



CUSTOMER SUCCESS STORY - COLLABORATION

Virtual Classroom and Blended Learning Course Reduced Cost by \$9,000 per session

EXECUTIVE SUMMARY

CUSTOMER NAME

- Allan Austin (Consultant)
(www.allanaustin.com)

THEIR CLIENT

- Nokia - Helsinki, Finland Headquarters and North American Office – Dallas, Texas

BUSINESS CHALLENGE

- Nokia needed to slash travel expense for classroom training programs.
- Austin and Nokia did not have experience with distance and blended learning technology and processes.

SOLUTION

- Provided both companies an effective alternative to classroom training programs.
- Implemented a distance / blended learning solution that relied heavily on live virtual classroom training.

BUSINESS VALUE

- Calculation of costs showed a savings of \$9,000 US per session over the traditional delivery method.
- The same pre- and post- test was used for the traditional classroom and the live virtual classroom sessions. The participants performed better in the live virtual classroom program.

For additional information, contact:

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HENRY LIEBLING, CO-FOUNDER, MOREVIRTUAL.COM

Henry has significant experience with web conferencing, live virtual classroom, distance learning, and traditional classroom courses. He was invited by Allan Austin to help create and deliver the solution, to implement a distance / blended learning program for his global client.

Henry performed the following:

- Project Management
- Instructional Design and Development
- Live Virtual Classroom Delivery - Teaching
- Web Conferencing / Virtual Classroom Producer
- System Admin for Learning Content Management System (LCMS)

COURSE on COLLABORATION

Allan Austin specializes in collaboration. He had designed and developed a two-day traditional classroom course. He had delivered this course for Nokia in 32 countries. The course title:

- *Collaboration for Product Creation Teams*

This popular course was attended by Nokia's staff and business partners. Participants included:

- Marketing managers
- Business relationship owners
- Product development managers
- Engineers
- Technical experts

DECISION – DISTANCE/BLENDED LEARNING

Nokia decided to use Distance / Blended Learning to eliminate travel expense. This was the company's first distance learning program. A senior training manager was the project lead.



INSTRUCTIONAL STRATEGY

Henry Liebling and Allan Austin converted the two-day (13 hours) traditional classroom course into a “distance / blended learning” format (15 hours of instruction, application, and learning). The training was for US-based people. Most of the students were in Texas. Henry Liebling was in Atlanta, Georgia and Allan Austin was in Orlando, Florida.

Distance / Blended Learning Course Design	
Live Virtual Classroom, with Two Virtual Facilitators	Self-Paced and Paired Activities, Not in the Live Virtual Classroom
<p><u>Ten hours:</u></p> <ul style="list-style-type: none"> ▪ Delivery Style: Interactive and engaging ▪ Four (4) real-time virtual classes over a 2 week period ▪ First week: Two (2) virtual classes ▪ Second week: Two (2) virtual classes ▪ Third week: Participants attended an optional follow-up virtual class 	<p><u>Five hours:</u></p> <ul style="list-style-type: none"> ▪ Pre-course reading and quiz ▪ View video clips of company executives speaking about collaboration ▪ Harvard Business Case ▪ Participants completed individual and paired Activities between the live virtual classroom sessions ▪ Participants completed end-of-course test

TECHNOLOGY

Instructional Design - participants were at their own PC. During the sessions, we connected to the Internet and used VoIP (Voice over Internet Protocol). We used cell phones and land line phones between sessions and for possible emergencies. The co-instructors used an “external” Instant Messaging program so they could chat with each other while teaching. The client provided the web conferencing software; it was specifically designed for live virtual classroom delivery (real-time distance learning). Henry used the client’s LCMS (Learning Content Management System), setting up groups and using it for scheduling purposes. Students logged into the LCMS, located the course, retrieved course content, and clicked on a link to join the virtual class.

DURING the VIRTUAL CLASSES - We utilized these features:

- Virtual Breakout Rooms, Polling and Surveys – True/False, Multiple Choice
- Short Answer Checkmarks
 - ✓Green checkmark for “Yes” (“Agree with”) and X Red for “No” (“Disagree with”)
- Robust Annotation (Mark-up) Tools
 - Checkmarks, Typing, Rectangles, Circles, Font Color, Stars ☆ , Emoticons ☺
- Whiteboard, Presentation, Application Sharing, Web Touring, Send a File, Chat
- Raise Hand (raised hands go into a queue)
- Test

BUSINESS VALUE SUMMARY

- Some participants said the virtual sessions were better than the traditional classroom.
- The client was especially happy – the cost savings, the participant learning, and what was learned from this “first time” distance learning endeavor.