

**ID** *The eLearning Guild's*  
**INSTRUCTIONAL DESIGN SYMPOSIUM<sup>SM</sup>**  
**New England**  
*Regional*

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**July 23 & 24, 2009 | Boston, MA**

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# **Program Guide**

**[www.eLearningGuild.com](http://www.eLearningGuild.com)**

**+1.707.566.8990**

**This Event Produced By**



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**Dear Instructional Design Symposium Participants,**

It is with great pleasure that I welcome you to this very special event!

Thank you for joining us here in Boston for *The eLearning Guild's Instructional Design New England Regional Symposium*. This unique program will offer you two intense days in which to examine different aspects of e-Learning instructional design. The focused program, limited attendance, and extended session times will offer you a rich learning experience. The program presenters represent both well-known experts and best-selling authors in our industry, as well as practitioners who will share their real-life successes and challenges.

Besides the great sessions, you will also have time between sessions, during lunch, and at the Thursday reception to have great conversations with your ID peers. I encourage you to be a proactive learner while you are here. I also encourage you to be proactive in sharing what you know ... because the sharing of knowledge and information is the very thing that makes this a *Guild* event!

I hope you enjoy this event, and are able to learn and develop new relationships and discover insights, techniques, and strategies that will take you and your organizations to even greater levels of success in the coming year.

Sincerely,

Heidi Fisk

Co-founder, Executive Vice President,  
*The eLearning Guild*

## General Information

### Registration Desk Hours

Thursday 7:30a – 4:30p  
Friday 7:30a – 3:30p

### Badges

Please wear your event badge at all times. Event badges are required for admission to all sessions, lunches, event activities, and the Welcome Reception.

### Evaluations

- Your opinion counts! Please complete a yellow evaluation form for each session that you attend.
- Evaluation collection boxes will be located at the Registration and Information Desk.
- After the event, please complete the **Overall Evaluation Form** which you will find with your event materials.

### Session Handouts

- All handouts will be posted on the conference Event Resources page here:

<http://www.elearningguild.com/content.cfm?selection=doc.1322>

### Please Remember...

- Do not leave purses, computers, or other valuables unattended or in the session rooms!
- As a courtesy to other attendees and the presenters, please turn off all cell phones and pagers during the sessions. If you must take a phone call, please leave the session room.



### Twitter Hash Tag

- For those of you twittering about the event, please use this hash tag: **#IDNE**

## Meals & Breaks

### Breakfast

There will be a light continental breakfast with coffee, tea, juice, bagels, and pastries each day.

### Lunch

Lunch is provided for all registered participants of the conference, and all presenters of the event. The lunch menus are listed in this program guide for each day. You must wear your event badge to be served.

### Refreshment Breaks

Morning breaks: sodas, coffee, and tea  
Afternoon breaks: sodas, coffee, and tea  
Water stations are located in each breakout room.

## Schedule-at-a-Glance

### Thursday – July 23

7:30a – 4:30p	Registration and Information Desk Open
7:30a – 8:30a	Continental Breakfast
8:30a – 10:00a	<b>Opening Keynote</b>
10:00a – 10:30a	Morning Refreshment Break
10:30a – 12:00p	<b>Block 1 (Sessions 101 – 104)</b>
12:00p – 1:00p	Lunch
1:00p – 2:30p	<b>Block 2 (Sessions 201 – 204)</b>
2:30p – 3:00p	Afternoon Refreshment Break
3:00p – 4:30p	<b>Block 3 (Sessions 301 – 304)</b>
4:30p – 6:00p	Welcome Reception

### Friday – July 24

7:30a – 3:30p	Registration and Information Desk Open
7:30a – 8:30a	Continental Breakfast
8:30a – 10:00a	<b>Block 4 (Sessions 401 – 404)</b>
10:00a – 10:15a	Morning Refreshment Break
10:15a – 11:45a	<b>Block 5 (Sessions 501 – 504)</b>
11:45a – 12:30p	Lunch
12:30p – 2:00p	<b>Block 6 (Sessions 601 – 604)</b>
2:00p – 2:15p	Afternoon Refreshment Break
2:15p – 3:30p	<b>Closing Keynote</b>
3:30p	Symposium ends

