PASSERELLE

National hub in capacity development for patient-oriented research

Pôle national de développement des capacités en recherche axée sur le patient


Practical Guide

# Transforming a Webinar into an Interactive Learning Experience

From raw recording to an engaging learning path in 8 steps

A recorded webinar often contains valuable content, but it can be hard to use as-is: too long, too dense, too linear. This guide provides a clear, repeatable method to extract the essentials and turn them into short, engaging modules suited to today's learners.

## Guide Overview

# Introduction

This guide was designed to help you transform any webinar into a short, interactive, action-oriented training. Whether you are new to instructional design or already experienced, you will find a simple and effective approach here.

**Why short modules?** Because learning is more powerful when it is brief, contextualized, and directly useful. By breaking a webinar into 2-to-5-minute segments, you respect learners' real attention span and maximize retention and application.

Each step in this guide includes:

- A clear goal
- A practical method
- A common mistake to avoid
- An estimated time to complete

In addition, before modifying any webinar for which you do not hold the rights, it is essential to obtain the rights holder's approval. Reflection points and an example are included at the end of this guide.

# 1-Review the Original Webinar

**Preparation – 20 to 60 minutes**

## Why this step matters

Before transforming a webinar, you need to analyze its content to identify what is useful, what can be reorganized, and what should be removed. Without this step, you risk reproducing the same problems as the original recording: information overload, lack of clarity and unclear objectives.

This review is not passive viewing. It is an active analysis aimed at spotting the moments most relevant to learning: key concepts, important distinctions, concrete examples, and useful visuals. Everything else can be condensed or removed.

## How to do it

### 1. Map the content

Identify the main sections, key ideas, important points, and transitions in the webinar

### 2. Identify essential passages

Note the high-value moments: important concepts, useful distinctions, diagrams or illustrations that aid understanding

### 3. Remove the unnecessary

Cut off-topic content, repetitions, overly theoretical passages, or anything too long that doesn't directly support learning

**Avoid:** Summarizing the webinar instead of selecting what is truly useful. A summary reproduces the original structure; an analysis challenges it.

20 to 60 minutes for a complete review (more if it is your first time).

## 2-Define the Main Learning Objective

**Design – 15 minutes**

### Why this step matters

Each short module should help learners acquire one single skill or perform one single action. This is the fundamental rule: one objective, one module. Trying to cover multiple skills at once dilutes attention, overloads memory, and reduces retention.

A well-written objective becomes your guiding thread. It drives every design decision that follows: the content to include, the activities to offer, the interactions to create, and the assessment questions to ask.

### How to write the objective

1. Identify a key idea

Choose one idea directly from your webinar analysis: a specific skill or competency

2. Rewrite it as a verifiable objective

The objective should be short, action-oriented, observable, and measurable

3. Check that it is achievable

The objective must be achievable in under 5 minutes. If not, narrow it down or split it

**Template:** «By the end of this module, the learner will be able to [action verb] [expected behavior] [context].»

**Avoid:** Mixing multiple objectives in the same module. If you are torn between two ideas, create two separate modules.

5 to 15 minutes to define one objective (more if it is your first time).

# 3-Break It into Short, Clear Modules

Design – 15 to 20 minutes

## Why this step matters

Breaking up a webinar means transforming it into standalone, independent learning segments. Unlike a simple chronological split, this process is based on the instructional value and coherence of each part, not its position in the original recording. Each part should be able to stand alone, convey a clear idea, and support a specific objective.

## The four criteria of a good, short module

1. **Relevance**: the content is essential to the objective, with nothing extra
2. **Practical value**: it enables an action, a reflection, or an immediate application
3. **Simplicity**: it can be explained and understood in 2 to 5 minutes
4. **Autonomy**: it works on its own, without a previous module or a long setup

## The 2-to-5-minute format rule

As a general rule, each short module should contain three elements. Keep in mind that some complex topics, such as patient-oriented research, may legitimately need a bit more time without losing effectiveness:

- 1 core idea, clearly identified
- 1 short explanation, contextualized and illustrated if possible
- 1 related action that the learner can do right away

**Avoid:** Creating modules that are too long or contain multiple ideas. If a module exceeds 5 minutes, it almost always means it covers too many ideas at once.

15 to 30 minutes to break up a one-hour webinar (more if it is your first time).

