

LEADING E-LEARNING



Your Turn Workbook

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INTRODUCTION TO THE *LEADING E-LEARNING* WORKBOOK

Here is a little background information for those of you who have downloaded this workbook but do not have the book *Leading E-Learning* by William Horton.

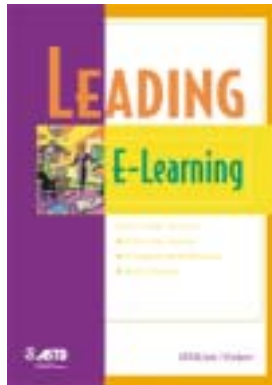
About this workbook

At the end of each chapter in *Leading E-Learning*, is a special section called "Your Turn." These Your Turn sections contain worksheets you can use to apply what you have just learned. No heavy lifting is required. They just involve thinking deeply about how the ideas in the chapter apply to your situation. Use the worksheets in this workbook as the basis for your own plan to lead the e-learning effort within your organization.

This workbook is available in two versions, Adobe Acrobat PDF and Microsoft Word. Print the PDF version and complete the worksheets from the comfort of your reading chair. Download and complete the Word version using your computer and cut-and-paste segments into your own e-learning plan.

In addition to the workbook, there are other online resources available at the *Leading E-Learning* companion Website: www.horton.com/leading.

About *Leading E-Learning*



If you want to lead your organization into the e-learning age, this is the book for you. It is for those who want to see their organization use e-learning effectively and wisely, not just "do e-learning." It is for those who are willing to honestly deal with the complexities of e-learning to achieve its considerable potential. Moreover, it is for those who do not want suppliers and external consultants to take charge of the change, instead they want to lead their organizations into the realm of e-learning. Training professionals, team leaders of e-learning initiatives, HR executives, or anyone wishing to understand this fundamental change in the training profession will find this book to be an invaluable tool.

Leading E-Learning will provide you with a broad perspective of how e-learning fits into other corporate activities. It exposes you to the rich breadth of e-learning, the many forms it can take, and the tasks necessary to bring it about.

This is the first in a series of books designed to explore the key issues associated with bringing e-learning into the organization. The other books include *Selling E-Learning*, *Evaluating E-Learning* (also by William Horton), *Designing E-Learning*, and *Using E-Learning* (also by William Horton).

CHAPTER 1. WELCOME TO THE E-LEARNING AGE

Why are you reading this book? Did your boss assign you e-learning as a responsibility? Are you looking for a career change? Take a minute or two to assess your personal goals for involvement in e-learning using worksheet 1-1.

Worksheet 1-1. Identifying your goals in the realm of e-learning.

Your Personal Goal for Involvement in E-Learning	Date for Accomplishing This Goal	Done? ✓

If you have not already, take at least three sample e-learning courses. To find some free samples, search the Web for “e-learning example” or similar phrases. Try to find three quite different forms of e-learning. After you complete the sample courses, use worksheet 1-2 to answer some questions about each course.

Worksheet 1-2. Evaluate your e-learning experience.

Course	How Was the E-Learning Different From Classroom Training?	How Was the E-Learning Different From What You Expected?

Catalog the uses of e-learning in your organization (worksheet 1-3). If you can't find any, determine if employees taking professional development courses on their own. Check with the information technology department to see if any technicians have used e-learning to upgrade their technical skills. Remember, e-learning is not just formal courses. It can include any use of Internet and Web technologies to increase knowledge, improve skills, or change attitudes.

Workshop 1-3. Evaluate the use of e-learning in your organization.

Group	What E-Learning Courses Have Been Taken?	For What Purpose?

CHAPTER 2. IS THE TIME RIGHT FOR E-LEARNING

Yeah, yeah, lots of people are using e-learning, but your situation is unique. Your organization may not fit the trend or want to. Take a few minutes to assess your organization's readiness for e-learning by using worksheet 2-1.

Worksheet 2-1. Is your organization ready for e-learning?