## About The eLearning Guild

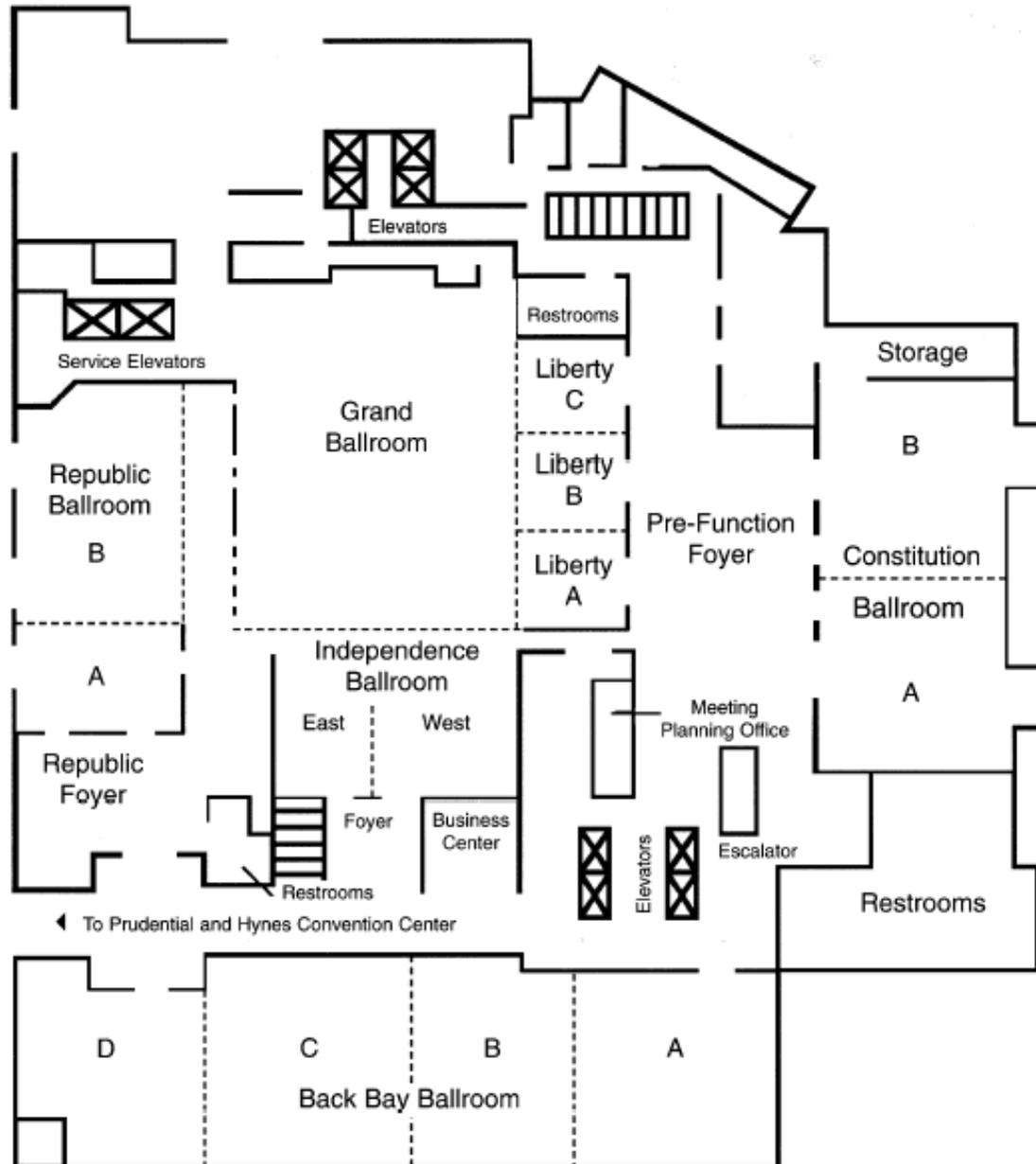
*The eLearning Guild* is a member-driven online information center and Community of Practice, where anyone involved in the design, development, and management of Web-based educational or instructional content (e-Learning) can identify and access resources needed to ensure that their organizations' projects are successful, engage in a professional peer network, and focus on expanding their own professional skills, knowledge, and expertise.

*The eLearning Guild* provides peer-to-peer networking, research, publications, online and in-person events, resource listings, buyer's guides, discussion boards, job boards, discount programs, salary surveys and information, and much more. Tap into the knowledge of over 35,000 of your global e-Learning colleagues!

**How to Contact Us:** If you have joined the community or registered for an event you are already on our contact list, and you will receive information as we make it available.

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URL: <http://www.eLearningGuild.com>

## 2nd Floor - Plaza Level



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## Thursday, July 23

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**7:30a – 4:30p** **Constitution Foyer**  
**Registration and Information Desk Open**

**7:30a – 8:30a** **Constitution Foyer**  
**Continental Breakfast**

**8:30a – 10:00a**  
**Opening General Session and  
Keynote Presentation**

**GS1** **Room: Constitution B**  
**Mastering e-Learning Instructional Design in the  
21st Century**  
*Brent Schlenker, Emerging Technologies Evangelist,  
The eLearning Guild*

New media and Web technologies are having a significant impact on the world today. The most visible impact is on the newspaper business and the music industry. But instructional design is also under fire as the debate stirs around its relevance in the 21<sup>st</sup> Century. In this opening keynote presentation, Brent Schlenker presents an engaging look at the exciting opportunities available for both instructional designers and training departments to rise to the occasion and become more relevant than ever before.

**10:00a – 10:30a** **Constitution Foyer**  
**Refreshment Break**

**10:30a – 12:00p**  
**Learning Activities, 101 – 104**

**101** **Room: Liberty A**  
**Beyond Kirkpatrick: Taking a Fresh Look at  
Analysis and Evaluation**  
*Allison Rossett, Professor, Department of Educational Technology,  
San Diego State University*

Everybody honors Kirkpatrick's four levels of evaluation in principle, though not in practice. Is Kirkpatrick's model up to current tasks and technological realities? A world with learning and support delivered online and at work via PDAs, streaming video, mobile phones, online knowledge bases, wikis, blogs, classrooms, communities, and workplace coaching demands new inquisitiveness. What might that look like? In what new ways might we approach analysis and evaluation?

**102** **Room: Constitution B**  
**New Processes for Instructional Game Design**  
*Geoff Barrow, CEO, Gillespie Associates Ltd.*

Historically, instructional design was somewhat of a linear process, until the concept of instructional games came along. Suddenly, IDs are asked to design in a whole new way, where content may be non-linear, rules of play must be considered, and the interface itself is a critical part of the overall experience. Today, instructional designers need to learn new skills and new approaches to designing engaging learning experiences, and there are very specific actions that they and their teams can take to move successfully into this area.

Participants in this session will learn how one team has undergone a fundamental shift in the way they design and develop programs. You will learn specific things you can do to better prepare individually for new design challenges. You'll learn about the need for a team approach to design, involving other designers, programmers, graphic artists, and maybe even your children. Working more in teams is not as easy as it may seem; there are all kinds of potential pitfalls, including budget and ownership of creative ideas. You'll learn specific strategies for making these sessions more productive.

