

# Starting out on a Blended Learning Strategy

## 10 key areas to get right



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## Introduction

The goal of this paper is to help you consider some of the key areas that will influence the degree of success you will achieve from your investment in blended learning activities.

*“Considering the key issues at the outset is crucial?”*

This paper provides you with a selection of 10 key considerations to think about before embarking too far on a blended learning development.

*“If only I knew what I now know – I would not have started here!”*

As a learning professional, you are probably already convinced of the merits of training within your organisation. Now is the time to get everyone else on board. This paper has been designed to help you plan, communicate, and sell your proposed learning initiative to key decision-makers within your organisation. A reality of life within all organisations is that a limited amount of funds are available and must be allocated to many divisions and projects. You may be convinced of the critical importance of your proposed training initiative. You may also be certain that your training initiative will have a substantial positive impact on your organisation’s operations, efficiency, and costs. But, you need to be sure you have addresses all the key issues.

*“We are, as a species, blended learners.”*

- Elliot Massie

## Blended Learning – Why do we need it?

**At a strategic level blended learning is a business performance improvement tool, not a training tool.**

“People are not single-method learners!” says e-learning guru Elliott Masie (cited in Rossett, 2002). Indeed, while specific “blended” offerings differ, industry consensus continues to point to the use of multiple modes for learning. Masie puts it simply: “We are, as a species, blended learners.”

If this is true—that people perform better when they have a mix of modalities and methods of learning—what defines the most effective mix? Will any combination of modalities do, or is there an “optimum blend,” a “sweet spot” to blended learning? In short, blended learning should be designed to fit your own specific organisational and learning needs.

*“Blended learning integrates, or blends, learning programs in different formats to achieve a common goal”.*

## Blended Learning – what is it?

*Blended learning is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction. (Krause, 2007).*

Remember that the ultimate purpose of blended learning is more than reducing the cost of training, it is to drive better business performance or compliance. If you cannot identify the business goal of a blended learning program, you should ask why you are doing it in the first place.

## 10 benefits to seek from a blended learning approach

Blended learning is today widely recognised as good for business, offering lots of potential benefits when properly managed, implemented and understood.

Some of the typical benefits are shown below:-

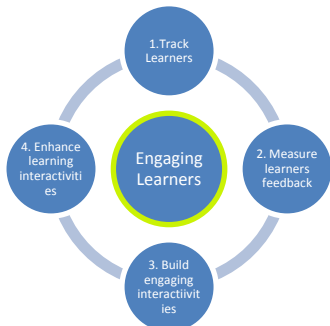
1. Retains front line staff in the front line to protect service levels
2. Avoids manpower backfilling when taking classroom training.
3. Reduces your classroom training costs – typically reductions of 25%-80%
4. Provides theory based learning to learners any time, any pace, any place.
5. Enables consistent training content across the organisation, customised to your organisational needs, easily updated and maintained.
6. Reducing CO2 emissions by reducing staff travel to a training centres.
7. Centralises and automates the recording, assessment, compliance reporting and measures of training effectiveness.
8. Provides learners the opportunity to gain the underpinning knowledge in their own time and at their own pace and still be objectively assessed.
9. Releases your highly skilled team of specialist trainers to further higher value practical training activity.
10. Enables classroom training to be more valuable – to focus on the most important areas – the practical application of the theory

*A Blend of Benefits, Not Just One!*

## 10 KEY areas to consider for a successful blended learning strategy

After years of working in the field, we are passionate about some key things. Below we share with you some of the big things that we believe make a big difference to the integrity, quality and success of a good blended learning strategy.

- Key Point 1** Align your blended learning investment to your business strategy
- Key Point 2** Be learner centric – seek learner engagement and motivation
- Key Point 3** Be relevant – profile and understand your learner’s needs
- Key Point 4** Adopt rigorous educational disciplines in curriculum design
- Key Point 5** Integrate assessment strategy and certification into the learning
- Key Point 6** Invest in instructional design, course design, screens and content
- Key Point 7** Automate course and learner performance reports
- Key Point 8** Learner online access strategies for course delivery
- Key Point 9** Learning Management System
- Key Point 10** Champions, project management & training administration



## Key Point 1: Align your blended learning to your business strategy

Increasingly in today's world, training professionals need to make a convincing business case for training if they are to see their initiatives valued and embraced by decision makers. Your blended learning strategy always needs to:-

