
ILT to eLearning Conversion Guide

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WhitePubs®

**Documenting the Methodology for Repurposing
an Instructor-Led Workshop for eLearning
Delivery**

■ Cheaper (less effective) to do:

- Page Flip – Just the slides
- Talking head – slides plus taped instructor
- Recorded session – pretaped – instructor plus a class

■ Call-in Slide Show

- Phone connect to the instructor – slides on screen

■ Live Video Conferencing

- Allows interaction

■ Last two require student to print out slides

Low-End Conversion (2)

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- **Schedules depend on instructor**
- **Some require video conference equipment, speaker phones, a good large monitor**
- **Cheaper to do**
- **No TFU – no way to measure success**

- Full service provides canned (recorded) lecture material – audio and visual
- Notes for each slide
- TFU – test for understanding at regular intervals
- Pop-up glossary terms
- FAQs
- Remedial possibilities for wrong quiz answers
- Reinforcement on correct quiz answers
- Some animation

High-End Conversion (2)

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- Final product is stand-alone
- Instructor does not have to be available
- Chat room / BBoard/email contact for support, Q&A
- Self-paced (Learning system tracks progress)
- Any location
- Student's convenience

- These notes came from about 30 years of tracking computer-assisted instruction (including an attempted PhD Thesis)
- These notes were refined by performing a conversion of a high-tech lecture-lab training program into a full service eLearning experience
- It took the dot.com disaster to stop more companies from investing in this – tragic
- The Internet however --- leads to some other interesting low-cost techniques

Documenting the Methodology for Repurposing an Instructor-Led Workshop for eLearning Delivery

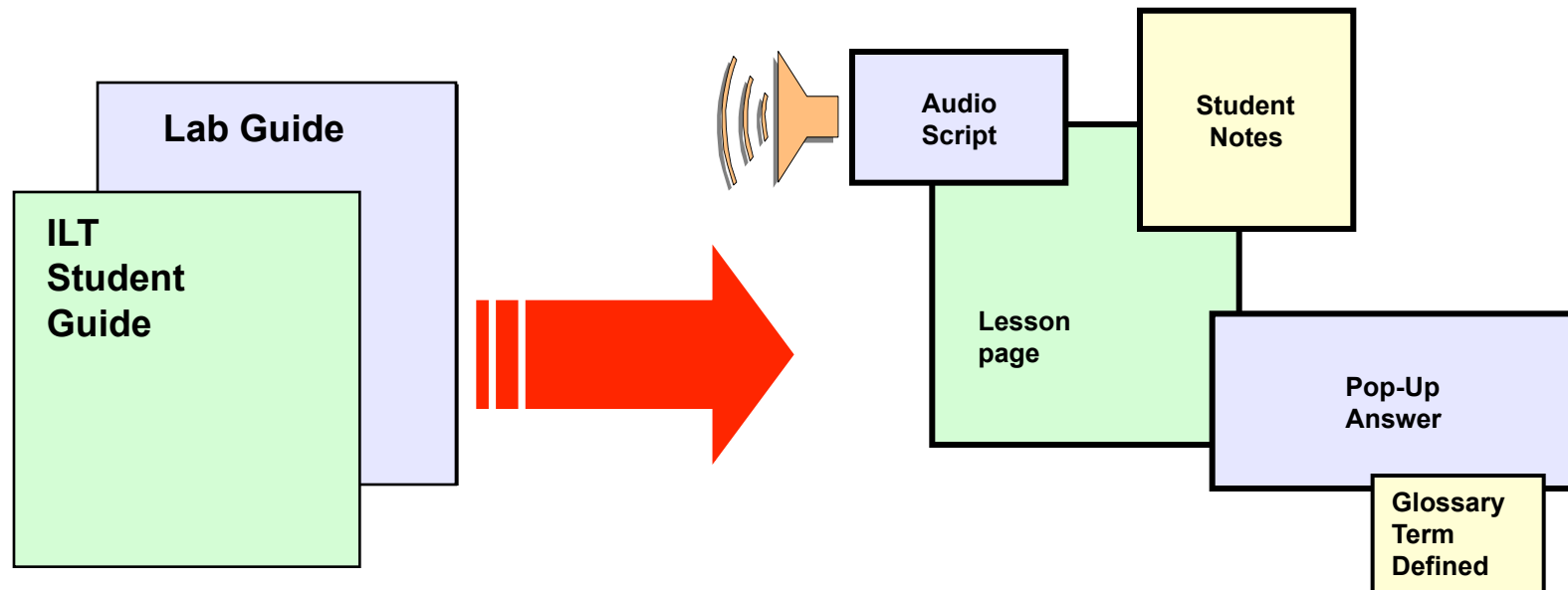
- Introduction
- Conversion to Lesson-Orientation
- Labs, Glossary and FAQs
- Audio Script – Structure Document
- Review Process

- **Instructor–Led Training Workshop to full-service eLearning**
- **Includes a Learning System (3rd Party)**
- **Completely self-directed training**
- **Auto-corrected Quizzes with reinforcements**
- **Audio and script**
- **Glossary, FAQs**
- **Labs**

What This Document Is

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- The process developed for ILT course conversion



- Methodology developed for eLearning vendors
- Multi-Media

Objectives for this Document

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- Provide a guideline for consistency in quality among eLearning courses
- Provide a Project Guide
- Provide the communication and interface steps
- Provide customer interface recommendations
- Provide documentation of the Project Path

■ Detailed documentation for:

- Those converting ILT courses to eLearning
- eLearning Project Coordinator

■ Helpful information for:

- Managers working with:
 - ◆ Lead developers
 - ◆ Subject matter experts (source authors)

Step 1: Development Request Form

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- Request for conversion received/approved by the training department management team:
 - Request is for repurposing of existing ILT workshop to eLearning format
 - Triggered by approval of a ***Needs Identification Document***
- *Document must specify level of conversion*
 - ***Full eLearning – or page-turner (eBook)***

Step 2a: Design Document

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- **Design document received and approved by the management team:**
 - Design Document states how to modify the ILT workshop to eLearning
 - Created by the LD

- **Specifies:**
 - Audience
 - Deliverables
 - Measurable Objectives
 - Etc.

Step 2b: Identify the Modules or Units

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■ Lead Developer and eLearning Project Coordinator:

- Divide workshop into chosen number of modules or units
- Title workshop modules/units
- Identify modules/units by:
 - ◆ Title
 - ◆ Starting Unit #

■ Module will be dropped and only Unit will be referenced from here forward

■ Lead Developer and eLearning Project Coordinator:

- Create one course description for the external web for each workshop
- Use the sample outline developed
- Identify the different prerequisites for each workshop
- Include the link to Minimum System Requirements:
 - ◆ Students need earphones, audio software
 - ◆ Students need OS, RAM, HardDrive space
 - ◆ Same as any software package

Outline for Unit Description

- Title of the Unit
- Duration (Average length of time to complete the material) in days
- Price if applicable (can you buy pieces?)
- Unit Overview
- Free Demo Paragraph (same for all workshops)
- Workshop Unit x Registration (use standard .gif and link)
- Unit x Objectives (a top-level bullet list of lesson objectives)
- Audience Profile
- Unit x Prerequisites (include preceding unit (x-1) in the list)
- Unit x Outline (short list (i.e. Unit Titles))
- Unit x Detailed Outline (Lesson titles and Lab list)
- Labs (same for all workshops - downloading the labs)
- Software Tools Used (include the latest release version of the software for which this course has been tested; add disclaimer that using a more recent release may lead to lab result differences)

- A new **web template** for eLearning workshops (full class or units) needs to be developed and implemented
 - Existing template for ILT training does not fit eLearning
 - Existing template for ILT training does not fit modular eLearning

Step 3: Kick-Off Conversion Meeting

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- **Assemble the team (see the next slide)**
- **Set expectations:**
 - Agreed-on contract will set the target completion date
 - Vendor will set the due dates on transfer items based on an agreed-on schedule:
 - ◆ Schedules involve LD-SME time, eLearning Project Coordinator time, team reviews and post-mortems and must have by-in from all parties before the project begins
 - Schedules may be aggressive

- Marketing - collateral alert
- Registration - SAP
- Part and Kit Numbers
- Web Pages

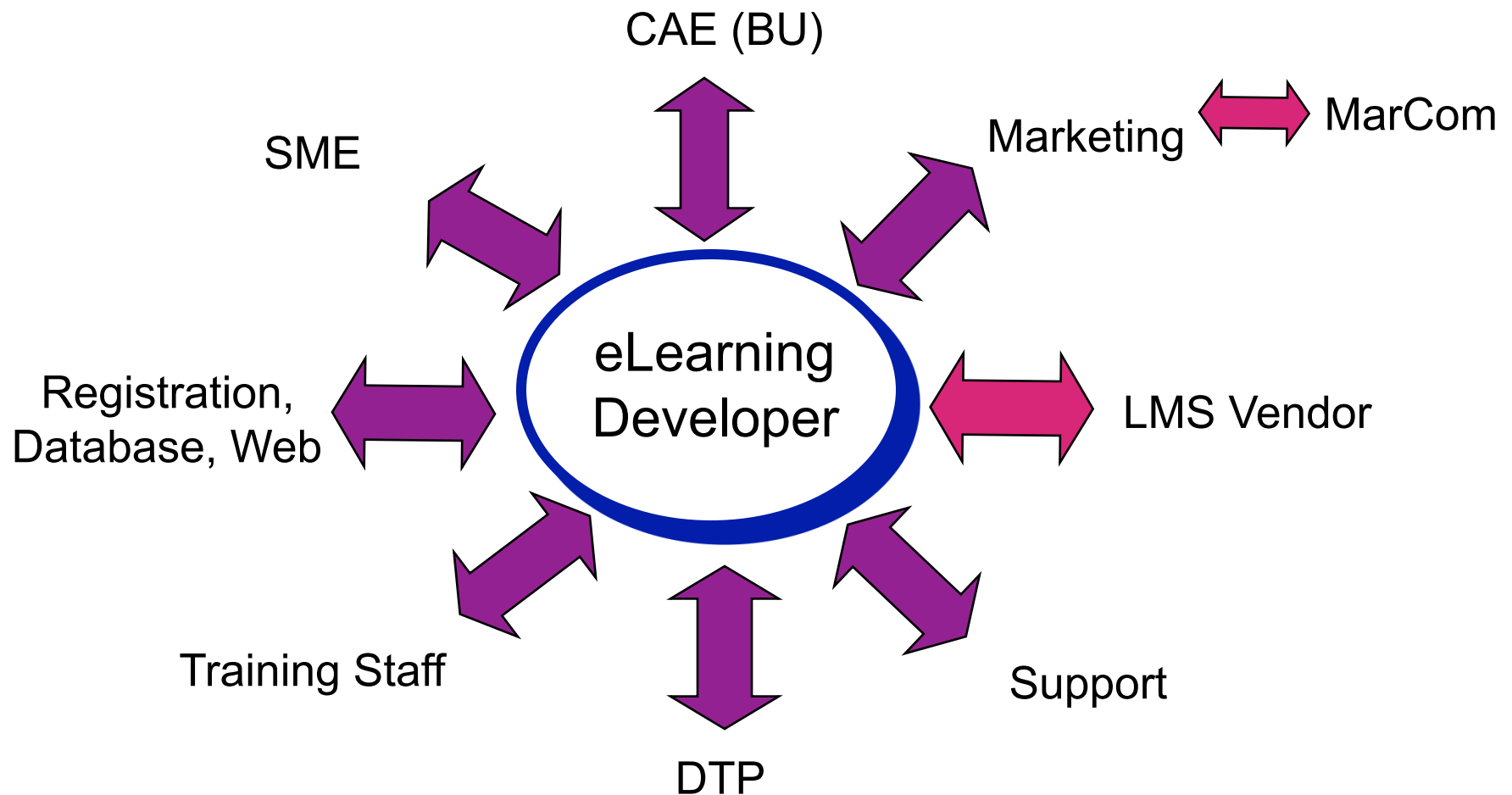
■ **The 3rd Party Team:**

- Account Rep
- Project Manager

■ **The Team includes:**

- eLearning Manager
- eLearning Project Coordinator
- Marketing Manager
- Registration, database, web update responsibilities
- Training Director
- LD-SME(s)
- SMEs REM

