

4 Critical Questions about e-Learning:

What Executives and HR Professionals need to know about e-Learning.

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Four Critical Questions about e-Learning: What Executives and HR Professionals need to know about e-Learning

What makes e-learning effective? Or perhaps we should ask the question the other way around: What pitfalls must you avoid in order to implement a successful e-learning program? Either way, we know it can be a daunting process to choose the right e-learning delivery and management system for your needs, and to develop effective course materials that meet today's standards of instruction.

In answering these questions, though, we must first define some of the key principles in an e-learning system so that we're all on the same track. We'll begin there, and then go over the primary components used in e-learning systems and the common challenges preventing e-learning success. We'll conclude by addressing how to select the right vendor and some simple strategies for implementing an e-learning system in your organization. So let's begin with these explanations:

1. **What is e-learning?**

According to a team of leading experts¹, e-learning can be defined as "instruction delivered on a computer by CD-ROM, Internet or intranet." While this is a fairly broad definition, e-learning, in a business environment, does contain almost all the features of traditional learning: Relevant content, instructional methodology, presentation tools (such as PowerPoint) and assessments.....all with the objective of enhancing knowledge and skills, as well as improving performance. To this definition, we can often add media (recorded audio and/or video) and software programs dedicated to the creation of e-learning courseware; again, not unlike traditional instruction processes.

In addition to the most prevalent ***self-directed delivery methods (called "asynchronous" training)***, ***there is also instructor-led training ("synchronous" training)*** that can be delivered in a wide variety of ways, including online conferences and teleconferences. Sometimes we even find classroom training supplemented with self-directed e-learning. We generally refer to training that uses more than one method for delivery as "blended" learning.

2. **How does e-learning benefit your organization?**

e-Learning is reusable, cost effective training process, where content is prepared and paid for once but used again and again. It can be deployed rapidly and it is totally flexible to meet the needs of an organization. Once created, the material can be delivered anywhere and anytime with virtually no additional cost. Since e-learning is primarily self-directed, there is no need for individuals to resolve the typical conflicts between their ongoing work projects and required training; the courses are available to meet each individual's schedule. And since the training is computer based, it can be scaled very effectively...delivering the same training to large numbers of employees at multiple locations at virtually the same time...or at any time at all.

¹ Clark, Ruth Colvin and Richard E. Mayer, *e-Learning and the Science of Instruction*, (McGraw-Hill, 2008)

e-Learning has the capability of providing the same material presented in a classroom, but since it is completely focused on the subject matter, it can take about half the time of the traditional class to conduct. Since there is no classroom, no assembly and no travel, e-learning is not constrained to any particular time or scheduled amount of time. Modules can be developed and delivered in very small increments so that they focus on a finite subject scope...just what's needed and no more. Since this form of training doesn't have to rely on a live trainer, there's no need to cover the fixed costs associated with bringing an instructor into the classroom....travel, per diem expenses, minimum fees, and so on. You can deliver a five minute training session just as effectively as a five hour session. Most importantly, courses are delivered online and on demand. They are self-paced and can be paused or stopped by the user at any point...and when

ready, the user can return to exactly that point. Unlike traditional training, the user remains available to the job site at any time during training. Try that in a traditional classroom!

e-Learning is also specific to your own environment...tailored to your needs and your specifications, leveraging the experience of your experts. It's not broad theory, it's not academic...it's just what you do. Training can be focused on the "how to" elements of the process; for example, it's very easy to demonstrate how to complete the fields in a new form that has just been introduced, or to review the steps in a newly implemented process. When e-learning addresses a business process and regulatory compliance--to create alignment with organizational goals and mandatory requirements (an area of increasing concern to most organizations) it can also help ensure that personnel are operating in a cohesive manner and according to the organization's standard operating procedures. Compliance reduces liability.

e-Learning also adds directly to the bottom line. In a typical training environment, costs can run about \$2,600 per day per person, considering travel, expenses, salaries and the cost of admission. This cost likely increases with the distance traveled and the amount of productive time lost. Then add to this constraint the lack of ability of most training to track and assess individual progress and provide reports in formats determined by the user (a major failure of most professional seminars), and you have a very tidy savings.

3. **What systems are used in e-Learning?**

An e-learning system typically consists of three main elements:

- i. A key element in any e-learning structure is a ***Learning Management System (LMS)*** or a Learning Content Management System (LCMS), a software program that stores and delivers the course content, and tracks student access and progress. A good example of an up-to-date system is the **eLeaP** LMS that leverages Web 2.0 technology.
- ii. Another critical element of an e-learning system is a ***courseware development process (sometimes called authoring)*** that prepares the content for e-learning delivery. Despite the differences in technology and delivery methods, e-learning relies on essentially the same principles of most traditional learning methods, imparting new knowledge and skills that alter behavior and improve performance.

Typically, e-learning courseware produces training courses that comply with the SCORM standard, a set of technical standards for e-learning software products. The purpose of the SCORM standard is to tell programmers how to write their code so that it can "play well" with other e-learning software. According to several industry experts, SCORM governs how online learning content and Learning Management Systems (LMS) communicate with each other. SCORM does *not* speak to instructional design or any other pedagogical concern; it is purely a technical standard. The purpose of this standard is to enhance the interoperability of training materials from one system to another. A recent development has been what is called "rapid deployment" training, using PowerPoint output converted to Flash for web delivery. Commonly used courseware development programs of this genre

include Articulate Presenter (www.articulate.com) and Adobe Presenter (www.adobe.com), along with a number of similar programs that convert PowerPoint presentations to Flash for easier storage and relatively universal access. In addition, there are a number of simulation programs such as Adobe Captivate and Camtasia (<http://www.techsmith.com/camtasia.asp>) that are used primarily to demonstrate and train users of software programs or to deliver “how to” technical presentations. In some cases, content can also include video productions (in whole or in part) for web or streaming media delivery. “How to” videos abound on You-tube.

