

Five Critical Success Factors to Convert ILT into Effective e-Learning

PADLA 2009 Conference - Susan Boyd

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Susan Boyd
 Susan Boyd Associates
www.susan-boyd.com
susan@susan-boyd.com
 215-886-2669

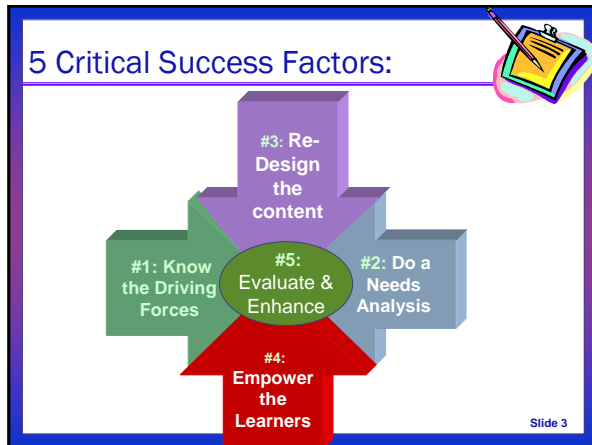


Susan Boyd




- **Position:** President, Susan Boyd Associates, a computer training consulting company
- **Industry Background:** Over 30 years experience in designing and delivering training programs for computer applications.
- **Online Learning Expertise:** 8 years experience using online training programs to supplement instructor-led training. Judge for the Brandon Hall e-Learning Awards since 2002.
- **Contact info:** www.susan-boyd.com
Email: susan@susan-boyd.com,
Phone: 215-886-2669

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Critical Success Factor 1:



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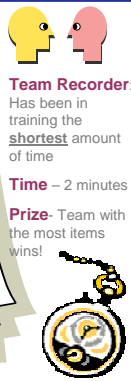
Team Activity

1. Form a team with 3-5 people near you.
2. Find out who is the Team Recorder.
3. Brainstorm and list reasons why companies are converting classroom training to online learning.

Team Recorder: Has been in training the shortest amount of time


Time – 2 minutes

Prize– Team with the most items wins!



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Driving Forces




- Cost (online may cost more to develop, but is cheaper to deploy)
- Time to deploy and maintain is faster
- Global Economy – need to reach wider audience across time zones
- Training time has been reduced
- 24/7 Availability – need to reach all
- Learners have become more tech savvy
- Internet has become a basic work tool

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Driving Forces (continued)





- Lack of classroom space/availability
- Less trainers
- Travel time, costs and inconvenience have increased for trainers and learners
- Convenience of learning at the desktop
- Online learning tools have improved

Know what are the driving forces for your projects

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Critical Success Factor 2:




2. Do a Needs Analysis

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Idea Sharing

Talk it over in your team. Do you do a needs analysis before converting an instructor- led course to elearning?

Discuss the reasons when a needs analysis should be done.



Prizes –
to the first
3 people
who stand
up and
share their
ideas

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Needs Analysis: Key Questions to Ask

1. What is **business reason** to move this course from ILT to online?
2. What **advantages** will we have in an online course and how can we use these as course strengths?
3. What **disadvantages** will we have for an online course and how can we overcome them?
4. What are the **key learning points** for the course and how can we assure the learners have gotten them?
5. How can we best **“engage”** the learners for online training?

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Needs Analysis: Key Questions to Ask (cont'd)

6. What sample documents, drawings, photos, videos, etc, can be used to make the course more **“real-world?”**
7. What are the **“problem spots”** when you teach/take this course and how can we plan to avoid them in the online course?
8. How can the content be **“chunked”** into smaller courses or lessons to fit an online module format?
9. Can parts of the course be **converted** into job aids, FAQs, quick reference cards, etc.?
10. Will blended learning be used (combination of ILT, online, webinar)?