■ **Note: The BU may also be invited to participate**



■ Pull-downs on appropriate web pages

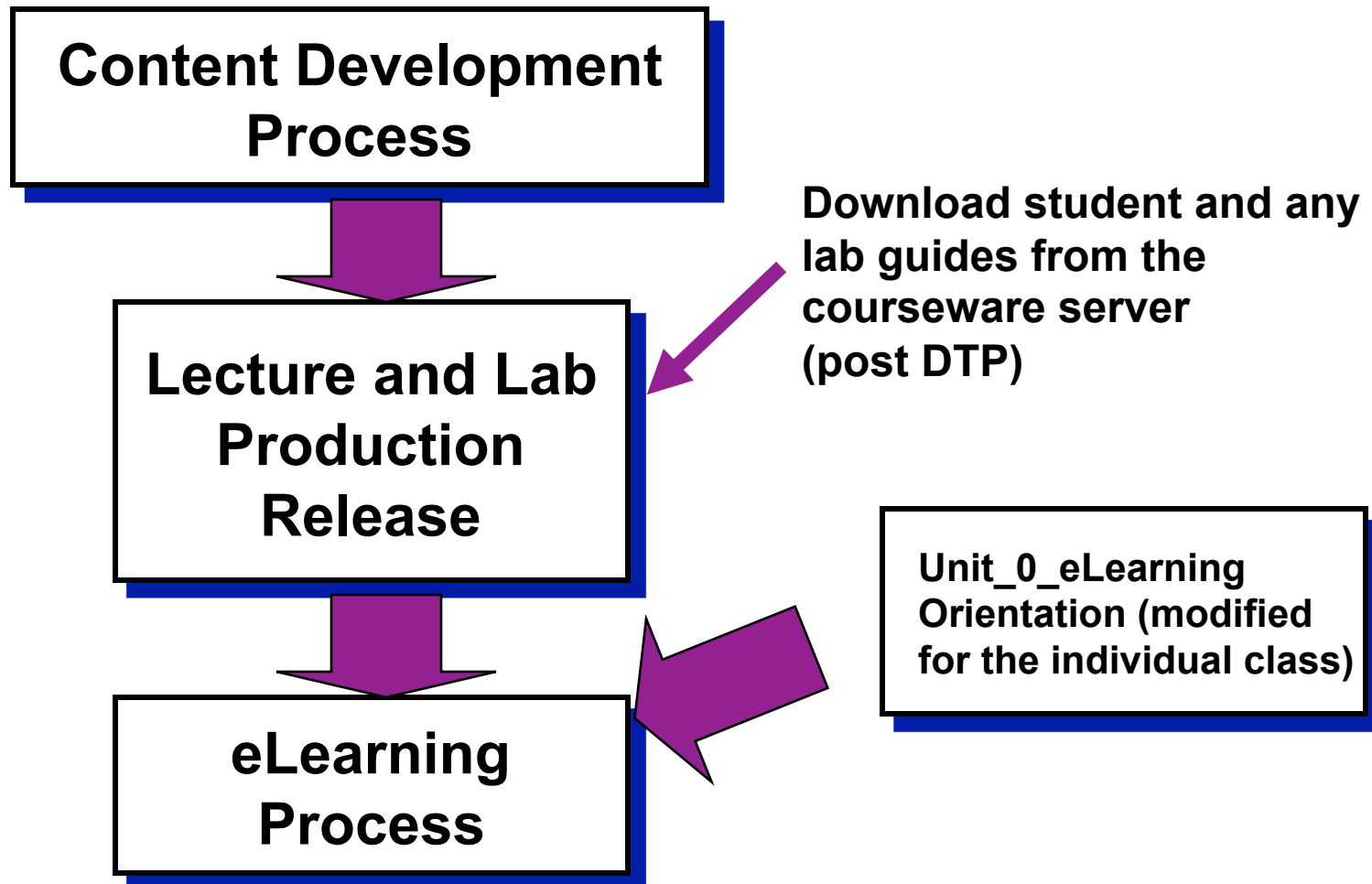
- What title
- What price
- Duration (Average length of time to complete material)
- Other items as needed to finish the web page specification

■ Links to Registration System

- Payment
- Login-Password issues
- Confirmation Letter

■ Coordinate with Vendor's accounting system

Step 4: Process-eLearning Handoff



- DTP reviews and works with the SME and eLearning Project Coordinator on all typos, misspellings, web color issues, and other items:
 - Audio scripts
 - Glossary entries
 - FAQs
 - Quizzes
 - Answer sheets
 - Pop-up slides
- *This is in addition to the ILT PPT and Lab Guide reviews done previously (prior to the ILT workshop release)*

Step 5: Review Web Pages

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- **Complete external web page specifications**
 - 1 page per Workshop
 - All interconnections
- **Complete review cycle of specifications**

Step 6: Submit Web Course Descriptions

- Provide a **course description** to Marketing for the external web page
 - Lead time a **minimum of 3 weeks** prior to “live” date
- Once approved, provide the schedule as a “heads up” to Marketing:
 - The final schedule will be verified further along in the process
- Finalize the course description a **minimum of six (6) weeks** before the Alpha session of the training
- Course description goes “live” on the external web **after** the Alpha

Sample Course Description Format

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<Workshop Title> (eLearning)

<workshop Sub Title>

Average Time to Complete: <n> days

eLearning: <price1>

>Index *[what follows on this page]*

Overview	Prerequisites
Registration	Workshop Outline
Objectives	Tools Used
Audience Profile	

>Workshop Overview

Introductory Price -- <price1> until <date>. After <date> pricing increases to <price2>.

This eLearning workshop is self-paced and interactive. The Prerequisite Test will ensure that you have the prerequisite knowledge of the subject matter.

<Link to a pre-requisite knowledge test>

In this course, you will expand your basic skills which were introduced in the
<previous class title if any>

such as <skill list>

In addition, you will be exposed <another topic>

Finally, you will be introduced to some of the new features in upcoming releases of the <company name> tools.

>Workshop Registration <click here to register>

>Measurable Objectives

At the end of this course, the student should be able to:

<List of measurable objectives>

>Audience Profile

This course is intended for <who is this for>.

