

Instructional Design and Blended Learning

This real-life example is briefly described in the blended learning section of "The Web Conferencing IDEA BOOK for Learning and Human Resources," by Henry E. Liebling." Henry played a critical role in bringing this course to blended learning reality. His roles included: co-project management, co-instructional design, co-virtual delivery, web conference producer, & system admin for the Learning Content Management System.

Two-day Course

- Company** Global Mobile Telecommunications Company
- Problem** For budget reasons, the company needed to cut its training costs.
- Solution** The company decided to use Distance Learning to eliminate travel expense for one of its flagship courses. This course had been taught in 32 countries by international consultant Allan Austin.
- Course: *Collaboration for Product Creation Teams*
- Note: This was the company's *first* distance learning program.
- Course Conversion** The two-day (13 hours of instruction) classroom course (Instructor-Led Training – ILT) was **converted** into a "blended learning" format (15 hours).
- Participants**
- Multiple levels of managers
 - Marketing and product development managers
 - Engineers and technical experts
 - Business relationship owners
- Locations**
- Company headquarters – Europe
 - Students: US – Dallas, TX (Most participants joined from their own computer.)
 - Course Instructors: US - Orlando, FL and Atlanta, GA

Results

- The project was delivered on-time and within budget.
- Learning objectives were met.
- The company achieved its successful launch of distance learning.

From Evaluation Report

On a six-point scale, with one being poor and six being excellent, the sessions finished with nearly all 5's and 6's. Comparing these figures to similar ratings of classroom sessions, these ratings were actually higher.

Some of the participants actually said they felt the virtual sessions were better than their experiences with classroom sessions.

Cost Savings: Calculation of costs showed a savings of \$9,000 US per session over the traditional delivery scenario. This excluded participant travel.

Learning: The same pre- and post-test was used in the in-classroom session and the virtual classroom sessions. The participants actually performed better in this course, answering all questions correctly.

Web Conferencing Software

The web conferencing software was provided by the client.

We used a popular product that was specifically designed for the virtual classroom (real-time distance learning).

Virtual Learning Environment

Features included:

- VoIP (Voice over Internet Protocol)
- Virtual Breakout Rooms
- Polling / Survey – True/False, Multiple Choice
- Short Answer Checkmarks
 - ✓ **Green** checkmark for "Yes" ("Agree with")
 - **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 – public and private
- Raise Hand (raised hands go into a queue)
- Test

Instruction

Two virtual instructors (facilitators)

- The experienced classroom instructor – this was his first time using web conferencing.
- A professional training delivery person – already experienced with web conferencing.
- Both interfaced with the students during the web conferencing sessions and also between sessions.

**Learning
Content
Management
System
(LCMS)**

We used the LCMS for two primary reasons.

One, as a virtual class scheduler. Students could enter the LCMS, find the course, and click on links to join the virtual session.

Asynchronous

Two, we used the LCMS to make it easy for the students to retrieve the course content.

Content included:

- Pre-course reading and other reading assignments
- Harvard Business Case
- On-the-Job Assignments – completed between modules
- Paired Activities – completed between modules
- Video clips that featured various company executives speaking about collaboration

**Recording
Studio**

The web conferencing software had this feature.

We did not use it.

Instructional Design

Ten Modules

Calendar Time

The course spanned several calendar weeks.

- Participants attended four (4) real-time virtual classes over a two-week period. In the first week, they attended two virtual classes. In the second week, they attended two virtual classes.
- We conducted an optional follow-up virtual class several weeks later.

Instructional and Learning Time: 15 hours

Module 1 (90 minutes)

Participants complete a self-paced, pre-course assignment.

Module 2 (15 minutes)

Participants complete a completed quiz and submit it to the instructors. Quiz is based on the pre-course reading.

Module 3 (180 minutes – First Virtual Class)

This module included web conferencing “practice time” – to get the participants using the various tools.

