



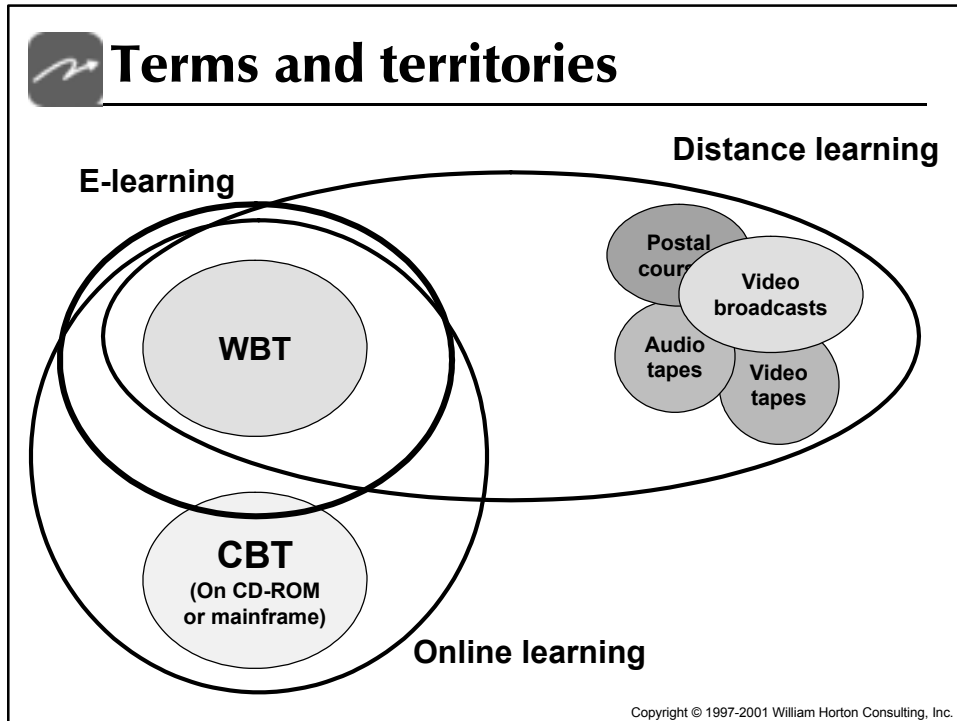
Survival Kit for the E-Jungle

**William and Katherine Horton
William Horton Consulting, Inc.
Boulder, Colorado**

What is this workshop?

A survival kit of knowledge to prepare you to get as much as possible from this conference and to ask probing and enlightening questions of sales representatives in the expo.

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Where should I try e-learning first?

Carefully pick your target to ensure an initial success

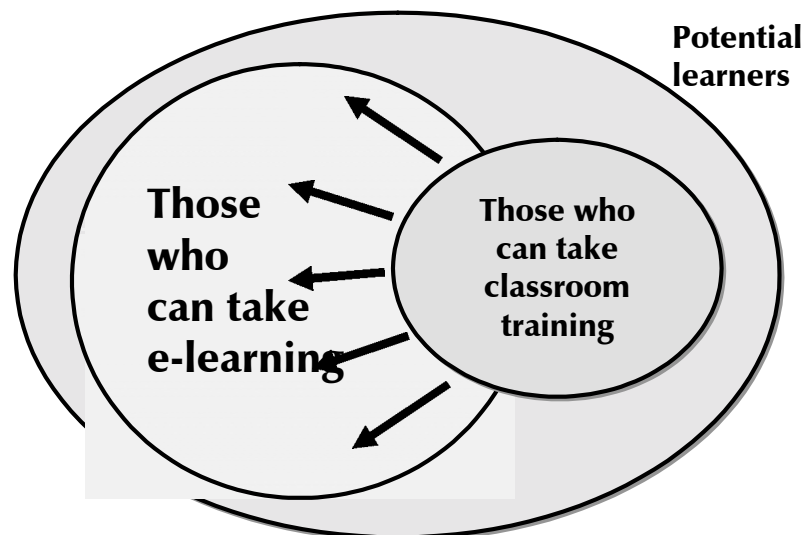
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E-learning especially benefits ...


- Distant learners
- Busy learners
- Second-language learners
- Those with disabilities:
 - Speech
 - Hearing
 - Language
- Shy people

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Target e-learning differently



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 **Will e-learning work for me?**

Is my goal to teach **factual information** to learners with **Web access in more than three cities?**

WBT yields a ROI of 237%!*

* Or any percentage from 50% to 300%.

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 **List some easy targets**

List some easy targets for e-learning in your organization.

To teach what	To whom

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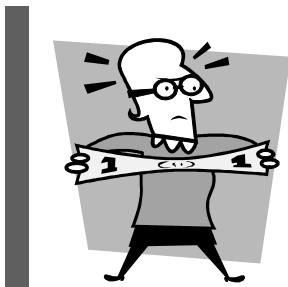


Is your organization ready?

Answer these questions about your organization.

Question	Yes	No
Do learners have access to computers ?	<input type="checkbox"/>	<input type="checkbox"/>
Is your network fast enough?	<input type="checkbox"/>	<input type="checkbox"/>
Is technical support available?	<input type="checkbox"/>	<input type="checkbox"/>
Do e-learners have computer skills?	<input type="checkbox"/>	<input type="checkbox"/>
Are instructors and instructional designers knowledgeable?	<input type="checkbox"/>	<input type="checkbox"/>
Does management support e-learning?	<input type="checkbox"/>	<input type="checkbox"/>

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How does e-learning save money?

Does switching from the classroom to the Web really save money?

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E-learning can save vaults of money



Sales training costs ↓ \$3.5 million
Time off job for training ↓ 80%



Training costs ↓ 84%



Costs ↓ \$3 million for training 3000 employees
Travel for training ↓ \$4166 per person



ROI of 288%



Enrollment ↑ 30% without more buildings



Training costs \$7mil → \$1.5 mil

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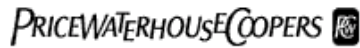
E-learning can save even more money



Cost \$2500 → \$500 per person



Costs ↓ \$800,000 in 1 year



5-year study: Cost per student \$760 → \$106 per person



Costs \$1500 → \$120 per person



Costs ↓ \$5.6 million
Trained 7000 technicians at 800 locations
237% ROI



Certification training \$1800+ → \$800 per person

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\$ £ ¥ The basic formula for ROI

$$\text{Return on investment} = \frac{\text{Benefits} - \text{Costs}}{\text{Costs}} \times 100$$

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\$ £ ¥ Per-course costs

Costs incurred once for each course developed.

	Classroom	WBT	
Course length	8	8	Hours
x Development time rate	50	200	Hours of development per course hour
x Development cost rate	\$50	\$100	USD per hour of development
= Total per-course cost	\$20,000	\$160,000	USD

Savings: -\$140,000 (!?!)

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Per-class-offering costs

Costs incurred for each group of students taking the course.

	Classroom	WBT	
Instructor/facilitator salary	\$800	\$800	USD
+ Travel expenses	\$1,500	-	USD
+ Facilities	\$500	\$50	USD
= Subtotal (per class)	\$2,800	\$850	USD
Number of learners	200	200	Learners
+ Class size	20	20	Learners
= Number of classes	10	10	Classes
= Total class-offering costs	\$28,000	\$8,500	USD

Savings: \$19,500

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Per-learner costs

Costs incurred for each individual learner taking the course.

	Classroom	WBT	
Learner's travel	\$1,500	-	USD
+ Learner's salary	\$800	\$800	USD
+ Instructor's salary*	\$25	\$50	USD
= Subtotal (per learner)	\$2,325	\$850	USD
x Number of learners	200	200	Learners
= Total learner costs	\$465,000	\$170,000	USD

* = For individual attention required by each learner

Savings:
\$295,000

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Total costs

Add up the course, class, and learner costs

	Classroom	WBT	
Course costs	\$20,000	\$160,000	USD
+ Class costs	\$28,000	\$8,500	USD
+ Learner costs	\$465,000	\$170,000	USD
= Total costs	\$513,000	\$338,500	USD

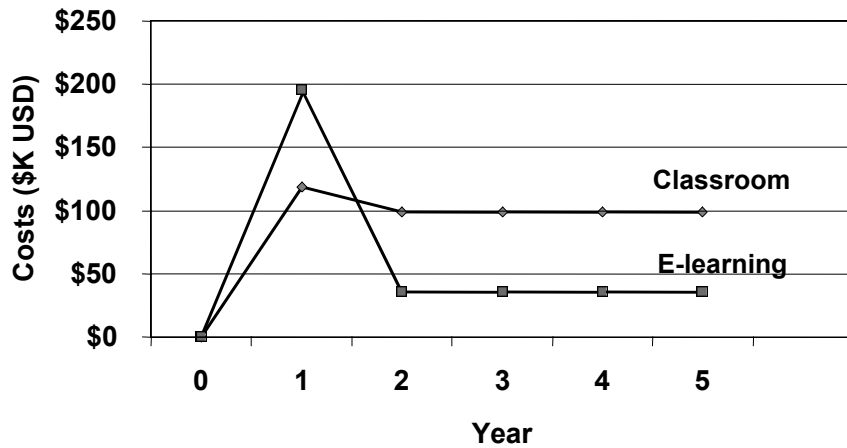
Savings: \$174,500
ROI: 125%



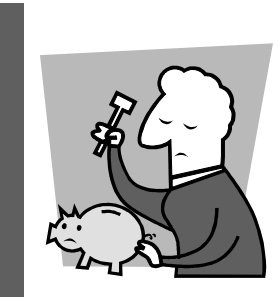
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E-learning front-loads costs



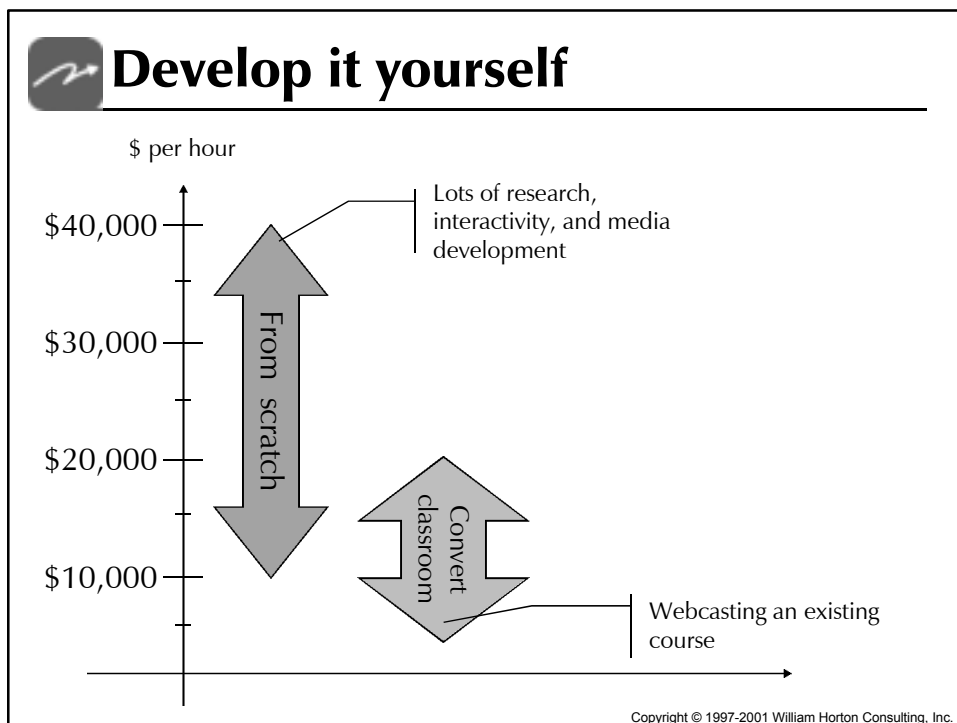
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How much is all this going to cost me?