>Prerequisites

Take the Prerequisite Test

<prerequisite class, if any>

<skills required>

>Workshop Outline

Introduction

<unit Title List>

Conclusion - Hot New Features and Products

>Tools Used

<Software list>

<Hardware required>

Rest is Similar to the ILT workshop

- Introduction

- Conversion to Lesson-Orientation

- Labs, Glossary and FAQs

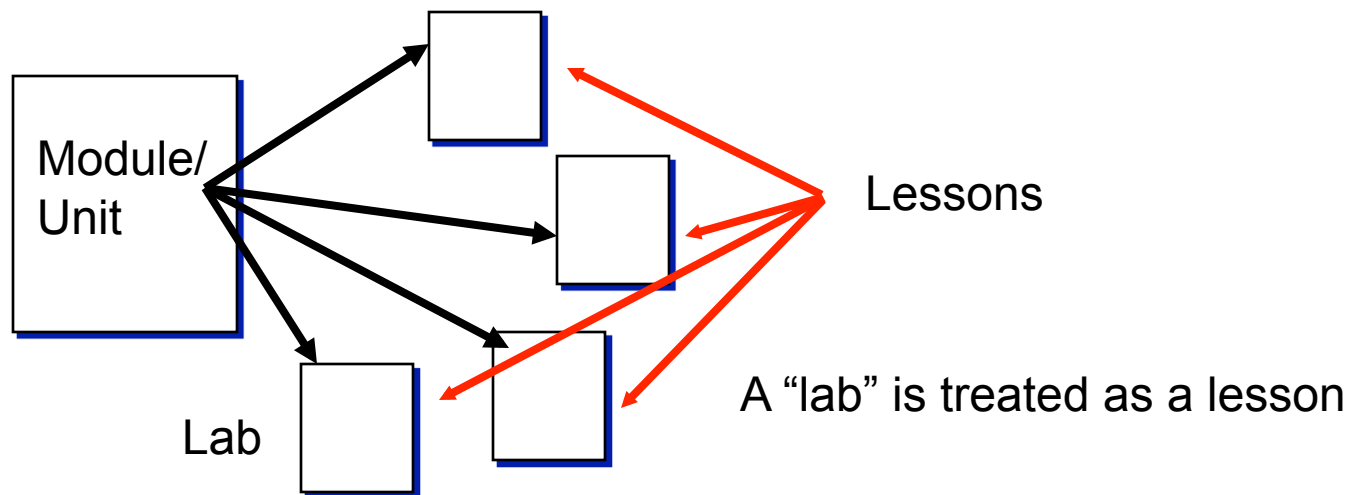
- Audio Script – Structure Document

- Review Process

Step 7: Breakup Units into Lesson Format

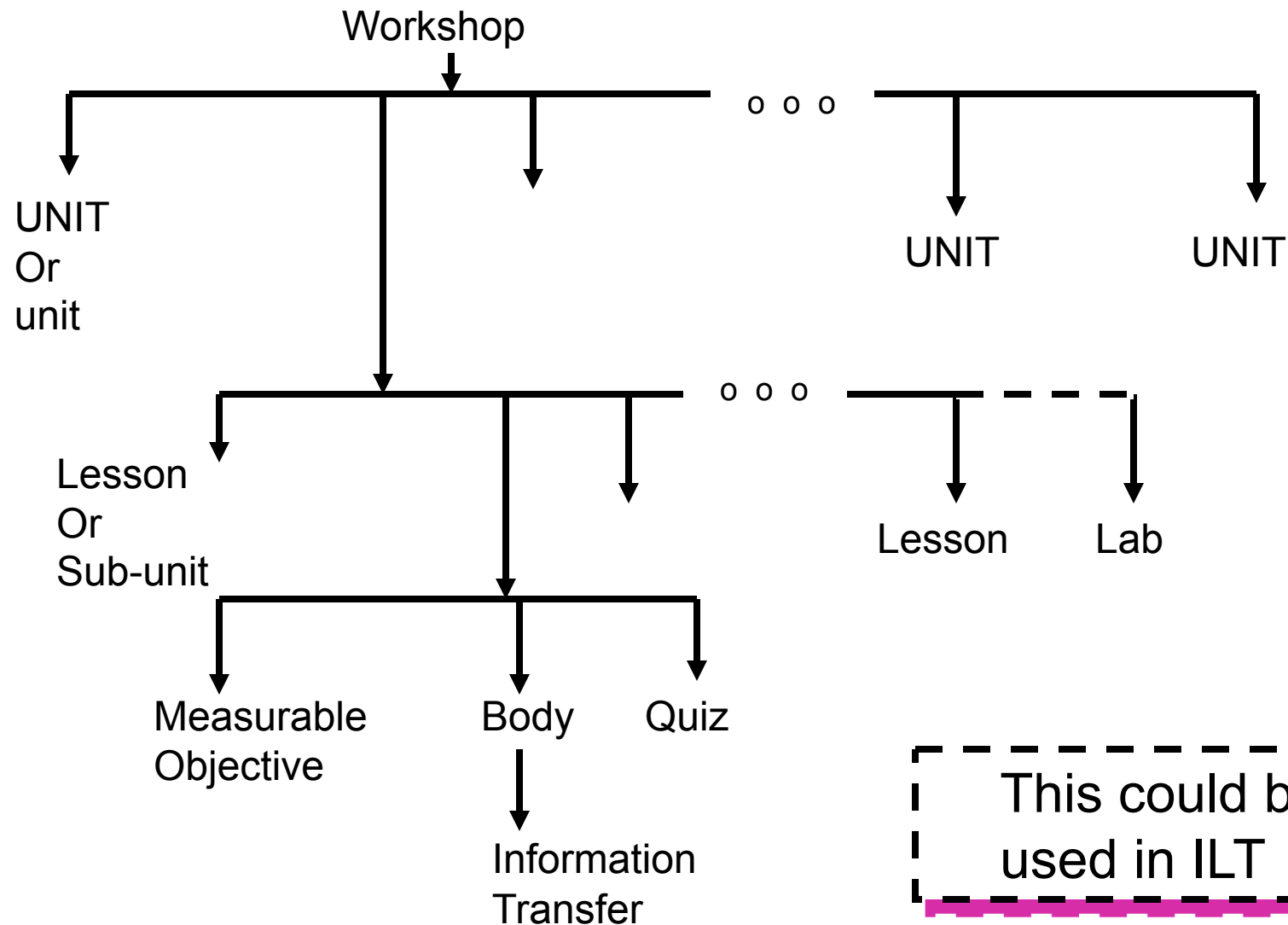
29

- ILT uses the **Course Unit** as a measure of modularity
 - Same as a unit
- Labs associated with Units (1 per, max)
- LMS eLearning workshops divide into same Units
- eLearning Units further divided into “**Lessons**”

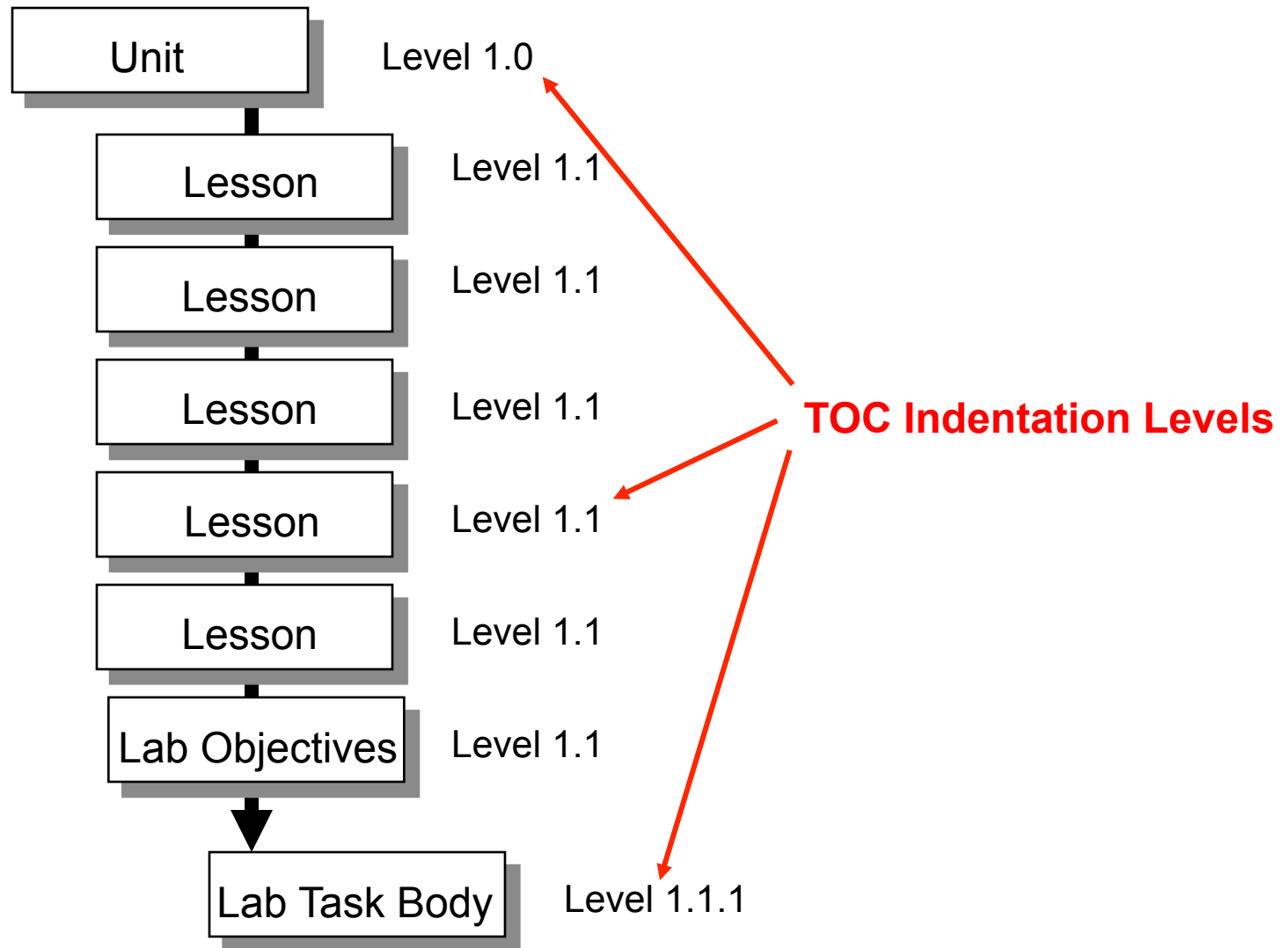


Workshop Lesson Structure

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- An ILT workshop composed of "Units" of instruction
- Each unit in eLearning workshop handled as part of the main workshop
- Each Unit will be a top-level TOC (Dynamic Table of Contents) LHS (Left-Hand Side) entry on the LMS GUI



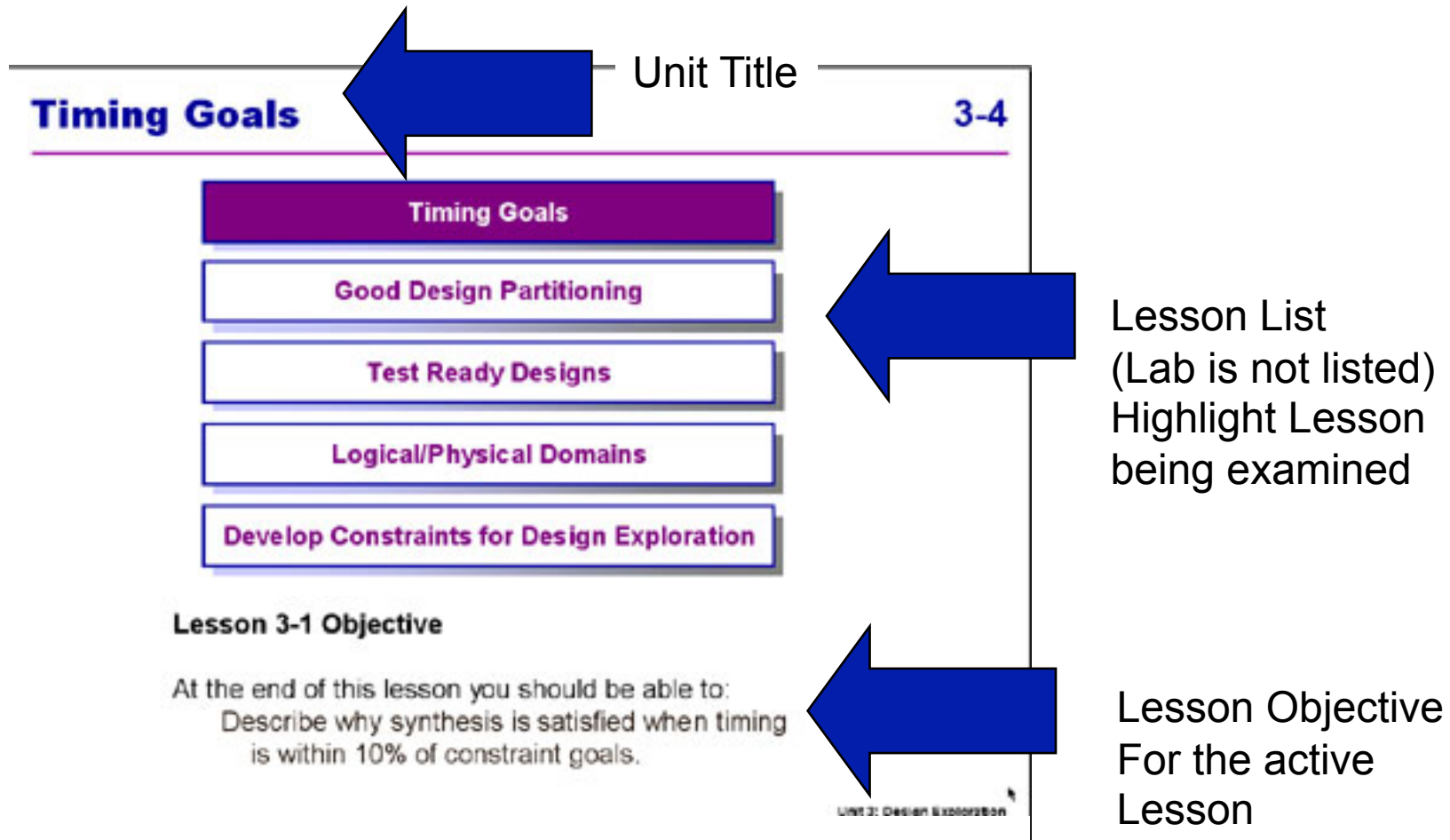
■ Structure:

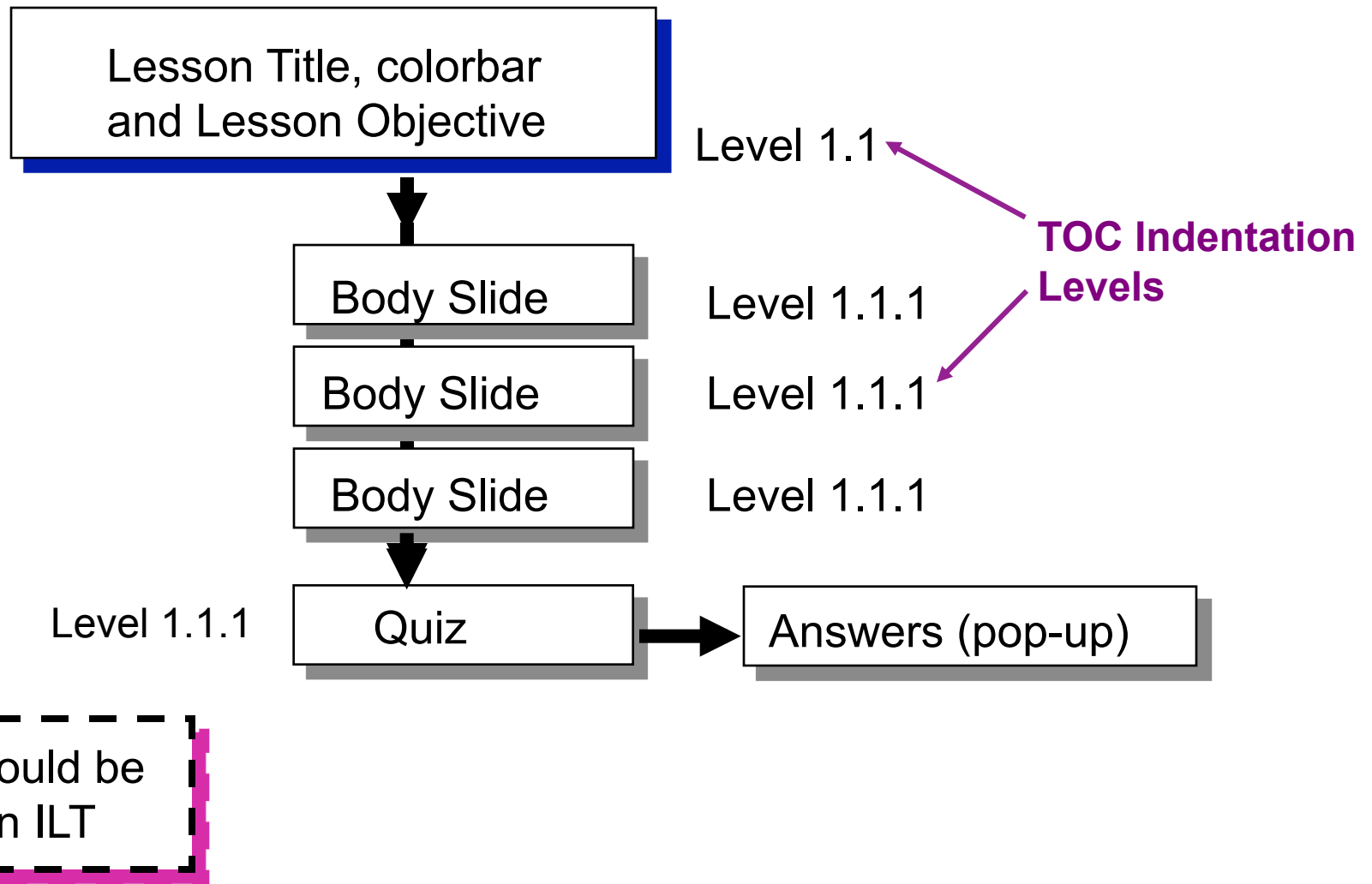
- Title Page
 - ◆ Art showing Unit position in grouping using the ILT colorbar format
 - ◆ Level 1.0
- Lessons
 - ◆ 2-7 lessons per "Unit"
- Lab

This could be
used in ILT

Sample Lesson Title Page

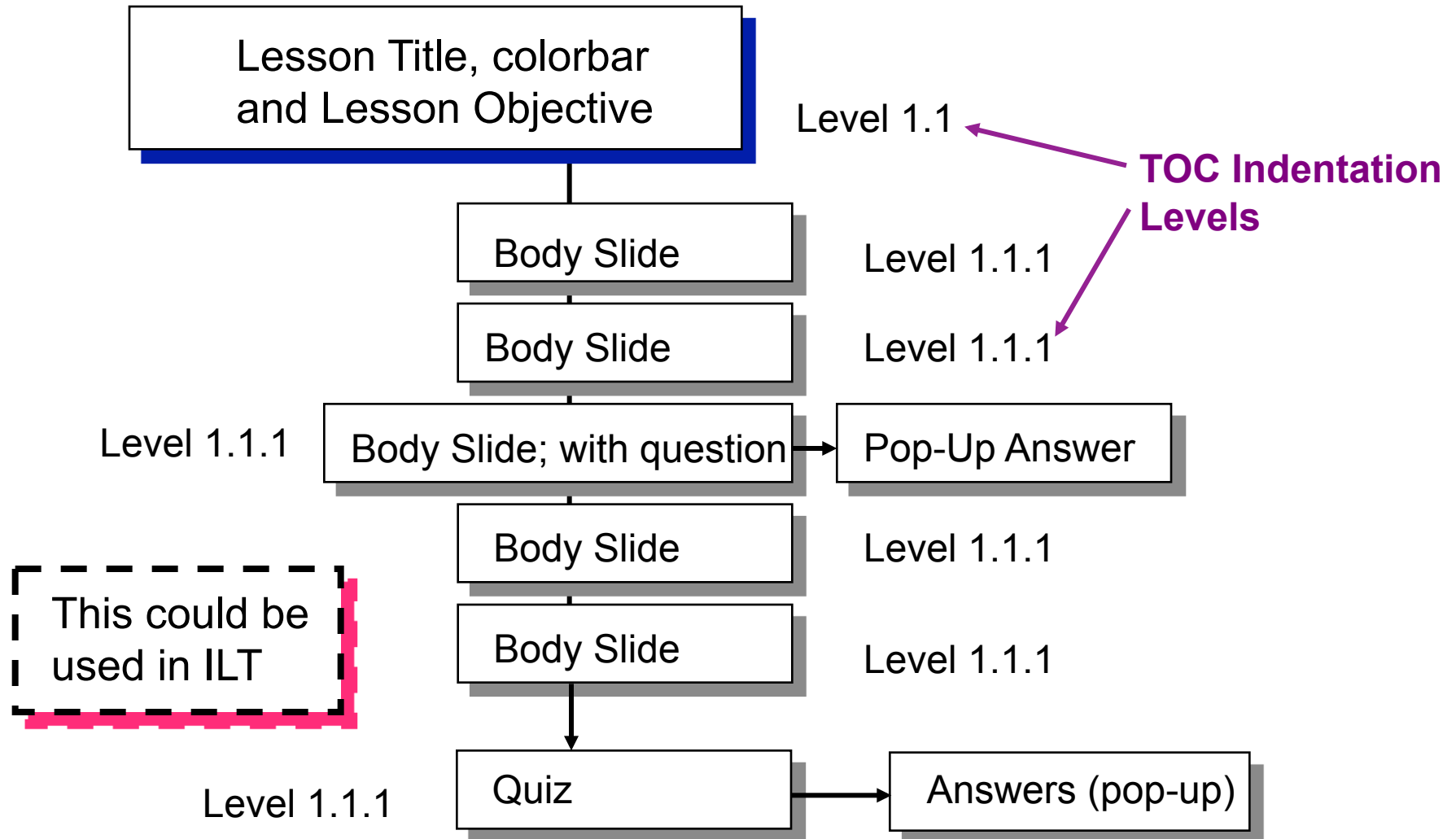
34





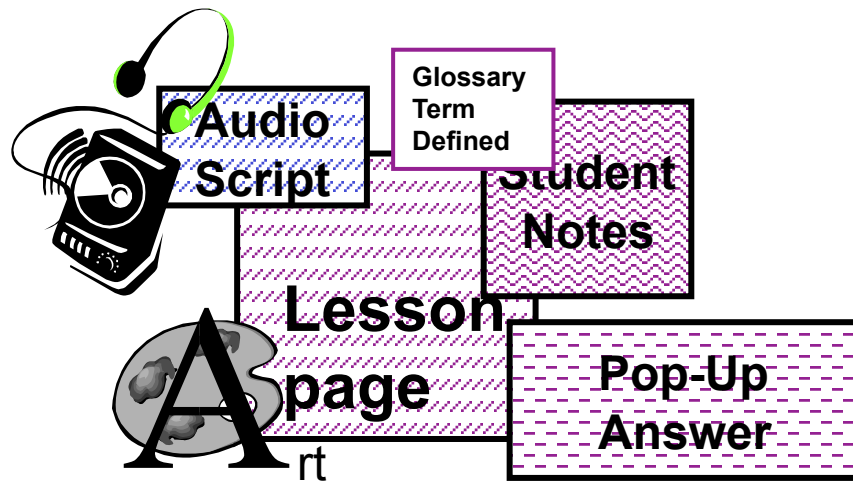
Longer Lesson

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■ Lesson body - Text/Art pages:

- ◆ Recommendation: 3 pages max between a required "action"
- ◆ If a lesson is more than 3 pages, insert a question or exercise on page 3 with the answer on one of the following:
 - A "pop-up" answer page (preferred for eLearning)
 - The next slide in sequence
 - The notes on the slide
 - The notes on the next slide in sequence



“Click-me - Hear-me - See-me”

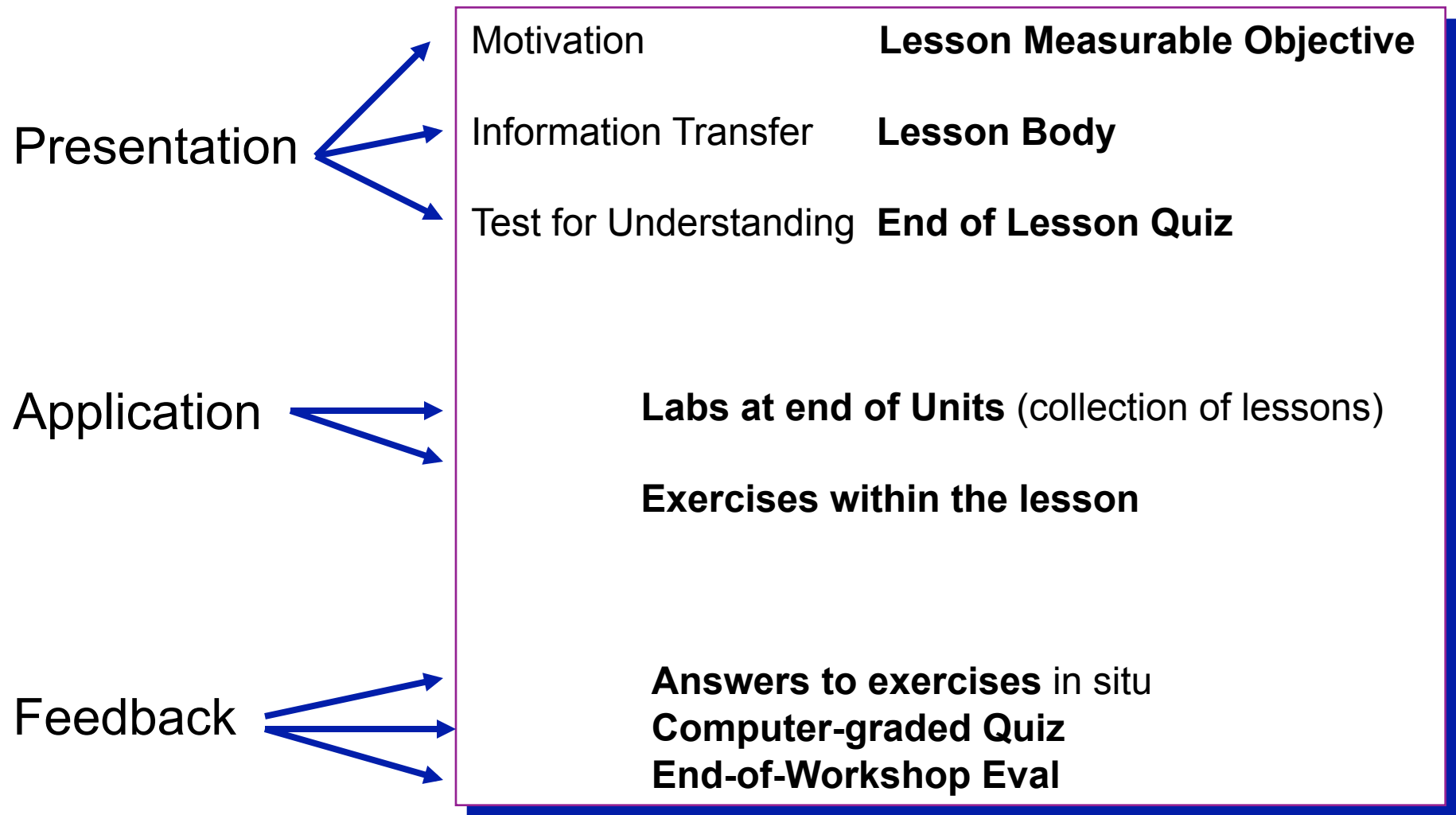
■ Guidelines for student notes:

- Are required on lesson body pages
- Are added explanations or examples
- Should not be excessive - fonts should not be reduced
- Should not be a single phrase
- It is recommended that any instructor lead-in and lead-out information be contained in the student notes (most likely to be read)
- Pop-up in a new window under the student's control



- **LMS does not use a conventional page numbering system:**
- **For LMS, all documents (audio script, structure document, edits) must refer to the SLIDE TITLE:**
 - ALL slide titles must be unique
 - The eLearning Project Coordinator should review the PPT file for Title Uniqueness





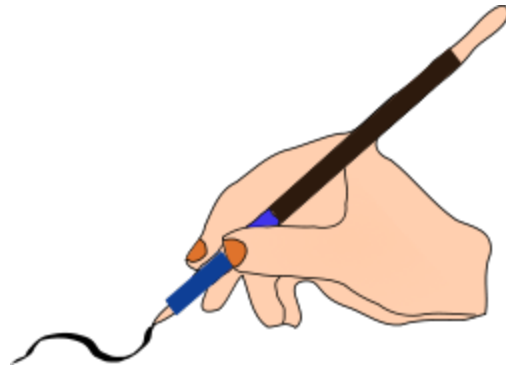
- Use the initial TOC from the PPT file to start the Structure File (defined later)
- Helps to review the TOC to spot non-unique slide titles
- eLearning Project Coordinator creates a list of ALL SLIDE TITLES in an Excel file
- Titles end up in a spreadsheet for tracking purposes

Also why they must be unique!

Step 8: Write Measurable Objectives

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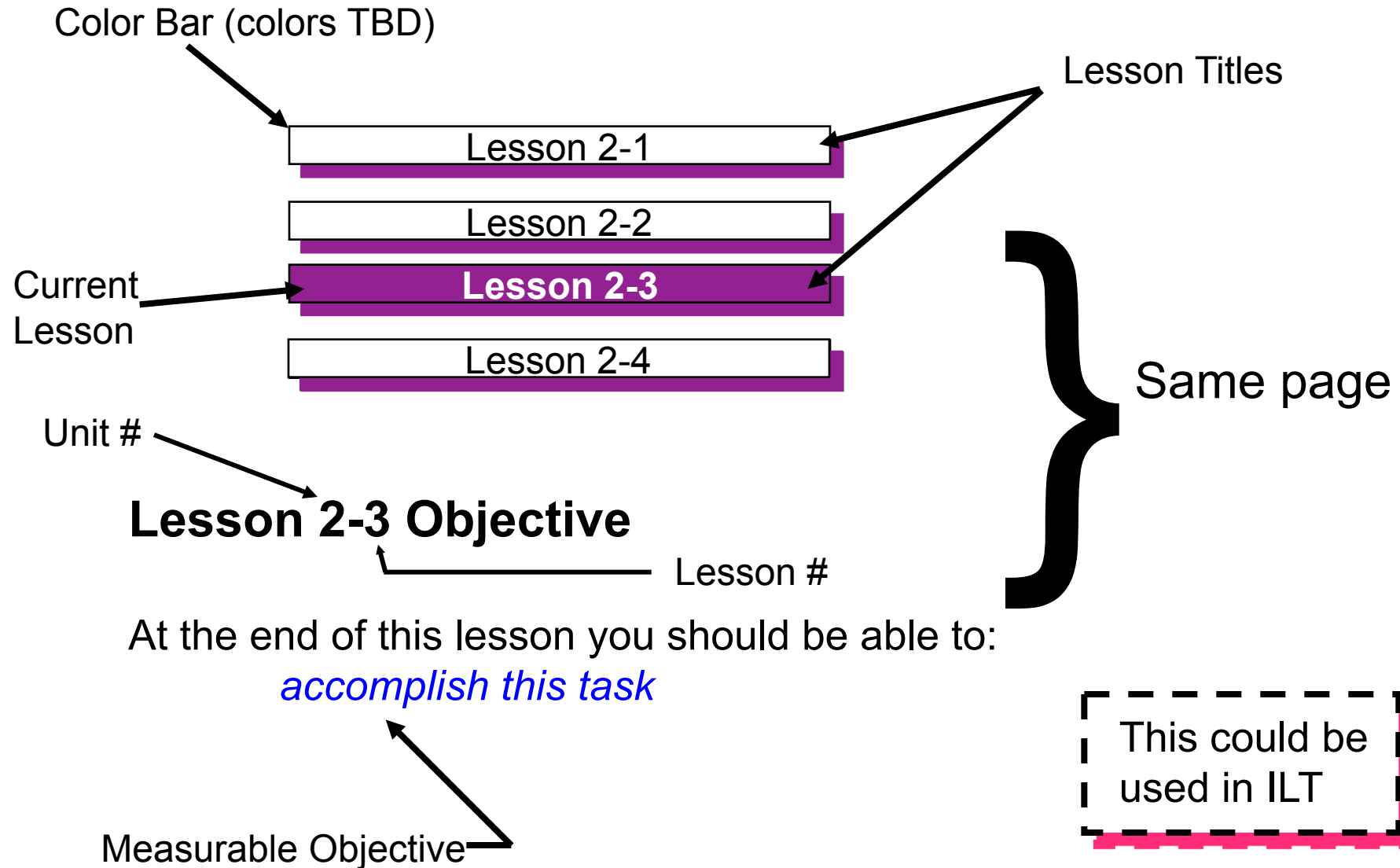
- Write one measurable objective per lesson



Sample:

At the end of this lesson you should be able to:
Identify commands needed to perform the three
basic steps of a Test-Ready design.

Step 9: Edit Lesson Title/Objective Page



Timing Goals3-4

Timing Goals

Good Design Partitioning

Test Ready Designs

Logical/Physical Domains

Develop Constraints for Design Exploration

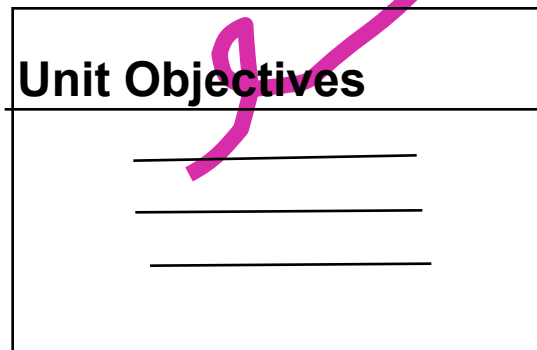
Lesson 3-1 Objective

At the end of this lesson you should be able to:
Describe why synthesis is satisfied when timing
is within 10% of constraint goals.

Source: 32005-030-01-00VUnit 3: Design Exploration
Copyright: Advanced Chip Synthesis Workshop

■ Delete Unit Objectives pages:

- Several Lesson Objectives pages (one per lesson) replace the Unit or Module Measurable Objectives
- This is currently a major difference between the ILT and the eLearning workshops
- Review the TOC to spot these pages



Add Lesson Measurable Objectives

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- One per Lesson
- Place on title page as previously shown
- End of lesson must measure this

Step 10: Create Lesson Quiz

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■ Lesson Quiz (one per lesson):

- True/False or one-of-four multiple choice questions (current LMS restriction)
- Answers on a separate slide:
 - ◆ Answer to each question
 - ◆ Explanation - mandatory

LMS GUI displays “Explanation - _____”
regardless if one was supplied or not
---- students like this to be filled in

This could be
used in ILT

1. The following are steps performed during Design Exploration:

- Check for test rule violations
- Ensure that partitioning is good
- Ensure that standard cell detail routing yields good timing
- Answers a and b

- 2. If a design exploration synthesis with medium effort shows a 20% violation, what do you do?**
- Perform an incremental compile with a different condition
 - Run standard cell placement
 - Modify the source code
 - Create a custom wire load model
- 3. A high effort compile should be used to fix violations during design exploration if they are very large.**
- True/False

■ To minimize web page scrolling:

- Keep all questions to no more than one PPT slide page
- Keep all answers to no more than one PPT slide page

■ Format guidelines:

- T/F or multiple choice format for questions
- Guideline is 2-4 questions/lesson
- Answers to include an explanation for the correct answer (keep to 1 - 2 sentences)
- Wrong and right answers explained

1. d. - Detailed routing is not relevant for design exploration. This step is performed at the end of the design cycle and tool' **reoptimize_design** command will be used for timing closure.
2. c. - Modifying the HDL (RTL) code is generally your only option during design exploration when such a large violation is found.
3. False - Medium effort compiles should be the only strategy used during design exploration. For larger violations the RTL code has to be fixed.

Step 11: Review for Needed Pop-Ups

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- **The eLearning Project Coordinator should review the PPT files for on-slide questions, exercises:**
 - Check for any questions or exercises that are not answered on the following slide page or in the student notes of the asking page - in the immediate area
 - Flag those that need answers



Step 12: Create POP-UP Slides

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- **First, determine the answers for lecture questions and exercises that are not answered:**

- eLearning Project Coordinator
- LD-SME
- Other resources



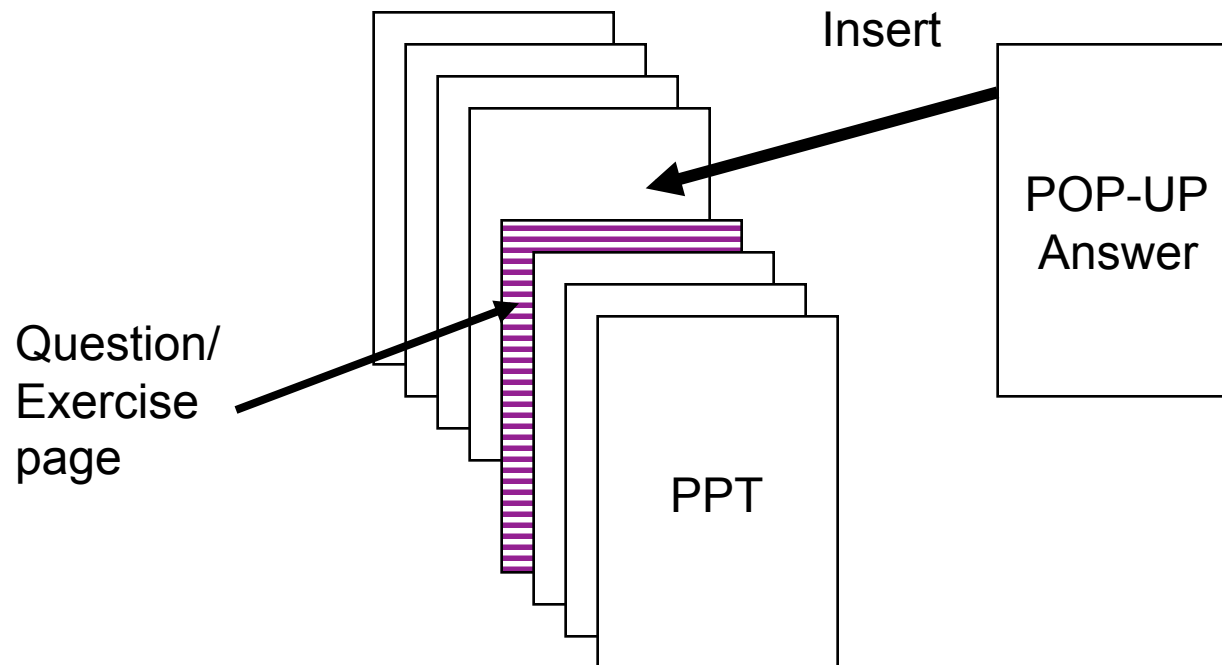
- **Second, the eLearning Project Coordinator creates a new slide for each missing answer:**