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Needs Analysis: Key Questions to Ask (cont'd)


11. What do we know about the **learners** (skill set, jobs, attitudes, experience with online learning, hardware/software, etc.) ?
12. How will we **know/measure the success** of the online course?
13. What **effect** will this course have **on the job?**
14. What **additional resources** would be helpful to the learner?
15. What **additional training** would be helpful to the learner?

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Working with SMEs – Tactics



- ✓ Do your homework –
 - review the course materials
 - attend the class if possible
 - review the evaluations
 - Identify impact of learning to the job
- ✓ Respect their time. Keep meetings focused and on target. Be clear in assignments and due dates
- ✓ Respect their knowledge

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Working with SMEs – Tactics

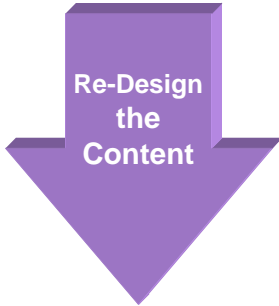


- ✓ Recognize they may not be experts in training.
- ✓ Collaborate to create the course
- ✓ Empathize with their concerns on moving the course on line
- ✓ Get input for instructor notes
- ✓ Be open to new possibilities for the learning
- ✓ Solicit learners to be part of the SME project team

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Critical Success Factor 3:





Re-Design the Content

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Re-Design the Content



- ✓ Avoid “shovelware”
 - Shoveling content online without doing a needs analysis to re-design, re-package, re-purpose and re-invent.
- ✓ Get agreement on course outline(s)
 - Break into separate courses and within a course – separate modules
 - Know what you are **leaving out** and how **this can be covered alternate ways.**

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Create Blended Learning




- What’s the right mix or layering needed:
 - Classroom training
 - Virtual classroom (webinar)
 - Online (self-study)
- Can use any one type or a combination:

TOPIC: New Procedure			
	Classroom	Virtual	Online
1			Read SOP
2	Go to SOP class		
3		Q & A Session	Read FAQ online

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Create Blended Learning (cont'd)



- What’s the right mix or layering needed:
 - Classroom training
 - Virtual classroom (webinar)
 - Online (self-study)
- Can use any one type or a combination:

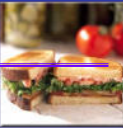
TOPIC: Ethics			
	Classroom	Virtual	Online
1	Class on Ethics		
2		Business Scenarios	
3			Test FAQ Checklist

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Create Blended Learning (cont'd)



- What's the right mix or layering needed:
 - Classroom training
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 - Online (self-study)
- Can use any one type or a combination:


TOPIC: Management Training

	Classroom	Virtual	Online
1			Assigned readings, courses
2		mini-topics (30-60 mins)	
3	1 Day class		


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Wise Indian Proverb:

“Interactivity is in the mind, not in the mouse!”



www.thiagi.com



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Create Engaging Content

- ✓ Avoid “Tell, Tell, Test” Approach
 - Page turning with quiz is not interactive
 - Move from “content centrix” to “learner centrix” design
 - Link for course samples from **Allen Interactive** (Click Case Studies and Demos Tab- then select **Demos**)
 - <http://www.alleni.com>
 - Rapid e-Learning Blog - (Articulate)**
<http://www.articulate.com/rapid-elearning/>

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Design Tips for Online Learning

Motivate the Learners




Give Learner Control of the Learning

Give Meaningful Instruction



Source: *Michael Allen's Guide to e-Learning-*
<http://www.alleni.com>

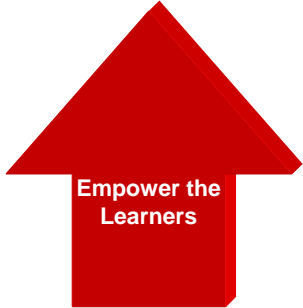

Design is the Key - Not Software

There is no magical “authoring tool” that takes dry text content and turn it into dazzling, interactive online instruction.

You can't put a Volkswagen into one end of a car wash and expect it to come out the other end a Lexus! Good elearning is about thoughtful design, not software.