What are some typical price ranges for obtaining courses?

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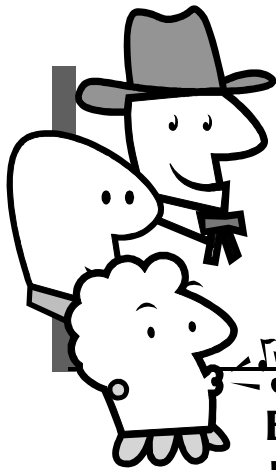




Buying access to existing courses

Pricing model	Range
Ticket	\$10 to \$50 per learner-hour
Library card	\$50 to \$200 per learner for access to 100 courses for a year
Group subscription	\$20,000 to \$100,000 for access to 100 courses by 1000 learners

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What people do I need?

E-learning requires a range of skills, talents, knowledge, and viewpoints

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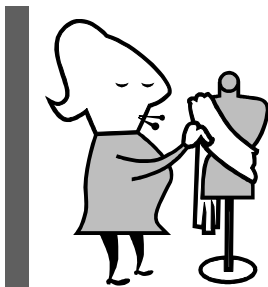


Assemble a multitalented team



- **Project manager**
- **Design team**
 - Instructional designer
 - Subject-matter expert
 - Consumer representatives
- **Builders**
 - Writers
 - Multimedia developers
 - Programmers
- **IT support**
- **Delivery team**
 - Administrator
 - Facilitator

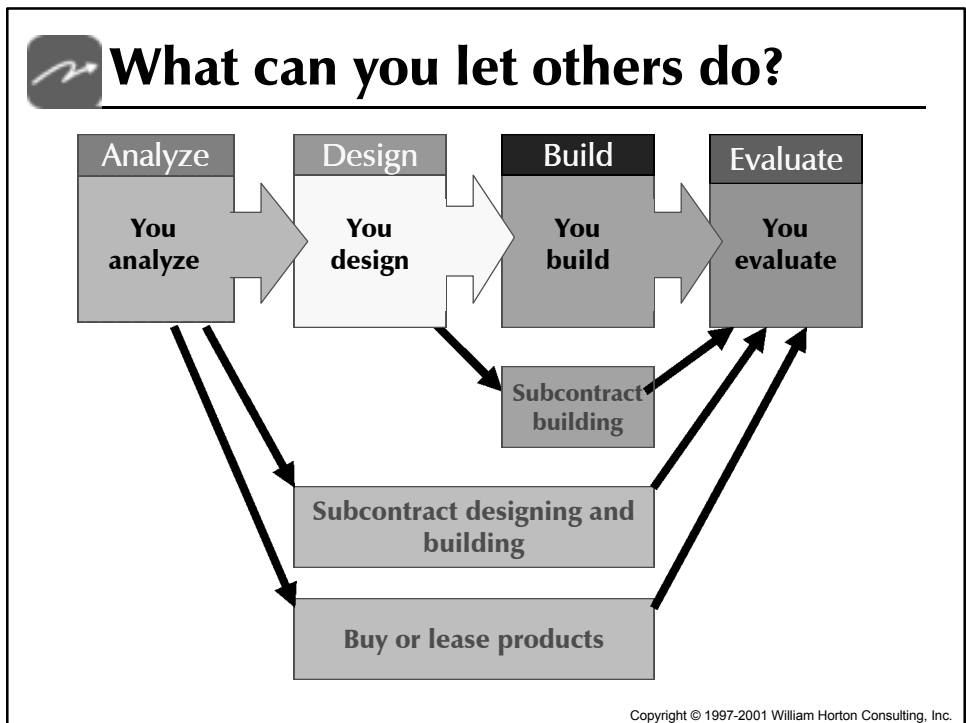
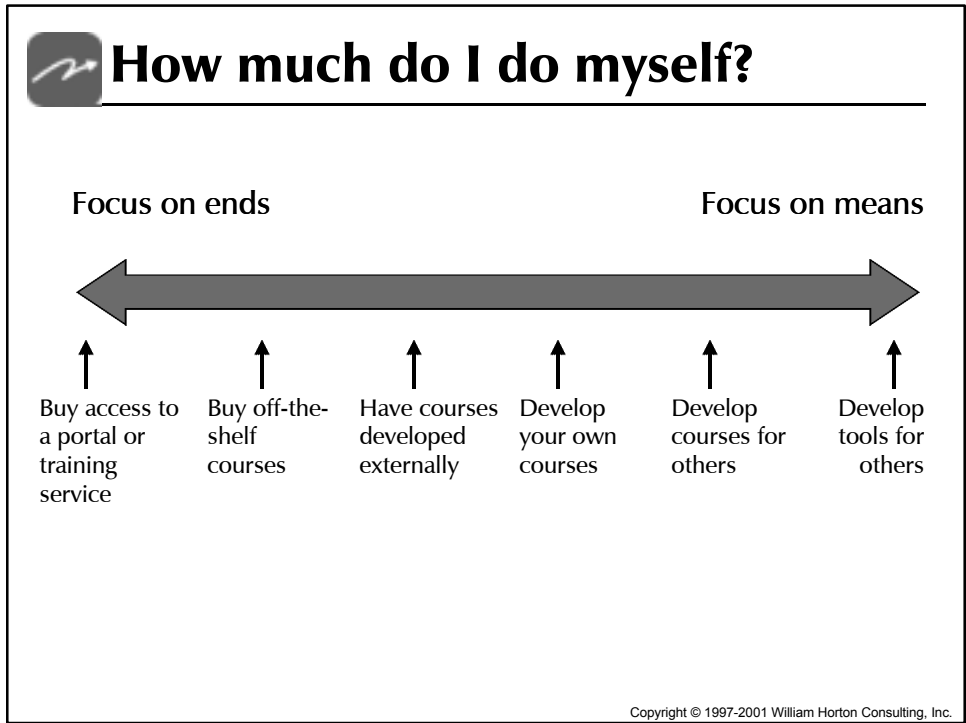
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Do I have to develop my own?

Subcontractors, ASPs, and portals

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Who can help?

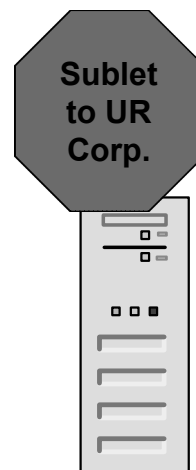
- IT department can help you pick the technologies you need.
- Systems integrators can combine hardware and software components so they work on your network.
- Consultants can give advice, suggest alternatives, test prototypes, and research special issues.
- Course-development firms create e-learning to your specifications.
- Multimedia developers create specific content modules.
- And ...

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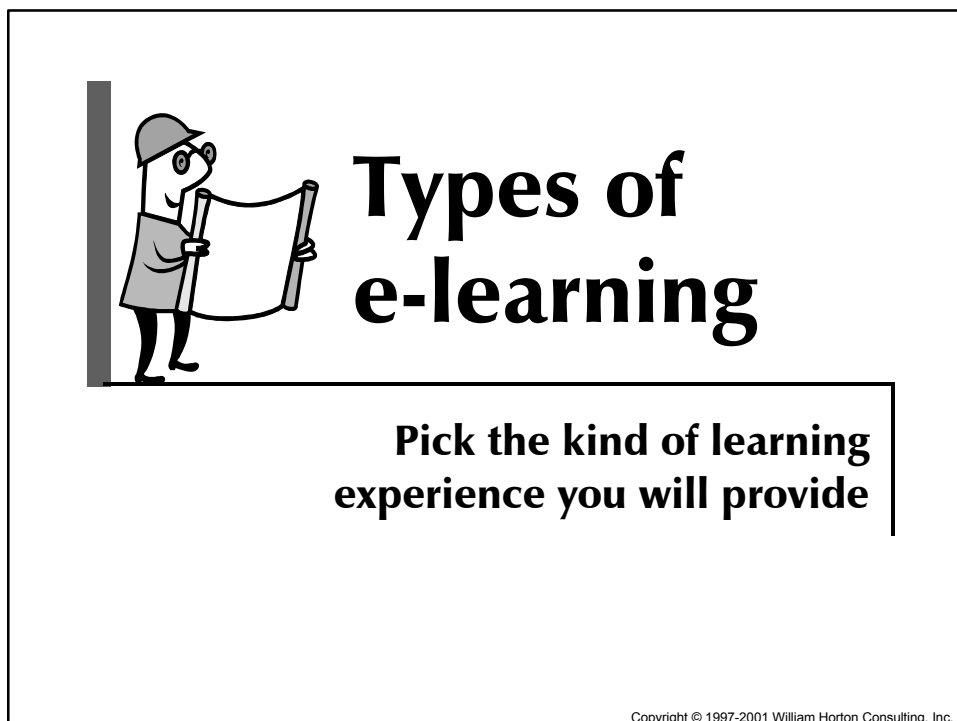
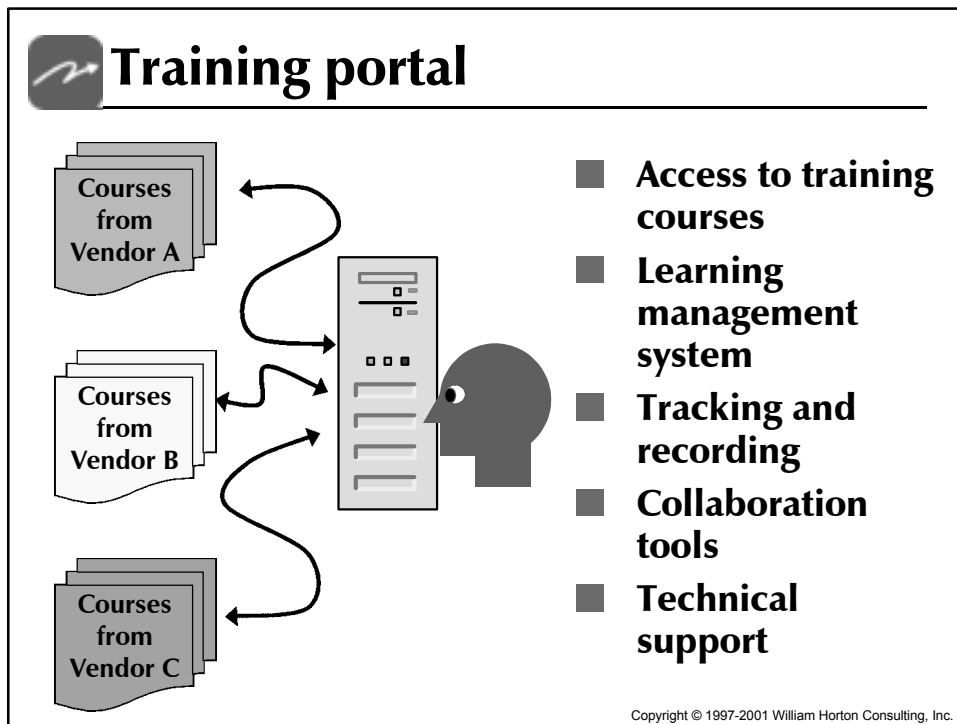