- This slide will be a POP-UP
- An answer button will be placed by LMS on the page containing the question or exercise

Put POP-UP Slides into the PPT file

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- Third, insert the POP-UP slide into the Master PPT file
- Fourth, document the POP-UP slides in the TOC structure file

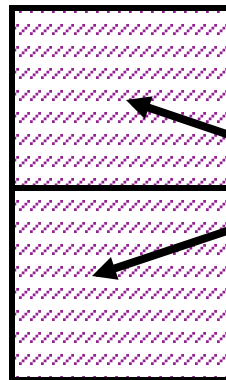


Step 13: Merge Multiple-Page Code Slides

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■ A Recommended Option:

- Merge all multiple-page sample code slides into one page
- Bring over the notes from the merged page OR identify these pages and add notations to the structure file to specify that the pages are to be merged
- If the resulting length of the Student Notes exceeds one notes page area, reduce them to reduce note scrolling



Combine code pages
into one HTML page

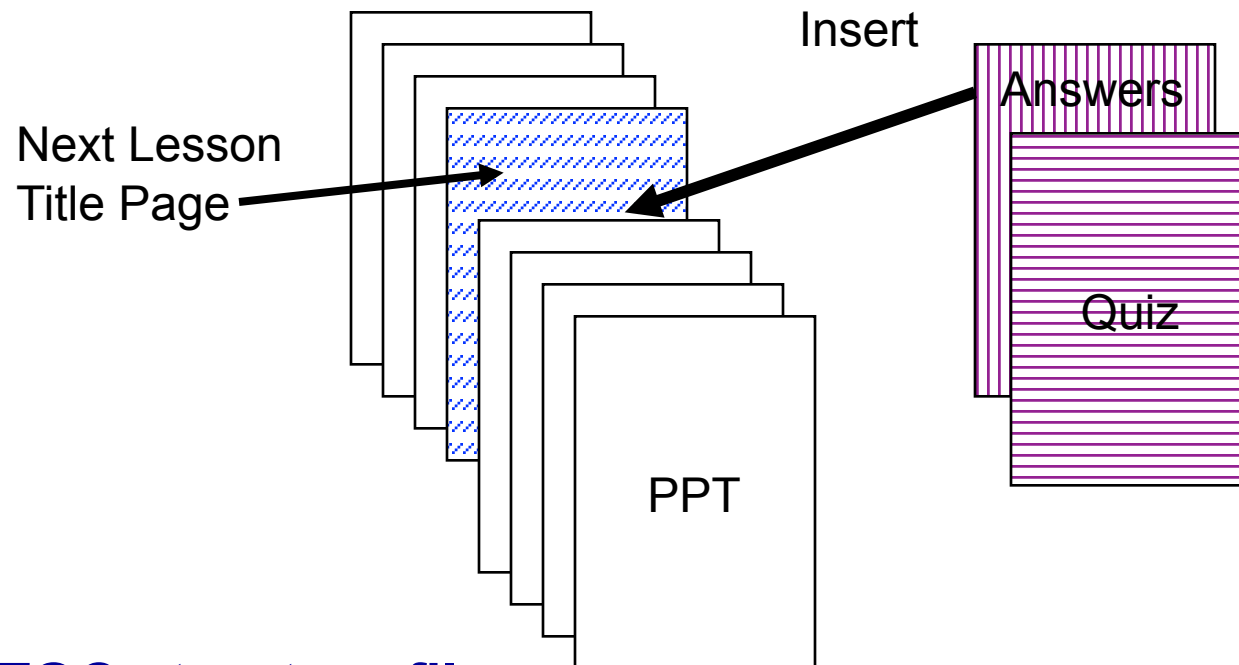
■ Edit TOC structure file

Step 14: Create PPT Slides for Quizzes

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■ Incorporate the Quiz question slides and the answers slides into the PPT files:

- One slide for questions
- One slide for answers - with explanations



■ Add to TOC structure file

■ Unit 0 eLearning is included in every unit

- Start from the last version published
- Modify for specific workshop and unit

■ Preface Unit 0 with a page that states:

- “If you have already covered this material (o o o) in a previous eLearning course, you may now proceed to the next unit, Unit _____
- To exit, click on the “Exit” button at the top right-hand side of the GUI to return to your course list

■ Use the opening template page and edit as needed

- Each Unit has an **End-of-Unit** page
- This page will include
 - How to exit back to the course list to proceed to the next unit
- Use the EOU template page and edit as needed

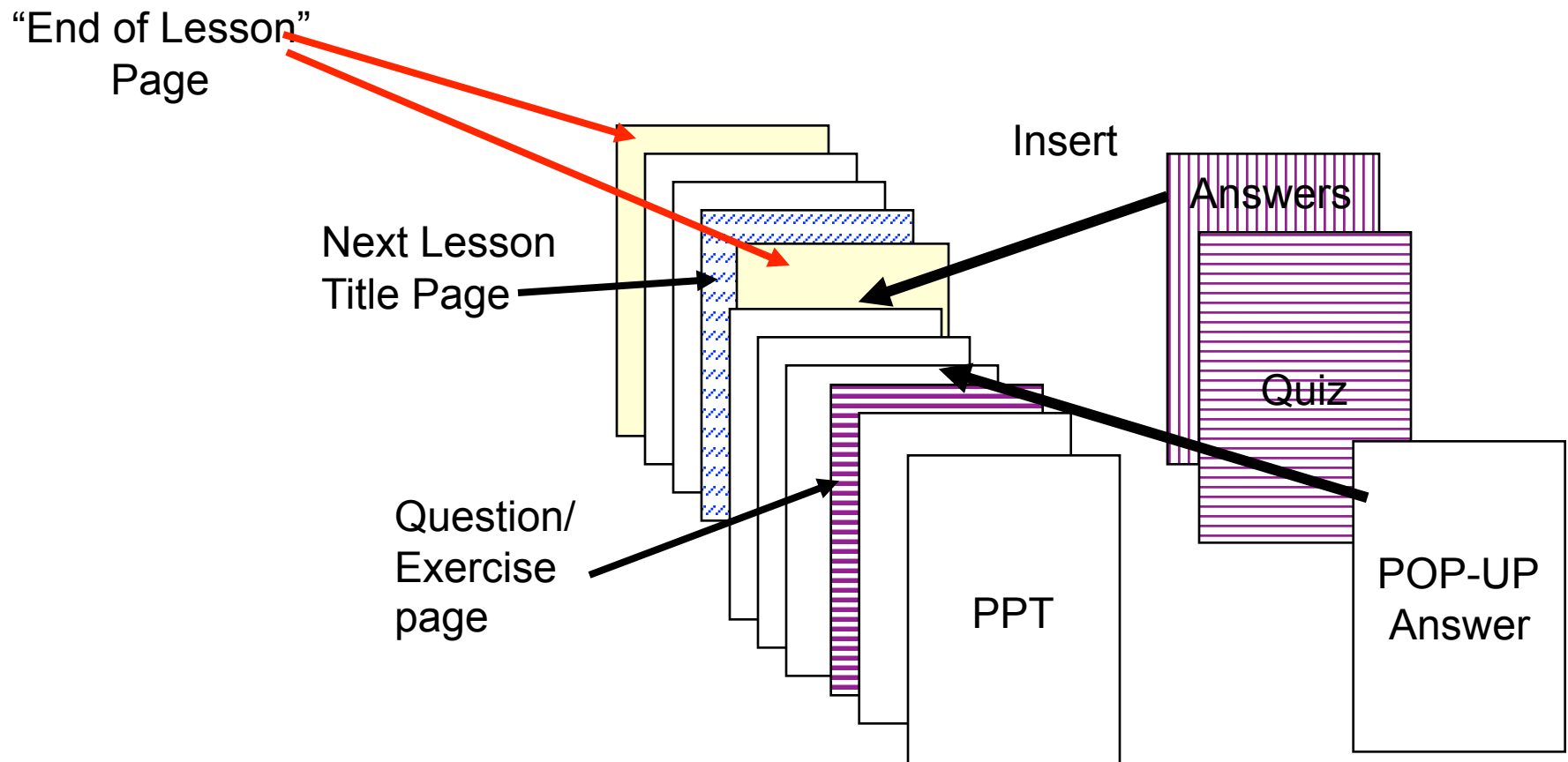
- Each Unit has an **End-of-Unit** page
- The **last Unit** to have a special End-of-unit page
- This page will include:
 - Congratulations (you finished)
 - How to exit back to take the next course if you have already registered
 - How to go look at the course description for the next course in sequence
 - Link to the web page – and all courses
 - Link to the on-line Registration page
- Use the **EOM template page** and edit as needed

- The last unit in the workshop has an End-of-Workshop page
- This is a “Congratulations!” page
- Use the EOW template page and edit as needed

Add all “End-of” pages into the TOC

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- Update the TOC- structure file for all added slides



Step 15: Record Opening Audio

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- The lead developer records an opening paragraph audio script for each unit (optional)
 - Supply .wav and .doc files
 - Supply a photo to be used with the audio

■ eLearning Developer implements a FLASH animation opening page

- Use FLASH template developed for this
- Welcome art from Marketing
- Recorded file
- Edited photo art (cut-out)
- Long loop

Step 17: Identify Other Animations

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- **Identify other pages to have FLASH animation**
 - Lecture and labs
 - Check for existing animations that can be reused directly or with limited edit
- **Indicate animation pages within the structure document**

- eLearning Project Coordinator and Lead Developer identify the pages that are to be animated
- Lead can indicate if there is a way that the page should be animated
 - Or the FLASH animator will make the first pass
- ***Caution! Animation should enhance the learning experience, not show off animation tricks!***

Step 18: Create FLASH Animation

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- This can proceed in parallel with other actions
- Animation reviews can be on-going as well
- Allow 2-8 hours per animation
- Check for the re-use library
- Use the Standard FLASH Symbol Library (copy to your system)

■ Assembled PPT file now contains:

- Lesson Objectives
- Quizzes
- Answers
- Pop-Ups



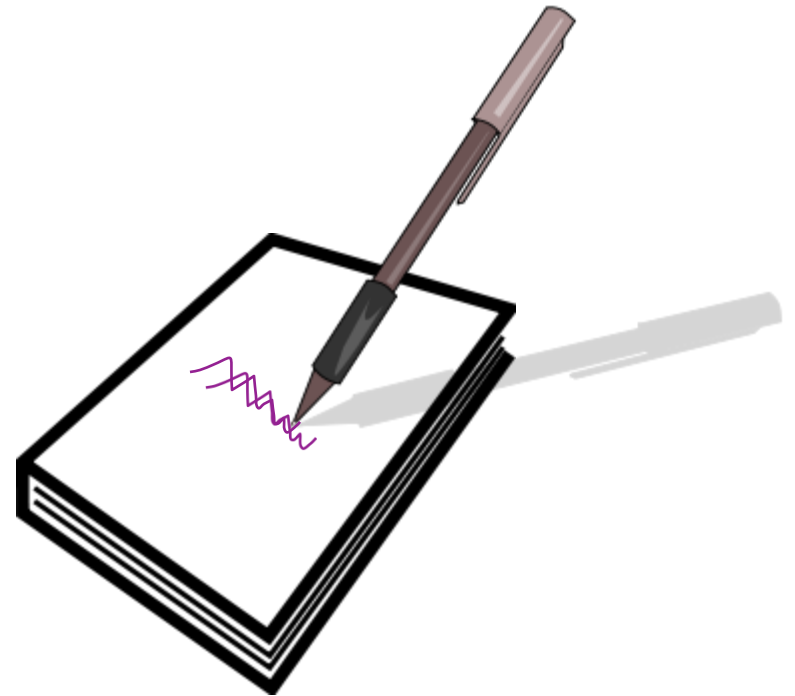
■ Recommendation:

