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.
• 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?