Questions About Your Organization		Yes	No
1	Do learners have access to computers capable of displaying e-learning materials?		
2	Does the organization have network and Internet connections fast enough to support e-learning?		
3	Is technical support available to help e-learners over hurdles?		
4	Do potential e-learners possess the necessary computer skills?		
5	Are instructors and instructional designers knowledgeable about e-learning?		
6	Does top management support e-learning?		
7	Do the management teams for training, information technology, and HR understand and support e-learning?		

For each question with a "no" response ...

#	What steps will you take to change the answer to "Yes"?

How does your organization feel about e-learning? Where along the scale of e-learning would you rate your organization (figure 2-3)? Use worksheet 2-2 to find out.

Worksheet 2-2. Where is my organization on the scale of reactions to e-learning?

My organization is at _____.

It should be at _____.

What can I do to get it from where it is to where it should be along this scale?

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

CHAPTER 3. WHY CONSIDER E-LEARNING?

How do the ideas in this chapter apply to you and your organization? In other words, what's in it for your organization (WIIFYO)? The following worksheets will help you find out.

Determine the primary benefits that e-learning offers your organization. Consider the ways that e-learning can save or make money for your organization, and list them in worksheet 3-1.

Worksheet 3-1. How can your organization benefit from e-learning?

Possible E-Learning Application	Money Saver? (✓)	Money Maker? (✓)

Now, using the example shown in this chapter as a model, compare costs for one of your classroom courses with an e-learning alternative (worksheet 3-2).

Worksheet 3-2. Compare costs of classroom and e-learning courses for your organization.

Costs for Course Development

	Classroom	E-learning
Development cost per day of training		
x Days of training		
= Total development costs		

Costs of Offering Training

	Classroom	E-learning
Classroom facilities		
+ Instructor time		
+ Web server		
= Total offering costs		

Costs due to Learners

	Classroom	E-learning
Travel		
+ Lost profit		
+ Technical support		
= Total per learner		
x Number of learners		
= Total costs due to learners		

The Bottom Line (Total Costs)

	Classroom	E-learning
Total development costs		
+ Total offering costs		
+ Total costs due to learners		
= Total costs		

The next step, of course, is to compute a business model. Imagine that you must use e-learning to generate a profit. Perhaps you are a stand-alone training organization or your department must operate as a profit center within a larger organization. Based on the example from this chapter, calculate the business results for a hypothetical project with worksheet 3-3.

Worksheet 3-3. Apply a business model for e-learning at your organization.

Revenue

	Amount	
Enrollment fee		\$ per learner
x Number of learners		learners per year
= Total revenue		\$ per year

Expenses

	Amount	
Course development costs		\$
÷ Life span of the course		years
= Amortized development costs		\$ per year
+ Course offering costs		\$ per year
= Total expenses		\$ per year

Profit

	Amount	
Revenue		\$ per year
Expenses		\$ per year
Profit		\$ per year

Did you make money? Enough?

CHAPTER 4. WHERE SHOULD I TARGET E-LEARNING

At least half the success of e-learning depends on your choice of target. What are the best uses for e-learning in your organization? Use worksheet 4-1 to determine the best first targets for e-learning in your organization.

Worksheet 4-1. List some easy targets for e-learning in your organization.

To Teach What?	To Whom?

For your most pressing training need, analyze the suitability of classroom training and e-learning. In worksheet 4-2, list all the relevant factors and weigh the costs and benefits of each approach. Which did you pick and why?

Worksheet 4-2. Tame your wildest problem.

What is your most pressing training need?	
List some advantages of using classroom training to meet this need.	List some advantages of using e-learning to meet this need.
Which is the better choice? Why?	

Identify groups of people who need knowledge and skills but do not take training offered by your organization, and suggest ways e-learning might help reach these people. Use worksheet 4-3 to identify who's missing.

Worksheet 4-3. Find ways to reach new audience with e-learning.

Who does not take the training they need?	Why do they not take training?	How could e-learning meet their training needs?

CHAPTER 5. HOW CAN YOU SELL E-LEARNING

Even great ideas need passionate advocates. How will you sell e-learning to the decision makers in your organization? How will you overcome the objections of skeptics and pessimists?

First, try to anticipate reactions. Think back on the e-learning you have taken and how it differed from traditional training. Then answer the questions posed in worksheet 5-1.

