



Youth Learning Design Bootcamp

SEP 2025



Table of Contents



Introduction	03
What's Unique & Innovative	04
Why We Did This	05
How It Rolled Out & Key Lesson Learned	06
What We Made	08
Feedback & Data	09
What We Learned	11
Challenges	12
Impact & Next Steps	14
Appendix	15



Introduction

This bootcamp resulted in two online courses on youth well-being, developed collaboratively by two youth participants. The learning design training included 7.5 hours of workshop instruction and 10–15 hours of self-directed work. Nine learners completed the courses, providing valuable data on their engagement with the content and overall learning experience.

What's Unique & Innovative

The innovations we piloted matter because they break away from traditional, top-down training. By making learning youth-led, efficient, and peer-centered, the bootcamp shows how education can be more inclusive, practical, and motivating. It empowers young people to see themselves not just as learners, but as designers and leaders who can shape how knowledge is shared in their communities. We aim to help youth gain real skills that make an impact.



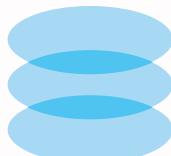
Youth-led from start to finish

teens didn't just join, they designed



Microlearning focus

short 5–10 min courses fit perfectly into busy teen lives.



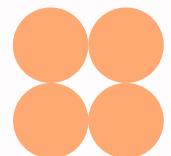
Peer-to-peer impact

youth creating for youth makes content relatable and authentic



Real-world tool (Tally.so)

not just theory. Participants built with the same tools pros use

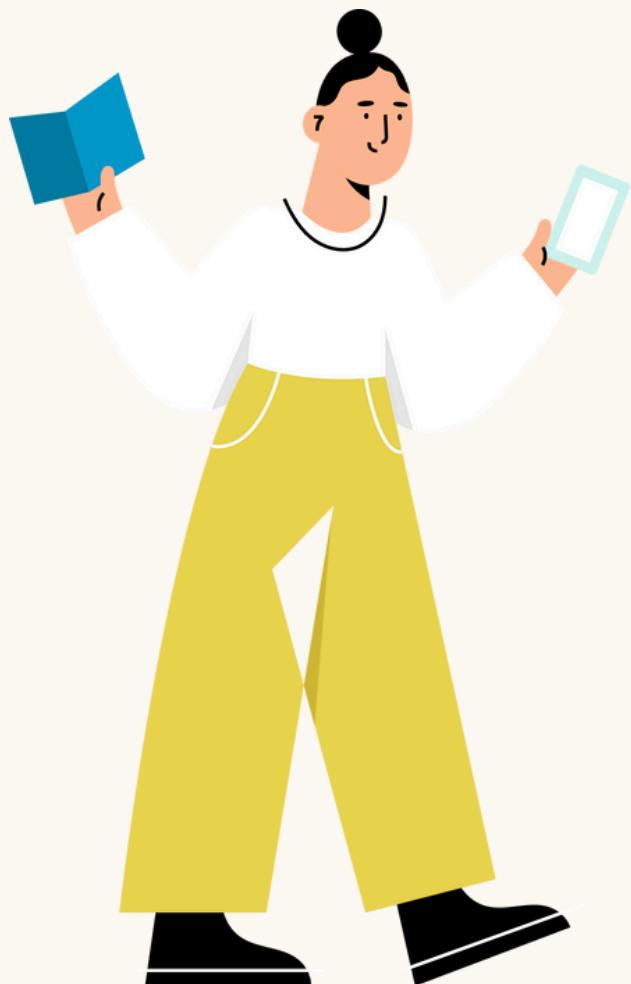


Iterative design cycle

learn → create → test → improve → showcase.

Why We Did This

Young people have ideas worth sharing! This bootcamp gave them the tools to:



- Turn cares into online bite-sized learning.
- Create build interactive courses with [Tally.so](#).
- Share real experiences on mental health, friendships, and school life.



We also see this bootcamp as a learn-by-doing journey. Each run helps us test ideas, adjust activities, and discover what truly connects with youth. That way, the program grows stronger and more effective every time.

How It Rolled Out

- Week 1: Basics of learning design + Tally.so 101**
- Week 2: Content shaping & microlearning**
- Week 3: Engagement hacks + Quick assessments**
- Week 4: Polish + Prep for feedback**
- Week 5: Run courses, get feedback, showcase!**



The Youth Learning Design Bootcamp, hosted by RainbowVI, was a five-week hands-on journey into the world of instructional design. Built on the ADDIE framework and backward design principles, the curriculum followed a theory-practice model that empowered learners to apply what they learned immediately.

Curriculum

Each week introduced new layers, from foundational concepts and Tally.so basics to content structuring, microlearning, engagement strategies, and final course refinement. Learners used Bloom's Taxonomy and SMART objectives to design clear learning outcomes and activities.

Learning Experience

The bootcamp emphasized active participation through peer feedback and group discussions, with independent work playing a central role. Learners created personas, curated content, designed assessments, embedded media, and iterated based on feedback.

Delivery

The program was delivered remotely using video calls, shared documents, and Tally.so to support collaboration and feedback. This format increased accessibility while encouraging learner ownership and self-motivation.