**In this session, you will learn:**

- How to prepare yourself to be an instructional game designer
- How to avoid the pitfalls and common mistakes in working as a design team
- How to engage other creative professionals for successful designs
- Design processes for new media projects

**Audience:** Intermediate and advanced designers who are familiar with traditional instructional design methods, and who have an interest in designing for instructional games.

**103** **Room: Liberty B**  
**Establishing a Quality and Measurement Program  
within the Design Process**

*Lisa Fennessy, Quality Process and Measurement Consultant,  
Highmark Inc.*

Numerous industry surveys show that although most training organizations see the importance of measurement, only a small percentage have a comprehensive measurement program in place. Learners may like our programs, but in the current economic climate that is not enough; we must now prove our value. How do we establish a measurement program? What should we measure, and after measuring it, what should we do with the data? Highmark's Corporate Learning organization began to answer these questions when adopting a new learning organizational model that prompted new strategies for meeting the mission, satisfying business training initiatives, showing the value of learning, and improving quality.

Participants in this case-study session will learn a framework for measurement based on key performance indicators: Adoption, Utility, Efficiency, and Alignment that yield information on Satisfaction, Learning, and Individual and Organizational Performance. You'll learn how they developed a simple, repeatable process to capture consistent data across the organization, and implemented several tools that provide actionable information through data analysis that shows the value of learning, and helps to improve the quality of deliverables. You'll see report examples, and learn their approach, tools, and techniques that almost any organization can adopt.

**In this session, you will learn:**

- Considerations for developing a quality and measurement program
- The value of using a simple, repeatable process, and seeing the tools in action

- A framework for measurement
- What to do with the data once you collect it
- How quality and measurement can be used to improve your instructional design

**Audience:** All skill levels.

**104** **Room: Liberty C**  
**What \*Must\* Instructional Designers Know about Authoring Tools?**

*Joe Ganci, President, Dazzle Technologies Corp.*

Many factors come into play when determining e-Learning design. The learner base, the content to be taught, and the budget and schedule must all be accommodated. However, many instructional designers fail to adequately assess the authoring tool(s) that will be used to develop their carefully thought-out designs. They may overestimate a tool's capabilities and create a design that may not be fully developable, or they may underestimate the tool and not design to its full capabilities.

Participants in this session will learn the upside and downside of several authoring tools, their strengths and weaknesses, and why often several authoring tools should be used together to deliver the best e-Learning possible. You'll better understand the other side of the e-Learning development process. What good is a great design that can't be accommodated by the developer's toolkit? Why is so much instructional design written to not take advantage of what a tool can do?

**In this session, you will learn:**

- How to choose the tools that will accommodate your design in the least amount of time and money
- How to ensure your design takes advantage of a tool's strengths, especially when you are not in a position to choose the tool
- How to make sure your design avoids a tool's weaknesses
- How to determine when you should use a tool, and when instead to have someone else develop your design

**Audience:** Novice, intermediate, and advanced instructional designers with little or no experience using authoring tools to develop their designs or those of others.

**12:00p – 1:00p**

**Lunch** **Room: Constitution A**  
**Menu:**

- Tuscan Minestrone Soup with Parmesan Crostini
- Classic Caesar Salad with Grilled Chicken Breast, Crisp Romaine, Focaccia Croutons, Grana Padano Cheese, and house made Caesar dressing.
- Variety of Fresh Rolls and Sweet Butter
- Fresh brewed regular and decaffeinated Starbucks coffee, selection of herbal teas, Iced Tea with Lemon, and Individual Iced Water

**1:00p – 2:30p**

**Learning Activities, 201 – 204**

**201** **Room: Constitution B**  
**The Merger of KM and e-Learning: A New Framework for Design**

*Marc Rosenberg, President, Marc Rosenberg and Associates*

We know now that improving workplace performance is a function of both instruction and information, delivered in both classroom and job settings. Today's instructional designer must be cognizant of the role knowledge management (KM) plays in an overall learning and performance strategy. When instructional design, e-Learning, and knowledge management come together, and are combined with existing classroom programs, we see a transformation to a new framework for design. How does knowledge management support learning, especially e-Learning? What new opportunities does it present? When should it dominate a learning strategy, and when should it take a back seat?

What do we get when we stir all of this together, and how do we sell it? New opportunities await us, but only if we are open to thinking differently about what we do. If you are new to knowledge management approaches, this session will give you a good start; if you are beginning to use KM, this session will reinforce and accelerate your direction.

**In this session you will learn:**

- The definition of knowledge management
- The role of knowledge management in learning and e-Learning solutions
- What aspects of learning and/or e-Learning will change as we incorporate knowledge management; what will be the same and what will be different
- The changing role of the instructional designer, SME, and training manager as knowledge management becomes more important in the learning/e-Learning mix

**Audience:** For more senior instructional designers who want to integrate information and instruction.

**202** **Room: Liberty A**  
**Simulation Design: What's So Hard about That?**

*Jeff DeSmet, Senior Instructional Designer and Sherry Heffner, Director, Corporate Learning Design Studio, Harvard Business Publishing*

Simulations-based learning solutions are more popular than ever with today's busy and discerning audiences, however designing and developing an effective simulation experience is not easy, and often not cheap. Furthermore, the risks associated with this design approach are significant. For example, it's easy to create a simulation-based experience that may be interesting or entertaining but which falls short of the targeted learning and business outcomes. How can we ensure the design focuses on the right learning activities in the simulation and is not wasting the learner's time? How can we avoid costly design iterations, while ensuring we're getting the most from our simulation development investment?

Session participants will learn a practical and effective approach to the design of simulation-based learning experiences. You'll learn a design process and get proven techniques for ensuring an effective design. You'll see real examples and engage in a problem-solving activity of your own. You'll leave knowing how to get started, how to ensure your

objectives are met, and how to avoid common simulation design pitfalls.