Critical Success Factor 4: Empower the Learners


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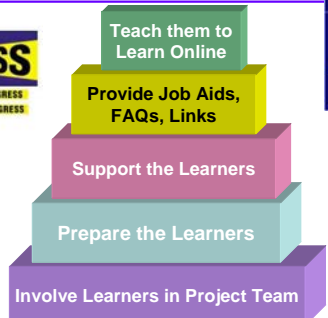
Idea Sharing

How do you prepare **Learners** when implementing e-Learning?



Prizes – to the first **3** people who stand up and share their ideas

Critical Success Factor 4: Empower the Learners



Teach them to Learn Online

Provide Job Aids, FAQs, Links

Support the Learners

Prepare the Learners


Involve Learners in Project Team

Online Learning In Progress

I will be available at _____

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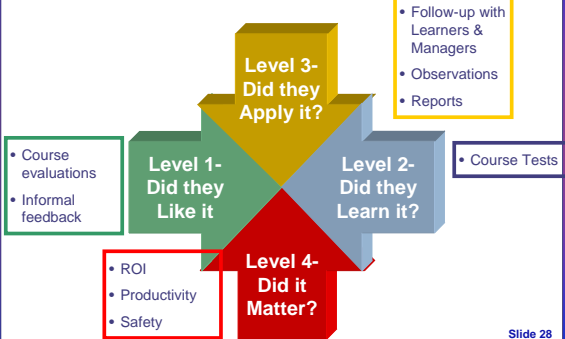
Critical Success Factor 5:



Evaluate & Enhance

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Evaluate Learning



Level 3- Did they Apply it?

Level 2- Did they Learn it?

Level 1- Did they Like it

Level 4- Did it Matter?


- Follow-up with Learners & Managers
- Observations
- Reports
- Course Tests
- Course evaluations
- Informal feedback
- ROI
- Productivity
- Safety

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Poll: Evaluation Levels

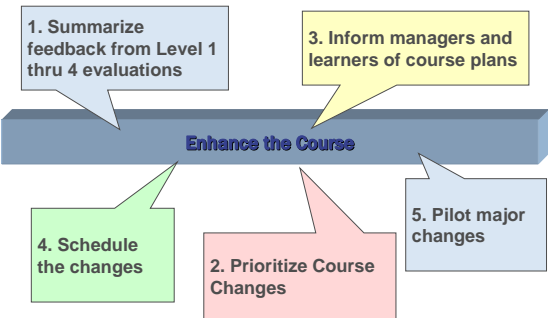
Stand up and remain standing if you do evaluation of e-learning courses at:

- ✓ Level 1
- ✓ Level 2
- ✓ Level 3
- ✓ Level 4



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Enhance the Course



1. Summarize feedback from Level 1 thru 4 evaluations

2. Prioritize Course Changes

3. Inform managers and learners of course plans

4. Schedule the changes

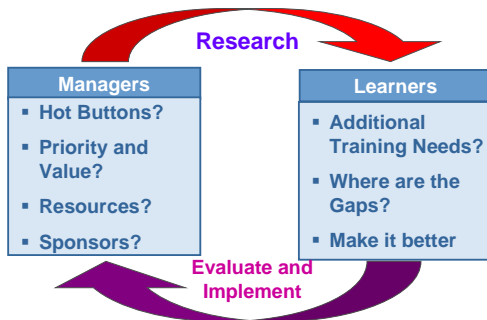
5. Pilot major changes

Enhance the Course

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Identify Future Training Needs



How Can You Apply This Learning?

- Review your Bright Idea Sheet
- Share an idea with a person next to you.
- Prizes to the first 3 people who stand up to share an idea.



Closing Thought:



“Teachers are those who use themselves as bridges, over which they invite their learners to cross; then having facilitated this crossing, joyfully collapse, encouraging the learners to create bridges of their own.” Nikos Kazantzakis

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Summary



- Check out my Trainer Checklists at www.susan-boyd.com
- Thank You for participating

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Contact Info



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