- Allow 7 calendar days minimum for eLearning Team review (actual schedule should have been built into the project timeline)

■ *Note: Content is not to be edited since ILT is a released workshop*

Step 20: Incorporate Review Comments

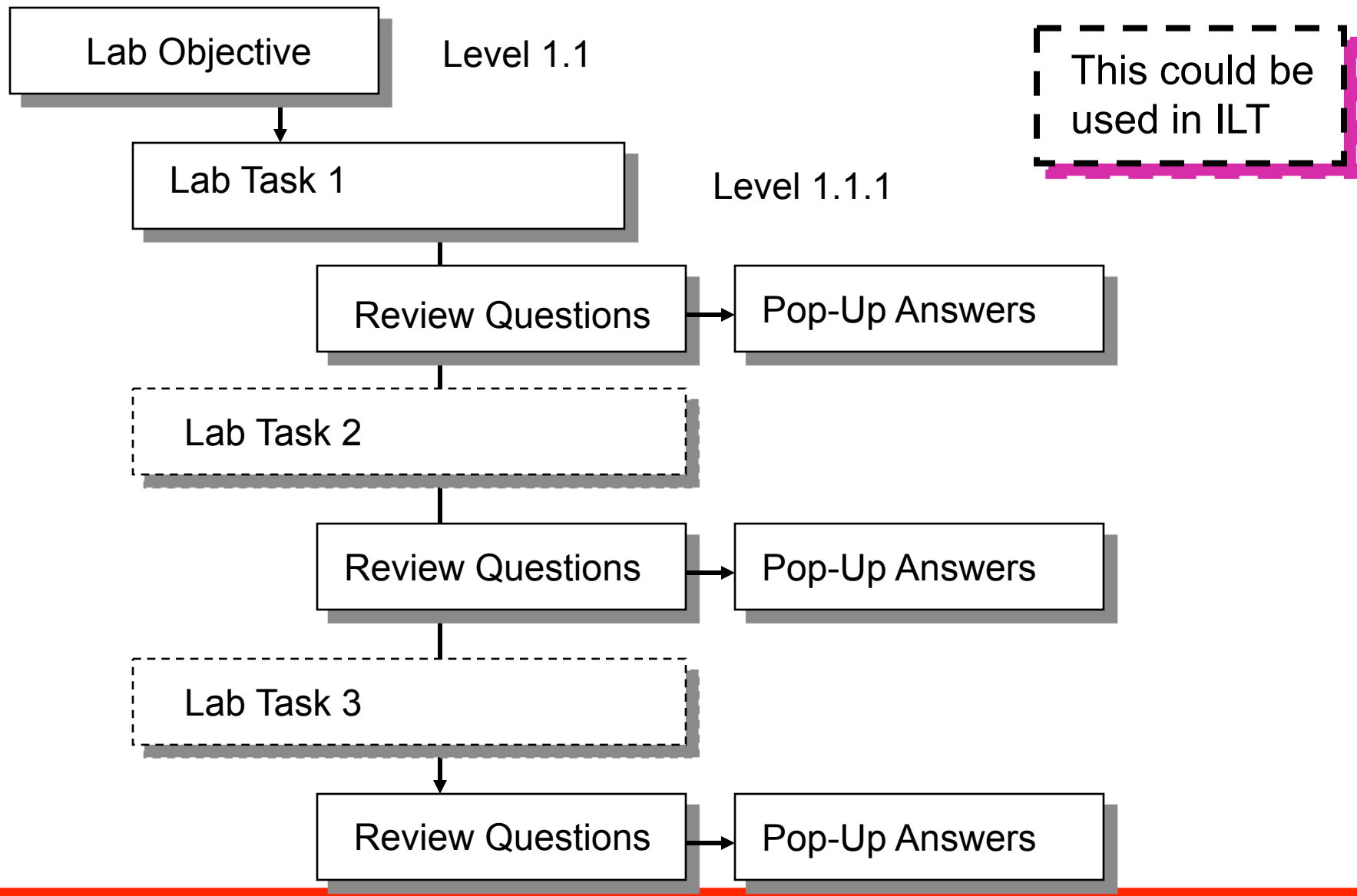
- eLearning Project Coordinator incorporates Lecture Review comments into files
- Includes comments on:
 - Lesson Objectives
 - Quizzes
 - Answers
 - Pop-Ups



- Introduction
- Conversion to Lesson-Orientation
- Labs, Glossary and FAQs
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Lab Graph

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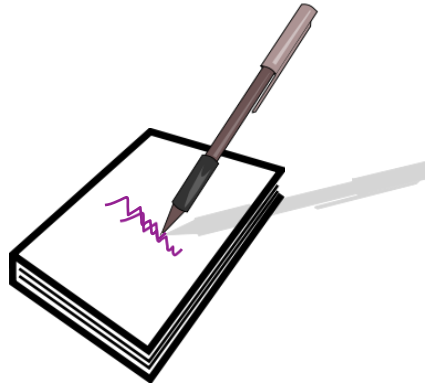


Step 21: Create Clean Lab Objectives

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■ Recommendation for eLearning Project Coordinator:

- If a clear lab objective does not exist
- Write one



■ If the lab has multiple parts or tasks:

- Create or Verify that there is a lab objective for each task
- Objective must be measurable

This could be
used in ILT

Step 22: Review Lab Exercise Questions

- **eLearning Project Coordinator reviews Lab task review questions:**
 - Do answers exist for each question?
 - If questions are included, then answers must be provided
- **If there are missing answers, consult with the LD - SME to determine what response should be made**



- **Computer-graded questions would be nice:**
 - ***Recommendation:*** have some true/false and 1 of 4 multiple choice questions, (same style as the lessons) (current LMS format limit)
- **Questions at the end of lab "tasks" could be done as a mix of the above**
- **Some questions could be reformatted for computer-grading**



Step 23: Convert Labs to PPT Format

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- Labs are to be in the PPT format
- Perform conversion if they are not already in that format
- Refer to the **PPT Format Lab Proposal - Approved**
- Add the Lab slides to the TOC - Structure Document

Step 24: Compile a Glossary

75

- **eLearning Project Coordinator can build on the workshop glossary already developed:**
 - Create a list of added terms/phrases to be defined
 - Supply the definitions
 - List any SolvNet articles that might support the answer or provide further information



This could be,
has been,
used in ILT

- Create/obtain an index for the workshop material
- Scan for terms that should be in the eLearning glossary



- Add to glossary as needed

Step 25 : Create FAQ List

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- eLearning Project Coordinator obtains an FAQ list from the LD, SME and/or support
- Compiles the list of those questions without answers



This could be
used in ILT

Step 26: Answer FAQ Questions

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- eLearning Project Coordinator obtains answers for the FAQs that have no answer from:

- ACs
- LD
- SMEs
- CAEs
- SOLD





- Tag each question to a specific lesson title
- For questions that have no applicable or corresponding lesson:
 - Identify them as general
 - They become overall FAQ list members (LMS system)

■ eLearning Team reviews changes to the lab docs:

- Task Objectives
- End-of-Task review questions and answers
- Reformatted (T/F and multiple-choice) computer-grade-able questions
- PPT Format Conversion and any added artwork
- Review the Glossary
- Review the FAQs



■ Recommendation:

- Allow 7 calendar days minimum for eLearning Team review (actual schedule should have been built into the project timeline)

Step 29: Implement Lab Review Comments

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- eLearning Project Coordinator incorporates edits on:
 - Lab objectives
 - Task reviews
 - Answers
- Also incorporate edits for:
 - Glossary
 - FAQs



- Introduction
- Conversion to Lesson-Orientation
- Labs, Glossary and FAQs
- Audio Script – Structure Document
- Review Process

Step 30: Create Audio Script

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- LD-SME and eLearning Project Coordinator create an audio script in the following format:

Unit 10 Compile Techniques

Page 1 Compile Techniques

no audio

Page 2 Solving Problems of Major Sub-Blocks

no audio

Page 3 Solving Problems of Major Sub-Blocks.

Consider a major sub-block to be about 200K gates - or what you can run overnight. It is the first large block assembly. You ran a default compile on a sub-block made from many smaller chunks of code that passed design exploration. You want these 200K blocks to pass timing as well before integrating them into the top-level 800K blocks. You will focus are solving timing problems with-in the sub-block. Problems with paths not fully contained cannot be resolved. Remember that at this level, all outputs from the sub-block should be registered, reducing the complications of a timing budget.

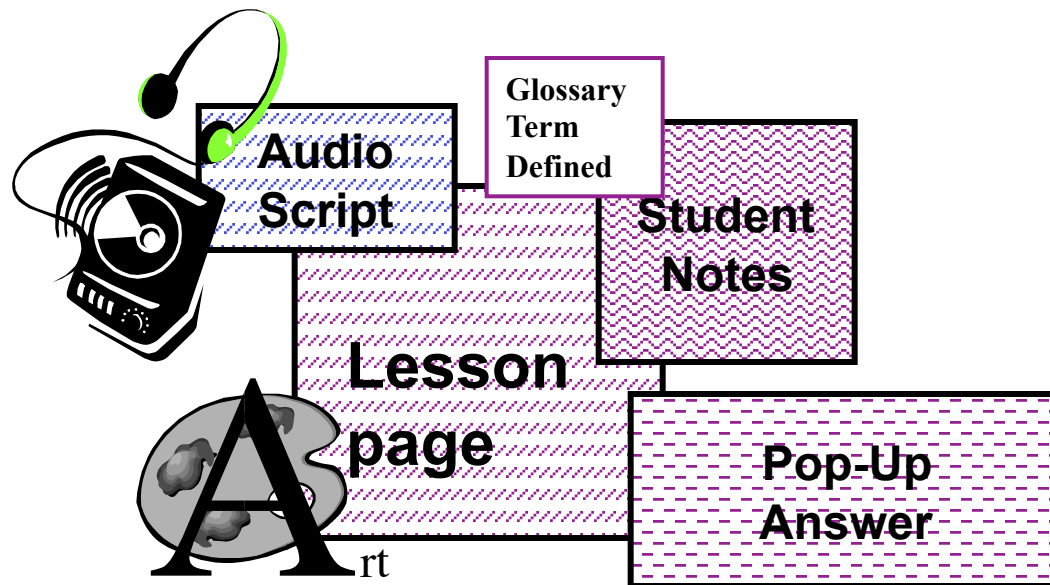
Sample

The on-line student has a **short** attention span

- **A word document that describes additional information that is not to be shown to students:**
 - This information is not transmitted to the eLearning vendor
 - This information may be useful in reviewing the student notes and the audio script
- **Current Format: Slide number and slide title followed by comments in a paragraph**

This is currently
used in ILT

- The audio script should not repeat the content of the slide or the content of the student page notes because all three may be on the screen at the same time