Worksheet 5-1. Anticipating the benefits and challenges of e-learning in your organization.

Difference Between E-Learning and Traditional Training	Possible Benefits of the E-Learning Difference for Your Organization	Possible Obstacles of the E-Learning Difference for Your Organization?

Within your organization, identify the persons or groups crucial to the success of e-learning and plan how you will overcome their concerns (worksheet 5-2).

Worksheet 5-2. Develop a sales plan for e-learning in your organization.

Person or Group	Primary Concern of the Person or Group	How to Satisfy This Concern

For each of the sales tactics mentioned in the chapter, how will you use it to sell e-learning within your organization? Feel free to add some sales tactics of your own. Plan your sales tactics using worksheet 5-3.

Worksheet 5-3. Using sales tactics to sell e-learning in your organization.

Sales Tactic	How to Apply Within Your Organization
ROI Analyses	
Live Demonstrations	
Sample E-Learning Courses	
Reports Highlighting Advantages of E-Learning	
Testimonials From Satisfied Learners and Their Managers	
Statistics of Successful Applications	

CHAPTER 6. WHAT KINDS OF E-LEARNING CAN YOU CREATE?

E-learning is more than electronic mimicry of classroom courses. E-learning can go beyond courses and current forms of learning. In designing your organization's e-learning solution, consider what forms of e-learning best meet your goals.

For a specific, course-sized learning goal, pick the best kind of e-learning to create. Write down three reasons to support your choice in worksheet 6-1.

Worksheet 6-1. What type of e-learning should you use?

Learning Goal	Best-Suited E-Learning Type for This Goal	Reasons
		1. _____ 2. _____ 3. _____
		1. _____ 2. _____ 3. _____
		1. _____ 2. _____ 3. _____
		1. _____ 2. _____ 3. _____
		1. _____ 2. _____ 3. _____

For each type of e-learning, decide where it could best be used in your organization using worksheet 6-2.

Worksheet 6-2. Identify the best ways to apply different types of e-learning in your organization.

Type of E-Learning	Best Application in Your Organization
Self-directed Web-based training	
Facilitated Web-based training	
Web-conducted classroom course	
Email correspondence course	
Discussion group seminars	
Guided tours and on-screen workbooks	
Learning games and simulations	
Telementoring and e-coaching	
Job aids	

Use the diagrams in this chapter and worksheet 6-3 to sketch a hybrid type of e-learning that combines the best features of two or more types of e-learning to solve a training problem experienced by your organization.

Worksheet 6-3. Combine types of e-learning to create a custom solution for your organization.

Learning Goal:

Sketch your e-learning solution based on the diagrams in this chapter.

CHAPTER 7. CAN YOU BLEND E-LEARNING WITH CONVENTIONAL LEARNING?

For moving your organization to e-learning, a steady guiding hand is more effective than a pounding fist. Consider how you can effectively mix elements of e-learning with proven, conventional techniques.

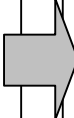
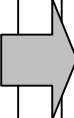
First, bring the Internet indoors at your organization. In worksheet 7-1, list ways to incorporate Web technology and techniques into your existing classroom training.

Worksheet 7-1. Finding ways to bring the Internet into your classroom.

Web or Internet Technology	Possible Application in Your Classroom Training
Web browsing of external sites	
Class Website	
Email	
Internet newsgroups and public discussion groups	
Class discussion group	
Conferencing software (chat, whiteboard, videoconferencing)	
Other:	
Other:	
Other:	

Then, discover ways to make sandwiches using your training content. Do you have subjects and learners who would benefit from a learning sandwich that alternates sequences of classroom training and e-learning? Plan ways that you can make sandwiches of e-learning and classroom segments to best effect using figure 7-4.

Figure 7-4. Make sandwiches of e-learning and classroom formats.