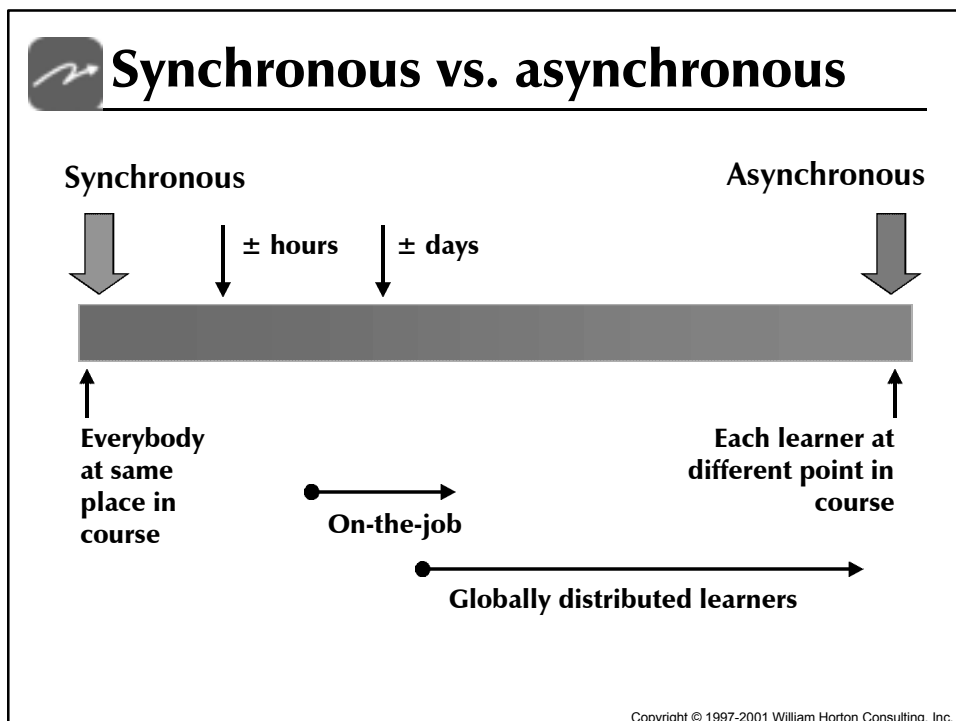
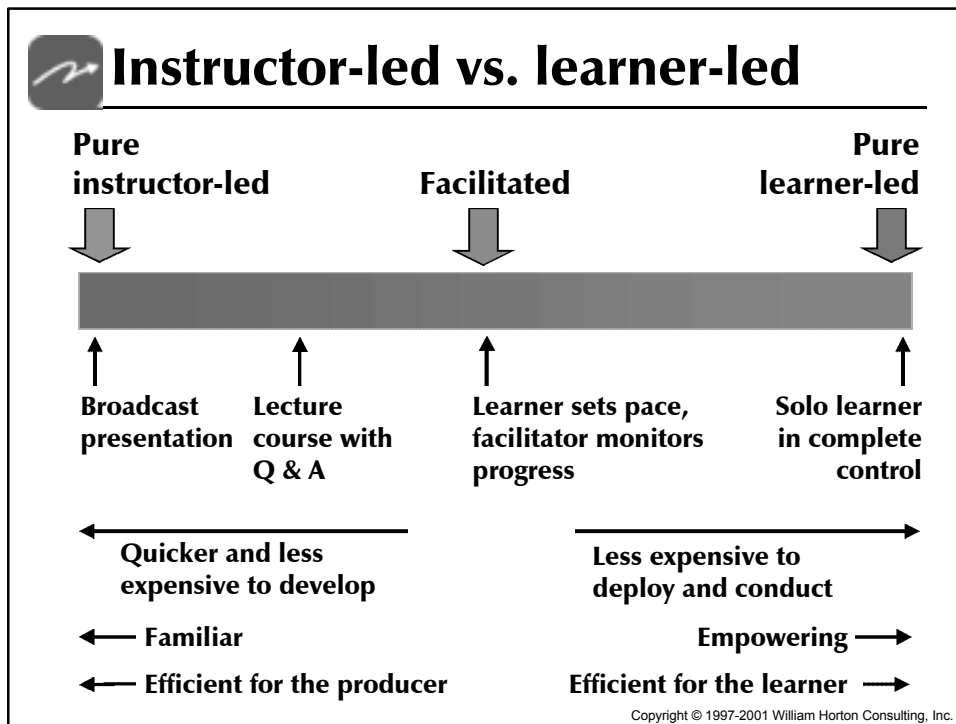
Application Service Provider (ASP)

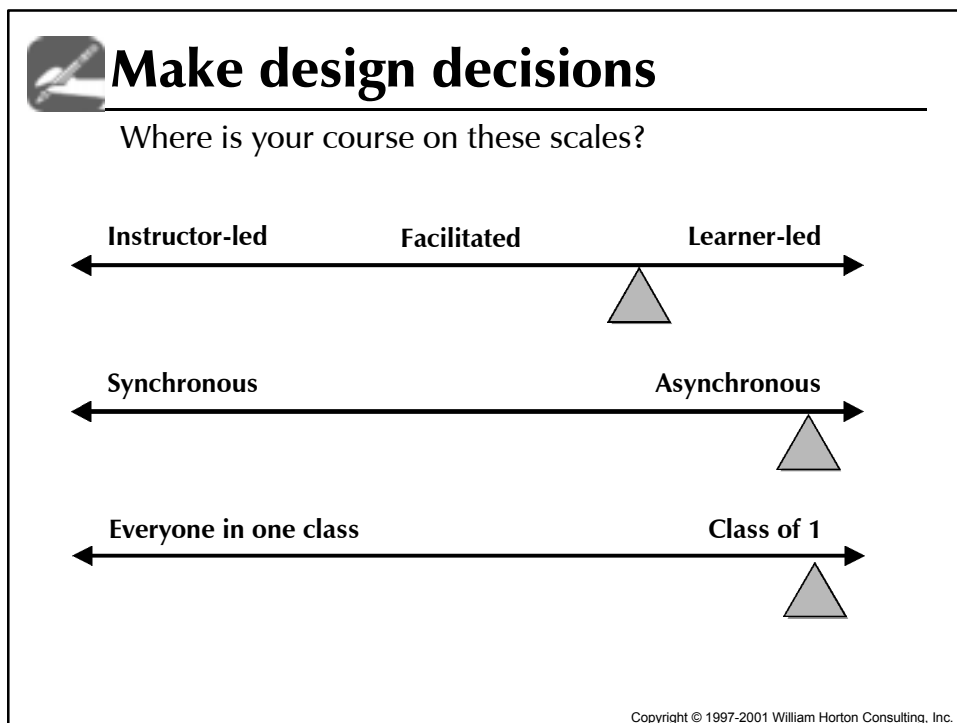
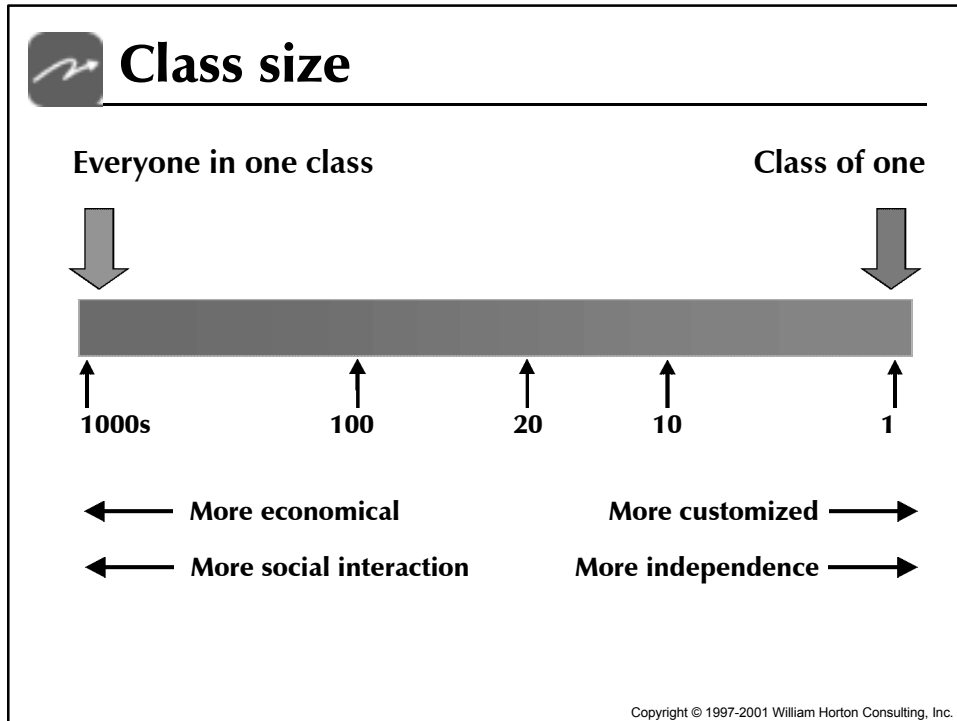
- Hosting services
- Content management tools
- Instructional management systems
- Collaboration tools
- Consulting services and advice

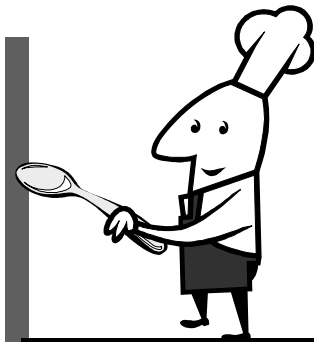


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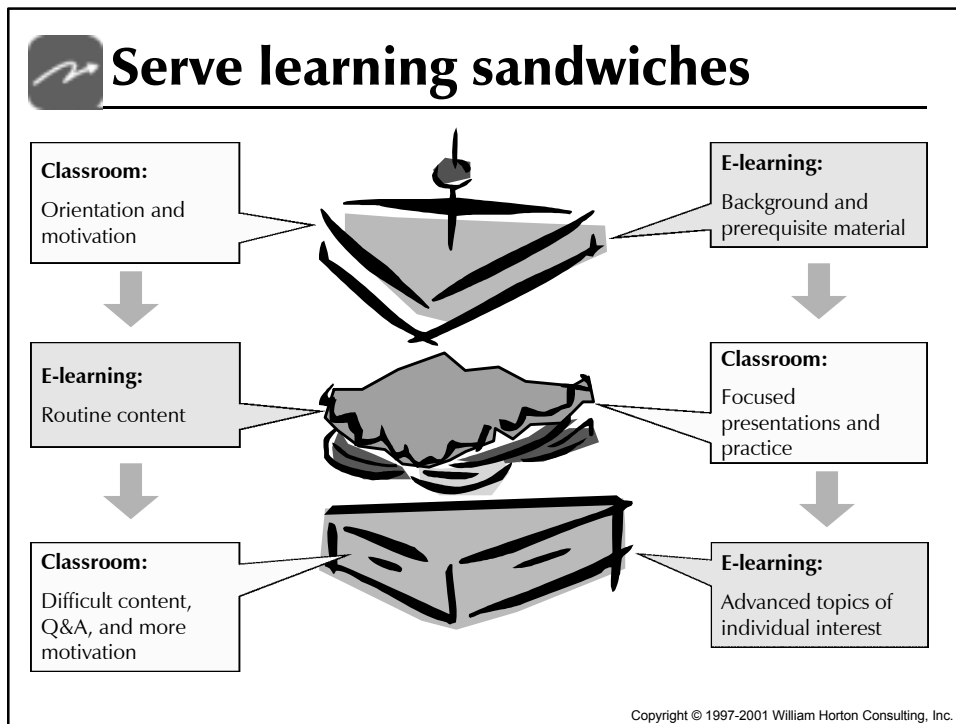


Can I blend forms of training?