*"It's critical to align your training plan to your business strategy"*

- *Align training with the business strategy*
- *Prove and reinforce the business impact of blended training*
- *Illustrate the measure of learning effectiveness and return on investment*

There is no one way to present a good business case. There is best practice and proven strategies that have worked successfully in many organisations. Generally most follow the principals of the 10 steps outlined below. There should always be a strategic positioning to your business case as well as the operational plan. Strategic thinkers are also key decision makers in your organisation and by answering their concerns you will not only win their approval, demonstrate empathy to their direction, but also you will enlist their support as you implement your initiative. See White Paper – "How to create a blended learning business case"

*Define the Business Need*

- Step 1 Define the business need
- Step 2 Define the learning strategy
- Step 3 Define the learning options & alternatives
- Step 4 Define an "all" department's functional requirements specification
- Step 5 Define the return on investment – detail the costs and benefits
- Step 6 Define your technical strategy
- Step 7 Define the LMS & content sourcing strategy – internal or external
- Step 8 Define implementation and operation plans
- Step 9 Define the risks and challenges
- Step 10 Define a compelling executive summary

*Articulate your Learning Strategy to all with clarity*

## Key Point 2: Strive at every point to be learner centric

Don't think of blended learning as an IT project – it is a 100% training project.

*Blended eLearning is a business performance improvement tool, not a training tool.*

The IT component is an important element but still only a small part of it – in fact it's all about your learners from start to finish. Your learners should be at the centre of all thinking – if they are using your training and coming back for more, that's a good clue your strategy and investment is working!

Always start new programmes with the final outcome in mind. The John Bersin approach to e learning effectiveness is a good place to get started – see Key Point 7.

Measuring learning effectiveness with The “Bersin Five Step Program”

*The “Bersin Five Step Program” for measuring your e-learning effectiveness*

- Step 1: Enrolments. “Is the audience showing up?”**
- Step 2: Activity. “Are they eating the food?”**
- Step 3: Completion. “Did they finish?”**
- Step 4: Scores. “How well did they score?”**
- Step 5: Feedback or Surveys “How did they like it?”**

Remember that the ultimate purpose of e-learning is not just to reduce the cost of training, but to drive business performance. If you cannot identify the business goal of a blended learning program, you should ask why you are doing it. Blended Learning should be a business performance improvement tool, not a training tool!

For many learners, nothing can replace the ability to tap the expertise of a live instructor. But what drives an effective live event? For theorist John Keller, it comes down to the four elements in his ARCS Model of Motivation:

*“ARCS” Model of Motivation - John Keeler*

**Attention, Relevance, Confidence, and Satisfaction.**

**1. Attention:** The ability to hold the learners attention

The first aspect of the ARCS model is gaining and keeping the learner’s attention. For example, an experienced virtual classroom instructor may begin their class by telling a joke, or by polling the learners with a thought-provoking question. This engages online learners and prepares them for learning – online must do same.

**2. Relevance:** The ability to keep the learner focussed

Learners stay focused when they believe the training is relevant to their specific situation. To show relevance a virtual instructor may use examples or analogies familiar to their audience. They may also show how learners can use course information to solve real problems.

**3. Confidence:** The ability to make the learner confident about what they learned

Learners must have confidence in their skills and abilities in order to remain motivated. To instil confidence in learners, an expert virtual instructor will make classroom expectations clear, then give learners ample time to practice their new skills. As they experience success, learners gain confidence.

**4. Satisfaction:** The ability leave the learner satisfied the learning was worthwhile

Finally, learners must be satisfied with the results of their learning experiences in order to remain motivated. A good virtual instructor will do this by providing learners with opportunities to use new skills, such as having them perform hands-on exercises that simulate their work environment.

While other theories may also be applied, careful application of Keller’s principles creates a road map for success in one of the most critical elements of blended learning—the live instructor experience.

*“ A Learner centric approach”*

*- Attention*

*- Relevance*

*- Confidence*

*- Satisfaction*

### Key Point 3: “Hitting the spot” - understand and profile your learners

*“The Scoping, Analysis and Design Stages are extremely important – getting it right is paramount for success”*

Before rushing into blended learning, it’s essential to remember that any learning has to be part of a staff, customer or patient service user development strategy. In other words the overall aims should be clear before embarking on using blended learning:

The Scoping, Analysis and Design Stages are extremely important to later project success and should not be passed over without undue care and attention.