**In this session, you will learn:**

- To initiate and implement a proven simulation design process
- To identify appropriate simulation activities and storyline elements
- To effectively engage subject matter experts in simulation design (e.g. what questions to ask, and in what order)
- To avoid the common pitfalls of simulation design
- To leverage simulation design tips and tools

**Audience:** Intermediate designers with some familiarity with how simulations can be leveraged in a learning environment, as well as some knowledge of the instructional design process.

**203 Room: Liberty B**

**Learn It! Try It! Bringing Simulations to Life**

*Linda Mills, Instructional Design Manager, Dunkin' Brands*  
*Krista Barrieau, Program Manager, SkillSoft*

Successfully reaching the application level in e-Learning (the opportunity for learners to practice the steps in a process, and then actually assessing how well they perform these steps) is often a challenge. This is where many e-Learning solutions fall short. Creating effective workplace simulations that both teach and assess on-the-job processes and applications, and that are meaningful for the learner and cost-effective for the organization, requires an effective and proven development process. Simulations require specific planning, design elements, and development tools from both the instructional designer and the course developers.

Participants in this session will learn a tried-and-true development process to create e-Learning simulations. This proven development process will shed some light on what is required in each step of development from the entire development cast, including the course owner, instructional designer, SME, media developer, and reviewer. This development process really works. It involves all stakeholders, and clearly defines what is required of each person at each step in order to create a truly effective workplace simulation.

**In this session, you will learn:**

- The key elements to create a simulation content document
- The steps to create a simulation document and job aid
- The key elements to effectively review course deliverables
- The key enhancements in the progression from a "Learn It" simulation to a "Try It" simulation

**Audience:** Advanced, experienced instructional designers with a strong background in creating e-Learning courseware, experience with the typical development process, and an understanding of the roles and responsibilities of each person in the development process.

**204 Room: Liberty C**

**Designing and Creating a Content Summary Quiz Game in Lectora**

*Laura Gillenwater, Senior Internal Training Consultant, E-Learning Specialist, Sun Life Financial*

Including a content summary quiz in the form of a game can be a fun and effective way for learners to see which content they've mastered and which content they may need to revisit prior to taking an official "test". However, many e-Learning designers and developers think creating a quiz game in Lectora is too difficult to master and requires using a professional programmer or graphic designer. Fortunately, this is not true!

In this session, participants will learn how they can create a custom-designed content-summary quiz game in Lectora, using built-in Lectora functionality and some basic clip art.

**In this session, you will learn:**

- Some basic principles behind the use of summary quiz games
- How to plan an effective summary quiz game
- What variables are, and how to use them with Lectora actions to create the game's "mechanics"
- How to adapt your game-building approach to the version of Lectora you have
- General tips to improve your game-building experience

**Audience:** Novice and intermediate developers who have experience with creating basic e-courses in Lectora

**2:30p – 3:00p**

**Refreshment Break**

**Constitution Foyer**

**3:00p – 4:30p**

**Learning Activities, 301 – 304**

**301 Room: Constitution B**

**Situation-based Learning Design: Research Insights for e-Learning**

*Will Thalheimer, Principal Researcher, Work-Learning Research*

Learning research shows that getting learners to practice using realistic situations, simulations, and scenarios creates learning that they will better remember, and be more likely to utilize on the job or in their lives. Unfortunately, most of our learning designs are topic based, not situation based. Using research-based insights as inspiration, Situation-Based Learning Design (SBLD) specifically focuses on supporting learners in being able to perform on the job. It not only can produce more effective learning outcomes, but it also creates opportunities to streamline learning events into more engaging, thus less boring, sequences.

Session participants will learn about the research that inspired the concept, and the SBLD model itself. From this base of understanding, participants will be able to make more effective learning-design decisions using the Magic Question, the SEDA Model, etc. Participants will be able to examine their current practices and brainstorm opportunities for utilizing SBLD. This session will challenge your long-held views of learning, while doing it in a gentle, intriguing way. You will get access to a job-aid to help you analyze your current course offerings.

**In this session, you will learn:**

- How to design and develop learning interventions that are more effective in generating on-the-job remembering
- How to utilize the SEDA model to analyze, design, and plan learning interactions
- How to move from topic-based instructional designs to situation-based designs

**Audience:** For novices, this session provides a solid foundation for continued learning. For experts, it provides a framework to organize the knowledge gained from experience and previous learning.

**302**

**Room: Liberty A**

## A Blue Print for Converting ILT to e-Learning

*Gina Minks, Senior Technical Education Specialist, and Matthew LeBlanc, Senior Technical Education Consultant, EMC Corporation*

In ILT (instructor led training) courses, the social interaction between the student and instructor, as well as between individual students in a given class, is the "secret sauce" that facilitates learning, but often this ingredient is lost when a class is taught online. How can ILT training courses be rapidly developed into e-Learning courses that maintain the social interaction required for learning?

This case study session will show participants how EMC created a plan to address this problem. Instead of "ripping and replacing" all of the current courseware, EMC proposed delivering the same content on the Centra classroom platform. You'll learn how development team's guidelines enabled transition of the ILT courseware. Collaborative teams investigated the new issues instructors faced when delivering content in a synchronous e-Learning event. Potential student participation barriers were anticipated, and plans made to lower those barriers. You'll hear real-world lessons from an organization that went from ILT to e-Learning, and get templates for converting ILT materials to synchronous e-Learning events and a checklist for anticipating learner barriers to participation

### In this session, you will learn:

- What is needed to enable learning developers and instructors to make the move from ILT
- How to inventory the technology you currently own (hardware and software)
- Common barriers to participation that students encounter in collaborative e-Learning courses
- How to convert traditional ILT content into formats appropriate for a synchronous e-Learning course

**Audience:** Intermediate-level participants who understand instructional design, and are familiar with the common methods of delivering e-Learning.