Outcomes

The program served as a career orientation experience, helping youth explore learning design as a potential path. By the end, each participant produced a micro-sized course prototype and received instructor and peer feedback.

Key Lesson Learned

**Clear Objectives make better activities
(alignment matters)**



Engagement needs to be designed on purpose, not added at the end



Iteration is the key: feedback plus small improvements lead to big progress



Learning design feels much more doable when it's broken into small interactive steps



What We Made

We're proud to share that our learners created two meaningful micro-courses designed by teens, for teens, focusing on mental health and essential soft skills.

The first course, **Getting a Good Night's Sleep**, offers practical strategies for improving sleep habits and understanding the impact of rest on well-being. The second course, **How to Communicate Effectively**, guides learners through key communication techniques, including active listening and expressing ideas clearly.

Both courses were built using Tally and reflect the core activities explored during the first four weeks of the bootcamp: creating learner personas, writing SMART objectives aligned with Bloom's Taxonomy, curating content, and designing engaging learning experiences.



These projects showcase how youth can:

- take ownership of learning design, and
- create resources that speak directly to their peers' needs

Through independent work, peer feedback, and hands-on practice, learners transformed validated, text-based knowledge into mini courses that are not only functional but also deeply relevant. These creations mark an exciting first step in their journey as future learning designers.

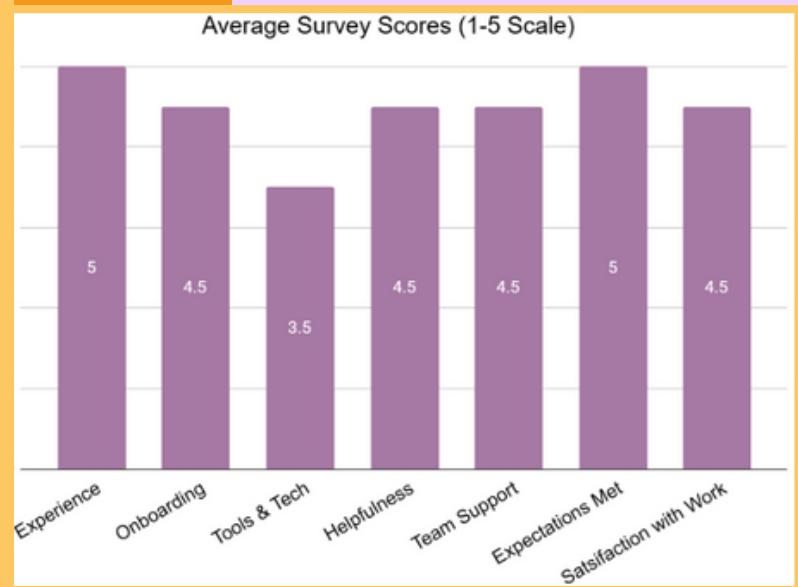
Feedback & Data

We had participants complete 2 surveys: one for the first week, and the second for the week 2-4.

Participants were surveyed across various topics, and results showed that participants felt very positive about their overall experience throughout the bootcamp (table 1).

Navigating tools and technology had the lowest average rating from participants, suggesting insufficient access to resources/support in this area.

Table 1



Course Submissions vs Feedback Submissions

Feedback Submission

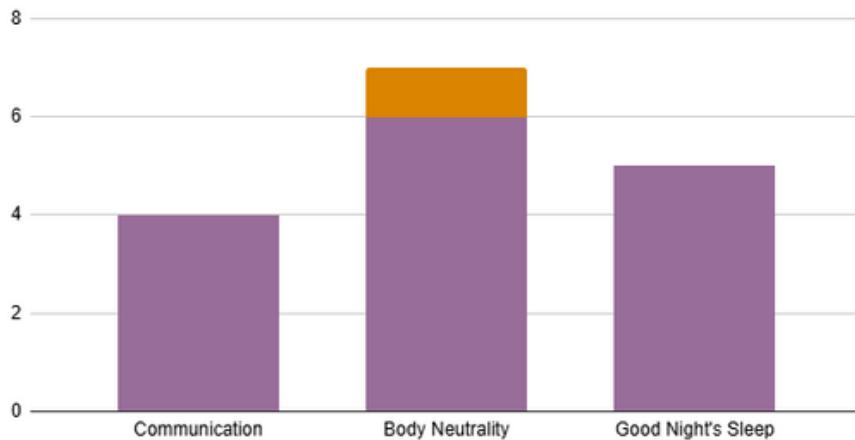


Table 2

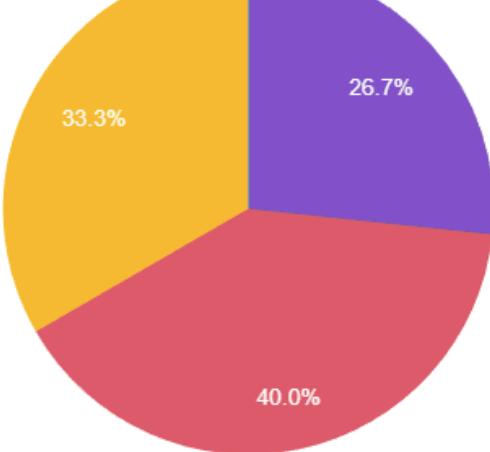
We also noticed a stark contrast between course submissions and feedback submissions — despite having 4-6 submissions for each course, only 1 feedback submission was received for a single course (table 2).