*“Understand and know your audience and what they need”*

<b>The Early Project Stages of a Blended Learning Project Development</b>		
<b>Scoping Stage</b>	<b>Analysis Stage</b>	<b>Design Stage</b>
Confirm the proposed: - Learning Outcomes - Syllabus - Central course theme - Course duration	Define Learner profile: Do they have any particular characteristics, language needs and what skills do they need to develop?	Define Course around the 5 Design Principles
Confirm Instructional Objectives	Confirm Learner background & context	Re-Define Content Customisation
Scope the mix of the blended product	Understand the learner environment: Are the learners in a single location, or distributed across multiple sites and time zones?	Define Course Assessment Strategy
Define level of customisation for the learner content	Define the learners into different segments, according to their learning needs.	Integrate / validate ARCS learning motivation principles
Define the learner group	Determine content interactivity requirements.	Validate against the ARCS model for learner motivation
Determine key educational points: - Accreditations - National educational levels - Blooms level of learning	Map End-User Platform: Are there infrastructural issues to consider (availability of classrooms and trainers, bandwidth, delivery devices, etc)?	Define the learning methodology Scenario, Simulation, Game based, Learning from real events etc
Confirm level of Interactivity		

## Key Point 4: Adopt educational disciplines in curriculum design

Effective learning is:

*“Always remain focused on what makes learning effective”*

1. Accessible to all employees
2. Available any place and any time
3. Appropriate to the employee, job and business context
4. Absorbed through engaging, effective presentation methods
5. Applied to create measurable business impact

Educationally it is important to decide at the outset:

1. The national educational level for your course and written style
2. The Blooms category of learning level
3. The course assessment level strategy

*At the design stage select the appropriate:*  
- Educational level  
- Learning level  
- Assessment level

<b>National Qualifications Framework</b>	
The National Qualifications Framework (NQF) sets out the level at which a qualification can be recognised in England, Northern Ireland and Wales.	
<b>Level</b>	<b>Examples of NQF qualifications</b>
<b>Entry</b>	<ul style="list-style-type: none"> <li>- Entry level certificates</li> <li>- English for Speakers of Other Languages (ESOL)</li> <li>- Skills for Life</li> <li>- Functional Skills at entry level (English, maths and ICT)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- GCSEs grades D-G</li> <li>- BTEC Introductory Diplomas and Certificates</li> <li>- OCR Nationals</li> <li>- Key Skills at level 1</li> <li>- NVQs at level 1</li> <li>- Skills for Life</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- GCSEs grades A*-C</li> <li>- BTEC First Diplomas and Certificates</li> <li>- OCR Nationals</li> <li>- Key Skills level 2</li> <li>- NVQs at level 2</li> <li>- Skills for Life</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- A levels</li> <li>- GCE in applied subjects</li> <li>- International Baccalaureate</li> <li>- Key Skills level 3</li> <li>- NVQs at level 3</li> <li>- BTEC Diplomas, Certificates and Awards</li> <li>- BTEC Nationals</li> <li>- OCR Nationals</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- NVQs at level 4</li> <li>- BTEC Professional Diplomas, Certificates and Awards</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>- HNCs and HNDs</li> <li>- NVQs at level 5</li> <li>- BTEC Professional Diplomas, Certificates and Awards</li> </ul>

*Get this right at the design stage*

**Blooms Taxonomy**

Determining the learning category strategy totally influences the course design and content and effectiveness.

For example: - Do you want learners to:-

Recall data?

OR

Understand its meaning?

OR

Demonstrate application of what has been learned

*"Tell me, and I'll forget....  
Show me, and I may remember....  
Involve me, and I'll understand!"*

*- Chinese Proverb*



*6 Levels of learning*

<b>Blooms Categories</b>
<b>Knowledge:</b> Recall data or information.
<b>Comprehension:</b> Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.
<b>Application:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.
<b>Analysis:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
<b>Synthesis:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
<b>Evaluation:</b> Make judgments about the value of ideas or materials.

## Key Point 5: Integrate assessment & certification into the learning

*“Assessment is most critical and part of the learning process”*

Effective assessment are one of the most critical ingredients of blended learning, for two reasons:

- 1) It enables learners to “test out” content they already know, fine-tuning their own blended learning experience,
- 2) It measures the effectiveness of all other learning modalities and events.