NOTE: Module 3 High Level Design – pages 7 & 8

Module 4 (30 minutes)

Participants work in pairs and complete an assignment

Module 5 (150 minutes – Second Virtual Class)

Module 6 (90 minutes)

Participants pair up and complete an assignment.
Participants get feedback from the local SMEs.

Module 7 (150 minutes – Third Virtual Class)

Module 8 (30 minutes)

Participants work individually to complete an assignment.

Module 9 (150 minutes – Fourth Virtual Class)

Module 10 (30 minutes)

Participants complete an end of course test.

Engaging the Students

Throughout all the modules, and frequently, students:

- Participated in the discussions.
- Used the hand raising feature and asked questions.
- Responded to certain questions with the







Green ✓ checkmark for "Yes" and **Red X** for "No".

- Gave feedback and used the emoticons, for example:



Participants also:

- Typed on the whiteboard.
- Placed "stars"    next to content that was shown – to indicate one's preference. 
- Worked in small virtual groups – in virtual Breakout Rooms.

**Module 3
High Level
Design**

45 Minutes

- Virtual Instructors confirm that everyone can “see” and hear.”
- Virtual Instructors confirm attendance from the class roster.
- Instructors explain and show visuals of the Web Conferencing interactive tools.
- Students practice using the interactive tools.
- Virtual Instructors present and facilitate a discussion regarding the course learning objectives.
- Students verbalize what they want to achieve in the course. As their reasons are verbalized, they are typed for everyone to see.

180 Minutes

60 Minutes

- Virtual Instructors debrief the pre-course assignment and the quiz results.
- Students participate in Polling / Survey questions.
- Instructor gives presentation with light Q&A.
- Following the presentation, there is discussion and Q&A with the instructors. The instructors also get a discussion going among the students. Key points are typed for everyone to see.

Module 3
High Level
Design,
continued

15 Minutes

Break

45 Minutes

- Students read different sections from the Harvard Business Case. Several students typed onto the virtual white board.
- Students participate in a Polling / Survey question.
- Virtual Instructors facilitate a high involvement, robust discussion about the case study. All participants participate.
- Comments and ideas are written so that everyone sees them at the same time.

15 Minutes

- Virtual Instructors show a slide and explain the on-the-job assignment.
- Module 3 Wrap Up.

Learnings and Comments

This section is written by Henry Liebling. It summarizes some of his learnings.

1. **The Collaboration Subject Matter Expert (SME)**. The international consultant and classroom instructor (Allan Austin, www.allanaustin.com). He quickly and successfully adapted to the virtual classroom format. He already used a "Socratic approach" (asking questions and involving the learners) in his instructor-led classroom programs. In addition, his traditional classroom course materials already contained multi-media and student exercises and activities.
2. **Project Planning**. We completed a solid, written project plan. With hindsight and more experience under my belt, I realize that the plan could have been more detailed. In addition, we could have included different people in the planning process. (*I have a story tell about this, if you ask.*)
3. **Testing**. Testing is critical, especially if you are planning to do "new things." We wanted to push and show the video clips during the live virtual classroom sessions. Network and firewall problems prevented this.
4. **Humor**. Although "collaboration" was, and is, a serious and important topic for the client and the participants, we incorporated humor and fun during the virtual classes.
5. **Participants**. They liked this way of learning. Several participants commented on how "democratic" it was. For example, anyone could use an "emoticon" at any time. In addition, they could use the hand raise button at any time. Lastly, the instructors were able to select other students to speak, if one was "hogging the meeting."
6. **Rehearsal**. We made a commitment to rehearse. This time investment paid off. We also rehearsed special features, such as the Break Out Rooms.
7. **Learning Content Management System (LCMS)**. I am glad we used it. However, we could have used email to distribute the content and to send virtual classroom invitations.
8. **Start On Time**. We started the virtual classes "on time." We also opened the virtual class before the scheduled start time. Students could talk to each other before the class. In addition, we were also able to socialize and speak with the students who joined early. This worked very nicely.