**Crafting custom programs to
meet your learner's needs**

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**Blending combines
e-learning and
classroom training to
accomplish a single
learning goal.**



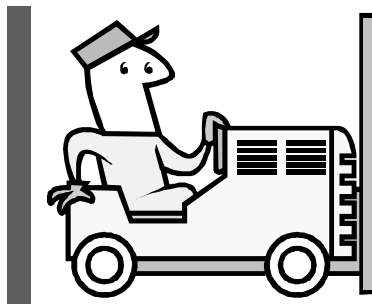
- ## Embed e-learning into the classroom
- **Homework submitted by e-mail or to a discussion forum.**
 - **Announcements posted a discussion forum or e-mail.**
 - **High-quality multimedia presentations for routine material.**
 - **After class, conversations continue on a discussion forum.**
 - **Instant messaging and videoconferencing for “office hours.”**
 - **Study groups use online conferencing and collaboration tools.**
 - **Reading assignments include Web-based materials.**
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Embed the classroom into e-learning

Aspect of classroom training	How it can be embedded in e-learning
Warm greeting from the instructor.	Recorded greeting in video or audio.
Ability to ask questions	E-mail address of a facilitator or link to a discussion forum. Or just a telephone number.
Well done lectures and stories	Recorded presentations, stories, demonstrations, speeches for playback.
Encouragement of fellow learners	Ongoing discussion among all learners currently enrolled in the course.
Help getting oriented	Optional get-together meeting for learners who will be taking e-learning.

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Motivate or fail!

**Give learners reasons to expend
the extra effort that e-learning
requires**

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Wildcard in the deck

Unmotivated learners seldom learn anything.

*

Wildcard

Motivation

Wildcard

*

Motivated learners overcome obstacles and learn by whatever means necessary.

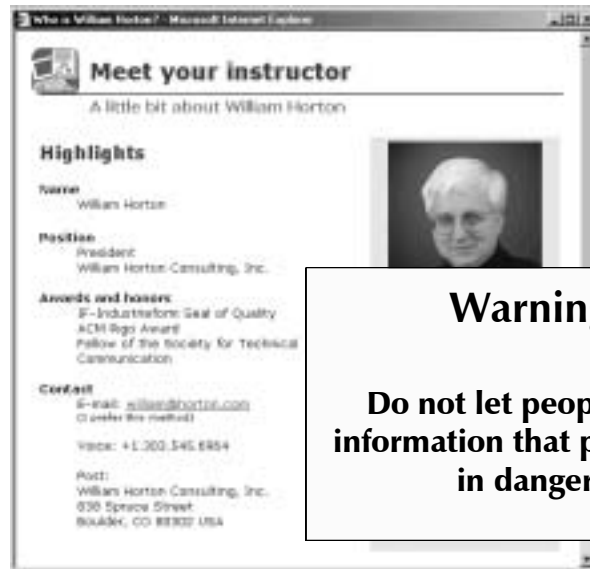
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Make learners salivate

<p>You will ...</p> <p>Analyze three stocks you chose.</p> <p>Evaluate the value and momentum of these stocks.</p> <p>Pick a portfolio of stocks to match your investment objectives.</p>	<p>You will learn to ...</p> <p>Identify critical information in corporate balance and income statements.</p> <p>Set up spreadsheet to analyze a stock. Estimate the value of a stock by analyzing its fundamentals.</p> <p>Perform a technical analysis to judge the momentum of the stock.</p>
<p>You will understand ...</p> <p>Principles of fundamental and technical analysis.</p> <p>Risks of incomplete information.</p>	<p>You will believe ...</p> <p>You can analyze stocks like the pros.</p>

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Personalize instruction



Warning

Do not let people post information that puts them in danger.

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Let learners rate objectives



Select the digital camera that is right for you.	Something that I want to learn
Take photographs by just pointing and shooting.	Of NO interest to me
Use the camera's controls for practical and artistic effects.	Exactly what I want to learn
Transfer photographs to your computer.	Of slight interest to me
Edit photos on your computer.	Something that I want to learn
Print out photos from your computer.	Something that I want to learn

Thank you for expressing your opinion.

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Encourage a positive attitude



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Provide immediate feedback

The screenshot shows a web browser window with the title "Setting the font color". The page content includes:

- A question mark icon and the title "Setting the font color".
- Text: "To set the color of text from the default color to another color, assign a value to the color attribute of the tag. (See other attributes in the FONT tag.)"
- Text: "The HTML for setting the font color looks like this:"
- Code snippet: `The text you want to be a different color.`
- Text: "Remember to put the closing FONT tag after the last character of the text you want to change."
- A "PRACTICE" section with the instruction: "Change the color of the word 'bananas' to 'ffcc44', 'apples' to 'red', 'pears' to 'green' and 'oranges' to 'ffccff'. Then click Run to see your results."
- A text area containing the code: `Fruit include bananas, apples, pears, and oranges.`
- Buttons: "Run", "Reset", "Answer", and "Clear".
- A text box showing the output: "Fruit include bananas, apples, pears, and oranges."

Combine

Presentation

Practice

Feedback

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Engage learners



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Acknowledge accomplishment



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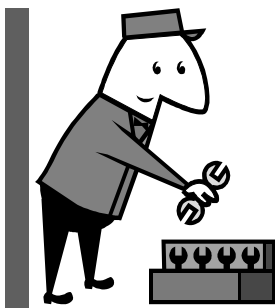
Motivate learners



List ways to help learners stay motivated

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

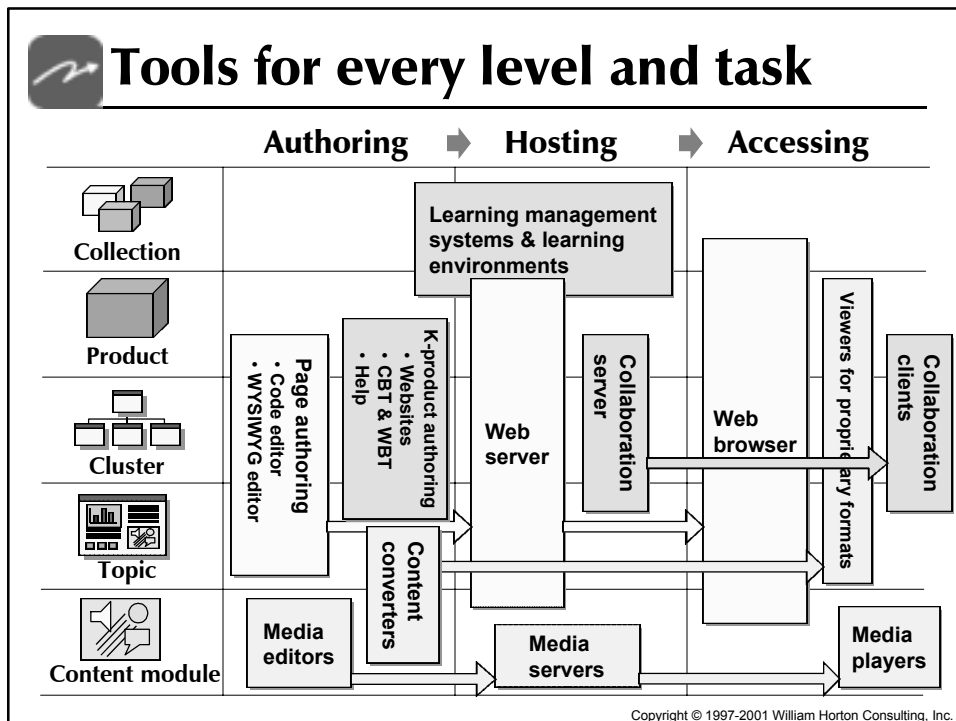
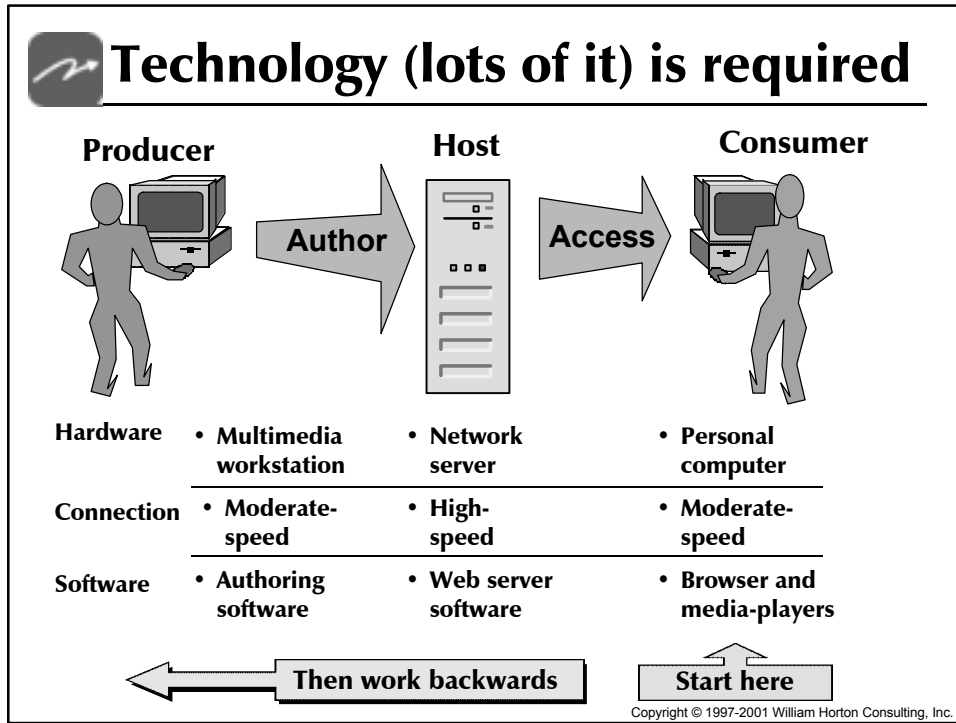
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What tools do I need?

Probably more than you thought

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Tools for accessing knowledge products

Viewers, players, and other software used by consumers to access electronic knowledge products

Web browsers



Issues

- Version of HTML?
- Dynamic HTML?
- Style sheets?
- Scripting languages?
- Graphical formats?