It’s important to consider the appropriate assessment strategy for your overall blended learning strategy and to use assessments to enhance learning.

*Formative assessment*

Based on timing and purpose, you should consider four forms of assessment activity incorporation in your overall training strategy:

*Summative assessment*

*Evaluative assessment*

*Educative assessment*

- 1. Formative assessment** provides diagnostic feedback to students and instructors at short-term intervals (e.g. during a class or an e- learning module).
- 2. Summative assessment** provides a description of students' level of attainment upon completion of an activity, module, or course.
- 3. Evaluative assessment** provides instructors with curricular feedback (e.g., the value of instructors observing)
- 4. Educative assessment** builds learners insight and understandings about their own learning and teaching.

*Assessment Considerations*

This is potentially a large area, be sure about what you are doing it for and what you want to achieve.

- Is this training stand alone or part of a wider training track and how does it relate to the other parts of the training? Is there a particular “pathway” that you want them to follow?
- Is it mandatory? If yes, you will need a tracking delivery mechanism and you’ll need to think through how you encourage or enforce it
- How will you monitor learner attendance, progress and speed?
- Would you like to generate and manage certification automatically through the system?
- What degree of trust do you want to place in trainees? Is it necessary to have them attend an assessment centre and sit the assessment in exam conditions or are you prepared to accept their word that they are sitting assessments honestly?

## Key Point 6: Course design, screens and content

*Off-the-shelf eLearning courses?*

Course design and build is not about giving it to your subject matter expert and waiting for something back! It's considerably more than that and it important everyone understands this point – including the subject matter expert!

OR

*Internal course development?*

You have a choice here of buying from a large range of off-the-shelf eLearning courses which are generally cheap and provide a low cost solution. However quality varies enormously and the biggest problem is usually that they are perceived as non-relevant to a trainee's particular situation and therefore often carry a low level of credibility with learners. For this reason take up is often very low.

OR

*External professional customised course development?*

A better choice is to spend a little more and either create the courses yourself using a modern easy to use authoring toolset, or use the services of a good quality eLearning course creation company. The advantage here is that you have full control, and once the tool is bought, you can produce your own courses quickly and at low cost. They do require an ongoing time investment from your staff, (often totally underestimated), so you may prefer to use the services of an outside company to author your courses either using your own subject expertise or theirs. Hopefully they too will be using tools which are fast and effective, so you will see cost reduction benefits passed onto you as their customer.

Professional course builders bring together the wealth of different skills necessary to design, build and implement successful blended learning outcomes – in effect it is their day job).

*Implement sound instructional design principles.*

Self-paced learning events add significant value to the blended learning equation. In order to get maximum value—real business results—from a self-paced learning offering, it must be based on effective implementation of sound instructional design principles.

Most self-paced learning products claim an instructional design foundation with actual *implementation* of instructional design principles, but vary widely and provide equally diverse results.

For example, two products may both be “based on” Gagné’s Nine Events of Instruction.

The first product contains stated objectives, scrolling text, and a few multiple-choice questions. The second learning product also contains learning objectives and text, but adds photo-realistic technical animations, MP3 quality audio, and search capability to the mix.

Both scenarios talk the same foundation principles, but can produce widely differing implementation and results.

Multimedia and modern instructional design theory supports the use of multimedia as a tool to promote knowledge transfer. Three principles from Ruth Clark (2002) deserve special attention:

*“Multimedia advantages”*

**1) The Multimedia Principle: Adding Graphics to Text Can Improve Learning**

Research has shown that graphics can improve learning. The key is to ensure that graphics relate directly to the instructional message, that is, they “educate, not decorate.”

**2) The Contiguity Principle: Placing Text Near Graphics Improves Learning**

*“Graphics and Text”*

In studies, multimedia researcher Richard Mayer (cited in Clark, 2002) found that learning from screens that integrated words near the visuals yielded an average improvement of 68%.

**3) The Modality Principle: Explaining Graphics with Audio Improves Learning**

*“Graphics with Audio”*

Audio should be used in situations where overload is likely. For example, if you are watching an animated five or six-step software demonstration, you need to focus on the visual—the animation. If you have to read text and at the same time watch the animation, overload is more likely than when you can hear the animation being read to you.

