Developing an eLearning Program
Things to consider when developing an eLearning Program

Jenifer Dillon Namestka
Manager, Consulting Services
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Tell Us About Yourself

1. What is your organization’s level of experience with eLearning?
   a. None – We are new to eLearning
   b. Some – We have tried eLearning, however we had some issues
   c. Quite a Bit – We have been providing successful eLearning programs for >2 years
   d. Lot of Experience – We have been providing successful eLearning programs for <2 years

2. How often does your organization train?
   a. At least once a day
   b. At least once a week
   c. At least once a month
   d. At least once a quarter

3. Why is your organization looking into eLearning?
   a. Our resources are stretched
   b. Our budget is shrinking
   c. Our customers (internal, external) are demanding it
   d. My boss is demanding it
**Agenda – Today’s Webinar**

- Organizational Readiness
- Course & Content Development
- Instructor Preparation & Learner Management
- Q&A
Strategic Learning for Your Organization

• Align with Business Objectives
  – Develop targeted training
  – Measure success against defined business objectives
    • Supports organizational behaviors, initiatives

• Developing Business Objectives
  – Include Quantitative (measurable), Qualitative (quality)
    • Increase Profits (Increase Revenue, Decrease Cost)
    • Reduce Capital (Working Capital, Fixed Capital)
    • Compliance (Controls/Security)
  – Add percentage increase only if obtainable
    • Decrease Help Desk costs by 10% due to customer calls on new product releases
Measuring: Showing Training’s Value

• **Level 0: Audience Profile**
  - Captured for business objective alignment
  - Registration page, initial start of event

• **Level 1: Audience Reaction**
  - Isolate presenter, content, delivery with questions
  - Allows for feedback – improvement
  - Follow up email (good), end of course (best)

• **Level 2: Audience Learning**
  - Shows that event impacted learning
  - Post Test (good), pre, during, and post test (best)
Measuring: Showing Training’s Value

- **Level 3: Applying Knowledge to the Job**
  - Shows audience transferred new knowledge to desired environment
  - Determine evaluation intervals – one (good), two or three (best)
  - Partner with target audience management team

- **Level 4: Program Results**
  - Translates training successes into costs (increase, decrease)
  - Supports business objectives
  - Must have baseline measurements in order to be successful
  - Define areas needed, capture early and constantly
Organizational Support & Adoption

- **Management Team**
  - Trust learner centric programs
    - No micromanaging
  - Develop training schedule for intact groups
    - Call centers, production teams
  - Make training accessible during business hours

- **Training Audience**
  - Interview range of performers
    - Identify “real” training issues
  - Don’t develop in a vacuum
    - Ask resident experts for feedback
    - Validation, not creation

- **Technology Support**
  - Engage, partner with IT department
  - Consistent, reliable, transparent
  - Create environment user guides, prerequisite training
Designing for Your Technical Environment

• Identify Minimum Requirements
  – Partner with IT

• Test Training Scenarios
  – Sharing desktops
  – VoIP capabilities
  – Multimedia, Animation, Video
  – Email communications (hyperlinks)

• Design to Lowest Technical Abilities
Marketing Your eLearning Program

- **Target Your Audience**
  - Address “What’s in it for me?” (WIIFM)

- **Communicate Expectations**
  - What will attendees learn?
  - How will the training enable attendees?
  - What do attendees need to do to be successful?
    - Prerequisite work
    - Environmental Requirements
    - Time commitment
Pre Event Marketing & Support

- Create a Buzz
  - Focus on Need & WIIFM
  - Mimic existing internal marketing approaches

- Invitation to Attend Training
  - Ideal: 30-45 days before event

- Registration Confirmation
  - Include System Test Link
  - Include clear steps to access event

- Reminder Schedule
  - Ideal: 1 week before event
  - Ideal: Morning of event
**Post Event Marketing & Support**

- **Follow up Email**
  - Thank you for attending / Sorry we missed you
  - Link to Recording
  - Follow up materials
    - PowerPoint, FAQs
  - Recommend Learning Path

- **Follow up Surveys**
  - Supports Level 3 (optional)
    - Attendee Survey
    - Management Survey
    - Stakeholder Survey

- **Market Success**
  - Supports Level 4 (optional)
    - Internal, External
    - ROI or business impact
**Organizational Readiness Poll**

On a scale of 1 – 5 rate your organization's readiness for eLearning (1 – least ready, 5 – fully prepared)

1. **Alignment with Business Objectives**
   - a. 1
   - b. 2
   - c. 3
   - d. 4
   - e. 5

2. **Ability to Measure Success**
   - a. 1
   - b. 2
   - c. 3
   - d. 4
   - e. 5