Learning Content Management Systems (LCMS) provide these capabilities as an integrated part of their packages. Selecting an e-Learning and training platform such as an LCMS, offers a natural solution for those needing an easy to use system that can be implemented quickly.

iii. The final element is ***a delivery and receiving platform that presents the training to the learner***. This typically resembles a client/server environment when used on the Internet or an intranet, ensuring the user access to the material. On occasion, e-learning is delivered through a CD-ROM or DVD that is physically delivered to the learner. This media can be used on a computer or on any CD or DVD player capable of reproducing video, replacing, in a way, the old-fashioned training movie.

This delivery platform typically requires a host using TCP/IP. Today, many systems are in place that leverage Web 2.0 technology. Web 2.0 sites allow users to collaborate or to change content, whereas earlier systems limit users to just viewing the material presented. Web 2.0 systems improve access to simulations and games that enhance and reinforce learning. Make sure you select LMS/LCMS platforms which leverage the capabilities of Web 2.0 technology to the advantage of the user.

We also see e-learning delivered through teleconference presentations such as those provided by WebEx or GoToMeeting. Although presentations are typically “live” and instructor-led, the platform can also be used to deliver static, pre-recorded materials. These programs are designed in ways that enable them to provide virtual classrooms; they use dynamics that enable the users and presenters to interact.

Keep in mind, any of these elements can be combined in a number of ways to enable a full spectrum of e-learning technology...from content creation, to content access and delivery. As an example, have a look at the eLeaP LMS/LCMS and you'll find an excellent example of how these features can be combined into a single platform that serves virtually all the functions needed to produce and deliver e-learning. This system offers tools for creating, delivering, tracking, reporting, and administration, all on a hosted website dedicated to each specific user. What's most remarkable about systems such as this is their ability to be deployed almost

immediately, with setup taking less than a day. Students, too, find it user friendly and require little or no training to get started.

4. **What are the key challenges preventing e-learning success?**

Considering first the three elements outlined above, what prevents success in the creation and implementation of an e-learning system? While there are numerous obstacles preventing the success of any endeavor, the e-learning systems, because they are relatively new and somewhat unknown, certainly create their share of pitfalls, and then some. Obstacles can often be found in every aspect of e-learning...from content development through delivery to effectiveness.

Let's examine the issue, then, as a body of mistakes:

i. **Wrong approach to content development:** Although desired outcomes are the same for traditional training and e-learning, instructional design methods often fail to account for this. In simple terms, to be effective, e-learning must find new ways to involve the student in the learning process. The material will be ineffective if delivered simply as a textbook. It must become totally interactive so that we can replace (to some extent) the classroom instructor with increased student involvement. This means relying more heavily on exercises, quizzes, simulations and assignments than we would in a traditional environment; we need to duplicate to the extent possible the "see, do" method of training, allowing the student an opportunity to practice the new learning. And we need to do this frequently throughout the course.

ii. **Wrong authoring tools:** The tools you use to create e-learning must align with your training objectives. Authoring tools enable instructors or designers to build courses and supporting materials such as quizzes and simulations. Consider: Do you really want to propose training your current instructors in the use of Captivate? How about Flash? Remember, too, that today virtually all software packages that are used to create e-learning courseware require licensing. A relatively simple program that converts PowerPoint to a SCORM compliant Flash package, such as Articulate Presenter, can cost upward of \$1,400. And that's *per seat*!

Authoring programs that are platform specific (e.g., Windows XP) will require maintenance in order to keep them current with new technology. This, of course, is generally not free; unless, that is, you are using a hosted e-learning platform that is essentially "rented", and includes upgrades and maintenance. Programs such as these are often known today as Software as a Service, or SAAS (and sometimes simply SAS). However, there are going to be occasions where you may require specialized training tools, for example if you are training students in the use of a particular software package. In this case, you can use programs such as Captivate or Camtasia that simulate the actual working environment and allow users to develop skills without affecting "live" data. If you lack the resources in house for doing this, a

third party contractor might be a good choice. Or even better, if you are using a system, you can find specific expertise through its customization capabilities.

iii. **Wrong system employed for training:** The systems you use for courseware development, delivery, learning management and assessment must integrate with one another. Think of them as tools. But remember, to a hammer, everything is a nail.

You must, therefore, choose a Learning Management System with the flexibility to host a variety of courseware types...from interactive simulations to Flash video to real-time problem solving. It has the flexibility to host virtually any type of courseware that is SCORM compliant. A lack of this flexibility will severely limit the materials that can be delivered to the student.

You must also consider the system's ease of use. As with any intuitive LMS System User Interface design, students must be able to gain easy access and find an intuitive interface that requires little or no training. The system must work on virtually all platforms using any standard web browser. It must operate flawlessly so that, from the learners' perspective, the fact that the content is being delivered electronically is secondary to the learning process.

SUMMARY When analyzing your organization's training needs, it is important to understand the nature of e-learning, its benefits, its options and, perhaps, its limitations. It is also important for you to become familiar with the various elements of an e-learning system and how they are integrated, along with the financial implications of your choices. In making your choice of a system, watch out for the common pitfalls and be certain to follow a methodology in selecting the vendor. Finally, establish a plan for implementation and choose the right individuals to guide the process.

With systems available today, such as the integrated, state-of-the-art **eLeaP** Learning Content Management System, you can expect to deliver effective, personalized training to your entire organization, seamlessly and precisely when needed, to meet the on demand requirements of your learners.

EXPERIENCE THE DIFFERENCE

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