**For additional information on distance learning and blended learning,
please contact:**

Henry E. Liebling ("Hank")

hliebling@morevirtual.com

Voice Mail: +1 678 495 4003

The Web Conferencing IDEA BOOK

A putting together
of **Behavior Techniques**
and **Technology**.

for Learning and
Human Resources



Henry E. Liebling

Assisted by
Ruth Ann Forrester



Henry E. Liebling ("Hank") - Seasoned Training Consultant
"blended experience" virtual and traditional

Web Conferencing • Distance/Blended Learning • Collaboration

Management Consulting Catalyst Roadmap Coaching & Training Speaking
Project Planning and Management Organizational Development
Technology Evaluation Product Development Custom Training Programs
Virtual Facilitation Web Conference Producer



Have used 20 separate web conferencing programs since 1992.

I do not resell web conferencing software. Facilitated hundreds of synchronous sessions for virtual meetings and distance learning.

Author, four books on Web Conferencing. (Amazon, search on Henry E. Liebling)

- Currently researching telepresence best practices (user centric)
- Contributed 2 Rules: *"42 Rules for Successful Collaboration"* (D.Coleman)

Sales Channel Training Program (Microsoft) – AWARD from U.S. Distance Learning Association

New Product Sales Training (BellSouth) – web conferencing and video conferencing

Product Development for New Virtual Coaching Service

International Consulting Firm – catalyst and training consultant to help company achieve effective use of web conferencing for customer-facing and internally

Blended Learning – *"Collaboration for Product Creation Teams"* (Nokia) – significant cost savings, plus excellent learning results

Leadership Development Training Program – wrote training content for award-winning Q2 Learning's eCampus (online virtual coaches, journaling, and more)

Conducted Web Conferencing programs for:

- American Society of Training and Development (ASTD chapter)
- Organization Change Alliance
- Southeastern Association of Facilitators
- Human Resources and Training Department (Orkin)
- State of Georgia (Telecommuting program)
- Clean Air Campaign (Georgia)
- Institute of Industrial Engineers

Traditional Experience

Sales Process and New Product Development Process: BellSouth-EDS "alliance" co. selling managed network solutions

Culture Change / Leadership / Customer Retention – large-scale initiatives

- ▶ Call Centers (Lead, Engage, and Perform) (BellSouth Consumer Operations – 23 centers & HQ)
- ▶ Claims Management ("People Serving People") (The Equitable Group and Health, 25 million people served)

Former Sales Administration / Customer Service Manager (construction equipment manufacturer)

Sold and delivered personal and professional development programs (live and video-facilitated) and follow-up classes - The Pacific Institute (Lou Tice) and Gordon Graham and Co

Training Programs (assessment, design, develop, deliver, T-T-T, instructor guides, student materials)

- ▶ Business Acumen for Sales – (included train-the-trainer and 12-week coaching component for first level managers) (BellSouth, Monster Worldwide)
- ▶ Sales Specialist Certification program for large account resellers (Microsoft)
- ▶ Call Center Agents – new hire and advanced skills (AT&T)
- ▶ Retail Store Manager Train The Trainer Certification program (The Great American Cookie Co.)
- ▶ Opening a new 7x24 Call Operations Center (National Westminster Bank and American Bankers Association)
- ▶ Customer Service Program for field engineers (Wall Street co.)
- ▶ New Product Sales Training courses – more than 15 courses



Education: Political Science degree, Syracuse University. Masters of Public Administration from Syracuse University, Maxwell Graduate School of Citizenship and Public Affairs. Studied behavioral science and organizational development at University of California. Programs for National Urban League, Boys and Girls Clubs of America, Blue Cross Blue Shield, Hoboken High School, Temple University, and Governor's Office of Volunteerism (State of New Jersey).

Henry E. Liebling ("Hank")

New Revenue

Consulting / Training Co.