**303**

**Room: Liberty B**

## A Design Challenge: Designing for a Newly Created Job

*Cynthia Renner, Senior Training Consultant, Unum Insurance*

Technical training designers must identify the skills and behaviors that job training needs to address. This becomes more challenging when the tasks assigned to the new job, and the related skill requirements, are unclear. This case study describes development of blending training for a newly-created administrative and technical support job in the Company's Sales and Service offices. Additional challenges included geographical dispersion of these employees at 37 offices throughout the U.S., the non-standard way each office assigned work to these new employees, training time constraints, no budget, and tight target dates.

Participants in this case-study session will learn how the designer developed flexible training for these new jobs. The training program was delivered in phases, with each phase requiring repetition of the ADDIE cycle. Each phase consisted of several course modules, so courses could easily be moved around in the learner's training cycle depending on when different tasks were assigned in the learner's office. The design used a variety of media and methods, job aids, online demonstrations and practices, and virtual classrooms. Mentors helped direct the learning, and additional materials were designed for the Mentors to help them evaluate the new employees' progress.

### In this session, you will learn:

- How to analyze training needs when there are information gaps

- How to develop training materials using various media
- How to use Mentors effectively
- How to track progress using a LMS
- Tips for negotiating training deliverables with Business sponsors

**Audience:** Novice designers with general knowledge of the ADDIE design steps.

**304**

**Room: Liberty C**

## Adding Multimedia to Adobe Acrobat Pro PDF Documents

*Mark Jenkins, Technical Instructor, Hologic*

Because multimedia in Acrobat Pro is not always well documented, not many people have implemented it for training. Additionally, not all the advanced features of Acrobat are implemented with the simple "Print to PDF" method. Knowing how to use these advanced features can enhance a PDF with more interactions and training impact.

Participants in this session will learn which techniques work the best, and which ones to avoid. This session will give you a new skill set for training development.

### In this session, you will learn:

- How to add a pop-up window to Acrobat Pro
- How to create a roll-over effect in Acrobat Pro
- How to embed a resizable media player in Acrobat Pro
- How to modify the start-up parameters for different user experiences
- A quick review of some of the programs in my tool bag, and, if price is an issue, which ones have free or open-source substitutes
- How to create a custom setup.exe for installing, using the open source Nullsoft Scriptable Install System

**Audience:** Novice and intermediate designers with basic experience with Windows and Office programs.

**4:30p – 6:00p**

**Welcome Reception Room: Constitution A**

Socialize with your industry colleagues and newfound friends at the Welcome Reception while you enjoy a drink and hors d'oeuvres. There is no better way to wrap up the first day of a great event!

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**End of Thursday's Activities**

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**Friday, July 24**

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**7:30a – 3:30p**

**Constitution Foyer**

**Registration and Information Desk Open**

**7:30a – 8:30a**

**Constitution Foyer**

**Continental Breakfast**

**8:30a – 10:00a**

## Learning Activities, 401 – 404

### 401 Room: Constitution B

#### Designing Learning for the “Moment of Need”

*Bob Mosher, Global Chief of Learning Strategy and Evangelism, LearningGuide Solutions*

Research shows that up to 80% of learning occurs at the workplace in the CONTEXT of doing work. E-Learning has taken great strides, and LMS's and related technologies have moved us beyond the classroom and allowed learners to learn when it best fits their schedules. But it hasn't gone far enough to truly realize the “Just in Time” (JIT) promise. Many of the e-Learning models of today still follow a traditional design structure that helps learners acquire skills and knowledge, but doesn't fit well into a true moment-of-need situation. Now e-Learning must take the next step.

Participants in this session will explore instructional models that take on-line learning to a more contextual approach. You'll learn how to design from the moment of need backwards, allowing learners to get just the right amount of information they need to help them perform at their best in the context of their workflow and job role. You'll learn how to use the best of both worlds, formal on-line content and informal moment-of-need frameworks.

#### In this session, you will learn:

- The Five Moments of Need which make up a total learning ecosystem
- Why e-Learning is not always “informal” learning, and how to better integrate it into a moment-of-need approach
- Design frameworks that guide learners through a moment-of-need experience, presenting just the right amount of information at the right time
- How to incorporate process- and workflow-based models into design approaches
- How to maximize existing e-Learning assets in a moment-of-need model
- A true blended learning model which builds on the strengths of all modalities from the classroom to contextual workflow learning

### 402 Room: Liberty A

#### ID Considerations for Synchronous Online Learning Sessions

*Karen Hyder, Online Forum Moderator, The eLearning Guild*

Synchronous Learning Systems, like WebEx, Elluminate, Adobe Connect, and Go To Webinar, open up a range of possibilities for communicating with learners without meeting face to face. *The eLearning Guild's* research report on Synchronous Learning Systems showed that 88% of respondents thought that, when set up properly, synchronous online sessions were as good as face-to-face training. It also showed that practitioners who reported success using online tools also reported ACTUALLY USING the features of the software, rather than simply treating online sessions as glorified conference calls. Unfortunately, as organizations adopt Synchronous Learning Systems, many make a fatal mistake: they fail to consider the instructional design for live, online sessions.

Session participants will learn how to effectively engage learners and participants using virtual online tools. You'll now need to design and build interactions that make use of the features available with your synchronous software. Beyond classroom tools like projectors and flipcharts, synchronous systems provide a solid foundation for a variety of learning interactions, with features like application sharing (a.k.a. live demonstrations), polling, whiteboard annotations, text chat, and media files. It's up to you to bring the content to life.

