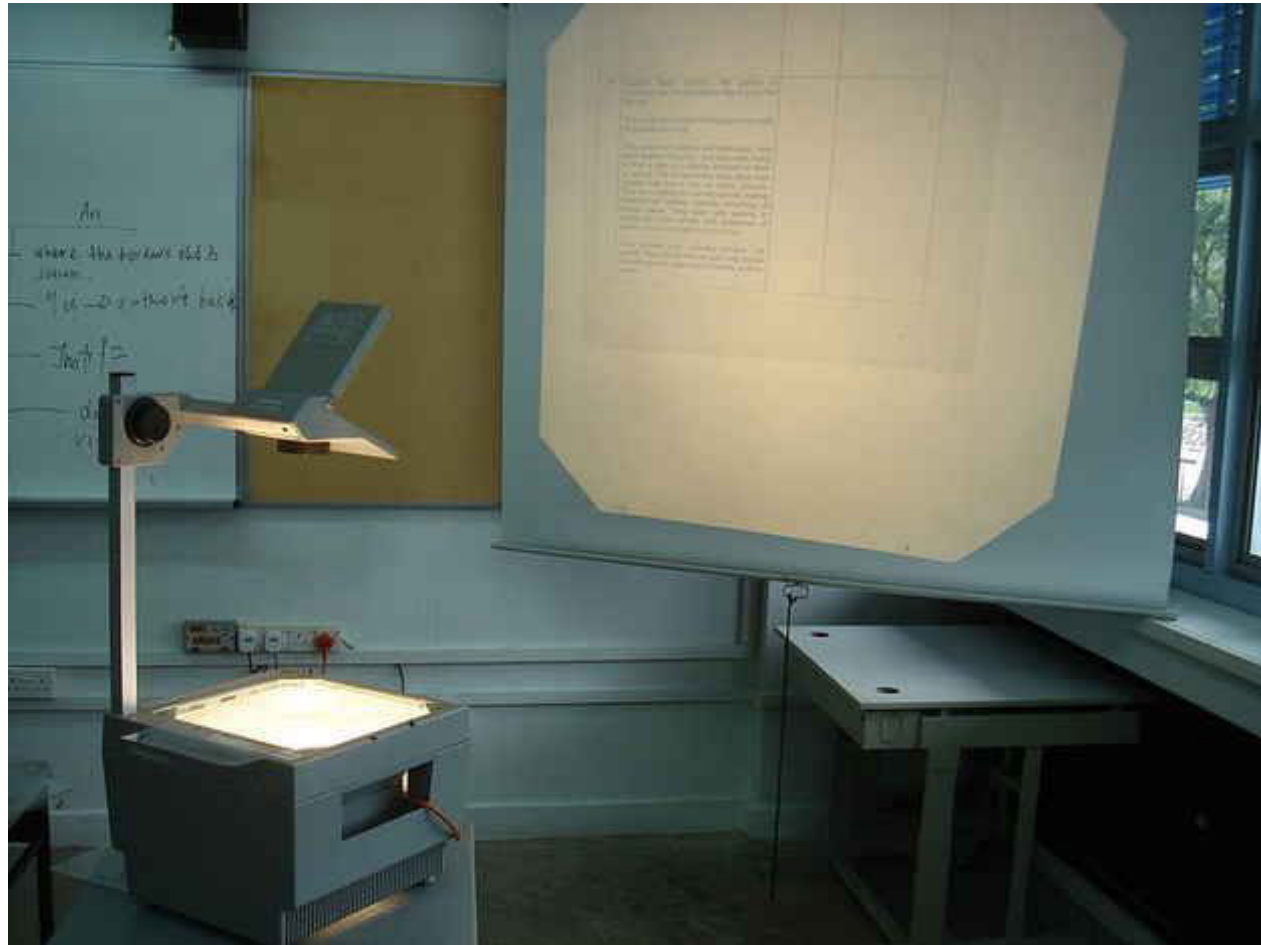
Introduction:

As a multidisciplinary Instructional Graphic Designer, UX/UI-minded designer, and visual learning specialist, I focus on transforming complex technical content into clear, structured, and engaging learning experiences. My work blends instructional design, graphic design, user experience thinking, accessibility, multimedia production, and visual storytelling to help learners understand information faster and apply it with confidence.

Through Chickasaw Industries, I supported the U.S. Navy as an Instructional Graphic Designer across both the CS and JBCC contracts. These projects required the ability to take dense operational content, legacy training materials, SME feedback, storyboard requirements, and courseware standards and translate them into polished, learner-centered instructional materials. My role included designing visual layouts, storyboards, course graphics, process diagrams, knowledge-check screens, job aid-style materials, and reusable learning templates that supported clarity, consistency, and production readiness.

Across this work, I approached training design as more than slide development. Each visual decision had to support comprehension, instructional flow, accessibility, and real-world application. Whether organizing content outlines, refining storyboard structures, supporting Alpha/Beta/Gold review cycles, or preparing materials for LMS and course delivery, my goal was to reduce cognitive load, improve learner engagement, and help complex Navy training content become easier to teach, review, and retain.

This case study highlights my ability to operate at the intersection of instructional design, visual design, UX/UI design, and production execution—turning complex source material into scalable learning experiences that support mission readiness, stakeholder alignment, and high-quality training delivery.



Project Overview

Context

The U.S. Navy needed instructional materials that could support complex operational learning across technical teams, SMEs, facilitators, and learners with varying levels of experience. Much of the source content was detailed, process-heavy, and dependent on accuracy. The challenge was not simply to “design slides” or “make graphics.” The challenge was to convert information into structured learning experiences that helped users understand what mattered, why it mattered, and how to apply it.

My Role

I served as an Instructional Graphic Designer, operating at the intersection of instructional design, visual communication, UX/UI design, and production-ready delivery. My responsibilities included learning needs analysis, learning objective development, storyboard support, visual system design, accessible layout design, SME review support, multimedia asset creation, final QA, and preparation of materials for LMS, workshop, or team rollout.

Final Deliverables

The work included:

Delivery Type	Purpose
Role-Based Learning Paths	Help learners follow structured training by role, task, or capability area
Facilitator & Participant Guides	Support instructor-led and blended learning delivery
Job Aids / Quick Reference Sheets	Provide fast-access performance support at the moment of need
Storyboards & Course Outlines	Align SMEs, stakeholders, and learning objectives before production
Scenario-Based Activities	Help learners practice realistic operational decisions
Knowledge Checks & Assessments	Reinforce retention and validate understanding
Visual Systems & Templates	Improve consistency, reduce rework, and speed future updates
Motion / 2D / 3D Graphics	Simplify complex written content and reduce cognitive load

S.T.A.R Snapshot

Situation:

Training materials needed to support complex Navy operational content, but the information was often dense, technical, and difficult to translate into learner-friendly formats. Stakeholders needed materials that were accurate, accessible, easy to update, and consistent across recurring deliverables.