# 4-Create Real-World Scenarios

**Adult Learning – 20 minutes**

## Why this step matters

Adults learn best when they are placed in a situation, invited to think, making decisions, and observe the consequences. Scenario-based learning makes content concrete and engaging.

By grounding content in real or plausible situations, you activate learners' prior knowledge, stimulate their thinking, and make it easier for them to apply what they learn in their professional practice. This is the difference between "knowing what" and "knowing how."

## The 4-step scenario structure

| Step | Element | Description |
|---|---|---|
| **1** | Real or plausible case | Ground the content in a professional situation that learners can recognize |
| **2** | Thought-provoking question | Invite them to think before providing the answer |
| **3** | 2 to 3 decision options | Offer realistic, distinct choices to encourage reflection. |
| **4** | Reveal the consequences | Show the effects of each choice to reinforce learning |

**Avoid:** Presenting only theory without going through experience. Theory without context is neither remembered nor applied in practice.

20 to 40 minutes to build a scenario for one module (more if it is your first time).

## 5-Build In Active Participation

Engagement – 20 minutes

### Why this step matters

Active participation maintains attention, drives engagement, and improves retention. But every interaction must serve the learning objective. A purely decorative interaction can do as much harm as good.

**The golden rule:** every click, every choice, every reveal should bring the learner one step closer to understanding.

### Recommended structure per module

- 3 micro-activities (tabs, clicks, progressive reveals) to maintain attention and pace
- 1 reflection activity (sort, match, compare) to activate thinking
- 1 decision-making activity (scenario with choices and consequences) to anchor learning

### The 2-to-5-minute format rule

| Goal | Activity type | Examples |
|---|---|---|
| **To understand** | Simple interactions | Clicks, progressive reveals, tabs |
| **To analyze** | Reflection activities | Sorting, matching, comparing |
| **To decide** | Interactive scenarios | Choices with immediate feedback on consequences |

## Where to place activities in the module

- **Beginning:** small activities to capture attention
- **Middle:** reflection activities to engage thinking
- **End:** decision-making with immediate feedback to anchor learning and encourage action

**Avoid:** Adding interactions just to make things look good. They must always serve the learning objective.

20 to 40 minutes to integrate active participation (more if it is your first time).

# 6-Assess and Give Feedback

Validation – 10 to 15 minutes

## Why this step matters

Assessment checks real understanding of the content. Immediate feedback reinforces learning and helps learners adjust. Without this verification step, learners leave the module without knowing whether they understood and absorbed the material.

A good assessment in short modules is not an exam. It is an active check that provides useful information on each learner's progress. A mini-quiz of 3 to 5 well-designed questions does the job perfectly, as long as each question is directly tied to the module's learning objective.

## How to design the assessment

| Element | Details |
| --- | --- |
| **Targeted mini-quiz** | 3 to 5 questions directly linked to the module's objective |
| **Clear feedback** | Short, explanatory, and encouraging for each answer |
| **Adaptive redirection** | If the learner gets it wrong, point them back to the relevant module or concept |

Avoid: Testing only theoretical details. Questions should assess understanding or the ability to act, not memorization of minor facts.

10 to 25 minutes to create the assessment (more if it is your first time).

# 7-Anchor Learning in Practice

**Validation – 10 to 15 minutes**

## Why this step matters

The ultimate goal of any training is action. Learners need to be able to quickly apply what they have learned in their real-world context. Without anchoring activities, even a perfectly designed module risks producing no lasting change.

## The three anchoring elements

| Element | Details |
|---|---|
| **Practical micro-task** | A concrete action that can be completed within 24 to 72 hours in the learner's real professional context. It should be easy to start and meaningful enough to create lasting learning |
| **Personal commitment** | A statement the learner writes in their own words to commit to taking action. This technique increases the rate at which learning is actually applied |
| **Supporting resources** | 2 to 4 reference sheets, templates, or tools that are directly usable to support action. These resources should be short, practical, and linked to the module's objective |

Avoid: Assigning tasks that are too ambitious or vague. A micro-task should be startable within 24 hours and clear enough that there is no confusion about what to do.

5 to 15 minutes to design the anchoring strategy (more if it is your first time).

# 8-Improve Usability

**Technical & Accessibility – 30 minutes**

## Why this step matters

Even an excellent module is useless if learners abandon it because it is slow, hard to use on mobile, or visually cluttered. Usability is a condition of accessibility and equity. It lets learners focus on learning rather than struggling with the interface.

