

Course ware conversion to E-Learning

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WHY DO IT?

1. It is unarguable that e-learning is rapidly growing as form of training delivery and most are finding that the clear benefits to e-learning will guarantee it a role in their overall learning strategy. Like no other training form, e-learning promises to provide a single experience that accommodates the three distinct learning styles of auditory learners, visual learners, and kinesthetic learners. Other unique opportunities created by the advent and development of e-learning are more efficient training of a globally dispersed audience; and reduced publishing and distribution costs as Web-based training becomes a standard. E-learning also offers individualized instruction, which print media, cannot provide, and instructor-led courses allow clumsily and at great cost. In conjunction with assessing needs, e-learning can target specific needs. And by using learning style tests, e-learning can locate and target individual learning preferences.

2. Such a conversion means a great extended reach-world wide actually, ultimately (Not initially) reduced costs, and ample learner facilitation. –With or without connectivity. The deliverable can be on web and also on a CD/DVD.

3. Such a conversion also ensures that we are in tune with the global trends in Training and eliminates the possibility of getting obsolete in the training niche. It offers us flexibility in terms of making short modules for Niche specific audiences – *-Bamboo related technologies and distant East Indian states, for example-* and earning separately rather than just having one consolidated course.

4. When cleverly made and converged with other media, it offers us a steady source of revenue.

5. It also means many advantages to the institution. Some of the most outstanding advantages to the trainer or organizations are:

Reduced overall cost is the single most influential factor in adopting e-learning. The elimination of costs associated with instructor's salaries, meeting room rentals, and student travel, lodging, and meals are directly quantifiable. The reduction of time spent away from the job by employees may be the most positive offshoot.

Learning times reduced, an average of 40 to 60 percent, as found by Brandon Hall (*Web-based Training Cookbook*, 1997, p. 108).

Increased retention and application to the job averages an increase of 25 percent over traditional methods, according to an independent study by J.D. Fletcher (*Multimedia Review*, Spring 1991, pp.33-42).

Consistent delivery of content is possible with asynchronous, self-paced e-learning.

Expert knowledge is communicated, but more importantly captured, with good e-learning and knowledge management systems.

Proof of completion and certification, essential elements of training initiatives, can be automated.

Increase in the out reach of audiences: E-Learning increase scope of the audience or beneficiaries. Global audiences, or women –in some cases can be a good example. This method may eliminate many socio cultural barriers in learning.

HOW TO DO IT? 1. Look for three basic attributes: 1) desired outcomes, 2) a means of confidently measuring achievement, and 3) a means of enabling students to achieve the desired outcomes. Desired outcomes can take many different forms, but in most common training programs they're in the form of goals and objectives. In order to be effective, training objectives and evaluations must fit like hand and glove. The objective tells the student what must be achieved and the evaluation tells the student if it was achieved. 2. When you're looking for quality training content, compare the training

objectives to the evaluation tool. Make sure each and every objective is measured by the evaluation. Make sure the objectives are measured in proportion to the importance of the objective. If you are looking at training content that is primarily knowledge-based (i.e., little or no practical skills), and evaluation is accomplished with examinations or tests, make sure there are enough questions in the test bank.

2. The ID must rely on people who know the subject matter inside and out. These people are typically called Subject Matter Experts, or SME. The ID and the SME should work as a team to determine what to teach, and how to teach it. The SME usually brings first hand, workplace knowledge and experience to the mix.. There are two important areas of content where the SME usually contributes the most: content accuracy, and level of content. Level of content is very important in a training environment because training costs the institution money.

3. Good content design is a balancing act between "not enough" and "too much". In the training world, unbalanced content usually translates into extra cost for the institution.

Attribute	Not enough	Too much
Level of content	Institution must compensate with additional materials or programs	Trainee spends more time than necessary in the classroom, employer loses productivity
Interactivity	Knowledge/skill retention level too low, employer must compensate to increase retention	Institution pays for features that aren't necessary, no value added
Technical Accuracy	Institution must retrain or "untrain"	
Engagement	Knowledge/skill retention level too low, Institution must compensate to increase retention	Institution pays for features that aren't necessary, no value added

4. Once the content is finalized, enters another vital aspect-Design.(of the content to be converted to training.) Design involves a team-A project manager, A visualizer,A writer, an artist—graphic/web, programmer, animator, illustrator etc.This essentially depends upon the level of Fidelity(- **and the budgets!** -) what level of interactivity and richness of the design is desired.

5. It is vital to remember that print content EXPANDS while getting converted to E-learning with the tests, interactivities, bookmark facility, quoting objectives, summary pages etc.