Task:

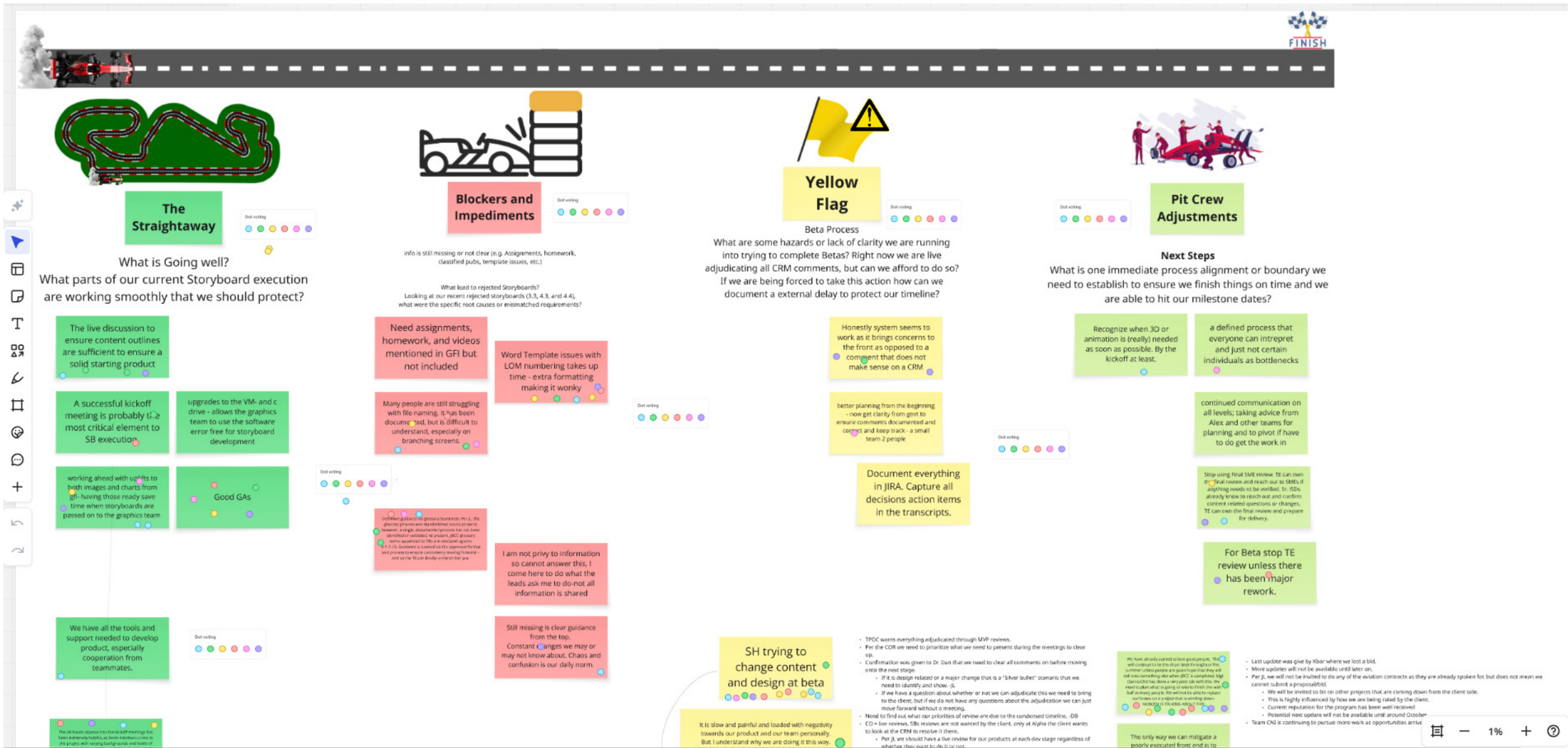
My task was to design instructional and visual learning materials that improved comprehension, supported consistent training delivery, preserved technical accuracy, and met accessibility and production-readiness expectations.

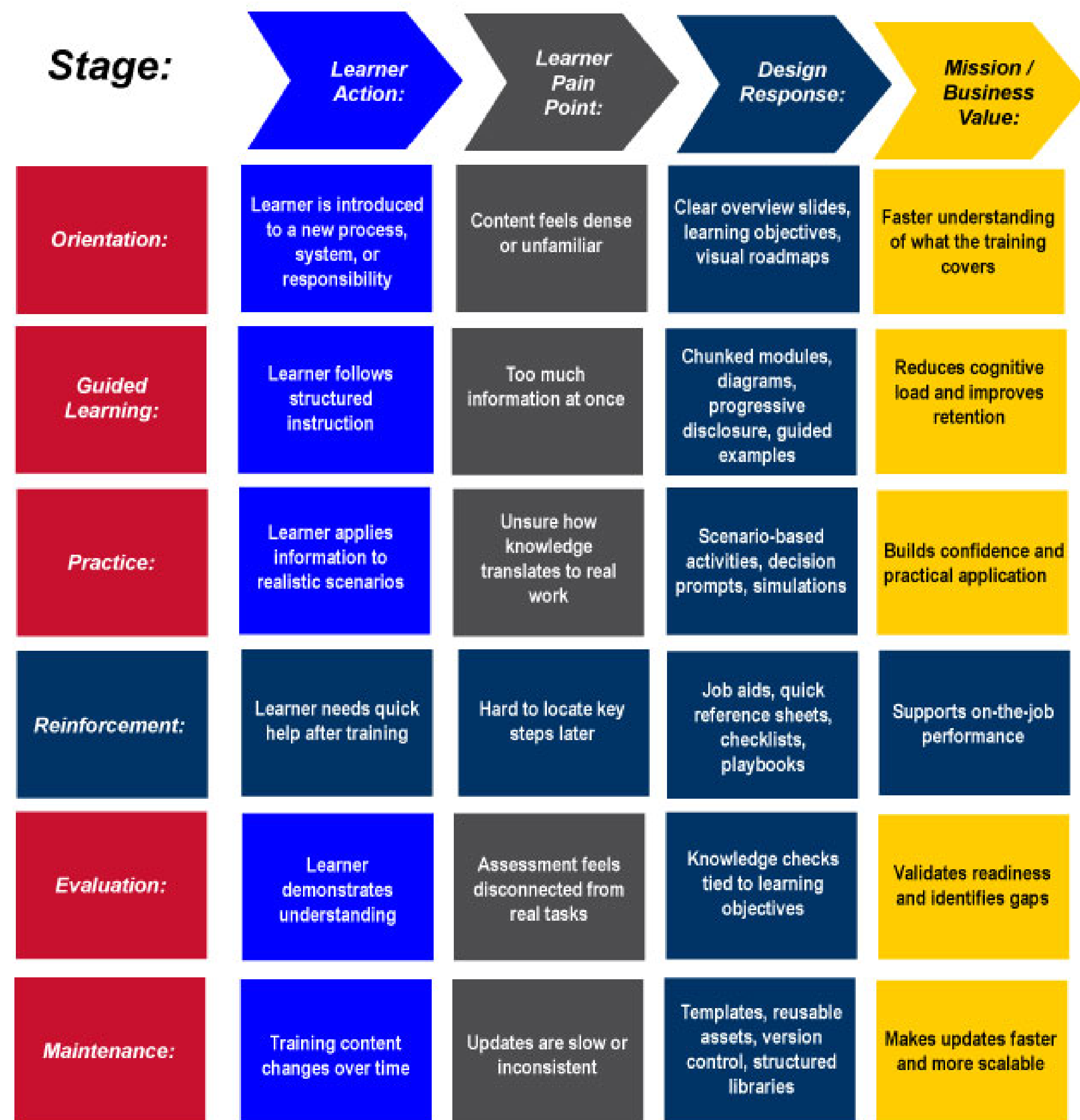
Action:

I partnered with SMEs, training leads, developers, and stakeholders to clarify learning goals, identify performance gaps, organize content into logical learning sequences, and create accessible learning assets. I developed storyboards, visual frameworks, templates, technical graphics, job aids, guided demonstrations, knowledge checks, and scenario-based activities. I also supported review cycles, version control, accessibility checks, SCORM/LMS packaging, and final QA.