A consulting firm hired me to help them to more effectively use web conferencing.

- Within four months of my starting work with them, they booked over 50 new training sessions, using web conferencing for delivery.

Reduce Costs - Blended Learning Evaluation Report

Global Co.

"Calculation of costs showed a savings of \$9,000 per session ..."

President, Professional Association

Southeastern Association of Facilitators

"Henry's tips and tricks for facilitating virtual meetings provided new information and special tools to enable facilitators to improve the preparation, coordination, and facilitation of virtual meetings. Attendee comments speak well to the quality of Henry's session."

Vice President, Programs, Chapter

American Society of Training and Development

Virtual Presentation using Web Conferencing: *"Henry collaborated with us ... connected with the program committee ... distance learning ... a great program ..."*

- Other comments: *"... the members were engaged during the presentation, writing notes, attentive to the screen and participated in the table activities. Many positive remarks were made as people were departing."*

Dean, Business School

Kennesaw State University

"... The hands on, step-by-step approach removes all the mystique from the process and includes dozens of outstanding tips that will greatly benefit any organization."

Distance and Blended Learning Expert

Chairman Emeritus, U.S. Distance Learning Assn.

"... hundreds of examples and tips, it should be helpful to anyone interested in virtual working and distance education."

Director, Learning Technology & Administration, Learning and Media Services

"Henry showed our folks new vistas of virtual meeting possibilities. They came away talking of great new ways to use our virtual meeting solution."

Sales Increase on First Day of Training

Global Staffing Co. - Not Virtual Classroom

The sales people completed a pre-course assignment. Their classroom training was split into 2 half-days. First-level sales managers were trained to implement a 12-week coaching program. On the first day of classroom training for the "Business Acumen" for Sales course, there was a significant increase in sales. People who attended the morning class were applying what they learned that afternoon. *"It Worked."* You can imagine the buzz! The Sales VP was so pleased!

Cut 50% Off the Learning Curve for New Hires

Banking V.P. - Not Virtual Classroom

"I am happy to report that the training program reduced the normal learning curve elapsed time by one-half. That is, historically, six months of training is required to achieve full productivity by a new ATM Monitor. In this instance, all trainees were up and running within three months time."

Bay Area CA Telework Association

Web Conference

"... You did a fabulous job getting people involved and creating a sense of community."

Company President

Learning Technology Co.

"Henry has identified 'secrets' to making collaborative technologies work and maintaining a personal touch while gaining the known advantages."

Chief Innovation Officer

Global Training Co.

"Mr. Liebling's book offers excellent insights for those just getting started in helping their organization take advantage of virtual technologies and practical considerations for those whose organizations are already making their work more virtual."

Training Manager and Senior Consultant

International Consulting Firm

Henry was a great catalyst ... new skills enhanced our meeting effectiveness and results; while improving our ability to stay connected and build relationships... a tremendous support for us by providing a wealth of resources, questions and materials to help us really deepen our thinking, awareness, knowledge and application. He sought to truly understand and meet our needs and is readily available for help, advice and support. We look forward to continuing to work with Henry and MoreVirtual.com in the future to further build our virtual capabilities and expertise."

Former Director

White House Office of Science and Technology

Former President

Exxon Research and Engineering Co.

Former, Executive Director

Bell Telephone Laboratories

"Henry Liebling's Web Conferencing book is a tour-de-force for those of us who need a way to communicate economically and effectively. Congratulations on your book ..."

**Executive, Professional Development, Organizational Development
and Succession Planning**

F1000 Co.

"... provides very practical and easily understood tips, ideas, and examples of how you can implement web conferencing into your organization's communication and training plans."

Vice President, Information Technology and Services

Syracuse University

"Successful collaborations and effective meetings can be difficult when people meet in person. Conferencing in cyberspace presents a whole new set of challenges that are often not well-understood by organizers. Henry Liebling's latest book addresses this gap nicely by presenting a clear set of guidelines that help meet the unique challenges of facilitating virtual meetings that get business done."

