

Customer Success Story

Distance / Blended Learning

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 had no 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:

Henry Liebling
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HENRY LIEBLING, CO-FOUNDER, MOREVIRTUAL.COM

Henry has significant experience with web conferencing, 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
- Web Conferencing / Virtual Classroom Producer
- System Admin for Learning Content Management System (LCMS)

COURSE ON COLLABORATION

Allan Austin, the consultant, 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

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 traditional classroom course (13 hours of learning and instruction) into a “distance / blended learning” format (15 hours of learning and instruction). 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 – 10 Modules	
Live Virtual Classroom, with Two Virtual Facilitators	Self-Paced and Paired Activities, outside of the Live Virtual Classroom
<p><i>Ten hours:</i></p> <ul style="list-style-type: none"> • Delivery Style: Interactive and engaging. • Four (4) real-time virtual classes. • First week: Participants attended two virtual classes. • Second week: Participants attended two virtual classes. • Third week: Participants attended an optional follow-up virtual class. 	<p><i>Five hours:</i></p> <ul style="list-style-type: none"> • Pre-course reading and quiz. • View video clips of company executives, speaking about collaboration. • Harvard Business Case. • Individual and Paired Activities: completed between the live virtual classroom sessions. • Participants completed end-of-course test.

TECHNOLOGY

Participants were at their own PC. During the real-time 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 to each other while teaching. The client provided the web conferencing software (specifically designed for live virtual classroom delivery – real-time distance learning). *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

Learning Content Management System (LCMS): Henry used the client’s LCMS, 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.

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.