Result:

The work created a more structured, repeatable, and scalable approach to learning content. Materials became easier to review, easier to update, easier to deliver, and easier for learners to understand. The design system and asset structure helped reduce rework, improve consistency, and support curriculum launch readiness.





Journey Map

This journey map captures the full learning-design path behind the U.S. Navy training materials—from early content intake and stakeholder alignment to storyboard development, review cycles, courseware production, and learner-facing delivery. Rather than viewing each stage as a simple production step, I approached the process as a learning experience challenge: how do we take dense technical and operational content and turn it into materials that are clear, accurate, accessible, and practical for real-world application?

In the early discovery and content review stage, the primary challenge was understanding what the learner needed to know, what the instructor needed to reinforce, and what the client needed the training to accomplish. Across both the CS and JBCC contracts, source materials included legacy slides, technical references, SME notes, process documentation, and evolving storyboard requirements. My role was to identify where content felt unclear, visually outdated, overly dense, or difficult to translate into learner-centered instruction.

As the work moved into content outlining and storyboard development, the focus shifted from information collection to instructional structure. This stage required careful decisions around learning objectives, screen flow, hierarchy, pacing, visuals, knowledge checks, and interaction patterns. From a UX and instructional design perspective, every screen needed a clear purpose: orient the learner, explain a concept, demonstrate a process, reinforce a decision, or prepare the content for practice and assessment.

The Alpha, Beta, and Gold review stages became critical checkpoints for collaboration and quality. These phases helped align instructional designers, SMEs, developers, reviewers, and stakeholders around what needed to be clarified, revised, approved, or prepared for delivery. My work supported this process through visual organization, design consistency, accessibility review, layout refinement, asset preparation, and production-ready quality control.

In the final delivery and learner application stages, the design had to move beyond presentation and become performance support. Whether creating structured storyboards, course graphics, job aid-style visuals, knowledge checks, or reusable templates, my goal was to reduce cognitive load and help learners understand complex material with greater confidence. The journey map became a shared blueprint for connecting content, design, review, development, and mission readiness—turning complexity into clarity and training requirements into usable learning experiences.

PERSONAS

The personas below represent the key audiences for the U.S. Navy training materials. Each has unique goals, challenges, and needs that inform our instructional design and visual decisions.



Learner / Student

Alex
E-4

Navy Technician

"I need clear, easy-to-follow training that helps me learn and apply concepts correctly."

GOALS

- Understand key concepts and procedures
- Apply knowledge accurately on the job
- Complete training efficiently

CHALLENGES

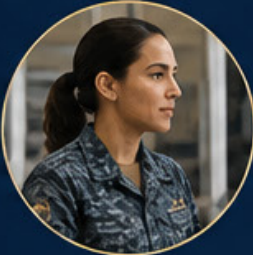
- Complex information and technical language
- Hard to know what is most important
- Balancing training with daily workload

NEEDS

- Clear explanations and visual examples
- Step-by-step guidance and scenarios
- Knowledge checks and feedback

WHAT SUCCESS LOOKS LIKE

Confidently completes training and applies skills correctly in real situations.



Instructor / Facilitator

Jamie
E-6

Navy Instructor

"I need materials that are accurate, structured, and easy to teach from."

GOALS

- Deliver consistent, accurate instruction
- Keep learners engaged and on track
- Reinforce key learning objectives

CHALLENGES

- Limited prep time
- Need materials aligned to objectives
- Managing diverse learner experience

NEEDS

- Instructor notes and talking points
- Clear slides, visuals, and activities
- Ready-to-use example scenarios

WHAT SUCCESS LOOKS LIKE

Runs effective training sessions and learners meet performance standards.



SME / Reviewer

Morgan
GS-13

Subject Matter Expert

"I need accurate content that reflects real-world requirements and standards."

GOALS

- Ensure technical accuracy and compliance
- Validate content meets Navy standards
- Provide clear, actionable feedback

CHALLENGES

- Reviewing multiple versions
- Providing feedback in limited time
- Ensuring nothing important is missed

NEEDS

- Easy-to-review layouts and markup
- Version tracking and change visibility
- Organized content and references

WHAT SUCCESS LOOKS LIKE

Content is accurate, complete, and approved with minimal rework.



Developer / Production

Taylor
GS-11

eLearning Developer

"I need clean, organized assets that are clear to build and easy to implement."

GOALS

- Build courseware efficiently
- Ensure functionality and accessibility
- Meet production quality standards

CHALLENGES

- Unclear requirements or assets
- Last-minute content changes
- Tight production timelines

NEEDS

- Well-structured storyboards and specs
- Finalized content and media assets
- Clear interactions and behaviors

WHAT SUCCESS LOOKS LIKE

Course is built correctly, on time, and ready for delivery.

ONE TEAM. ONE MISSION. EFFECTIVE TRAINING. READY NAVY.

Personas

At the center of this U.S. Navy training case study are the people responsible for learning, teaching, reviewing, and applying complex operational content. Across the CS and JBCC contracts, the audience was not limited to one type of user. The learning materials needed to support students, instructors, SMEs, reviewers, developers, and program stakeholders—each with different goals, pressures, and expectations.

The Learner represents Navy training participants who need to understand complex procedures, safety expectations, technical concepts, and operational workflows with confidence. Their primary challenge is navigating dense content while identifying what is most important to know, remember, and apply. For this audience, I focused on visual hierarchy, step-by-step sequencing, simplified layouts, knowledge checks, and learner-centered pacing to reduce cognitive load.

The Instructor / Facilitator needs materials that are accurate, structured, and easy to teach from. They rely on clear objectives, logical content flow, supporting visuals, discussion prompts, and consistent slide or screen patterns to guide learners through each section. For this audience, I helped shape storyboards, lesson structures, facilitator-friendly layouts, and visual systems that made delivery more consistent and easier to follow.

The SME / Reviewer is responsible for protecting technical accuracy, validating content, and ensuring that instructional materials align with Navy training standards. Their challenge is reviewing complex material across multiple versions, feedback cycles, and production stages. For this audience, I supported clearer storyboard organization, visual annotations, version-ready layouts, and structured review materials that made feedback easier to track and resolve.

The Developer / Production Team needs clean, organized, and production-ready materials that can move efficiently from storyboard to Alpha, Beta, Gold, and final course delivery. Their success depends on clear screen intent, consistent visual patterns, asset organization, interaction notes, and accessibility considerations. For this audience, I designed reusable templates, course graphics, layout standards, and organized visual assets that helped streamline production and reduce rework.