#### In this session, you will learn:

- Typical features and options available in Synchronous Learning Systems, and how they work
- How to plan for and design online interactions
- What to include online that you wouldn't include in a classroom session
- Case study examples of online activities

### 403 Room: Liberty B

#### Strategizing Informal Learning: Making Order Out of Chaos

*Catherine Lombardozi, Manager, Best Practices, Vanguard*

Workplace learning professionals almost unanimously endorse informal learning as an important aspect of employee development. But what exactly is this informal learning stuff that we want to promote and how do we “manage” learning that is learner-directed, unstructured, and not scheduled? Once we identify and vet the best resources to recommend to employees, how do we make them available so that they can be accessed just in time, and how do we ensure employees are using these informal resources and developing the knowledge and skill the organization requires? In other words, how do we help learners to learn informally?

In this session, you will learn how Vanguard uses learning suites and a learning portal strategy to package informal learning for employees. A learning suite is a robust, learner-centered delivery mode that aggregates access to all kinds of learning resources for a specific topic or role. A Flash-based front-end, or a text-and-graphics-based internal Web page, a learning suite provides access to a wide range of materials that includes courseware (classroom, blended, or e-Learning), job aids, articles, Web resources, internal databases, external blogs, discussion boards, and more.

#### In this session, you will learn:

- A way of delivering informal learning support for your organization's most complex learning needs
- How Vanguard's learning-suite concept enables designers to organize a variety of informal learning assets for easy access
- How Vanguard's learning portal encourages informal learning for targeted employees
- A recommended design process for conceptualizing a comprehensive (formal and informal) learning strategy

**Audience:** Novice, intermediate, and advanced designers.

### 404 Room: Liberty C

#### Using Social Cognitive Theory in Online Video Design

*Peter Orton, Program Director, Center For Advanced Learning, IBM*

Bandwidth now affords fast and high-quality streaming video. But video design for behavioral learning has its own design insights, different from that of text or graphics, and different for mere information transfer. Stanford Professor Albert Bandura has been exploring the power of symbolic modeling (using film and video) for observational learning for a half century. This session will reveal his findings and illustrate, with examples, how they ought to be applied to create effective instructional video design.

Participants in this session will learn how best (and how not) to use video to help create effective behavior change in the workplace.

#### In this session, you will learn:

- How to model action in video for effective skills learning

- How NOT to model action in video for effective skills learning
- How to select acting talent
- How NOT to select action talent
- How to use voice-over for cognitive modeling
- How to script engaging dialogue to support modeling

**Audience:** Intermediate and advanced instructional designers. This session is not about the technology, i.e., how to encode video for online transfer. It will focus solely on the design of video for behavior change.

**10:00a – 10:15a**

**Refreshment Break**      **Constitution Foyer**

**10:15a – 11:45a**

**Learning Activities, 501 – 504**

**501**

**Room: Liberty A**

## Getting your Project Funded: Making the Business Case in Lean Times

*Lee Maxey, President, MINDMAX, Inc.*

Getting funds to continue existing projects or to launch new initiatives is particularly challenging in today's economy. Every organization is affected; important efforts are tabled because of lack of funding. Projects are cancelled, regardless of their importance. At the same time, business-as-usual is a standard expectation. How do project managers, senior instructional designers, performance consultants, and training managers get the needed funding?

Session participants will learn how to align learning and training initiatives to the organization's business goals. Demonstrating a clear potential business impact in business terms increases the chance of getting or keeping funding. You'll learn how to identify stakeholders, and how to involve those stakeholders in the most constructive ways. You'll see several case examples of projects that were funded in budget-stressed situations. If you are concerned about your current budgets, or if you have an important initiative that needs funding, this session is for you.

### In this session, you will learn:

- How to identify factors that align projects to business goals
- How to identify methods of aligning projects to business goals
- How to build a strong business case, and increase the likelihood of funding
- How to identify the roles of stakeholders, and address their respective needs

**Audience:** Training Managers, Senior ID's, project managers, project leads, or performance consultants who influence budgeting for projects, and who have budgeted for a project and attempted to get funding (unsuccessfully or successfully).

**502**

**Room: Liberty B**

## Using Rich Media and Social Networking to Engage Young Learners

*Phillip Simon, Online Instructional Design Specialist, Yale University and Robin Whittlemore, Associate Professor, Yale School of Nursing*

The Internet is becoming an increasingly popular venue for health-related research interventions, and today a broad range of psychosocial and educational programs are available through it, including health information and advice, and real-time counseling through chat rooms video-conferencing, and support groups. But results are quite variable; some programs improve health outcomes, while others do not. It is clear that designing health-related internet interventions requires expertise from diverse fields, and a systematic approach.

This case study session will give you insight into the systematic and extensive intervention development process used to develop TeenCope, an Internet coping-skills training program for teens with type 1 diabetes. You'll learn how a pilot study led to an expanded, federally funded, multi-year national study now underway. You'll discover the learning theories, design decisions, and the iterative intervention design required for health-related interventions. You'll see how TeenCope appeals to teenagers by using graphic novels, animation, and social networking.

### In this session, you will learn:

- The techniques and tools used for the study
- The challenges of using Internet technology for a controlled scientific intervention
- How to manage integrating skills from the health research and interactive design professions
- The challenges in developing effective user interfaces for teenagers
- The early results, and how the target audience is interacting with the program
- The interactive process to manage the scope and budget for a large educational initiative

**Audience:** Novice, intermediate, and advanced developers with an interest in developing health-related internet interventions, or conducting clinical trials on multi-media programs.