Overall learning goal:						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc; text-align: center;">Segment 1</th> </tr> </thead> <tbody> <tr> <td> Type: <input type="checkbox"/> E-learning <input type="checkbox"/> Classroom Goal for this segment: </td> </tr> </tbody> </table>	Segment 1	Type: <input type="checkbox"/> E-learning <input type="checkbox"/> Classroom Goal for this segment:		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc; text-align: center;">Segment 2</th> </tr> </thead> <tbody> <tr> <td> Type: <input type="checkbox"/> E-learning <input type="checkbox"/> Classroom Goal for this segment: </td> </tr> </tbody> </table>	Segment 2	Type: <input type="checkbox"/> E-learning <input type="checkbox"/> Classroom Goal for this segment:
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Type: <input type="checkbox"/> E-learning <input type="checkbox"/> Classroom Goal for this segment:						

To help your organization make the leap to e-learning, convert your proven classroom materials into electronic formats to distribute via the Web or intranet? To do so, identify suitable material and consider the steps necessary to successfully convert to electronic formats (worksheet 7-2). How can you ensure that recipients can understand the materials out of the context of a classroom?

Worksheet 7-2. Identify ways to convert classroom materials into e-learning formats.

Material	Special Steps for Successful Conversion to E-Learning
Slide presentations	
Graphics and other presentation materials	
Video or audio recordings of presentations	
Validated tests	
Reading materials	
Other:	
Other:	

CHAPTER 8. HOW CAN YOU DEVELOP E-LEARNING?

How will your organization develop quality e-learning on schedule and within budget? Your first step should be to identify your business objectives. For training projects you have been involved in, identify the underlying business goal that the training supported (worksheet 8-1).

Workshop 8-1. Identify business goals behind your training projects.

Training Project	Learning Goal	Underlying Business Goal

How can you adapt your instructional systems development process to accommodate the fast pace and rapid evolution of e-learning? Jot down your thoughts in worksheet 8-2.

Worksheet 8-2. How to quicken the pace of instructional development.

Instructional system development process you use:

List some ways to make it faster and more responsive without losing the discipline and quality control it provides:

Would modularity benefit your training? Can you identify specific lessons, topics, and content modules that could be reused in different courses? Try to do so using worksheet 8-3.

Worksheet 8-3. Identify potential learning module components.	
Reusable Module Component	Where Can You Use it?

Visit the Websites for the various standards groups. Do any of them seem to apply to what you are doing (worksheet 8-4)? Or, should you wait until standards are built into the tools you use and the components you purchase?

Worksheet 8-4. Select applicable standards for your e-learning efforts.		
Standards Group	Possible Application? (✓)	How to Incorporate Standards Into Your Work?
IEEE Learning Technology Standards Committee http://grouper.ieee.org/p1484/		
Advanced Distributed Learning and SCORM http://www.adlnet.org/		
Aviation Industry CBT Committee http://www.aicc.org		
IMS Global Learning Consortium http://www.imsproject.org		
ASTD Courseware Certification http://www.astd.org/ecertification		

CHAPTER 9. WHAT TOOLS AND TECHNOLOGIES WILL YOU NEED?

What tools and technologies will be required for your e-learning projects? (Various design forms are available from this book's companion Website at www.horton.com/leading/ to guide you in specifying the technologies required for your project.)

Using worksheet 9-3, list the hardware, network connections, and software that will be required by producers, hosts, and consumers of your e-learning.

Worksheet 9-1. Make your technology shopping list.

	Producer	Host	Consumer
Hardware			
Network Connection	Speed: ____ Kbps	Speed: ____ Kbps	Speed: ____ Kbps
Software			

For each item on your list, check off the ones already in place.

On worksheet 9-2, list the specific software tools required for each level and function. Show specific relationships among tools, for example which tool prepares content integrated by other tools.

Worksheet 9-2. Elaborate on your software plan.

	Producer	Host	Consumer
Curriculum			
Course			
Lesson			
Topic			
Content Module			

List questions in worksheet 9-3 that you can use to screen products and suppliers. Think of questions that will help you identify products and organizations you will be comfortable working with in the coming years.

Worksheet 9-3. List questions for suppliers.

Product Group or Supplier	Questions

CHAPTER 10. WHOM SHOULD YOU HAVE ON YOUR E-LEARNING TEAM?