Designing with these personas in mind meant treating the training experience as an ecosystem, not a single deliverable. Every design decision needed to support comprehension, instruction, review, development, accessibility, and mission readiness. These personas became a practical framework for shaping learning materials that were not only visually stronger, but easier to teach, review, build, and apply.

Research & Analysis

What I Needed to Understand

Before designing final materials, I focused on understanding the learning environment, the audience, the content complexity, and the operational outcomes the materials need-
ed to support.

My discovery process included:

- Reviewing source content to identify learning objectives, key steps, dependencies, and knowledge gaps.
- Collaborating with SMEs to validate technical accuracy and determine what learners needed to do after training.
- Translating complex workflows into clearer diagrams, visual routes, and step-based learning structures.
- Evaluating how materials would be used across LMS, workshops, facilitator-led sessions, or self-paced learning.
- Reviewing materials for accessibility, hierarchy, readability, and production-readiness.

Key Insights

Insight 1: Learners needed structure before detail.

Dense technical content became easier to understand when learners first saw the purpose, sequence, and expected outcome.

Insight 2: Visual hierarchy mattered as much as the content itself.

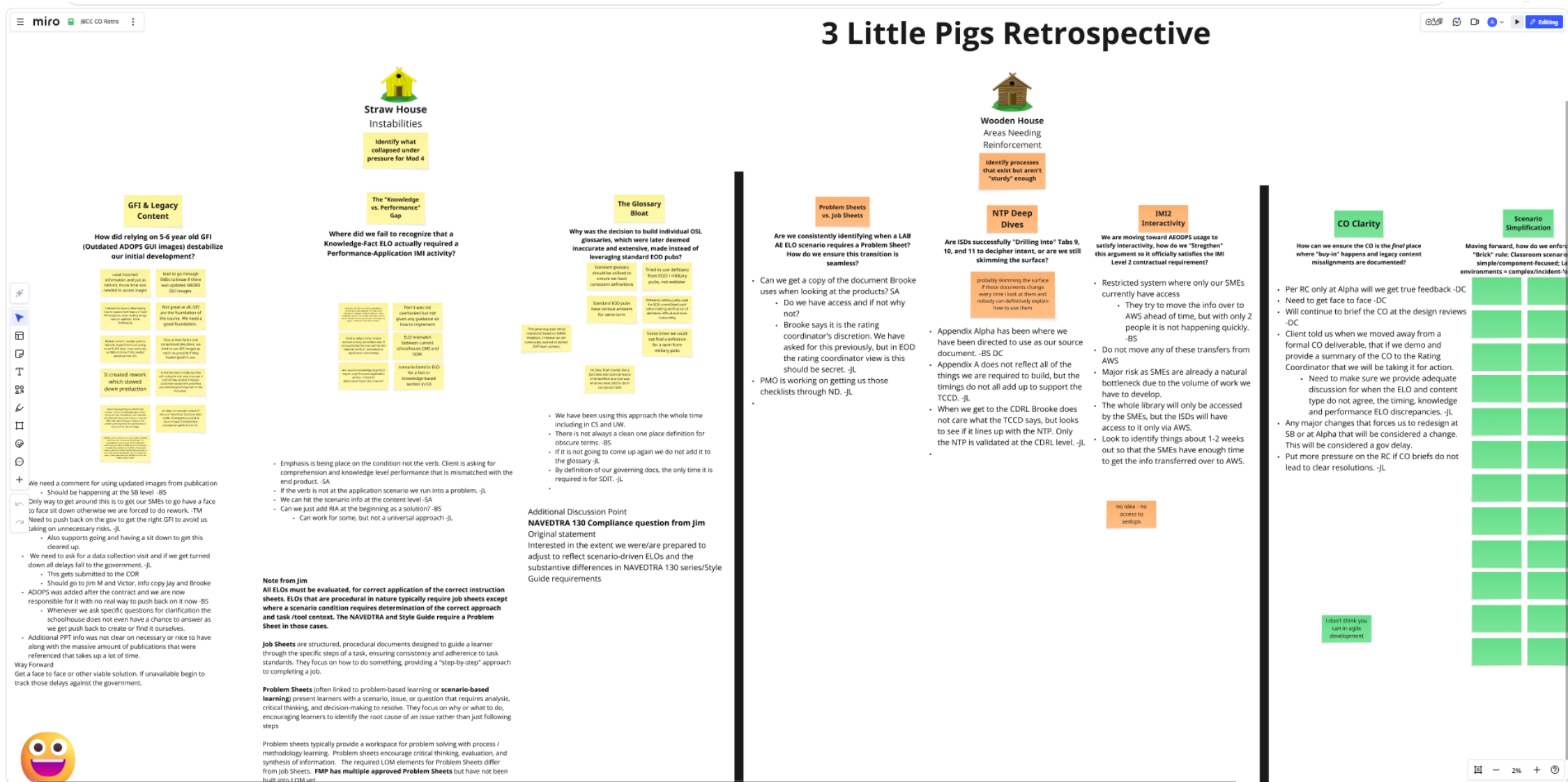
When headings, callouts, icons, and spacing were inconsistent, learners had to work harder to understand what was important.

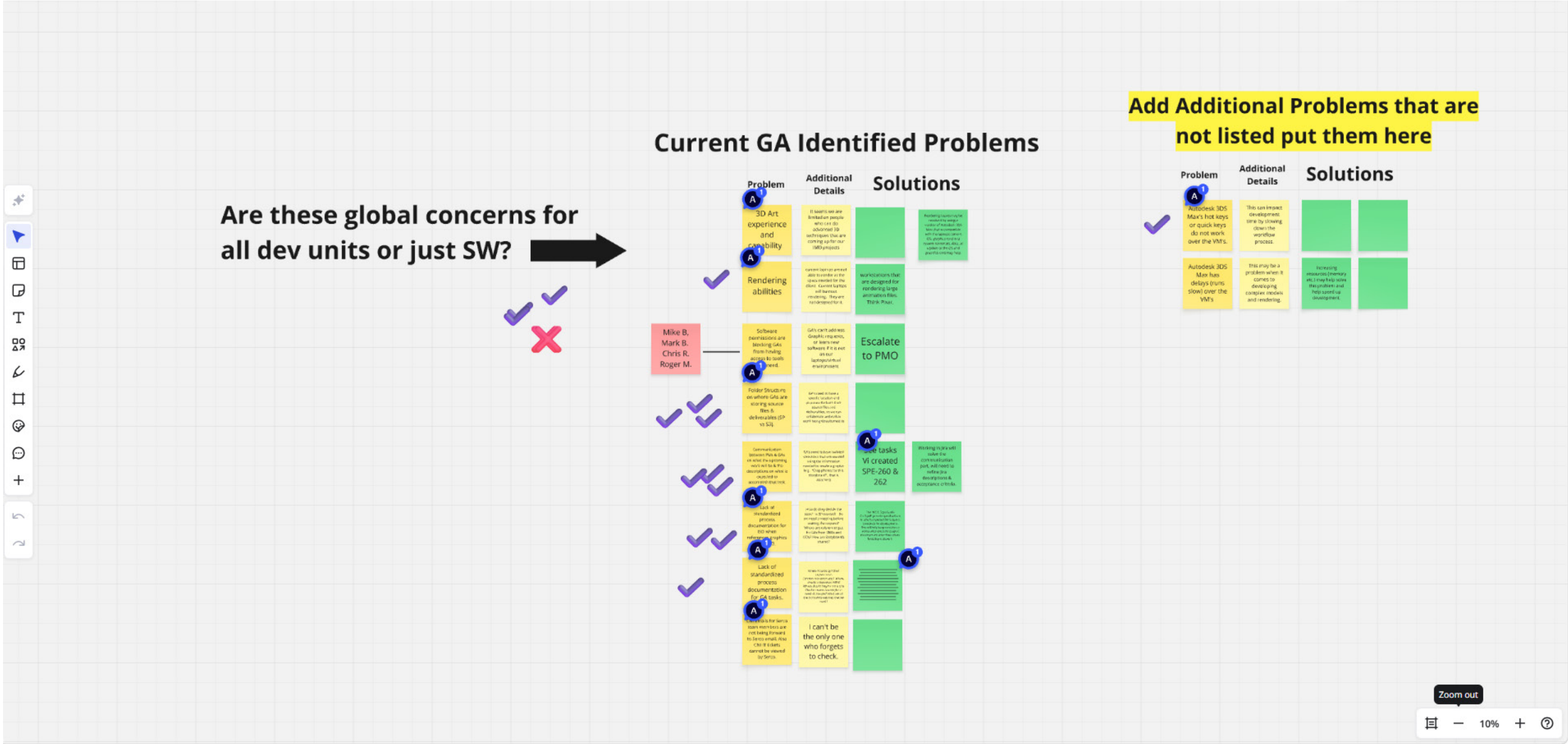
Insight 3: SMEs needed a clearer review system.