**503**

**Room: Constitution B**

## Pattern Libraries for Instructional Designers

*Valerie Kelly, Lead Educational Technology Designer, and David Robins, Assistant Professor, Kent State University*

High quality, cost-efficient methods of instructional design are necessary for creating online learning environments. But instructional design teams at many organizations and educational institutions are often overloaded, so many designers and faculty often have to do their own design and development without the help of an instructional designer. Institutions often do not document work processes and design solutions in a way that can be referenced by other instructional designers. Too much time is spent solving problems that have already been solved by others many times before. If principles, processes, and patterns are identified and documented in an instructional design library, time spent on basic design can be reduced, and time becomes available for creativity and innovation.

In this case-study session, participants will learn about design pattern libraries, and their use in facilitating the Website design process. You will learn about how the Knowledge Management Online Certificate at Kent State demonstrates some of the principles, processes, and patterns. You'll create an inventory of instructional design genres and common problems, identify recognizable patterns and components

that fit into patterns, and then assemble some problems and solutions into an instructional design pattern library.

**In this session, you will learn:**

- What design pattern libraries are
- How design pattern libraries can be adapted to instructional design
- The process of identifying problems and creating solutions in design patterns
- How design patterns have aided one organization's design and development processes

**Audience:** Intermediate designers with some experience in developing online instruction.

**504 Room: Liberty C**  
**E-Learning on the Cheap! Finding Resources for Free (or Virtually Free)**

*Steven Yacovelli, Owner & Principal, TopDog Learning Group, LLC*

The use of e-Learning and various learning technologies is still growing by leaps and bounds, but for some smaller organizations, because of fiscal and human resource constraints, being able to create quality e-Learning solutions (both synchronous and asynchronous), deliver them, and track results is a dream. Simply put: many companies have not gone far (or even boarded!) the e-Learning bandwagon because they can't afford the development and management tools to do so.

In this session, participants will learn creative ways to create quality e-Learning solutions using many free (or virtually free) tools, or ones that already exist on their own desktops. Good e-Learning should always start with solid instructional design, but with a little creativity, ingenuity, and Googling, any instructional designer or teacher can create quality technology-enabled learning interventions for little expense beyond time and effort. By learning and implementing the inexpensive solutions, you'll begin to see how your organization will react to e-Learning efforts, and have greater knowledge to use for preparing the business case for your company to truly invest in other e-Learning solutions.

**In this session, you will learn:**

- How to determine what instruction delivery solution would work best for your audience and your specific topic
- Readily available resources that can provide free (or virtually free) e-Learning development tools
- How to plan to measure the success of the e-Learning implementation in order to create a solid business case for future e-Learning

**Audience:** Novice, intermediate, and advanced participants who work within the instructional design profession.

**11:45a – 12:30p**  
**Lunch Room: Constitution A**

**Menu:**

- Field Greens Salad with Vine Ripe Tomatoes, English Cucumbers, Daikon Radish, with White Balsamic Vinaigrette.
- Rolled Grilled Vegetable Lasagna with Ricotta Cheese, Cured Tomatoes, and Basil Coulis
- Variety of Fresh Rolls and Sweet Butter
- Fresh brewed regular and decaffeinated Starbucks coffee, selection of herbal teas, Iced Tea with Lemon, and Individual Iced Water

**12:30p – 2:00p**  
**Learning Activities, 601 – 604**

**601 Room: Liberty A**  
**The Changing Role of the Instructional Designer: Re-tooling Perspectives and Competencies**

*Ellen Wagner, Principal Analyst, Sage Road Solutions, LLC*

There is a concern today in the worlds of technology and learning that perhaps IDs have lost their relevancy. Tweets and blog posts posit that ID is an artifact of the 20th century, for dealing with 20th century problems. This infers that in the age of Web 2.0, Learning 2.0, and e-Learning 2.0 ID should go, because in many of the authoring tools du jour ID is already preprogrammed. Ellen Wagner disagrees: ID represents the essential core of what makes our work unique when compared, say, to the work of a graphic artist, a Web designer, a LMS administrator, or other discipline, because all the other disciplines depend upon the participation of instructional designers to ensure that learning goals get met.

Participants in this session will learn the essential competencies and skills required for success in today's emerging enterprise learning settings. You'll get a "baseline" of knowledge and skills, and learn the different paths of professional development that today's IDs will find useful when pursuing future professional endeavors.

**In this session, you will learn:**

- The full range of expectations facing today's ID, and why those skills matter
- Why historical and current models of ID tend to misrepresent the full range of professional responsibilities
- What IDs can do to be taken more seriously by their business counterparts
- Top 10 things that can help IDs drive better value in their workplace and in their professional practice

**Audience:** Participants should have a basic understanding of ID, and have already established a philosophy of ID practice.

**602 Room: Liberty B**  
**What Makes e-Learning Successful: Lessons Learned**

*Kenneth Brantingham, eLearning Developer, Saint Luke's Health System*

Saint Luke's Health System needed to develop effective, engaging, motivating, and interesting e-Learning with advanced features such as usage tracking for transcripts and reporting, as well as bookmarking and online evaluations. They also wanted their e-Learning courses to be easily accessible as reference material, and they faced the typical network and infrastructure challenges of delivering textual multimedia content instantly and without long wait times. The Health System relies heavily on technology, and much of the training is application training, so they needed to find ways to keep the learner engaged and interested while learning to use technical systems for patient care.

Participants in this case study session will learn the choices and steps taken to create a robust e-Learning system and their own LMS for transcript tracking and report generation. You'll learn the "issues" faced, and what was done to solve each of them. Course types included both application and soft-skills training, which required full multimedia delivery over our intranet. You'll learn what made the solution of judicious use of video, shot specifically for Web distribution, delivered in Flash, and combined with interactive features, practical.