Asynchronous learning products that blend traditional theory, such as Gagné’s Nine Events of Instruction, with modern instructional design principles, such as those advanced by Merrill and Clark, consistently yield a more effective, higher-quality learning product. While many self-paced learning products claim to be “instructionally correct,” only effective implementation of ID principles delivers consistent business results.

*Gagne's Nine Events of Instruction*

<b><i>Gagne's Nine Events of Learner Instruction</i></b>
1. Gain attention
2. Inform learners of objectives
3. Stimulate recall of prior learning
4. Present the content
5. Provide "learning guidance"
6. Elicit performance (practice)
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer to the job

*“If you can’t measure it... you can’t manage it.”*

*Peter Drucker*

## Key Point 7: Automate course and learner performance reviews

One of the biggest differences between e-learning and other forms of training is that e-learning can be completely tracked. You know everything that every learner did, unlike classroom training. You have the opportunity to measure precisely the impact of your blended learning investment.

Remember that the ultimate purpose of e-learning is not to just reduce the cost of training, but to drive business / organisational results. If you cannot identify the business goal of an e-learning program, you should ask why you are doing it in the first place. E-learning is a business performance improvement tool, not a training tool. You do have to know if the e-learning program itself is being used and if it is changing people’s knowledge and behaviour.

E-learning effectiveness can be broken into five steps (The “Bersin Five Step Program?”). In order to make this measurement, you will have to get data from your Learning Management System (LMS) or your e-learning content provider. Demand that they provide you this information. If they can’t, you probably have the wrong supplier!

We recommend you integrate the measures of learning effectiveness outlined in this paper into your automatic LMS reporting – SEE KEY POINT 2

### 1. Measuring learning effectiveness with The “Bersin Five Step Program”

**Step 1: Enrolments. “Is the audience showing up?”**

**Step 2: Activity. “Are they eating the food?”**

**Step 3: Completion. “Did they finish?”**

**Step 4: Scores. “How well did they score?”**

**Step 5: Feedback or Surveys “How did they like it?”**

### 2. Measuring learner motivation with John Keeler’s model collating learner post course completion online feedback surveys, **Attention, Relevance, Confidence, Satisfaction.**

### 3. Measuring with Donald Kirkpatrick's training evaluation model - the 4 levels of learning evaluation, arguably the most widely used model for training evaluation.

Level	Evaluation type (what is measured)	Evaluation description and characteristics
1	Reaction	Reaction evaluation is how the delegates felt about the training or learning experience.
2	Learning	Learning evaluation is the measurement of the increase in knowledge - before and after.
3	Behaviour	Behaviour evaluation is the extent of applied learning back on the job - implementation.
4	Results	Results evaluation is the effect on the business by the trainee.

*Why consider a solution if it does not automatically measure all your key learning drivers*

*The Five Step Program to Measuring Effectiveness*

*ARCS Learner Motivation Model  
John Keeler*

*Kirkpatrick's training evaluation model*

## **Key Point 8: Learner access strategies for course delivery**

Many IT departments have obstacles and difficulties in deploying and maintaining software to support a learning environment across thousands of PC's. Conflicts with other significant priorities continually fight for limited IT resources.

*There are many delivery methods:*

- *On-line Player*
- *Off-line Player*
- *CD ROM, DVD,*
- *Memory sticks*
- *Hand held devices*
- *Paper based*

Online learning is most often facilitated over the internet. Corporate or Public sector enterprise networks often have difficulty supporting multimedia data, where streaming videos and audio are required between the learner and the Learning Management System.

It is important to understand and analyse the learner's access issues and to plan mitigations and work a round's in response to those with access difficulties.

Access to elearning can often be provided in a multiple of ways, such as:-

1. On-line Player
2. Off-line Player
3. CD ROM, DVD, memory stick
4. Hand held devices
5. Paper based

Automating learner user names and passwords allocations can be a big advantage in controlling the administration – many LMS enable bulk upload facilities.

You will need an early decision on the output format of your eLearning courses.

*Choosing your output format*  
*Flash?*  
*HTML?*  
*Silverlight?*

The choice here is essentially Flash, HTML or Silverlight. Flash has the advantage of extreme flexibility and has been around for quite a while. Disadvantages include lengthy (therefore expensive) course creation timescales, updates tend to be difficult, it won't play on anything with Apple in the title and learners will need to install a free plug-in to access the training.