Structured storyboards, templates, and version control made feedback easier to manage and reduced ambiguity during revisions.

Insight 4: Performance support needed to extend beyond the course.

Quick reference sheets, job aids, and playbooks helped learners return to critical information after formal training ended.





The Challenge:

The core challenge was translating high-density operational information into learning materials that could support real performance.

Business / Mission Challenge

The client needed training materials that could:

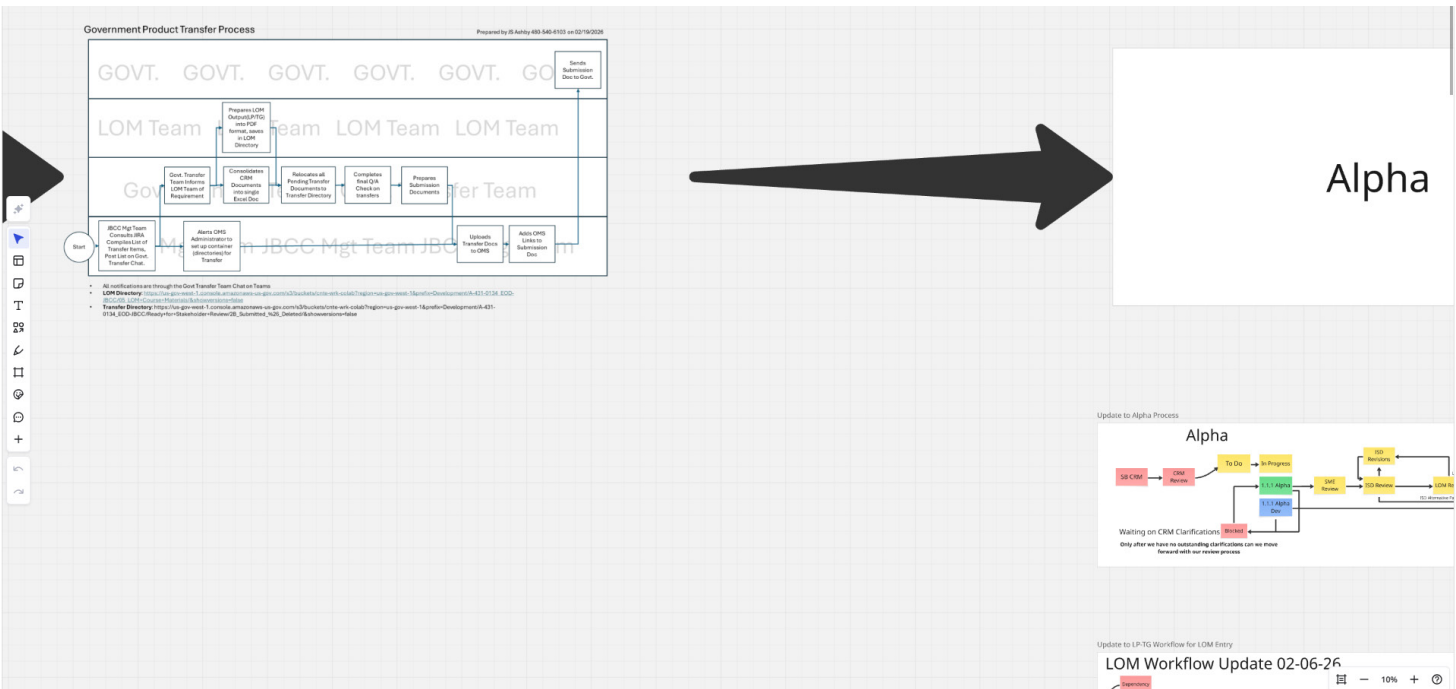
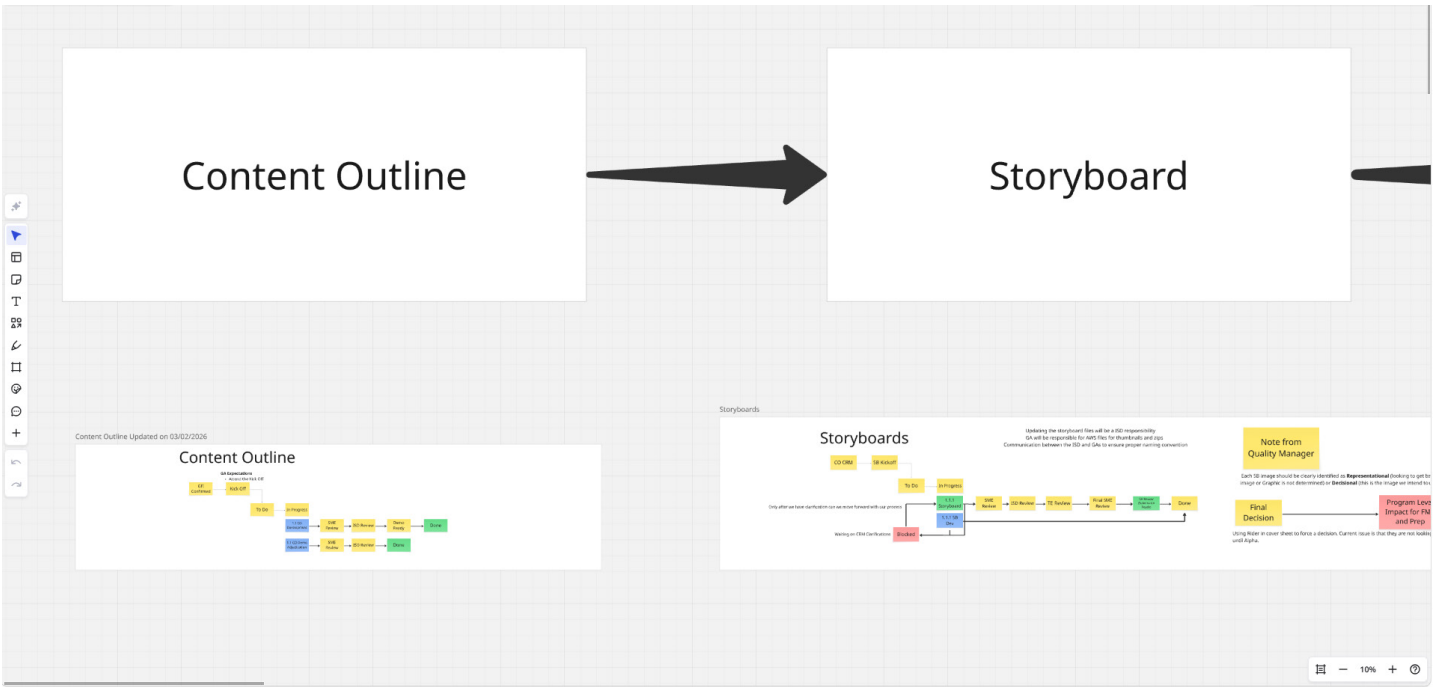
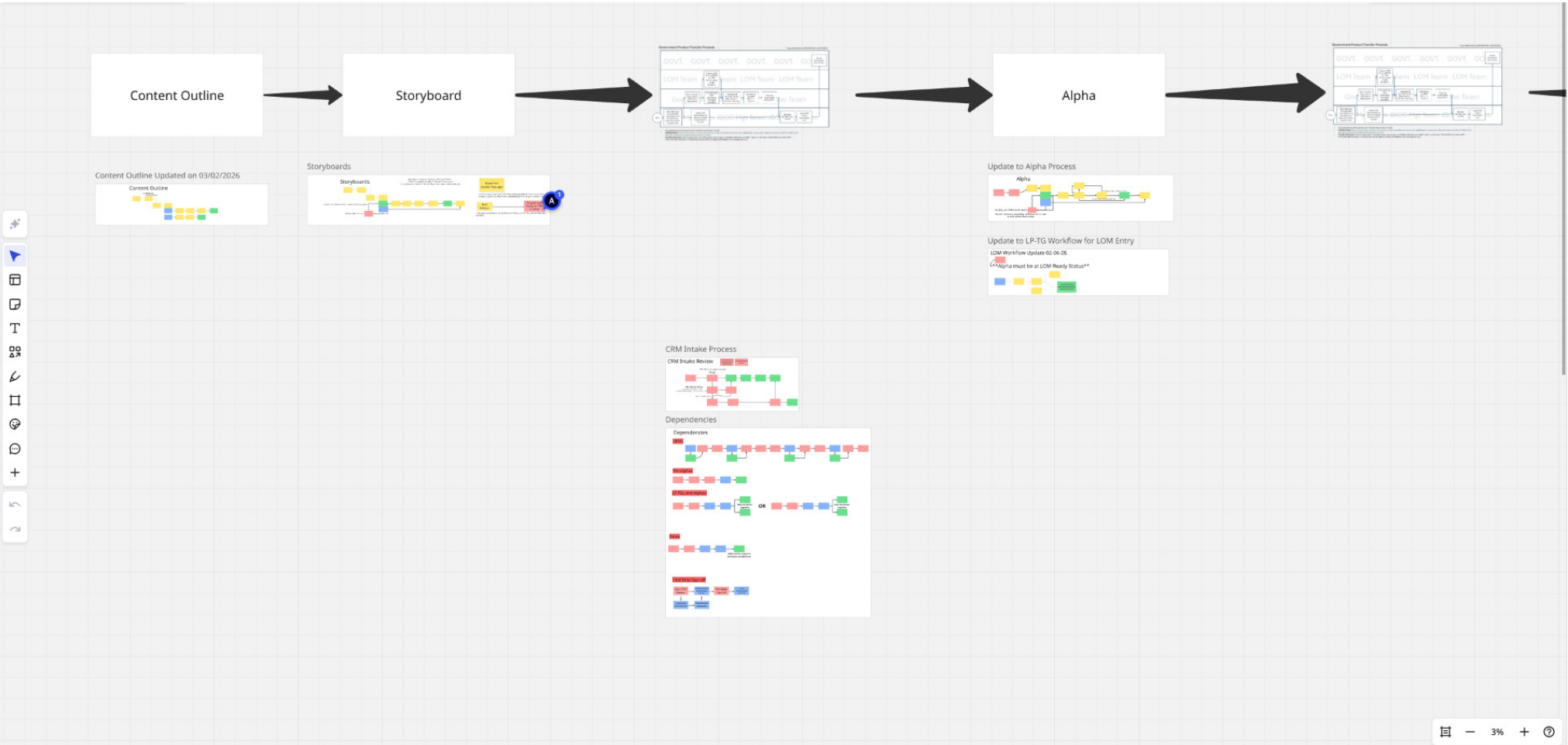
- Standardize complex operational learning across teams.
- Reduce inconsistency across recurring materials.
- Support faster SME review and approval cycles.
- Improve readiness for LMS, workshop, and team rollout.
- Maintain accuracy, accessibility, and production quality.
- Make technical information easier to understand without oversimplifying it.

Learner Challenge

Learners needed materials that were clear, practical, and easy to apply. Long-form technical content, inconsistent formatting, and unclear visual hierarchy could increase cognitive load and make it harder to identify the most important information.

Design Challenge

The design problem was to create a system where content, visuals, hierarchy, and interaction patterns worked together. The materials needed to be instructional, not decorative. Every layout, graphic, call-out, scenario, and knowledge check had to support learning transfer.



Process & Key Decisions:

1. Define Performance Outcomes First