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Big-name Web browsers



netscape.com



www.opera.com



microsoft.com



webtv.com



aol.com



palm.com



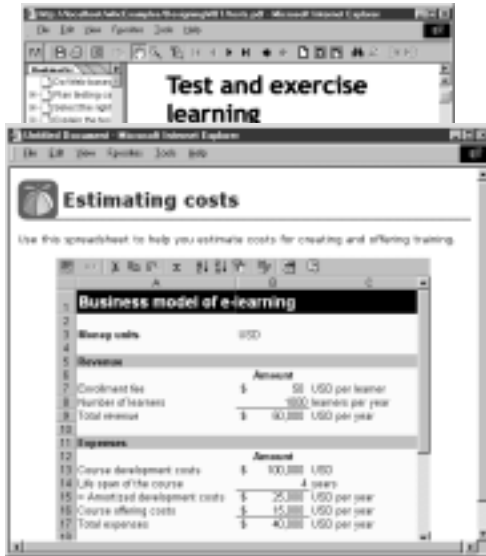
lynx.browser.org

Be specific

- Version?
- Operating system?

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“Viewers” for proprietary formats



- For proprietary, but common, file formats
- Link to existing content
- Provide software to view the content
 - Helper apps
 - Plug-ins
 - ActiveX components

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Big-name viewers



Issues

- **Must match converter version**
- **What operating systems available for?**

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Media players



Issues

- **For simple media not handled by browser**
 - Sound
 - Music
 - Video
- **Some file formats are proprietary**

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Big-name Media players



microsoft.com



real.com



apple.com

Issues

- **Formats played?**
- **Operating system?**
- **Cost**
 - Basic version
 - Deluxe version

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Clients for collaboration tools



Issues

- **Types**
 - Videoconferencing
 - Network meetings
 - Chat
 - Newsgroup readers
- **May not be necessary**
 - Download automatically when needed
 - Part of browser or operating system
 - Provided through HTML interface

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Big-name collaboration clients

**Windows
NetMeeting**

microsoft.com



Outlook Express
microsoft.com



Microsoft Chat
microsoft.com

CUseMe
NETWORKS

CUseMe Pro
www.cuseeme.com/

Issues

- **Capabilities?**
 - Video
 - Audio
 - Screen sharing
 - Whiteboard
 - Chat and instant messaging
 - Discussion group
- **Operating system?**
- **Cost?**
- **Server software?**
- **Standard protocols?**

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Tools for hosting

**Software for hosting, administering,
and serving up online knowledge
products**



Learning management systems



- **Aggregate pieces of content into a course**
- **Register, track, and bill learners**
- **Connect to human resources and enterprise resources planning software**
- **Generate reports, lots and lots of reports**

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Big-name LMS tools



Enterprise 4.7
www.docent.com



saba.
Learning Enterprise
saba.com



Manager's Edge
www.mentergy.com



Learning Management System
pathlore.com

Issues

- **Features?**
- **Cost?**
- **Commitment?**
- **Classroom and e-learning?**
- **Standard or proprietary reporting protocols?**

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Virtual classroom systems



- Complete package for developing and delivering courses
- Most require Browser and a few plug-ins
- Management features for administering courses

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Big-name virtual classrooms



TopClass
wbtsystems.com



webct.com



docent.com

Issues

- Training and documentation for authors, teachers, and administrators?
- Synchronous and asynchronous courses?
- Proprietary database?

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Collaboration servers



- **Mix of capabilities**
 - Chat
 - Instant messaging
 - E-mail
 - Discussion groups
 - Videoconferencing
 - Audioconferencing
 - Screen sharing
 - Whiteboard
- **May require client**
- **Some capabilities are built into Web-servers**
- **Can buy individual tools**

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Big-name collaboration environments

**Windows
NetMeeting**

microsoft.com



centra.com



placeware.com



ilinc.com

Issues

- **Client required?**
- **Capabilities?**
- **Cost?**
- **Operating system?**
- **Standard protocols?**
- **Product or service?**

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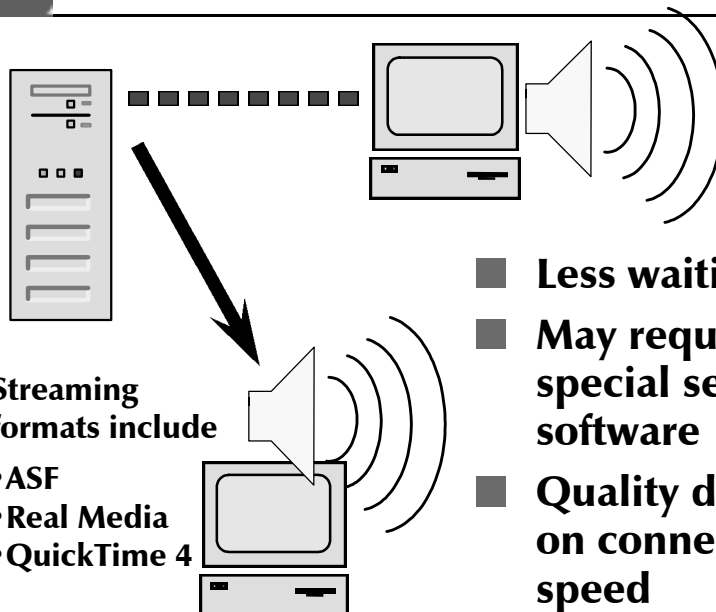
Media servers



- For high-bandwidth media:
 - Audio
 - Video
- Optimized for high traffic
- Use streaming to reduce apparent delay
- May require a separate machine

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Stream rather than download



Streaming formats include

- ASF
- Real Media
- QuickTime 4

- Less waiting
- May require special server software
- Quality depends on connection speed

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Big-name Media servers



RealSystem Server Plus



microsoft.com



Media Convergence Server

cisco.com

Issues

- **Formats served?**
- **Operating system?**
- **Cost?**
- **Required client?**
- **Capacity?**
- **Streaming?**

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Tools for authoring

**Software for creating the components
of online knowledge products**

Big-name converters for PowerPoint


RealPresenter

real.com


Presedia Publisher™

www.presedia.com


impatica.com

www.impatica.com

**Composer for
PowerPoint**


mindlever

www.mindlever.com


Hotfoot™

www.digitallava.com


brainshark™

brainshark.com

Issues

PPT features supported

- Layers
- Transitions and animation
- Sounds on layers
- Artwork

Destination formats

**Narration synched to
animation?**

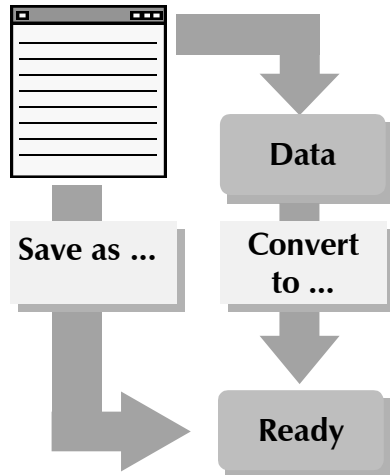
Product or service?

Features added

- Tests
- Table of contents

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Converters to Web-ready formats



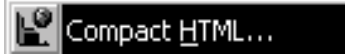
Issues

- **Author in your familiar tool**
- **Save as usual and then run a converter program**
- **Or save directly as HTML, PDF, Java or some Web-ready format**

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Big-name converters

For Microsoft Word



Better "Save As" command.
Free from www.microsoft.com

WordToWeb
VERSION 1.0

\$139



\$5000

For anything you can print



Adobe Acrobat 4.0

Acrobat publishing software
costs \$225

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WBT & CBT authoring tools



Capabilities

- **Animated presentations**
- **Navigation**
- **Testing and feedback**
- **Scorekeeping and reporting**

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Big-name CBT/WBT authoring tools

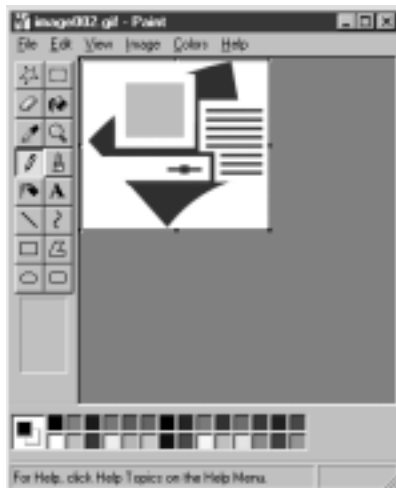


Issues

- Proprietary plug-in?
- Optimized for Web, CD-ROM, or both?
- Course shell or just components?
- Instructional design component?

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Media editing tools



Media beyond text

- Drawings
- Paintings
- Photographs
- Animations
- Sound
- Music
- Video

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Big-name media editing tools

Drawings

Illustrator
FreeHand
Canvas
Visio

Paintings

Paint Shop Pro

Photographs

Photoshop

Sound

Sound Forge
SoundEdit

Music

Acid
Studio Vision Pro
Music Composer

Animation

Flash
Director
PowerPoint

Video

Premier
VideoFactory
Vegas Video

Issues

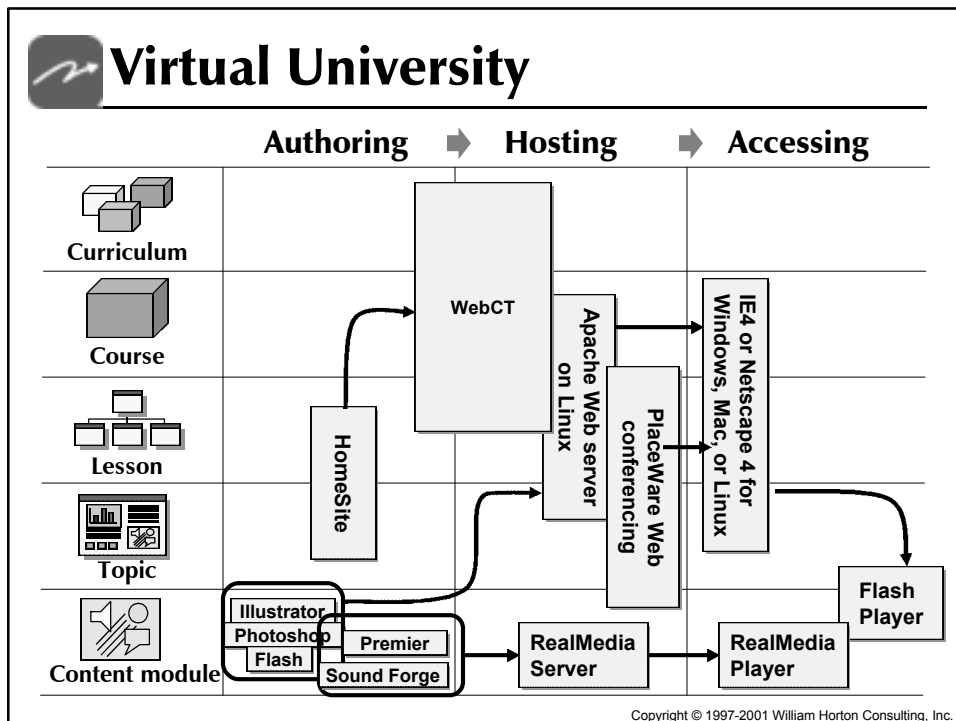
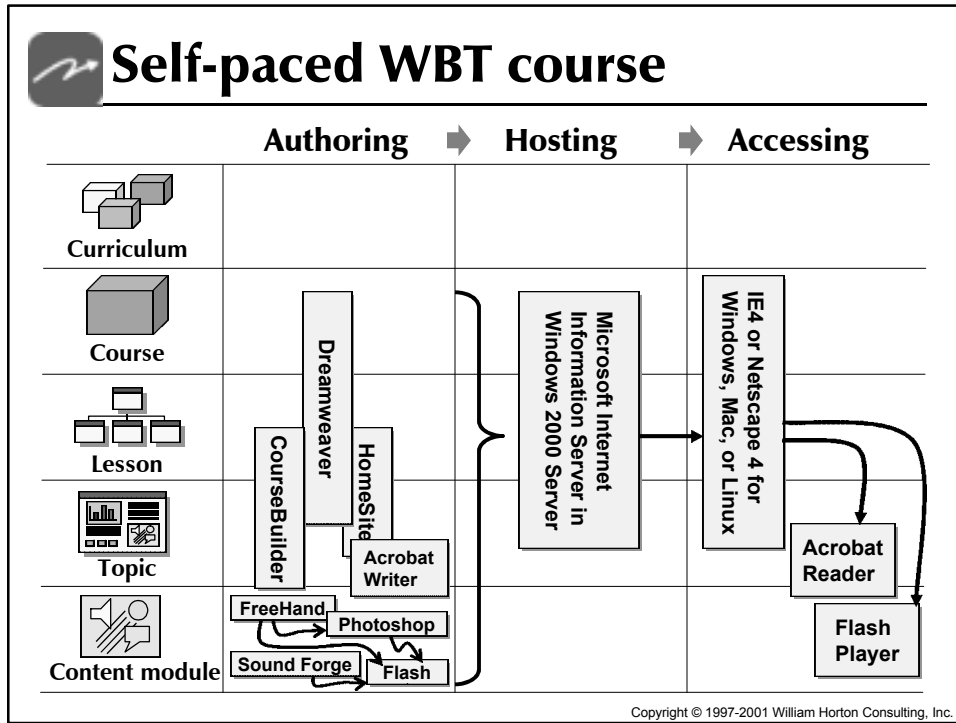
- **Formats imported?**
- **Formats created?**
- **Web-ready output?**
 - Web-native formats
 - Compression
- **Multipurpose?**
- **Learning curve?**