HTML is more browser friendly not needing plug-ins, it also works across pretty much any type of computer a user may have, and a lot of the industry is talking about the latest HTML5 as being the way of the future.

Silverlight is Microsoft's own offering, broadly equivalent to Flash it has a much stronger fan base in the US than in Europe.

## Key Point 9: Learning Management System

### Learning Management Systems

If you want to be able to control access to the learning materials and track who has completed the learning and what assessment results they achieved, then you will need some form of Learning Management System (LMS).

There are many of these on the market with varying levels of complexity (and cost). The choice is overwhelming and the key here is to identify what you really need to achieve.

Too many people have gone for the most functionally rich, complicated and expensive system which has proved a headache to set up, integrate and support.

Don't pay extra for additional functionality unless you need it.

### SCORM Compliance

You will come across the acronym SCORM (Sharable Content Object Reference Model) when looking at an LMS. It is set of standards which aims to ensure that any SCORM compliant piece of eLearning courseware can run on any SCORM compliant LMS.

There are 2 common levels; 1.2 and 2004. 1.2 is widely accepted in the industry, 2004 much less so.

Make sure any eLearning courses and LMS's that you look at are 1.2 compliant; don't worry about 2004 unless you have unusual and very specific requirements.

### Typical functionality you will require

<b>- High Functionality</b>	<b>1. Learner Management -</b>	<i>Assigning, running and managing courses</i>
<b>- High Automation</b>	<b>2. Learner Tracking -</b>	<i>Bookmarking, recording learner progress</i>
<b>- High Control</b>	<b>3. Learner Assessments -</b>	<i>Objectively testing and recording learning</i>
	<b>4. Learner Certification –</b>	<i>Automated congratulation to learners</i>
	<b>5. Learner Reporting -</b>	<i>Measuring progress &amp; completion of learners</i>
	<b>6. Learner Feedback -</b>	<i>Evaluating learners feedback experiences</i>
	<b>7. Learner Administration -</b>	<i>Automating activities of learner administration</i>

A relatively low cost and effective LMs should provide the following features:-

- Automated and centralised course administration
- Easy access to your eLearning courses
- High learner engagement using various interactive learning tools
- Bookmarking and tracking tools of course progress
- Measurement and proof of learning through module assessments
- Records of course completions and historical records
- Evaluation and measurement of learner feedback and course effectiveness

## Key Point 10: Champions, Project Management & Training Admin

***“A champion is essential for success”***

Having a visible champion – is ESSENTIAL – it’s a prerequisite. Blended learning is paramount to a change management programme when first introduced into an organisation. It requires a leadership and point of reference focal point

It impacts all people: management, staff, self learning cultures, trade unions!

***“Collaboration with internal stakeholders and external stakeholders is essential if you want to be really productive and still stay sane!”***

Managing the whole creation and delivery process can be difficult. Most importantly, have a champion, someone in the organisation with some seniority who passionately believes in the approach and with the skills to drive it forward.

If you are going for self-authoring, then think through how many courses you would like to produce, not just now but in a year or two. Future proofing here is important. If you are only ever going to be producing a couple of courses a year, then a standalone system will be enough. Otherwise make sure you go for a collaborative system which enables multiple authors, editors, reviewers and approvers to all work on the same course at the same time, enabling you to manage the whole creation and review process smoothly.

Collaboration with internal stakeholders and external stakeholders is essential if you want to be really productive, efficient and still stay sane!

Project management capability is very important – designing, building, and maintaining e-courses involves lots of people and touch points. Co-ordination and driving this forward to budget, time and quality is a big job.

Post course completion and at launch Training Administration is key to operating the strategy successfully. Learners need to be entered onto the LMS, allocated to Groups for assigning courses, offered course invitations, reported and tracking, and email chase –up’s for completions.

***“An enthusiastic e-Learning Administrator can help win them over”***

The role needs to adopt many facets:

1. Administration - logistically to manage starters and issue reports
2. Marketing – to encourage learners to enrol on the course and complete
3. PR - to be the face of the e -courses
4. Help Desk – to offer support to learners with difficulties
5. Coach – to encourage learners through to course completion

Remember, the real benefit of using the latest technologies within your training strategy is not just the cost reductions that they offer. It is the speed, relevance and effectiveness of training that it enables.

**You can use blended learning to improve the quality and effectiveness of your training programs to considerably reduce your training spends. It just takes a little thought and effort to make it happen!**

END