## The four areas to check

### 1. Accessibility across devices

- Test the module on mobile, tablet, and desktop before going live
- Use large, touch-friendly buttons
- Adapt the layout for portrait view (mobile first)

### 2. Readability and inclusion

- Use a readable font, adequate size, and high contrast
- Add subtitles to all videos
- Avoid animations or flashing effects that may affect some users

### 3. Loading speed

- Compress images for fast download
- Optimize videos for smooth online playback
- Avoid heavy animations that slow things down

### 4. Tracking and adjustment

- Enable learner progress tracking
- Analyze where people drop off and adjust content regularly
- Measure quiz results to evaluate the module's usefulness and effectiveness

**Avoid:** Creating a visually polished module that is hard to download or use. Visual appeal never makes up for poor technical accessibility.

30 minutes for this improvement and testing phase.

## Conclusion: A Complete Framework for Transforming Your Webinars

Transforming a webinar into an interactive session is not about summarizing it, it is about rethinking it to promote understanding, engagement, and action.

Utilizing the following eight steps in this guide: review, single objective, segmentation, scenario-based learning, active participation, assessment, anchoring, and improvement, you now have a complete framework for creating short, modern, effective modules suited to diverse audiences.

What this guide helps you do:

- Transform any webinar into a short module in record time
- Ensure learning consistency across every module you produce
- Maximize engagement and completion rates among learners
- Support the real-world application of new knowledge in practice
- Produce a professional, reusable, and adaptable result

# Summary

## Transforming a webinar into an interactive session

**Total duration of the transformation - 2 to 4 hours**

| Step | Title | Description | Time per step |
| --- | --- | --- | --- |
| 1 | Review the Original Webinar | • Map the content<br>• Identify essential passages<br>• Remove the unnecessary | 20 to 60 min. |
| 2 | Define the Main Learning Objective | • Identify a key idea<br>• Rewrite it as a verifiable objective<br>• Check that it is achievable | 5 to 15 min. |
| 3 | Break It into Short, Clear Modules | • Relevance, Practical value, Simplicity, Autonomy<br>• 2-to-5-minute format rule: 1 core idea, 1 short explanation, 1 related action | 15 to 30 min. |
| 4 | Create Real-World Scenarios | • Real or plausible case<br>• Thought-provoking question<br>• 2 to 3 decision options<br>• Reveal the consequences | 20 to 40 min. |
| 5 | Build In Active Participation | Use activities:<br>• To understand: Simple interactions<br>• To analyze: Reflection activities<br>• To decide: Interactive scenarios | 20 to 40 min. |
| 6 | Assess and Give Feedback | • Targeted mini-quiz<br>• Clear feedback<br>• Adaptive redirection | 10 to 25 min. |
| 7 | Anchor Learning in Practice | • Practical micro-task<br>• Personal commitment<br>• Supporting resources | 5 to 15 min. |
| 8 | Improve Usability | Check for:<br>• Accessibility across devices<br>• Readability and inclusion<br>• Loading speed<br>• Tracking and adjustment | 30 min. |

Transforming a webinar into an interactive session is not about summarizing it, it is about rethinking it to promote understanding, engagement, and action.

## Technical and Legal Considerations

Transforming a webinar into an interactive learning session involves several legal and technical considerations. The webinar belongs to its creator (or their employer). It is essential to obtain explicit permission from the owner of the webinar before cutting, modifying, or reusing it.

The following are key elements to review to ensure compliant, sustainable, and respectful sharing while protecting the rights of all individuals involved.

### 1. Recording authorization

- Obtain written authorization from all individuals being recorded (presenters, guests), creators, and the employer, if required
- Check whether any participants appear on screen or in the chat

### 2. Content use authorization

Confirm that the granted rights include modifying, cutting, reusing, and distributing the content:

- Confirm that the granted rights include the creation of derivative materials (e.g., quizzes)
- Check whether any elements (e.g., images, video excerpts) require additional licenses

### 3. Intellectual property and credits

- The author(s) of the content
- The sources of any images, graphics, or data used
- Associated licenses (e.g., Creative Commons, all rights reserved)
- Required acknowledgements (e.g., logos, partners, sponsors)

### 4. Confidentiality and data protection

If the webinar contains sensitive data:

- Blur or remove any personal information
- Ensure compliance with internal policies and applicable laws

### 5. Hosting and distribution

- Agree on where the content will be hosted (e.g., LMS, institutional platform) and any restrictions (e.g., commercial use)
- Agree on the collection and sharing of participation data

# Exemple

## Webinar Reuse Agreement

**1. Parties involved:** This agreement is entered into between the rights holder [Name, organization, email] and the re-user [Name, organization, email].