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“Big name” not always “best”

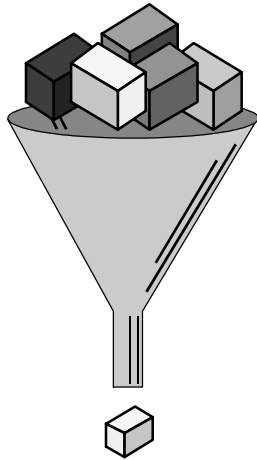
- **Everybody compares themselves to the big-name products.**
- **Big name products and their companies have a track record.**
- **Third-party training, consulting, books, contractors are available.**
- **Innovation limited by “installed base.”**
- **Cannot respond to needs of small number of users.**

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Select tools with care



- 1 **Design a few products (on paper at least).**
- 2 **How do you want to deliver these products in 2 years?**
- 3 **Select the tools that best realize your vision.**

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Blunders in picking tools

- **Ignoring the needs and capabilities of users**
- **Letting the tool dictate design**
- **Picking a tool before deciding on standards and requirements**
- **Buying features and forgetting service**
- **Defensively preserving investment in legacy tools and skills**
- **Proprietary and platform-specific file formats**

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Oft forgotten criteria

- **Financial condition of the vendor**
- **Independent support services available**
 - Consultants and contractors
 - Newsgroups and forums
 - Third-party books and training
- **Openness to extension and customizing**
- **Compatibility with skills of your staff**
- **Support of industry standards**
- **Cost of getting material OUT of the tool**

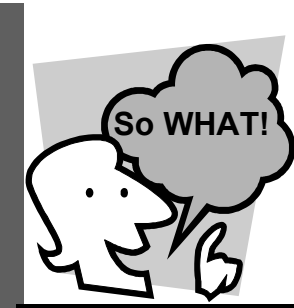
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List questions for suppliers

Product group or supplier	Questions to ask


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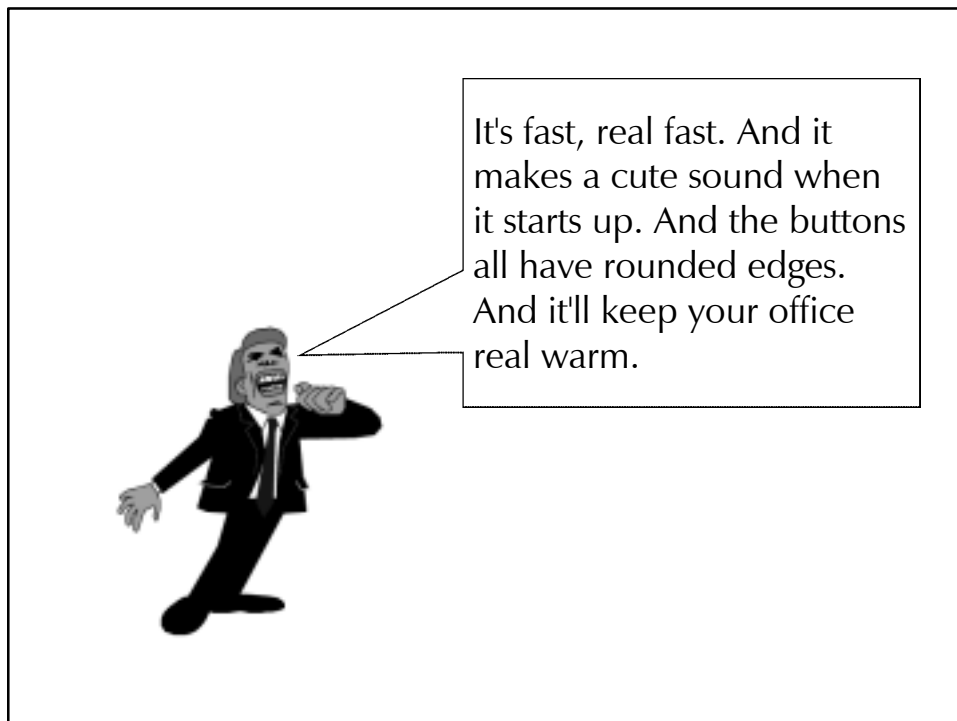
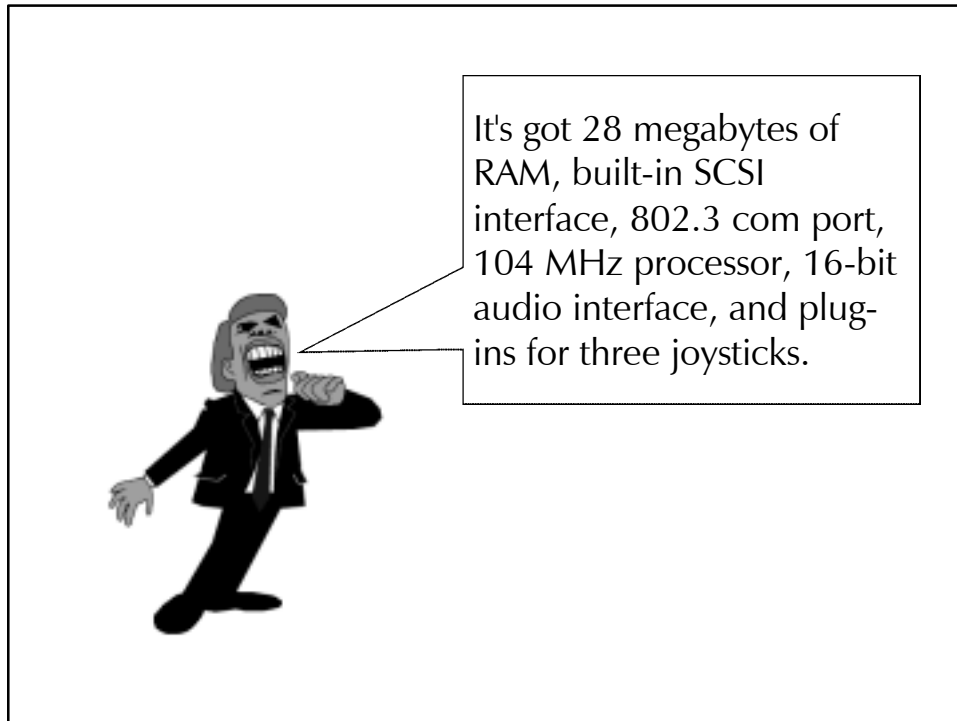
Don't get bamboozled

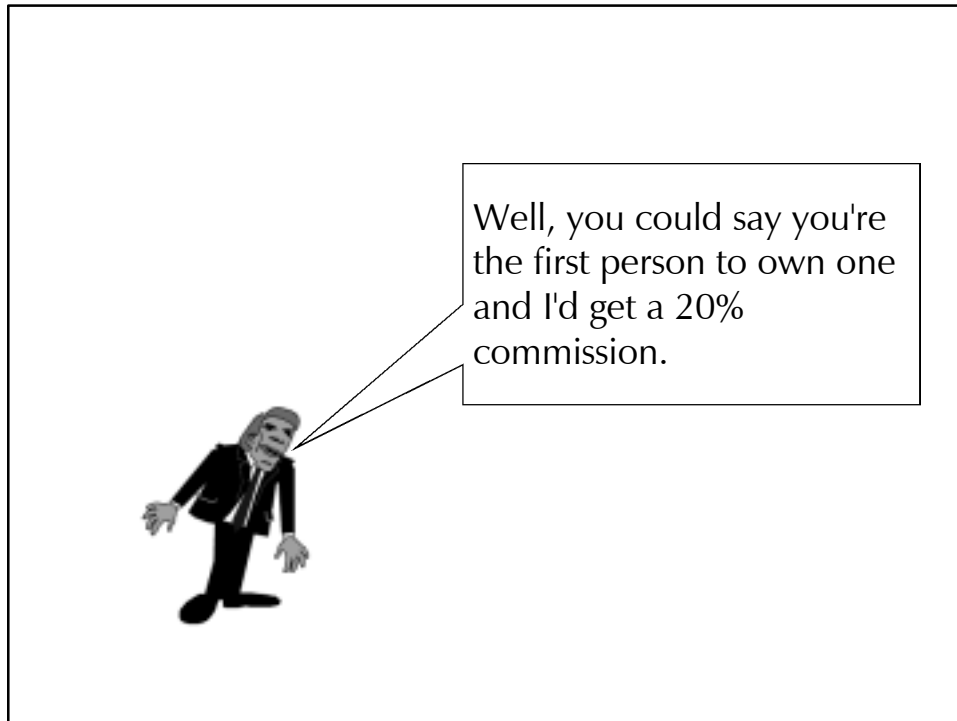
By technology salesmen

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It's got electrophonic, hypermedial, virtual reality with internetworked asynchronous refraction and a dual-ported carburetor.





What standards should I follow?

Should you design to meet emerging standards for e-learning content and systems?

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A cartoon illustration of a woman in a grey dress and white collar, holding a briefcase and looking at several interlocking gears. The gears are of different sizes and are arranged in a cluster. The entire scene is set against a dark grey background.



Standards efforts

- **IEEE's Learning Technology Stds Committee**
www.manta.ieee.org/p1484
- **Advanced Distributed Learning - SCORM**
www.adlnet.org
- **Aviation Industry CBT Committee**
www.aicc.org
- **IMS Global Learning Consortium**
www.imsproject.org/specifications.html
- **ASTD Courseware Certification**
www.astd.org

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IEEE's LTSC (P1484)



LTSC's mission is to develop technical standards, recommendations, and guidelines for:

- Tools
- Technologies
- Design techniques

Many working groups, but few standards yet

www.manta.ieee.org/p1484

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Advanced Distributed Learning



ADL's primary focus is SCORM, Sharable Content Object Reference Model.