- The audio script should focus on what the live instructor would say in the classroom

Step 31: Review Written Audio Script

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- Allow 7 calendar days minimum for the eLearning Team to review the written script:



- Actual review timeframe should have been built into the project timeline



Step 32: Implement Audio Script Comments



■ eLearning Project Coordinator and LD - SME implement changes to the audio scripts:

- Resolve conflicts on conflicting edits
- Review for length
- If possible time-wise
- Note: Issue the final edited files for re-review by the team if too many edits were made



Step 33: Edit Final TOC in Excel

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- **Check that ALL SLIDE TITLES are in the Excel TOC - structure file**
- **Pop-Ups and Quizzes are included**
- **Lab and Task headings are included**
- **Animation locations are noted**
- **All opening, EOU, EOM and EOW slides are included**
- **Unit 0 eLearning is included**
- **Clearly mark the Start and End of each unit**

- A structure document provides all storyboard action and assembly directions to the eLearning vendor
- Assemble a **structure document** as follows:

Column 1	Structure level (1.0, 1.1, 1.1.1, to 3 levels)
Column 2	Page Title (NOT page number)
Column 3	Can be other notes (audio script instructions for a pop-up for example)

Level 1.0 is for Unit titles, Lesson Titles and Quizzes

Level 1.1 is for Lesson Objective, Lesson body pages

Level 1.1.1 is for sub-levels under the body pages

EXCEL

- **The LMS TOC on the LHS is based on three (3) levels because that is what Synopsys chose for readability reasons:**
 - The level reflects the indentation
- **Each “Unit” is treated as a “Course” within the workshop - Unit numbers are not used at the moment**
- **As presented before:**
 - Each Unit is listed as Level 1.0
 - Each Lesson is Level 1.1
 - Lesson body pages are Level 1.1.1

- **Level 1.0 appears in the TOC at all times:**
 - It will expand into its sub-parts (Level 1.1) when selected
- **For on-going classes, lessons and lab tasks should be at Level 1.1**
- **Level 1.1 will expand to list Level 1.1.1 entries when it is selected:**
 - It is better not to have long strings of titles at Level 1.1.1 (LMS's system resets to the top of the LHS with each slide)

Step 34: Complete Animation

92

- At this stage, planned animations should be complete
 - Time frame for development is 2-8 hours per animation
- File names can be tied to slide titles in the TOC - structure file
- Both .fla (source files) and .swf file (FLASH movie files) should exist



Step 35: Review Animation

93

- Set up .swf files for review by the Lead Developer and other interested parties
- Recommendation: do partial review as you go



Step 36: Implement Animation Edits

94

- Incorporate review comments into the .fla files
- Regenerate the .swf files



Step 37: Package Assembly and Deliver

- **Package Assembly and deliver to Vendor:**
 - **Assembled edited PPT files**
 - **Assembled edited Lab files (WORD files)**
 - **Starting Structure File**
 - **Audio Scripts (WORD files, .wav files)**
 - **Question/Answer Files (optional)**
 - **Glossary**
 - **FAQ**
 - **FLASH files (.swf)**
 - **Source files for any art created outside of PowerPoint**

Structure file

Step 38: Notify CES Marketing of Status

- **Update CES Marketing on delivery**
- **Confirm remaining schedule dates**
- **Team begins final review of:**
 - external web registration pages
 - pull-downs
 - course description



- Introduction
- Conversion to Lesson-Orientation
- Labs, Glossary and FAQs
- Audio Script – Structure Document
- Review Process

Step 39: Schedule Alpha

98

- **Confirm Alpha Review Team**

- **Schedule Alpha:**

- **Confirm dates with the vendor**
- **Secure a Room, if needed**
- **Notify Support, if a room is to be used**

α

- **Announce Alpha a minimum of four weeks ahead of time; six weeks preferred:**

- **ACs and CAEs requested this lead time**
- **Include instructions for registration (non-web)**
- **No customers in an Alpha**

■ An Alpha review is

- *Not content-oriented*
- For verifying all links, hooks, files are present
- Check that the audio works
- Perform verbal pronunciation check
- Verify that the gui works (chat, email, BBS)
- Check the FAQ
- Check the TOC
- Check the glossary links (any need suppression?)
- Check that the animations function

■ Schedule Beta:

- Confirm dates with the vendor
- Secure a Room if not all remote
- Notify support (if needed)



■ Announce Beta a minimum of four weeks ahead of time, six weeks is preferred:

- Include instructions for registration (web)
- Beta is open to customers

■ All accounting issues, registration details, kit definition, etc., should be complete at this stage

■ Web page should be “live”

Step 41: Vendor Assembles Pre-Alpha

101

- Pre-Alpha assembly for early review
- Approximate 4-week wait time for LMS
- Vendor-specific, contract-specific



Step 42: Pre-Alpha review

- eLearning Project Coordinator and LD - SME
 - Play Individual Audio files:
 - Compare to written script
 - Check pronunciation
 - Compile comments/edits
 - ◆ Identify by Title
 - ◆ Identify by the file name
 - Check art, animation
 - Check Quizzes, answers
 - Check pop-ups
 - Perform this check 1 week prior to the Alpha
-



Step 43: Transmit Edits to LMS

103

- eLearning Project Coordinator uploads comments, corrections and edits to vendor
- Confirm edit completion date with vendor
- Allow two weeks in schedule for this pre-Alpha step if edits to be complete at Alpha



Step 44: Vendor Assembles Alpha

104

- Approximate 2-week wait time for LMS
- Vendor-specific, contract-specific



■ Conduct the Alpha Review

- LMS can capture any notes made by the students
- Issue a compiled file set, page by page

■ Attendees:

- Full eLearning Team including LMS
- Invited ACs, CAEs, Training Staff

- **Active in-line notes compiled from all alpha reviewers by the LMS system**
 - Verbal comments integrated by eLearning Project Coordinator
 - Distribute to the LD - SME
 - Both determine edits needed
 - Determine Assembly issues
 - eLearning Project Coordinator discusses all changes with LMS (or other vendor)
 - Determine completion date from vendor

- Determine the need for a second alpha based on the results of the Alpha
- Confirm schedule for Beta based on the results of the Alpha
- Notify Marketing of updated schedule

Step 47: Vendor Assembles Beta

108

- **Approximate 2-week wait time for LMS**
- **Vendor-specific**
- **Contract-specific**

- **Conduct the Beta**
- **LMS can capture any notes made by the students**
 - Issue a compiled file set, page by page
- **Attendees/Reviewers:**
 - eLearning Team
 - ACs, CAEs, Training Staff
 - Customers

■ A Beta review is:

- Not content-oriented
- For verifying all links, hooks, files are present
- Check that the audio works
- Perform verbal pronunciation check
- Verify that the GUI works (chat, email, BBS)
- Check the FAQ
- Check the TOC
- Check the Glossary links (any need suppression?)
- Check that the animations function
- Check the on-line registration process
- Check that all edits have been made

Step 49: Compile Beta Edits

111

- Active in-line notes compiled from all alpha reviewers by the LMS system
- Verbal comments integrated by eLearning Project Coordinator
- Distribute to the LD - SME
- Both determine edits needed
- Determine Assembly issues
- eLearning Project Coordinator discusses all changes with LMS (or other vendor)
- Determine completion date from vendor

Edits should be very minor:

If not, a second Beta is needed

Return to Step 37: Vendor Assembles Beta

Step 50: Vendor Does “Touch-Up”

112

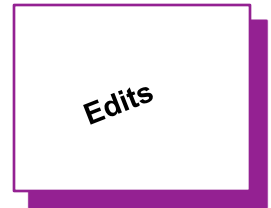
- **If more than minor changes - abort back to alpha edit integration and loop**
- **This re-do is not an anticipated step**

Step 51: Release to Public Registration

113

- **With the full team's agreement:**
 - Workshop is Released to the Public
- **Coordinate with Marketing**

- Compile Edits and comments during specified period (45 days? 60 days? 90 days?)
- Process through LD-SME
- Compile all edits
- Coordinate hand-off to vendor per contract schedule
- Confirm vendor date of incorporation:
 - **Note:** Course remains on-line during this time



- **Conduct a meeting**
- **Review how the process worked**
- **Review how the process had to be changed and why**
- **Summarize what changes/additions are needed in the conversion process**

■ Continuous improvement:

- LD-SME, instructors, Customer Service all collect edits over workshop life
- Edits used as input for the new *Needs Identification Document* requesting workshop revision
 - ◆ **Note:** Different Needs Identification Documents for ILT and eLearning

■ Should be some established level that triggers a revision cycle

- Refer to existing Courseware Server Documentation Archival Process
- Don't have one?
- Make one!

- Refer to the eLearning Support Proposal
- Don't have one?
- Make one!

Any Questions?

Building an FAQ for the Process

- **Bullets, levels, lists format and Template**
 - Overall appearance, consistency
- **Non-template colors check (web-safe for eLearning):**
 - No gradients, patterns - they will not translate to web
- **Contractions, slang, jargon deletion/replacement:**
 - Non-English speaking audience may not understand these constructs
- **Grammar, sentence structure, punctuation**
 - Non-English audience may not understand bad grammar

■ Sources:

- ILT guidelines including FKA Training
- Adult Learning Guidelines (established research results)
- Existing research into web-based training and students
- Comparisons of several vendors, their guidelines and approaches
- LMS guidelines and discussions

- **Audio Script** = what the professional voice will read and record
- **BU** = Business Unit
- **CD** = Content development
- **DTP** = Desk-top publishing
- **eLearning** = Web-Based Training; in this instance, browser-based instruction
- **FAQ** = Frequently Asked Questions
- **IG** = ILT Instructor Guide
- **ILT** = Instructor-Led Training
- **LD** = Lead Developer
- **LG** = ILT Lab Guide
- **LHS** = Left Hand Side (Browser window index runs down the left side of the window in the LMS GUI)
- **Measurable Objective** = Objective with an action (such as list, state, describe, write, run a program) that can be evaluated to determine if information has actually been transferred; objective not subjective
- **POP-UP** = a new browser window (original window remains on the screen); an answer page to a quiz, an in-line slide question, a glossary definition, and an FAQ are usually treated as pop-up pages
- **PPT** = PowerPoint
- **RHS** = Right Hand Side (HTML page body)
- **SG** = ILT Student Guide (lecture material)
- **SME** = Subject Matter Expert
- **TFU** = Test For Understanding
- **TOC** = Table of Contents

Common ICONS Used In This Document

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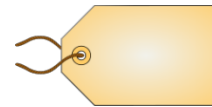
Review Files for
Specific Items
(Full or partial
Team Reviews)



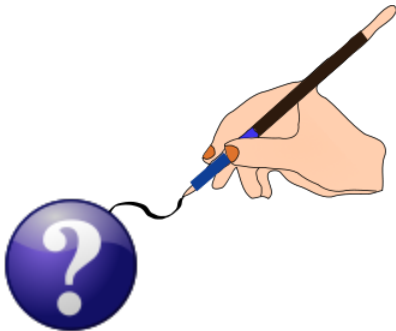
Incorporate work
supplied by others
-eLearning Project Coordinator
with SME or other designated
eLearning team member



Write New Material
e.g. lesson objectives
- simpler task
- eLearning Project Coordinator
and/or SME



Cross-reference
item to a specific slide
(audio, FAQs are tagged
to specific slides)
-eLearning Project Coordinator



Develop new material e.g.
definitions, answers to
questions, etc.
- more complex task
- eLearning Project Coordinator
and SME; other resources
as required



Wait for vendor
to perform
a step in the flow

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