I started by identifying what learners needed to know, do, or apply after completing the training. This helped shift the work from content presentation to performance-centered design.

Design decision: Lead with learning objectives and task outcomes before building visuals.
Why it mattered: It kept every graphic, module, and activity tied to a real instructional purpose.

2. Translate Dense Content Into Visual Learning Paths

I converted technical content into diagrams, process visuals, step-by-step layouts, and structured learning sequences.

Design decision: Use visual routes, icons, numbered steps, and modular layouts to clarify complex workflows.
Why it mattered: This reduced cognitive load and made the materials easier to scan, teach, and remember.

3. Build Reusable Systems Instead of One-Off Materials

I created reusable templates, media standards, layout patterns, and asset libraries.

Design decision: Treat instructional materials like a scalable design system.
Why it mattered: This improved consistency, reduced rework, and made future updates easier for distributed teams.

4. Design for Accessibility From the Start

Accessibility was built into layout, typography, contrast, structure, file preparation, and final QA.

Design decision: Review materials for readability, hierarchy, accessibility, and production-readiness before delivery.
Why it mattered: It supported inclusive learning and reduced the risk of last-minute compliance issues.

5. Use Scenario-Based Learning to Support Real Application

Where appropriate, I helped structure knowledge checks, simulations, and realistic scenarios.

Design decision: Move beyond passive reading by adding decision points and practical reinforcement.
Why it mattered: Learners could connect training content to real operational tasks.