3. **Organization Support**
   - a. 1
   - b. 2
   - c. 3
   - d. 4
   - e. 5

4. **Technology Readiness**
   - a. 1
   - b. 2
   - c. 3
   - d. 4
   - e. 5

5. **Marketing Your Program**
   - a. 1
   - b. 2
   - c. 3
   - d. 4
   - e. 5

6. **What is your Organization’s #1 Challenge?**
   Fill in the blank
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**Design Quality eLearning: The Gagné Approach**

- Robert Gagné
  - Foremost researcher, contributor to instructional design and training
  - Developed a Nine Step Events of Instruction Process

1. Gain Attention
2. Inform Learners of Objectives
3. Stimulate Recall of Prior Learning
4. Present the Content
5. Provide Learning Guidance

6. Elicit Performance (Practice)
7. Provide Feedback
8. Assess Performance
9. Enhance Retentions – Transfer to the Job

= Learning
### Applying the Gagné Approach: Instruction

<table>
<thead>
<tr>
<th>Events of Instruction</th>
<th>Purpose</th>
<th>eLearning Approach</th>
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<tbody>
<tr>
<td>1. Gain Attention</td>
<td>• Capture the learner’s attention</td>
<td>• Media clip (visual, audible), ask a question, ice breaker activity</td>
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## Applying the Gagné Approach: Application

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| 6. Elicit Performance (Practice) | • Learner confirms understanding  
  • Increases learner retention | • Build in activities: check your understanding, lab activities, group activities  
  • 1:1 Objective:Activity |
Team Roles & Responsibilities for Content Design

**eLearning Instructional Designers**
- Check layout and consistency
- Web writing
  - More concise, use bulleted lists
- Reformat for online instruction
- Audience interface help

**Subject Matter Experts**
- Fill in holes - impromptu information
- Add transitions between tasks, LOs
- Accuracy checks - content integrity
- Requires more time than usually anticipated

**Identify Learning Objectives**
- Identify Course Goal
- Identify Supporting LoS
- Identify Delivery Options
- Identify Timeline

**Develop eLearning Materials**
- Develop PPT template
- Develop Content
- Develop Visuals
- Develop Introduction
- Develop Closing
- Add Interactivity
- Add Presenting Cues
- Add Animations

**Validate eLearning Materials**
- Validate Visuals
- Validate Content
- Validate Script
- Validate Sequence and Relevance
- Add Best Practices
How to Re-Design Existing Content

- **Identifying Content**
  - 80% Reusable
    - Core content – focus on one main idea
  - 20% New Content
    - Reordering, add details, transitions, interactivity, introduction, closing

- **Smaller Learning Chunks**
  - Reusable
  - Single Idea

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**Course**

- Unit
- Lesson
- Topic

**eLearning Program**

**Goal**

- Learning Objective
- Task
How to Re-Design Existing Content

Traditional ILT (18 h)

Outlook 2002 – Day 1
Module 1: Sending Messages
Module 2: Checking and Replying To Messages
Module 3: Scheduling Appointments and Events
Module 4: Scheduling Meetings
Module 5: Using Contacts
Module 6: Creating Tasks
Module 7: Managing Messages
Module 8: Using Notes

Outlook 2002 – Day 2
Module 1: Customizing Your Mail
Module 2: Working With Contacts
Module 3: Managing Your Work
Module 4: Organizing Your Mailbox and Calendar
Module 5: Customizing Outlook
Module 6: Sharing Outlook Information
Module 7: Saving and Archiving Mail

Outlook 2002 – Day 3
Module 1: Working with Contacts
Module 2: Communicating with E-mail Alternatives
Module 3: Tracking Work Activities with Journal
Module 4: Configuring and Securing Outlook
Module 5: Interacting with the Internet
Module 6: Working Offline and Remotely
Module 7: Creating a Custom Form

Targeted Objectives (2.5 h)

Module 3: Scheduling Appointments and Events
Add an Appointment to the Calendar
Schedule a Recurring Appointment
Edit, Delete Appointment
Print the Calendar
Module 4: Scheduling Meetings
Schedule a Meeting
Reply to a Meeting Request
Propose a New Meeting Time
Track and Update a Meeting
Cancel a Meeting
Module 5: Customizing Outlook
Display an Additional Time Zone
Color code Calendar Appointments
Module 6: Sharing Outlook Information
Specify Folder Permissions
Module 5: Interacting with the Internet
Publish Free/Busy Information over the Internet
Schedule an Online Meeting

Online ILT (2 h)

Time Management with MS Calendar 2002
Module 1: Scheduling Appointments and Events
Module 2: Scheduling Meetings
Module 3: Customizing Outlook
Module 4: Sharing Outlook Information