- Packaging standard for representing course contents and organization
- Runtime specifications for communicating with learning management systems
- Metadata standards for labeling content for searching engines

www.adlnet.org/

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Aviation Industry CBT Committee



AICC guidelines define how courseware from different vendors using different tools can be used interchangeably.

- AGR006 computer Managed Instruction (CMI)
- AGR007 Courseware Interchange
- AGR010 Web-based computer Managed instruction (CMI)

www.aicc.org/

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IMS Global Learning Consortium

Date	Document	Status
2008-December-21	IMS Learner Information Packaging Specification	Version 1.00 Public Release Draft
2008-December-21	IMS Content Packaging Specification	Version 1.1 Public Release Draft
2008-August-26	IMS Question and Test Interoperability Specification	Version 1.01 Public Release Final
2008-June-05	IMS Content Packaging Specification	Version 1 Public Release Final
2008-June-05	IMS Question and Test Interoperability Specification	Version 1 Public Release Final
2008-May-20	IMS Content Packaging Specification	Version .82 Public Draft
2008-May-05	IMS Learning/Resource Object data Specification	Version 1.1 Public Release Final
2008-Feb-25	IMS Question & Test Specification	Version 1 Public Draft

IMS has produced influential standards on:

- Metadata tagging (IMS Learning Resources Meta-data Specification)
- Content Packaging (IMS Content & Packaging specification)
- Test questions (IMS Question & Test Specification)
- Administrative data interchange (IMS Enterprise Information Model)
- Learner information (IMS Learner Information Packaging specification)

www.imsproject.org/specifications.html

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ASTD Courseware Certification

ASTD Virtual Community

Welcome to ASTD!

ASTD's 2008 International Conference & Exposition

Check out this month's beta list

Check your learning goals against the competition

ASTD's Learning Resource

Top 50 Best Selling Books in 2008

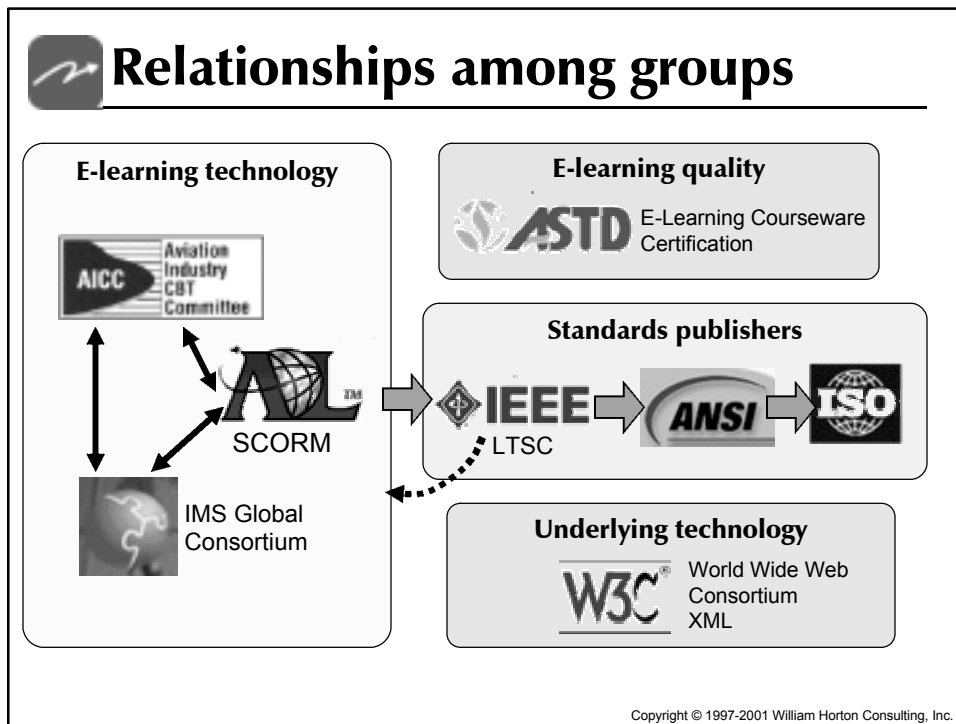
Creating Content Objects in a Week!

The American Society for Training and Development will certify e-learning courseware.

Certification will cover design, ~~content~~, and usability.

www.astd.org

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Reasons to ignore standards

Good reasons to delay acting on standards—for now, at least.

- Many overlap, duplicate, or contradict each other.
- Most are highly technical and difficult to understand.
- Certification mechanisms are not detailed enough to guarantee the promised interoperability.
- Standards are overused as marketing ploys aimed at limiting competition.
- Standards can stifle creativity and innovation.
- Designers scale down their ideas to fit the defaults of standards-compliant systems
- Complying increases development costs.

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Homework: Pick external standards

Decide how you will use external standards in your project.

1. Visit the Websites for the standards groups.
2. Which standards apply to your project?

3. How will you incorporate these standards into your work?

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Activate learners

Make e-learning as exciting and engaging as any classroom

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What makes a course successful?

What characteristics make a classroom course successful?

What makes a classroom course successful?

c:\windows\desktop\SuccessfulCourse.htm

Web Easel Pad

Clear Save Show

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Narrate presentations

Critical path

As this chart suggests, the critical path is the most important chain of tasks in the project. If any task on the critical path is completed late, the overall project cannot be completed on time. Conversely, if any task on the critical path is completed ahead of schedule, there is an opportunity to complete the overall project ahead of schedule.

Task	Start	End
A	0	1
B	0	2
C	1	2
D	1	3
E	2	3
F	2	4
G	3	4
H	3	4
I	3	4
J	4	5

Narration text

Restart

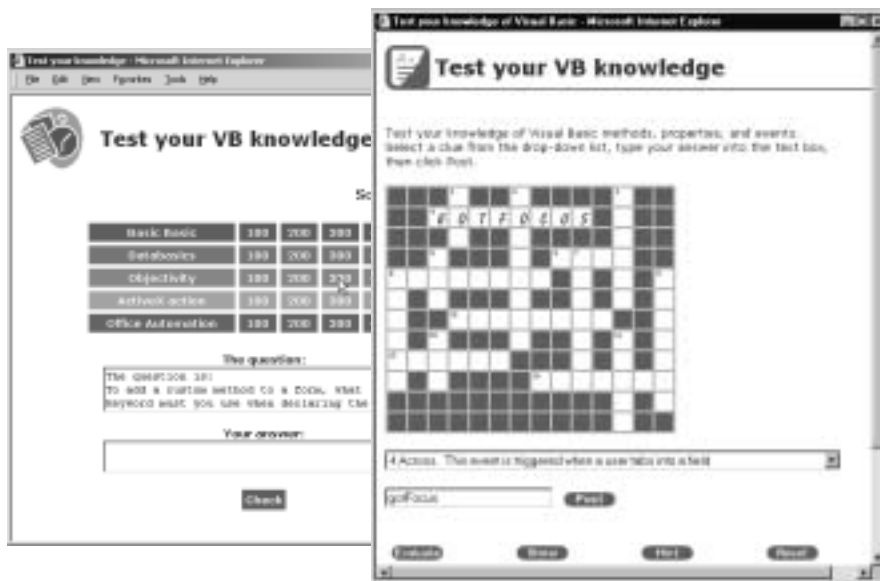
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Tell stories



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Play games



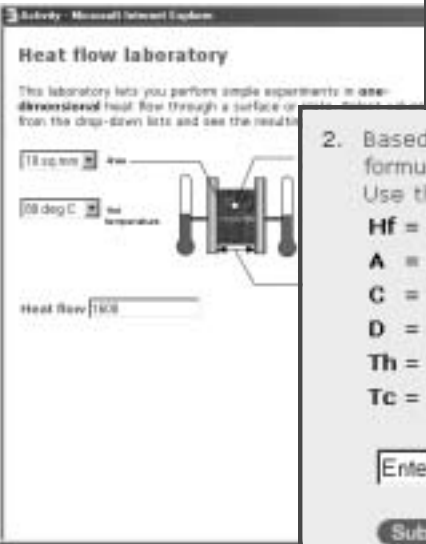
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Use virtual lab

Instructions

1. Use the Heat flow laboratory to learn how the factors shown interact to affect heat flow. Perform experiments to answer these questions:
2. Based on your experiments, write a formula for calculating heat flow. Use these symbols:
Hf = heat flow
A = area
C = thermal conductivity
D = thickness
Th = hot temperature
Tc = cold temperature

Enter your formula here.



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Go on field trips and virtual tours



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Combine activities

Grant the certificate?

Question: After reading the reports and correspondence from the Review Committee, the homeowner, and the concerned neighbors, do you think the Landmark Alteration Certificate should be issued to the homeowners?

Your vote	Choice	Current Voting		
		Votes	Percent	Bar graph
<input checked="" type="radio"/>	Yes	4	80	<div style="width: 80%;"></div>
<input type="radio"/>	No	1	20	<div style="width: 20%;"></div>
<input type="radio"/>	Undecided	0	0	<div style="width: 0%;"></div>

Buttons: Vote, Refresh

Link to Web resources

Course resources

Secrets of User-Seductive Documents

Here are some links to resources that we hope will be of use to you.

Contents

- Books
 - Secrets of User-Seductive Documents
 - Chapter 1 - Introduction
 - Chapter 2 - Planning
 - Chapter 3 - Design
 - Chapter 4 - Development
 - Chapter 5 - Testing
 - Chapter 6 - Deployment
 - Chapter 7 - Maintenance
 - Chapter 8 - Conclusion

Books

Secrets of User-Seductive Documents

About

The Human Internet... You are Here: About > Search

Click here for a related search:

Project Management	Project Management Software	Project Management Software	Project Management Software	Project Management Software
Project Management	Project Management	Project Management	Project Management	Project Management

Ranked by Popularity: The most popular links on the About network for "Project management".

Special Sponsors:

- Searching for "project management"? By Compendex - The Group Content Search
- Click here to see "Project management" related products.

On the About network: project management

Project Management

Project management skills are essential to successfully lead a team of people.

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Map classroom to e-learning

Classroom experience

E-learning experience

Lectures illustrated with slides



Animated, narrated presentation

Tests and quizzes



Learning games

Handouts and other readings



Web sources

Asking and answering questions



Discussions via e-mail, chat, discussion groups

Lab experiments and hands-on activities



Online simulations in virtual labs

Field trips



Virtual tours

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Specify a learning activity

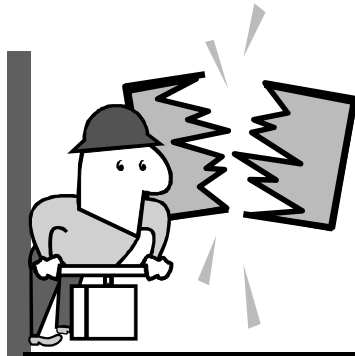
Specify a learning activity for a subject you need to teach.

What you want to teach

Type of activity to teach it



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What do I do with my classroom instructors?

Give instructors and instructional designers reasons to add e-learning to their toolkits

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Why some instructors resist WBT

- **F^e_ar: Fewer jobs for instructors**
- **Cannot “wing it” in WBT**
- **Cannot be “sage on a stage” or stand-up comedian**

- _____
- _____
- _____
- _____

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What about those Dinosaurs?

