



Quality On-Line Learning

Annual M-TRAC Technical Trainers Workshop

August 2009





Agenda

- Applying Adult Learning Principles
- Implications for Practice
- Best Practices for On-Line Learning
- NHI WBT Requirements
- Drivers for Change and Continuous Improvement
- Looking to the Future of On-Line Learning



Adult Learning Principles

- Adult learners have:
 - A need to know why they should learn something
 - A deep need to be self-directed
 - Greater volume and different quality of experience than children
 - Background and experience that is itself a rich resource for many kinds of learning for themselves and others

Adults learn best when they choose voluntarily to make a commitment to learn.



Adult Learning Principles

- Adults enter into a learning experience with a task-centered (or problem-centered) orientation to learning
- Adult learning activities are better received when designed around tasks, problems, or life situations
- Adults are motivated to learn by both extrinsic and intrinsic motivators
 - Adults may not be motivated to learn what we want to teach them – must develop a “need to know”
 - Best motivators for adults are intrinsic motivators such as self-esteem, broadened responsibilities, power, and achievement



Implications for Practice

- Adult learning concepts- combined with an understanding of the training need- suggest the following approach to course design:
 - Participants want to have a chance to tailor knowledge to their local situation
 - Participants want to have an opportunity to interact during the training session
 - Participants want to understand why something is important
 - Participants have a need for training that will demonstrate the benefits of learning



NHI WBT Requirements

- Standard Templates
 - Lesson Links
 - Resources/Glossary/Help
- Optional Narration
- Section 508 Compliance
 - What the law requires
 - What we do to implement the law in our training
 - What Section 508 can help with
- Elements that must be intuitive:
 - Navigation
 - Interactions
 - Knowledge Checks/Debriefs



Best Practices for On-Line Learning

- Development Guidelines:
 - Overall course organization
 - Time per module
 - Time per screen or slide
 - Interactions and content organization
 - Activities
 - Asynchronous instruction
 - Synchronous instruction
- Provide the most interactive and engaging training possible
 - Built in Interactivity
 - Knowledge Checks
- Keep it simple



Drivers for Continuous Improvement

- Level 1 Evaluations
- Help Desk Feedback
 - Categorize calls/feedback
 - Analyze impacts to content
- Content Updates
- Technology
 - New software/new versions
 - New Features
 - Analysis to ensure will work for TCCC/NHI
 - Testing



Future of On-Line Learning

- Advancements in e-Learning
 - Simulations
 - Modeling
 - Web-Conferencing
 - Video
- Rapid development tools and technologies
- Web 2.0 technologies
- Keeping the fundamentals of ISD in analysis, design, and development
- Again - keep it simple



Thank You

Questions?