E-learning requires a wide range of skills, knowledge, talent, and viewpoints. The success of your e-learning project depends on assembling the right team. Who will make up your team? Using worksheet 10-1, make a list of the ideal team members for a project you are planning. For each of the functions required for your project, specify the job title and ideal person for the job. Do not be afraid to assign the same job title and person to multiple functions or to assign multiple people to a single complex function.

Worksheet 10-1. Selecting the right people for your e-learning team.

Managing the Project			
Responsibility	Required?	Requirements	Ideal Person for the Job
Business Management			
Project Management			
Designing the Course			
Responsibility	Required?	Requirements	Ideal Person for the Job
Overall Design Integration			
Instructional Design			
Software Architecture			
User-Interface Design			
Subject Matter Expertise			
Knowledge of Buyers of Training			
Knowledge of Learners			

Building Content			
Responsibility	Required?	Requirements	Ideal Person for the Job
Course Integration			
Writing			
Graphics			
Multimedia Development			
HTML and XML Coding			
Browser Scripting			
Server Scripting			
Content Scripting			
Providing the Technical Infrastructure			
Responsibility	Required?	Requirements	Ideal Person for the Job
Network Engineering & Administration			
Server Administration			
Database Connectivity			
Technical Support			

Conducting E-Learning			
Responsibility	Required?	Requirements	Ideal Person for the Job
Curriculum Administration			
Facilitation			
Live Instruction			

CHAPTER 11. WHERE CAN YOU FIND HELP?

Spend a few minutes deciding what tasks you and your organization can delegate or subcontract. Then, using worksheet 11-1, write a statement of goals, spelling out exactly what you want to accomplish in your e-learning effort. Do not be too specific about how you want to accomplish this goal. Have suppliers specify how they can help you accomplish this goal.

Worksheet 11-1. How can suppliers help meet your organizational goals?

<p>Our goal is to...</p>
<p>How can this supplier help you accomplish this goal?</p>

How much do you want to do yourself? List in worksheet 11-2 the major tasks necessary to create and deploy e-learning in your organization. Now check off the ones you or your organization can handle. For each unchecked task, decide where you will find help.

Worksheet 11-2. Determining which tasks can be done internally and which can be done by others.

Major Task	Performed Internally? (yes/no)	Others Who Can Perform This Task

CHAPTER 12. HOW DO YOU LAUNCH YOUR EFFORT?

Using this chapter as a model, outline your own plan in worksheet 12-1. Have knowledgeable associates critique the plan. When you are satisfied, start acting on the plan.

In drafting your own plan, feel free to cross out items, add items, or redraw the plan entirely. As each item is completed, check it off.

Worksheet 12-1. Develop your own plan for launching an e-learning effort.

Step 1: Get Support			
Task	Person Responsible	Due Date	Done?
Get high-level and grassroots support for your project			
Other:			
Other:			
Step 2: Plan Tactics for Introducing E-Learning			
Task	Person Responsible	Due Date	Done?
Spell out immediate goals			
Agree on tactics			
Specify courses			
Deal with potential problems			
Other:			
Other:			

Step 3: Get a Budget			
Task	Person Responsible	Due Date	Done?
Estimate the total costs			
Obtain funding			
Other:			
Other:			
Step 4a: Provide Needed Technology			
Task	Person Responsible	Due Date	Done?
For developers of e-learning			
For hosting e-learning			
For consumers of e-learning			
Other:			
Other:			
Step 4b: Acquire Courses			
Task	Person Responsible	Due Date	Done?
Design and build your own courses			
Buy, license, or subscribe to courses by others			
Other:			
Other:			

Step 4c: Explain and Promote			
Task	Person Responsible	Due Date	Done?
Announce your plans			
Dispel rumors and myths			
Point out advantages of e-learning			
Convince decision-makers			
Other:			
Other:			
Step 5: Conduct Training			
Task	Person Responsible	Due Date	Done?
Train the roll-out team			
Brief initial e-learners			
Publish getting-started instructions			
Provide telephone support			
Other:			
Other:			
Step 6: Evaluate Training			
Task	Person Responsible	Due Date	Done?
Objectively evaluate the course			
Apply what your evaluation tells you to redesigning the course			

CHAPTER 13. HOW DO YOU DEPLOY E-LEARNING STRATEGICALLY?