What do you do with the department's lovable fossils?

- **Not age but mental rigidity**
- **Why do they refuse to change?**
- **Give them reasons to change**
- **Give them incentives to change**
- **Give them help to change**
- **Give them time to change**
- **If they cannot change, re-deploy them**



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Provide technical support

Help learners get started and progress smoothly

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Teach and test e-learning skills

Test your Web-learning skills

This course requires extensive use of Web-based or Web 2.0. The course starts to practice using them, perform each of these operations.

For a practice activity, click on the heading for each:

Head and receive e-mail	Head and
Send e-mail	Download
Receive e-mail	Search
Reply to e-mail	Compose
Attach a file	Upload

Discuss issues	Discuss
Log into the discussion group	Post a message
Post a new message	Reply to a message
Reply to a message	Attach a file to a message

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Discuss issues in a discussion group

The class uses discussion groups for much of the interaction with the instructor and with other learners. Unless you can post and read messages, you cannot do the work of this course.

Here's a chance for you to practice posting and reading messages on the class forum. If you need help, click on the **Help** button on the discussion group pages.

1. Open a new browser window so these instructions remain visible.
2. Log into the discussion group.

Location: www.what.suec/wbes/level/forum/login.htm

User ID: guest

Password: (your e-mail address)

3. In the **Test** thread, read the message titled **Can you read this!**
4. The message consists of a question. Reply to the message with your answer to the question.
5. Read your answer to verify that it was posted correctly.
6. Post a new message to the **Test** thread and verify that it appears at the top level of the thread.
7. Create a plain text file containing your name.
8. Reply to your last message. Attach the text file to your message.
9. Read the reply you just posted and open the text file attached to it.

Need help?

For a quick overview of the discussion group, see the [class Tutorial](#) or [help](#). Or just go to the discussion groups and explore the [help](#) there.

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Make a “petting zoo” of interactions

Sequence test

Here is a sample test to practice

Using the nudge buttons next to each item, put the list of items in the correct order. Then click Evaluate to see the feedback.

Top Click to move items

- Put this item second.
- Put this item third.
- Put this item first.
- Put this item fifth.
- Put this item fourth.

Bottom

Evaluate Show Exit Reset

Here is where the feedback will be displayed

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Integrate the user-interface

Form for posting to discussion group

Chat control integrated into Web page

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Provide collaboration instructions

Our policy on collaborative

Read this carefully

The course contains activities that involve collaborating with an instructor, and others. Such activities are a valuable part of learning, and you get the most from them. To ensure effective collaboration, not acceptable and not acceptable practices.

You are expected to follow this policy completely. If you do not, you may be removed from the course.

Contents

Messages

Behavior

Respect

Respectful inquiry

Structure

Advantage

Messages

OWNERSHIP Submitted messages become the property of Zygote Learning.

PERMISSIONS before you submit anyone else's work, make our permission in writing. Clearly identify the owner and source of it when quoting someone outside the course. It is OK to quote so by another learner, provided you credit the source.

PRIVACY Assume that all messages you post are available to the general public. Do not write something you want to keep anyone, your boss, your mother, and your children.

PROPRIETARY OR CONFIDENTIAL INFORMATION Do not post or reveal proprietary, classified, secret, or otherwise restricted information.

Messages

Guide to writing, sending, and managing messages

To learn effectively in this course, you will need to collaborate with fellow learners and with your instructor. Four primary means of collaboration will be through discussion-group postings and e-mail messages. These tools are a means of your learning, not an end. You should spend as much time as possible thinking about the content of messages and as little as possible dealing with the mechanics of typing, finding, filing, and deleting messages. This guide offers tips and guidelines on how to use messages effectively.

Contents

- Follow policy on collaboration
- Do forums before class
- Reply in the same medium
- Read more send less
 - Say something more than "yes top"
 - Send to only those who need to know
 - Keep messages short
 - Do not respond to all messages
 - Read before you write
- Subject subject lines to activity
 - Phrase the subject concisely
 - Flag the topic of message
 - Change the subject line as the subject changes
 - Start of the line
 - Follow conventions
- Conventional parts of a message
 - Greeting
 - Introduction
 - Personal signature
 - Signature (if desired)
 - Attach related materials
 - Close nicely

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Provide online tech support

The screenshot shows a web-based help desk interface. It is divided into three main sections:

- Course instructions:** Contains 'Key points' (highlighting the course is self-paced), 'Screen layout' (with a diagram), and 'Using video-conferencing software'.
- Help desk:** Includes an 'Getting started' section with bullet points on logging in and marking progress, a 'Finding your way' section on using the navigation bar, and a 'Searching for information' section on using the index and glossary.
- FAQ's about this course:** Lists common questions from learners, such as 'Where is the status bar...' and 'Why can't I resize my browser window?'. It also includes a 'Using an embedded chat window' section.

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Test the basic setup

The screenshot shows a 'Basic setup' diagnostic page. It includes a table of requirements and a list of browser settings. Two specific issues are highlighted in callout boxes:

Requirement	You have...	OK?	Comments
Operating system: Windows 95, 98, or NT or Macintosh PowerPC	Windows 98	☺	OK
Screen size: 800 x 600 pixels	768 x 1024 pixels	☺	OK
Screen color depth: 16 bits per pixel	16 bits per pixel	☺	OK

Browser: Netscape 4.0 or Internet Explorer 4.0
 JavaScript Version 1.1
 Java enabled
 Cookies enabled

Java is disabled. ☹ You need to enable Java in your browser. [Instructions.](#)

Cookies are not enabled ☹ Adjust your browser's settings to enable cookies. This may require changing the security settings to a medium level. [Instructions.](#)

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Test compliance with requirements before beginning the course.

Assist in meeting requirements



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Learn to fish



More resources for learning more

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DesigningWBT resource site



www.DesigningWBT.com

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Working examples



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Sample course with templates

The screenshot shows a web browser window titled "Designing WBT Examples - Microsoft Internet Explorer". The address bar shows "http://www.designgpt.com". The page content includes a sidebar with "Designing WBT > Sample course" and a main content area with the heading "Designing Electronic Courses". The main text describes the course as an example of an early WBT project and includes a "Context" section. An inset image shows a "Welcome to Designing Electronic Courses" dialog box.

Designing Electronic Courses

Designing Electronic Courses is an example of an early WBT project. It is a better case study than examples as it shows both the actual and realizations of Web technologies for training.

Context

This course was developed as part of a training initiative of the Foundation for Knowledge and Competence Development (Stiftelsen för kunskaps- och kompetensutveckling) aimed at preparing over a hundred Swedish university professors and industry professionals to begin offering electronic courses, primarily over the Internet. The training consisted of the course, sandwiched between a couple of 2-day classroom sessions.

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Design forms

The screenshot shows a web browser window titled "Designing WBT Examples - Microsoft Internet Explorer". The address bar shows "http://www.designgpt.com". The page content includes a sidebar with "Designing WBT > Design tools" and a main content area with the heading "Design forms for WBT, multimedia, and electronic documents". The main text describes the use of design forms and lists available formats and reprint permissions.

Design forms for WBT, multimedia, and electronic documents

When working with our clients to develop Web-based training, Web sites, multimedia presentations, online documentaries, and other digital media, we at William Horton Consulting have found it handy to use design forms to record decisions and specify designs. We have found them essential on any complex project involving more than a few people not at the same location.

We use both electronic and paper versions of the forms. We use them mostly as check-lists, not as absolute dictates. You can use them as best fits your purposes.

Formats

Each form is available in these formats:

- Blank form (.GIF format)
- Form with example data (.GIF format)
- Form with instructions (.GIF format)
- All formats in one file (.PDF format, requires Adobe Acrobat Reader 4.0)

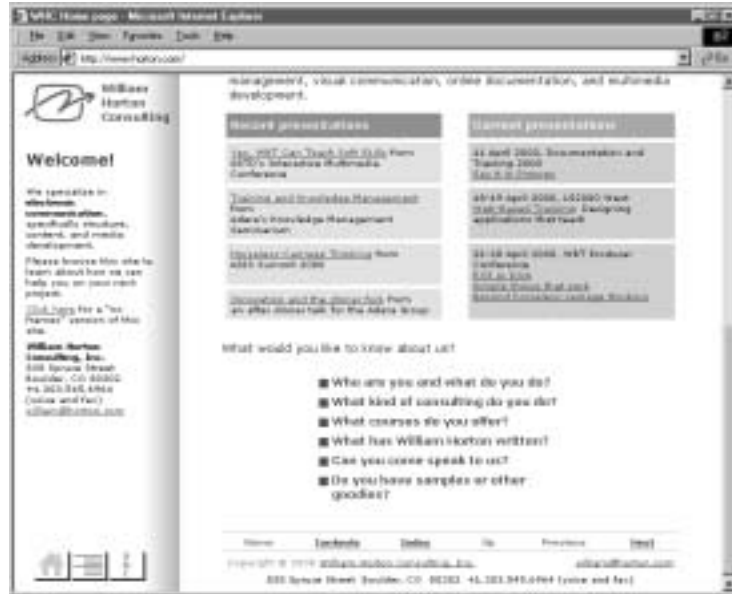
Reprint permissions

These forms are copyright William Horton Consulting, Inc., but you have permission to print them and make copies for your own purposes, so long as our copyright

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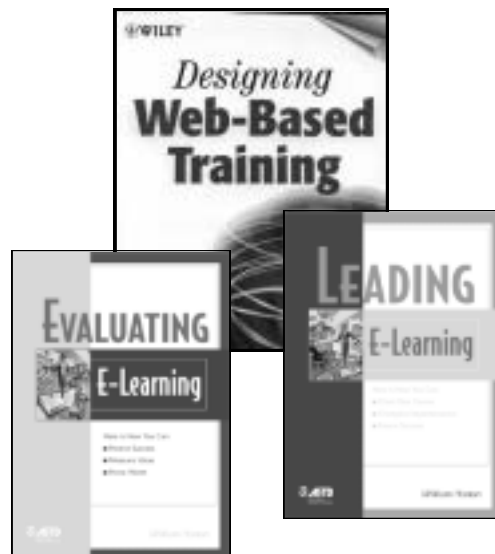
Papers and presentations



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Books



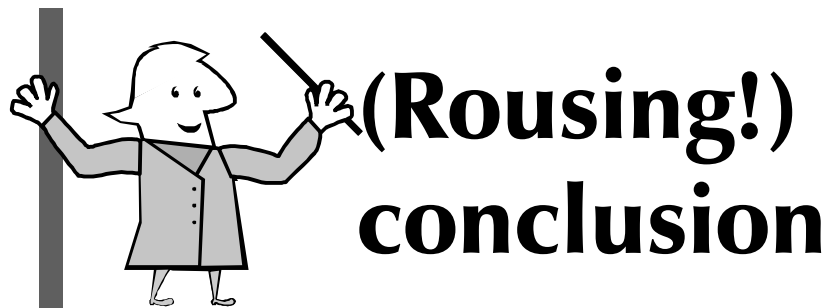
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Even more sources

- **American Society for Training and Development**
<http://www.astd.org/>
- **The Masie Center**
<http://www.masie.com>
- **WBT Information Center**
<http://www.filename.com/wbt/index.html>

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Or, what does the future hold?

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