Course engagement remained strong and balanced across all 3 topics, with Body Neutrality having the highest engagement — this suggests strong interest among users (table 3).

Table 3

Distribution of Course Submissions

- Communication
- Body Neutrality
- Good Night's Sleep



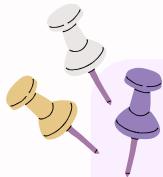
	Communication	Body Neutrality	Good Night's Sleep
Duration (avg)	4m52s	4m2s	2m26s
Table 4			

Table 4

On average, users took the longest to complete How to Communicate Effectively, while Getting a Good Night's Sleep had the shortest duration (table 4).



What We Learned



Weekly Survey Insights

- Overall satisfaction rated 5/5 across all weeks.
- Workshops & activities scored 4.5–5/5, showing strong engagement and clarity.
- Team support rated 4–5/5, confirming that participants feel guided and supported for.
- Tools & technology averaged 3.5/5, the only area for improvement — some participants initially felt overwhelmed but later became confident using the technology tools like Tally.so, Asana, and Notion.

Improving Feedback Collection

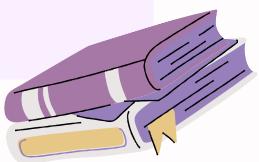
To encourage feedback submissions, we could possibly include the feedback process directly after the course itself – rather than in a separate link, to close this gap.

Participant Retention

We started the bootcamp with two participants, but had one leave halfway through the bootcamp. This suggests room to improve consistency in engagement with participants, or tying in accountability to keep motivation high among participants.

Course Engagement & Feedback Participation

While engagement was high across all courses (4–6 submissions per course), feedback completion was very low among users (1 total), suggesting that users completed the courses but did not follow up with feedback forms.



Challenges

We faced two major challenges while designing, planning, and running the program: The remote format and the new concept.

Challenge 1: The remote format

Tech hiccups: We assumed the youth were tech-savvy and comfortable with digital tools. However, the challenge was the overwhelming number of platforms we asked them to use at the same time. More thoughtful planning could have provided better support for participants.

Remote settings: The program design team overlooked the importance of working independently and maintaining healthy screen habits. This led to communication gaps in managing youth engagement. While online learning allowed youth to join from different places, it sometimes created disconnection within the community. A hybrid option could help, or we could embrace how online learners naturally engage and shape their understanding of digital education.

Small group size: The small cohort created a close-knit and supportive learning space, but it limited the range of peer perspectives. Future bootcamps could expand participation to encourage more diverse ideas and stronger collaboration.



Challenge 2: New concept challenge

Uncharted territory:

Public learning design training for youth is a fresh idea, but also an untested one. With no established model to follow, we had to experiment and learn in real time. This made the journey both uncertain and exciting, emphasizing the need for continued iteration and shared learning.

Limited professional support:

Finding a professional network to support this new concept was difficult. Building trust and showing real impact took time, which affected the completion of the course design by the youth.



Impact & Next steps

This project significantly impacts RainbowVI's vision of providing a space for teenagers to learn and lead the creation of well-being content for their peers.

In the offboarding interview, one teen participant shared:

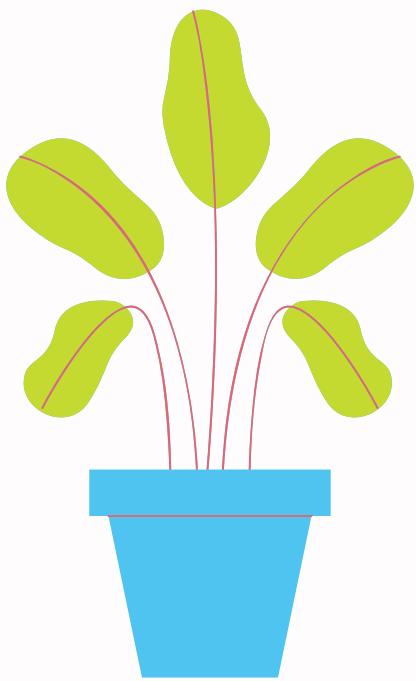
"I didn't know design tools could do all this. Before the boot camp, I was using Microsoft Forms. Now I'm building real projects with Notion, Tally, and actual learning pathways. The best part? Seeing that I can create more than I thought—and realizing that design isn't just a skill... it's a way of thinking. This is why youth need spaces to experiment, mess up, learn, and build together."

Hearing this motivates us to keep running more bootcamps for youth learning designers. Next, we will also build a community space to support them beyond the program, so they can keep learning, gain real experience, and continue creating courses that matter.



We thank our participants, volunteers, and professionals who help make this bootcamp happen.

Report is prepared by: Vi Ly, Hayley Feng, Mai Huynh, Hao Fu



Contact

RainbowVI Educational Association
www.rainbowvi.org

Vi Ly
Executive Director
vi.ly@rainbowvi.org