Online ILT Handout

Job Aid
Interacting with the Internet
Develop Standards & Best Practice Documents

- **Benefits**
  - Uniformity: quality instruction, learning retention
  - Maintains company, product branding
  - Decreases design time

- **Create Templates**
  - Identify best practices for delivery
    - Based on technology, content, audience
  - Identify color, formatting standards
  - Identify presenter cue options

- **Create Boilerplates**
  - Develop Introduction, Develop Closing
eLearning Event Flow

- 10 minutes

- Ice Breaker
- Welcome
- Support Number

- Poll - Level 0

Welcome

Present Information
Learner Activity

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## Course & Content Development Poll

On a scale of 1-5 rate your organization’s ability to design online courses or develop course content. (1 – least ready, 5 – fully prepared)

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<tr>
<td><strong>1. eLearning Instructional Design</strong></td>
<td><strong>2. Team Roles &amp; Responsibilities</strong></td>
<td><strong>3. Existing Content Redesign</strong></td>
<td><strong>4. Standards &amp; Best Practices</strong></td>
<td><strong>5. What is your Organization’s #1 Challenge?</strong></td>
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- Organizational Readiness
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- Q&A
Supporting Instructors through Course Design

- Slightly Different ILT Skill Set
  - Create Familiarity
  - Maximize on transferable ILT components

- Detailed Scripting
  - Document the details
  - Include presenter tool cues
  - Include engagement cues

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<th>eLearning</th>
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<tr>
<td>Presenter Guide</td>
<td>PowerPoint Notes Page</td>
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<tr>
<td>Flip Charts Whiteboard</td>
<td>WebEx Whiteboard PowerPoint Flipchart</td>
</tr>
<tr>
<td>Review Questions Smiley Sheets</td>
<td>Polling</td>
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<tr>
<td>Quizzes</td>
<td>Testing</td>
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<tr>
<td>Small Group Activities</td>
<td>Breakout Sessions</td>
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<tr>
<td>Computer Exercises</td>
<td>Hands-on Lab</td>
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WebEx Experience

Online Forum
Preparing the Instructor for the Event

1. Tool Training
   - [http://University.WebEx.com](http://University.WebEx.com)

2. Practice, Practice, Practice

3. Review Presenter Guide
   - As needed
   - Designed to be portable

4. Dry Run Event
   - New content or new presenter
   - Use finalized content, script, interactivity
   - Use the tools
Setting Up the Instructor’s Training Environment

- **Room**
  - Deliver your training in a quiet room
  - Post a “Do Not Disturb” sign

- **Computer Equipment**
  - Two (2) computers
  - Clear browser cache, reboot your PC

- **Audio Equipment**
  - One (1) telephone with a headset
  - Mute second phone line during the session
Setting Up the Instructor’s Training Environment

- Accessing Training Materials
  - Create session folder, store all materials
    - PowerPoint, Tests, Polls, Handouts
  - Create naming convention
    - Course_Function_Note

- Staging Your Desktop
  - Organize open applications to be shared
  - Display materials in training tool
  - Save testing and polling questions
Learner Management

• Know Your Audience
  – Level Of Interest
  – Technical Skill Level
    • Survey, Registration
    • Develop support tools

• Learning Paths & Certification
  – Support Business Objectives
  – Succession Planning & Professional Development

• Equipment
  – Pre-class equipment check
  – Conference line, Speakers, Headset

• Environment
  – Scheduled time, manage training
  – Quite location, no interruptions
Instructor & Attendee Poll

On a scale of 1-5 rate your organization’s instructor and attendee readiness for eLearning.
(1 – least ready, 5 – fully prepared)

1. Instructor’s Role on Design Team
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

2. Instructor Preparation
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

3. Instructor Environment
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

4. Attendee Expectations
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

5. Attendee Learning Paths
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

6. Attendee Environment Preparation
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

7. What is your Organization’s #1 Challenge?
   Fill in the blank
**Things to Consider**

- **Organization Readiness**
  - Alignment with Business Objectives
  - Measure for Success
  - Get Organizational Support
  - Test for Technology Readiness
  - Market Program

- **Instructor & Attendee Preparation**
  - Design to Support Instructor
  - Prep Instructors for eLearning Events
  - Create an Effective Instructor Environment
  - Understand Attendee Expectations
  - Develop Attendee Learning Paths
  - Identify Effective Attendee Environment

- **Course & Content Development**
  - Apply eLearning Instructional Design Techniques
  - Identify Team Roles & Responsibilities
  - Repurpose Existing Content
  - Develop Standards & Best Practices
Thank you for Coming!

Jenifer Dillon Namestka
Manager, Consulting Services • May 16, 2007