Type Scale:

64 Arial Bold

36 Arial Narrow Bold

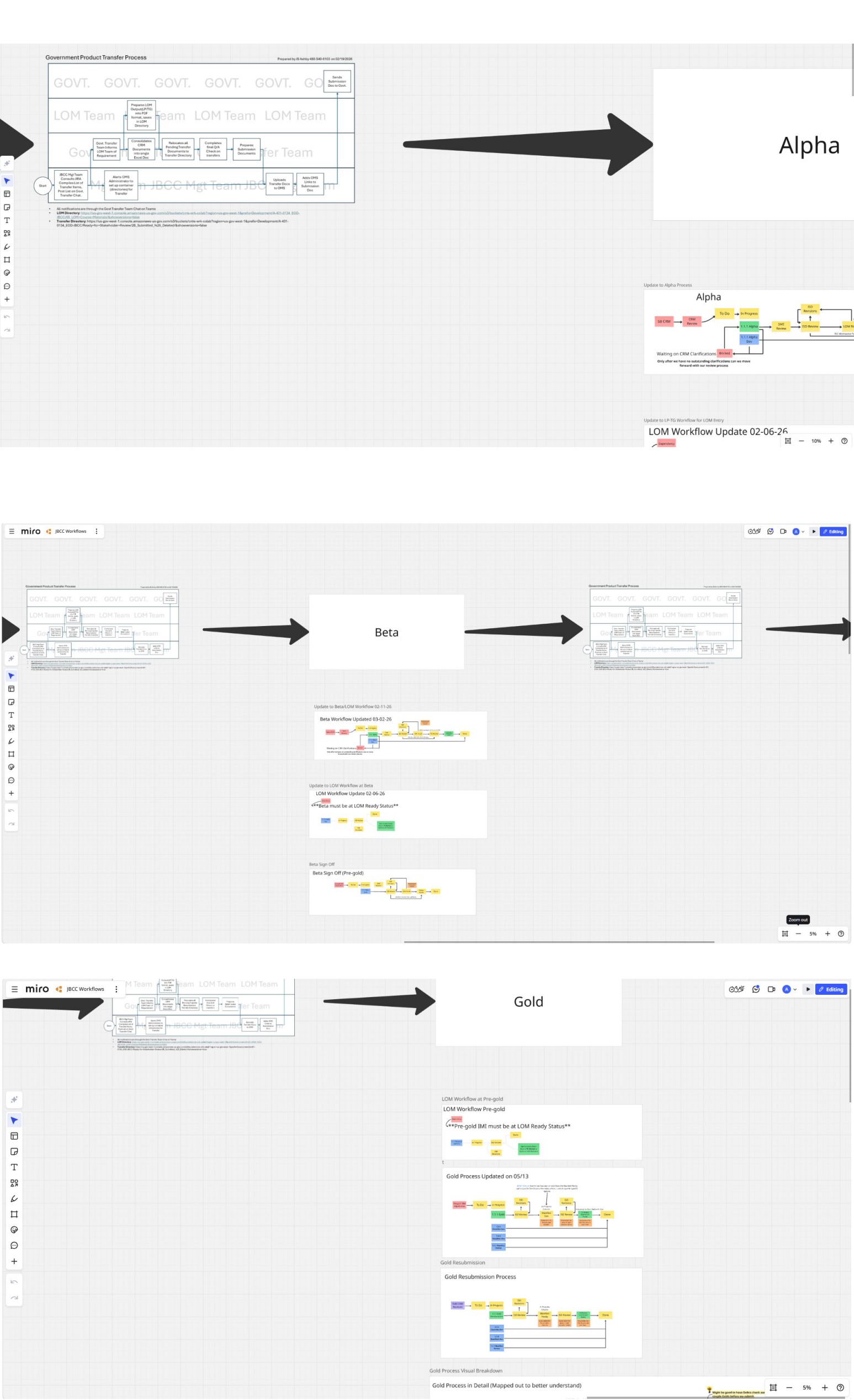
32 Arial Narrow Italic

24 Arial Narrow

20 Arial Regular

18 Courier New

16 Courier New Italic



User Experience / Learning Experience Elements

Typography & Hierarchy

I used clean, structured typography to help learners distinguish between section titles, key concepts, procedural steps, warnings, examples, and reference content. The goal was to make materials easier to scan without sacrificing technical precision.

Visual Systems

I developed consistent icon styles, layout grids, callout treatments, process graphics, and branded presentation frameworks. These visual systems created a stronger sense of continuity across courses, guides, and support materials.

Motion, 2D, and 3D Graphics

For complex written content, I used visual explanations, animation, and technical graphics to reduce cognitive load. Motion and 3D visuals were not used as decoration; they were used to clarify sequence, movement, relationships, and process logic.

Interaction & Reinforcement

Knowledge checks, guided demonstrations, and scenario-based activities were structured to reinforce learning objectives and help learners apply concepts rather than memorize disconnected information.

Accessibility

Materials were reviewed for legibility, contrast, layout consistency, accessibility, content accuracy, file organization, and production readiness. Accessibility was treated as part of quality, not a final checklist item.

ROLE-BASED LEARNING PATH

INSTRUCTIONAL DESIGN CASE STUDY

A collaborative, end-to-end process that aligns people, content, and technology to deliver effective learning experiences.



Component: Role - Based Learning Path

Purpose

The role-based learning path helped organize training around what different learners needed to understand, practice, and apply. Instead of forcing every audience through the same material in the same way, the structure helped align content to role expectations, capability gaps, and performance needs.

Design Strategy

The learning path used a modular structure:

- 1. Orientation:** What the learner is about to learn and why it matters.
- 2. Core Knowledge:** Foundational concepts and required terminology.
- 3. Process Understanding:** Step-by-step workflows and visual diagrams.
- 4. Guided Practice:** Scenarios, examples, or demonstrations.
Knowledge Check: Questions tied directly to learning objectives.
- 5. Performance Support:** Job aids, checklists, or quick reference tools.

Why This Worked

This approach gave learners a clearer path through the material while giving SMEs and training leads a repeatable framework for future updates. It also helped separate “must know,” “should know,” and “reference later” information, making the learning experience more focused and manageable.

INSTRUCTIONAL DESIGN

QUICK REFERENCE SYSTEM

Reusable Job Aids for Consistent Performance

 **CLEAR STEPS**
Simplify tasks and reduce errors.

 **QUICK ACCESS**
Find what you need, right when you need it.

 **CONSISTENT**
Standardize guidance across the team.

1 STEP-BY-STEP CHECKLIST

Use this checklist to complete the process.