Former Deputy Secretary

United States Department of Education

Retired CEO

Xerox Corporation

"Web Conferencing has great potential for industry, education, government, science, and engineering. Using it effectively can help improve innovation and productivity. Henry Liebling's latest book gives hundreds of examples and techniques to help realize this potential."

Company Chairman and CEO

Former Chairman and CEO

Former CEO

Former CEO

IHS, Inc.

Ingram-Micro, Inc., 1996-2000

Square D Co.

AT&T Global Information Systems (NCR Corp)

"Henry, I just finished reading your new book. In today's fast changing world, the need for constant communication is more important than ever. Henry Liebling has done a great job in creating a do it yourself kit for everyone to use. Web Conferencing is such a cost effective tool. Henry brings to the reader the how to and why in a clear and simple set of chapters. This book will help all of us use a wonderful productivity tool to do a much better job of collaboration, group learning, and communication."

President Emeritus

Public Technology, Inc.

"The potential of collaboration, an imperative of today's management agenda, can be greatly helped by the new technologies of web conferencing. Beyond the technical aspects, the organization change can be challenging and difficult to manage. Henry Liebling has both the experience and vision to suggest the optimal paths to web-assisted collaboration."

Henry E. Liebling ("Hank")

Services for the VIRTUAL CLASSROOM

Live Instructor Led Learning

Analysis and Planning

- Visioning Process and Strategic Planning.
- Identify and Understand Your Targets: Current, former, and prospective clients and customers.
- Course Portfolio Planning. For the virtual classroom.
- Professional and Technical Staff: Identify who will be involved.
- Establish Success Criteria.
- Write Business Case, including technology to use.
- Identify Resources, Conduct Assessments, and Liaison with Technical Staff and Web Conferencing software companies. For large-scale rollout, develop change management approach.
- Clarify Scope and Develop a Roadmap and Plan.
- Design the Evaluation and Measurement Process.

REVENUE Virtual Classroom Opportunities with Paying Clients

Involve key customers in your planning. Develop revenue goals. Develop and implement strategies for: go-to-market plans, responsibilities and processes, registration, payment process, and more.

Virtual Classroom Performance

I provide coaching and training to people involved with the successful planning and implementation of virtual classroom learning. Tailored checklists and job aids are provided.

Conversion Process and Instructional Design

- Establish learning objectives. ▪ Know the web conferencing software capabilities and environmental factors (e.g. network performance, firewalls, how audio is to be handled, computer operating systems).
- Create powerful designs: (A) To achieve learning objectives. (B) To achieve an effective learning environment - - involve, engage, and interact.
- Include such things as (a) socialization, (b) polling questions and quizzes, (c) chat, (d) annotation tools, (e) application sharing, (f) web content, (g) feedback and checkmarks, (h) breakout rooms, (i) video, (j) testing/grading, and (k) breaks.

Virtual Meeting Role Player

- I can Facilitate and Co-Facilitate your Virtual Classroom sessions.
- I can be your Web Conferencing Producer.
The "producer" is "behind the scenes" and/or handles some of the web conferencing tools during the meeting – chats, polling questions, permissions, and more.

Courseware and Guides: Develop guides and materials:

- Instructor (Facilitator) Guide
- Student Materials
- Producer Guide

Experience – Distance and Blended Learning

Microsoft
Nokia
BellSouth
International Consulting co's
ASTD Chapter
Orkin-Rollins
Professional Facilitators Assn.
Organization Change Alliance
State of Georgia
Institute of Industrial Engineers

Business Processes: Develop and get buy-in to new business processes, including (1) Week Before, (2) Day Before, (3) Same Day of the Virtual Class, and (4) Technical Support.

Project Management

Develop and execute the project plan. Involve and inform stakeholders. Implement and monitor new business processes. Organize and manage pilots and rehearsals.