**In this session, you will learn:**

- What categories of training are best supported by e-Learning
- How to decrease development time by using templated courses
- How to utilize Flash and ActionScript 3.0 to deliver robust e-Learning
- How to create and deliver video presentations with interactivity over the Web
- How to create your own LMS

**Audience:** Novice and intermediate levels of those involved in e-Learning.

**603** **Room: Liberty C**  
**Blended and Interactive Design on a Nonprofit Budget**

*Matthea Marquart, Director of Training, and Zora Rizzi, National e-Learning Specialist, BELL (Building Educated Leaders for Life)*

This session will provide a real-life case study of BELL's (Building Educated Leaders for Life) e-Learning program. You'll learn how BELL was able to launch 12 modules of interactive e-Learning (approximately 10-15 hours of e-Learning) on a nonprofit budget with limited resources and a tight timeline. BELL's blended learning approach to a summer orientation training earned Training Magazine's 2008 Blended Learning and Performance Project of the Year award.

Participants will learn specifics of the business, budget, design, and logistical challenges BELL faced in launching the e-Learning. You'll learn the solutions that solve these challenges, and the lessons learned in the process. This e-Learning program on a Moodle platform was created with tools such as Hot Potato, Raptivity, Flash, MS Paint, SurveyMonkey, and Atlantic Link.

**In this session, you will learn:**

- How BELL kept e-Learning design and implementation costs low to fit a nonprofit budget
- How to design e-Learning for staff completing e-Learning at home, using a wide variety of computer technology
- How to design e-Learning for staff with diverse computer skills, ranging from no experience with computers to high-tech skills
- How BELL designed e-Learning for a novice-through-expert range of existing knowledge and experience with the content
- Eleven ways that BELL assessed the effectiveness of their e-Learning
- How BELL tied e-Learning to classroom training to create a blended learning program

**Audience:** Novice, intermediate, and advanced participants. There is no knowledge or skill prerequisite for this session.

**604** **Room: Constitution B**  
**Adding Audio: The Make or Break Captivate Difference**

*David Locke, Manager, WordSmith LLC*

Adding an audio track can boost the impact and effectiveness of Captivate movies more than any other post-capture change. But adding audio to Captivate movies is a complex process, arguably the single most time-consuming, difficult, frustrating operation you'll encounter. In addition, good, reliable guides are hard to find. Some Web sites that promote their expertise offer examples that are downright painful, while hidden gems may illustrate "best-of-breed".

Participants in this session will explore the critical issues, including recent work in cognition, and some strange and, perhaps, unexpected

components of adult learning. You'll learn the decisions you must make in working with audio, and their consequences, the stages to go through, and the entire process. You'll get specific guidelines for success, starting before the capture itself. You'll explore some real-world examples, and use the products to evaluate the relative merits of different ways of working with audio, including the components of Captivate and useful third-party audio tools. You'll leave understanding how to begin, what to avoid, and the limits and achievable goals.

**In this session, you will learn:**

- From the research: audio that works, and doesn't
- Reviews and examples of hardware
- Software offerings and options
- Planning issues (storyboard vs. pilot)
- Three principle methods and when to use which one

**Audience:** Intermediate-level participants will benefit if you have some experience with capture tools like Captivate, or if you have been subjected to poor examples of audio-added e-Learning.

**2:00p – 2:15p**  
**Refreshment Break** **Constitution Foyer**

**2:15p – 3:30p**  
**Closing General Session and Keynote Presentation**

**GS2** **Room: Constitution B**  
**The e-Learning Instructional Design Solutions-fest**

**Panelists:**

*Lee Maxey, MINDMAX, Inc.*  
*Bob Mosher, LearningGuide Solutions*  
*Marc Rosenberg, Marc Rosenberg and Associates*  
*Allison Rossett, San Diego State University*  
*Will Thalheimer, Work-Learning Research*  
*Ellen Wagner, Sage Road Solutions, LLC*

**Moderator:** *Heidi Fisk, Co-founder, The eLearning Guild*

This is your opportunity to gain insights into the most challenging issues facing e-Learning instructional designers every day! In this highly engaging closing general session we will cull the most important questions, the hottest issues, and the thorniest challenges from you ... the audience. Then, Ms Fisk will lead our panel of esteemed and featured symposium speakers as they discuss and debate them in this focused e-Learning solution-fest. Whatever you do, don't skip this closing session!

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**3:30p – Symposium Ends**

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**Please remember to complete and return your overall evaluation form. Thank you for attending!**

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## Get Involved after the Event!

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In order to maintain a vital community, and provide relevant information, *The eLearning Guild* seeks the active involvement of all *Guild* members. Not only will your engagement help the *Guild*, it will also be a rewarding professional development experience. Consider these ways to engage:

**Speak at Guild Events:** All members are encouraged to submit presentation proposals for any *Guild* event. Proposals to present are now being accepted for the 2010 spring conference. Presenters can qualify for free registration to the event. For more information about presenting, contact Heidi Fisk at [hfisk@eLearningGuild.com](mailto:hfisk@eLearningGuild.com) or Brent Schlenker at [bschlenker@eLearningGuild.com](mailto:bschlenker@eLearningGuild.com).

**Write for Learning Solutions e-Magazine:** Industry leaders, and practitioners just like you who are working in this field every day, write Learning Solutions e-Magazine articles. This is your opportunity to share your knowledge and experience with others. For additional information, contact Bill Brandon at [bbrandon@eLearningGuild.com](mailto:bbrandon@eLearningGuild.com). Writers can earn a free *Guild* membership.

**Contribute to Guild Research:** You can contribute to *Guild* Research by volunteering to serve on the Research Committee and/or contributing to individual *Guild* Research Reports or other projects. Also, recommendations for research topics are always welcome. For more information, or to make a suggestion for a research topic, contact Heidi Fisk at [hfisk@eLearningGuild.com](mailto:hfisk@eLearningGuild.com).

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