Take a few moments to peer beyond the immediate goals of e-learning to identify larger benefits that your e-learning can foster and inspire.

The catalyst model of learning differs from the publishing model in some important characteristics. How can you effect these differences to move your training from a publishing model to catalyst model? Try worksheet 13-1.

Worksheet 13-1. Moving toward a catalyst model.

Difference Between the Catalyst Model and the Publishing Model	How Can You Move Your Training In This Direction?
Consumers and producers of training communicate frequently and deeply in ways that go beyond simple feedback. Consumers often contribute directly to new e-learning content.	
Consumers of training communicate richly with their peers, many of whom have no direct contact with the producers of training.	
Local-area experts adapt the producer's offerings to the needs of their specific workgroup, team, or industry. Many receive training from such local-area experts rather than from the originator of the e-learning.	

How can your e-learning efforts promote knowledge management in your organization? How would you extend e-learning to provide knowledge management results? Use worksheet 13-2 to record your ideas.

<i>Worksheet 13-2. Knowledge management, anyone?</i>	
Knowledge Management Process	How Will You Use E-Learning to Contribute to This Process?
Increasing the knowledge of individuals	
Capturing knowledge in a reusable form	
Refining knowledge	
Sharing knowledge	
Applying knowledge to solve problems	

CHAPTER 14. WHERE CAN YOU LEARN MORE?

To round out your e-learning knowledge and skills and to keep current, you must identify reliable information sources. Take a few minutes to plan how you will find such sources.

Assemble a personal learning plan. How will you continue to increase your knowledge and skills in e-learning? List in worksheet 14-1 the knowledge and skills you feel you need. Identify sources for learning each. As you acquire each item, enter the date.

Worksheet 14-1. Set up a plan for developing the skills and knowledge you need to implement e-learning.

Skill or Knowledge	Source (organizations, books, conferences, online discussions)	Date Acquired

ABOUT THE WILLIAM HORTON AND HIS COMPANY

William Horton

William Horton has been designing technology-based training since 1971 when, as an undergraduate, he designed a network-based course for the Massachusetts Institute of Technology's Center for Advanced Engineering Study.

William Horton is an internationally sought-after speaker. He recently delivered the keynote addresses for the Human Resources Association National Congress in São Paulo, the Information Technology Training Association conference in Barcelona, and the Knowledge Management Seminarium in Stockholm.

William Horton is a registered Professional Engineer, an MIT graduate, and Fellow of the Society for Technical Communication. He currently serves as a member of ASTD's commission on e-learning certification.

William Horton is a prolific author. His books include *Designing Web-Based Training*, *Designing and Writing Online Documentation*, and *Secrets of User-Seductive Documents*. He is co-author of *Getting Started in Online Learning* and *The Web Page Design Cookbook*. He is also the author of three books to be published in ASTD's series on e-learning: *Leading E-learning*, *Evaluating E-learning*, and *Using E-learning*.

William and his wife Kit, the other half of William Horton Consulting, live in downtown Boulder, Colorado, just five blocks east of the Rocky Mountains, in a hundred-year old house they are lovingly restoring. The kitchen, which he and Kit redesigned themselves, was featured in the April 1999 and September 2000 issues of *Better Homes and Gardens*.

About William Horton Consulting, Inc.

For the past 12 years, the two-person team of William and Katherine Horton has helped organizations plan, design, justify, and perfect e-learning initiatives.

William Horton Consulting, Inc., develops prototypes, critiques designs, leads Problem-Bashing® sessions, and conducts training in the design and management of e-learning.

William Horton Consulting's client list contains both established and emerging companies throughout North America and Europe, including Allen Communications, Apple Computer, Arthur Andersen, AT&T, Compaq Computer, Cray Research, DataChannel, El Paso Independent School District, Enlightened Leadership International, Ericsson, Exxon, Hewlett Packard, IBM, Intel, International Speakers Bureau, Lotus, Lucent, Macromedia, Microsoft, Mindlever.com, Northwestern Mutual Life, Nokia, Novell, SAP AG, SAS Institute, Sun, ThinkCAD Bleu, U. S. Army, and Wilson e-Learning.

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