**2. Purpose of the agreement:** The rights holder authorizes the re-user(s) to use the webinar entitled [webinar title], recorded on [date], in order to transform it into a microlearning module, without altering its educational intent.

**3. Scope of rights granted:** The rights holder grants the re-user(s) the following permissions:

☐ Use of the original content — view, analyze, and edit segments of the webinar
☐ Modification of the content — adapt, reorganize, or add subtitles to certain parts
☐ Creation of derivative materials — produce capsules, quizzes, infographics, fact sheets, etc.

**4. Hosting and distribution:** The rights holder authorizes the re-user(s) to host and distribute the microlearning module on their own platform (e.g., LMS or website), while retaining the right to host or distribute it on any other platform of their choice.

**Restrictions (check or specify):**

☐ No commercial distribution
☐ Other: ______________

**5. Duration of authorization:** This authorization is granted for a period of [number of years or unlimited].

**6. Intellectual property and attribution:** The rights holder remains the sole owner of the original webinar. The re-user remains the owner of any new materials they create (e.g., activities).

The re-user agrees to include the following statement (or a variation thereof): "Original content created by [rights holder's name], adapted into a microlearning module with permission."

**7. Confidentiality:** The re-user agrees to remove or anonymize any sensitive or confidential information contained in the original webinar.

**8. Participation data and sharing arrangements:** The re-user may collect participation data related to the microlearning module (e.g., number of participants, completion rates, feedback) in order to support its pedagogical improvement and internal reporting. This data will be anonymized and shared with the rights holder [specify frequency].

**9. Termination:** The rights holder may request the cessation of use if the content is used outside the intended scope, if the message is distorted, or if any contractual obligation is not respected. The re-user has 30 days to remove or correct the content.

**10. Signatures:**

Done in [city], on [date].

| | | |
|---|---|---|
| Rights holder | Signature: ______________ | Name: ______________ |
| Re-user | Signature: ______________ | Name: ______________ |

## References


Best Practices for Interactive Webinars. Adobe Marketo Engage.

Burt, A. (2025). How to Design Effective Microlearning Modules for Maximum Engagement. EdTech Mate.

Cplp, A. G. (2025). What Makes Scenario-Based Microlearning Content Cutting-Edge? eLearning Industry.

Dalal, M. (2025). How to Make Your Webinars More Interactive: A Complete Guide for Virtual Events. Airmeet.

Develop Training: Making Your Recorded Webinar Engaging. (2024). CDC Training Development.

Knapke, J. M. et al. (2024). Andragogy in Practice: Applying a Theoretical Framework to Team Science Training in Biomedical Research. British Journal of Biomedical Science, 81, 12651.

Learning Everest Team. (2025). 8 Great Ways to Build Interactive Microlearning Courses. Learning Everest.

Present, C. (2025). How to Create Interactive Webinars: 12 Engagement Tactics That Boost Conversion Rates. Cloud Present.

Sharma, O. (2025). Educational Webinar: Complete Guide to Creating Engaging Online Learning Experiences. eLearning Industry.

St Clair, R. (2024). Andragogy: Past and Present Potential. New Directions for Adult and Continuing Education, 2024(184), 713.

Team, U. (2026). How to Design Microlearning for Corporate Training. Upscend.

## Team

**Rokhy Diongue,** Digital Pedagogy Specialist.

**Émilie Grenier,** Capacity Building Lead Coordinator.

## Supervision

**Annie LeBlanc,** Scientific Director of PASSERELLE.

## Proofreading

**Myriam Rodrigue,** Administrative Coordinator.

## Infographic

**Laurie Fortin,** Graphic and Scientific Arts Technician.

## Contacts


info@passerelle-nte.ca

@passerelle-hub

Passerelle

passerelle-nte


***Want to learn more about us?***

Scan this code & visit our website!


PASSERELLE is primarily supported by the Canadian Institutes of Health Research as part of Canada's Strategy for Patient-Oriented Research. The Central office is affiliated with Université Laval.