- 1

 **Step 1**
Review the requirements.

☐
- 2

 **Step 2**
Gather and verify information.

☐
- 3

 **Step 3**
Complete the required actions.

☐
- 4

 **Step 4**
Coordinate and communicate.

☐
- 5

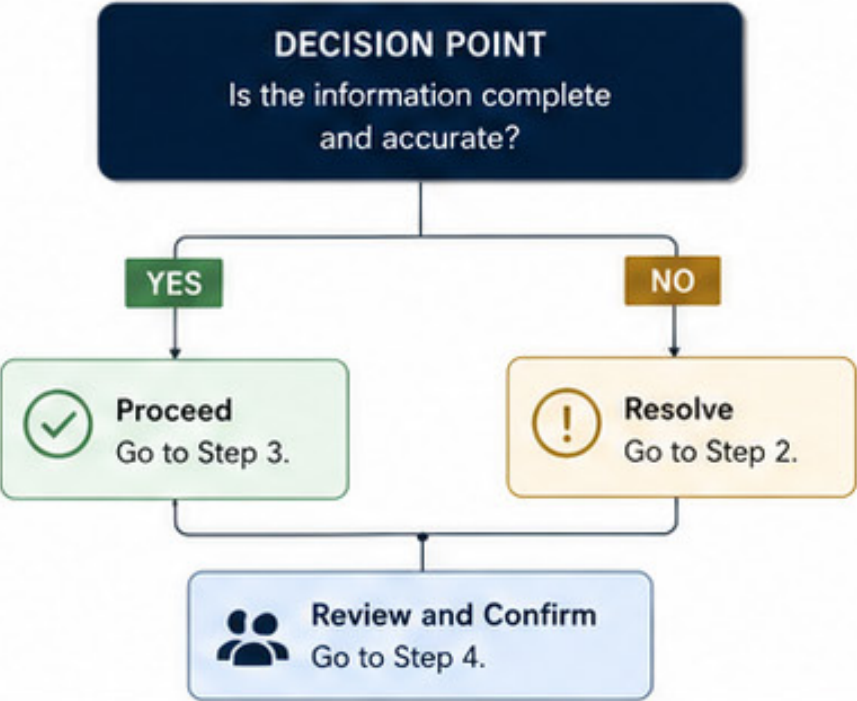
 **Step 5**
Confirm and close the task.

☐

★ Follow each step in order. Do not skip steps.

2 DECISION GUIDE

Use this guide to determine the next action.



💡 When in doubt, escalate and seek clarification.

3 REFERENCE TABLE

Use this table for quick reference.

ITEM	DESCRIPTION	STATUS	OWNER
 Item A	Short description of Item A.	Active	Team Lead
 Item B	Short description of Item B.	In Progress	Analyst
 Item C	Short description of Item C.	Pending	Coordinator
 Item D	Short description of Item D.	On Hold	Specialist
 Item E	Short description of Item E.	Complete	Team Lead

📖 Keep this table updated for accuracy.

4 CAUTION / REMINDER CALLOUT



REMINDER

Pay attention to key details and verify information before proceeding.



Be Accurate
Double-check entries and attachments.



Protect Information
Follow all security and privacy guidelines.



Communicate Early
Ask questions and clarify assumptions.

★ Stop and review if something doesn't look right.

5 QA REVIEW CHECKLIST

Use this checklist to ensure quality before final approval.

CHECKPOINT	REVIEW	CONFIRM	NOTES
 Accessibility Check	Verify usability and accessibility.	☐	—
 Content Review	Verify accuracy, clarity, and completeness.	☐	—
 Peer Review	Obtain peer feedback and sign-off.	☐	—
 Policy & Compliance	Ensure alignment with policies and standards.	☐	—
 Final Approval	Approve for release and distribution.	☐	—

✅ All items must be confirmed before final approval.



USE CONSISTENTLY
Apply these job aids the same way every time.



SHARE AND IMPROVE
Share feedback to keep these tools effective.



DRIVE PERFORMANCE
Small steps. Better decisions. Stronger results.



SIMPLE TO USE.
BUILT TO PERFORM.

Component:

Job Aid / Quick Reference System

Purpose

The job aid system supported learners after formal training by giving them fast access to key steps, reminders, definitions, and procedural guidance.

Design Strategy

The job aids were designed with:

- Strong headings for fast scanning.
- Step-based layouts for procedural clarity.
- Icons and callouts to highlight important actions.
- Plain-language phrasing where possible.
- Visual consistency across related materials.
- Accessible formatting for readability and usability.
- Version-controlled structure for future updates.

Business Value

These materials helped reduce reliance on long-form documentation and gave learners a faster way to retrieve critical information. For stakeholders, the job aid system created a repeatable format that could be reused across future training needs, improving consistency and reducing production time.

learning.portal / course / readiness

SELF-PACED ELEARNING

COURSE PROGRESS 75%

Operational Readiness Essentials

1

Orientation

Purpose, objectives, and expected outcomes

COMPLETE

2

Core Process

Sequenced workflow and technical concepts

COMPLETE

3

Guided Scenario

Apply the process to a realistic decision

IN PROGRESS

4

Knowledge Check

Validate understanding and reinforce key steps

NEXT

LEARNING DESIGN PATTERN

Orient -> Explain -> Practice -> Check -> Support

RISE 360 COURSE

Operational Readiness

1

Orientation

2

Core Process

3

Guided Scenario

4

Knowledge Check

RESPONSIVE ON MOBILE

RESPONSIVE DELIVERY

SCENARIO-BASED PRACTICE

INTERACTIVE

A process step conflicts with the approved workflow. What should the learner do next?

A

Continue using the current step

B

Verify source and clarify

C

Skip the step and proceed

Correct feedback

Validate the source before taking action.

KNOWLEDGE CHECK

1 OF 3

Which design choice best reduces cognitive load in a technical module?

☐

Use one long text block

☒

Chunk content into sequenced steps

☐

Add more decorative imagery

SUBMIT

Feedback is tied directly to the objective.

Component: Articulate 360 / Rise 360 eLearning Experience

Purpose

I used Articulate 360 / Rise 360 to translate storyboarded Navy training content into responsive, self-paced eLearning modules designed for clear sequencing, learner reinforcement, and LMS delivery.

Design Strategy

- Chunked dense technical content into short, purposeful learning sections.
- Used process graphics, labeled visuals, accordions, tabs, and scenario blocks to support progressive disclosure.
- Built knowledge checks with targeted feedback tied to learning objectives.
- Created reusable visual patterns so modules remained consistent across review and revision cycles.
- Designed with accessibility, readable hierarchy, and responsive behavior in mind.
- Prepared content for SCORM/LMS testing, stakeholder review, and iterative Alpha/Beta/Gold refinement.

Why This Worked

Rise 360 supported a fast, modular authoring workflow while preserving a consistent learner experience across devices. The section-based structure also made SME review more focused and made future content updates easier to manage without rebuilding an entire course.

AUTHORING + DELIVERY CAPABILITIES

RESPONSIVE

SCENARIO

KNOWLEDGE CHECK

SCORM / LMS

Reflection

This project reinforced how powerful design can be when it is connected directly to learning performance. My work was not just about creating polished visuals; it was about building instructional systems that made complex operational content easier to understand, deliver, and sustain.

The strongest part of the work was the combination of instructional design, visual design, UX thinking, accessibility, and production discipline. I was able to translate dense source content into structured learning materials while helping stakeholders move through review cycles with greater clarity.

What I would do differently next time is build in a stronger measurement framework earlier in the process. I would define pre- and post-training evaluation points, collect learner feedback after rollout, and track which job aids or modules were used most often. That would allow the learning experience to evolve based on evidence, not assumptions.

This work sharpened my ability to design for clarity, accuracy, accessibility, and real-world application in a high-responsibility environment. It also strengthened my belief that great learning design is not just instructional—it is strategic, visual, human-centered, and deeply connected to operational success.