Transforming Your Training into Effective Elearning

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Five facts about me

1. Founder and Director of Little Man Project
2. 25 years experience in L&D
3. Author of Little Book of Induction
4. I love charity shops!
5. Attending CLC MM for over 13 years (27th presentation)

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elearning
UNLOCKED

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Unit 1:
Learning Design Principles
1
Learner profiles
Design theories
Role of an instructional designer
Delivery models
Unit 2:
Project life cycle
2
Designing your process
Working with SME's
Working with external suppliers
Launching elearning
Unit 3:
Designing elearning
3
Research and inspiration
Creativity
Design processes
Elearning brand guidelines
Unit 4:
Content development
4
User interfaces
Content authoring and AI
Graphic design best practice
Creating media
Authoring tools
Unit 5:
Accessibility & inclusion
5
Accessibility in elearning
Accessibility profiles
Inclusive design
Accessible media
Unit 6:
Quality assurance & testing
6
Review tools
QA good practice
Testing for accessibility
Unit 7:
Evaluation
7
Types of evaluation
Evaluation models
Top tips for effective evaluations

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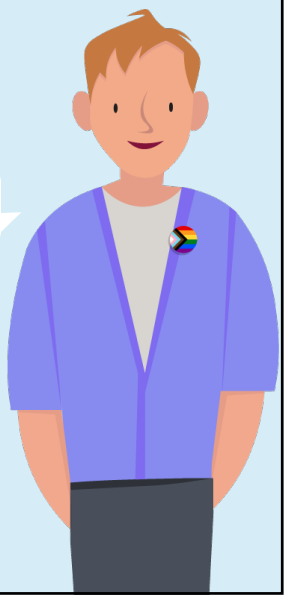
Picture this…

"We need a new safeguarding elearning module…"

"The training is currently only run every three months, and we've got a backlog of people needing it."

"No problem, can I ask why you need it?



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Face to face (f2f)

Live online

Classroom

Training

Webinar

In person

6

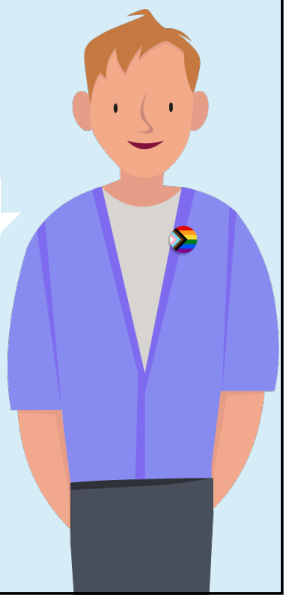
Does this happen?

"We need a new safeguarding elearning module..."

"The training is currently only run every three months, and we've got a backlog of people needing it."

"We can just base it on the current training slides"

"No problem, can I ask why you need it?



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What word would you use to describe a good training course you've attended?

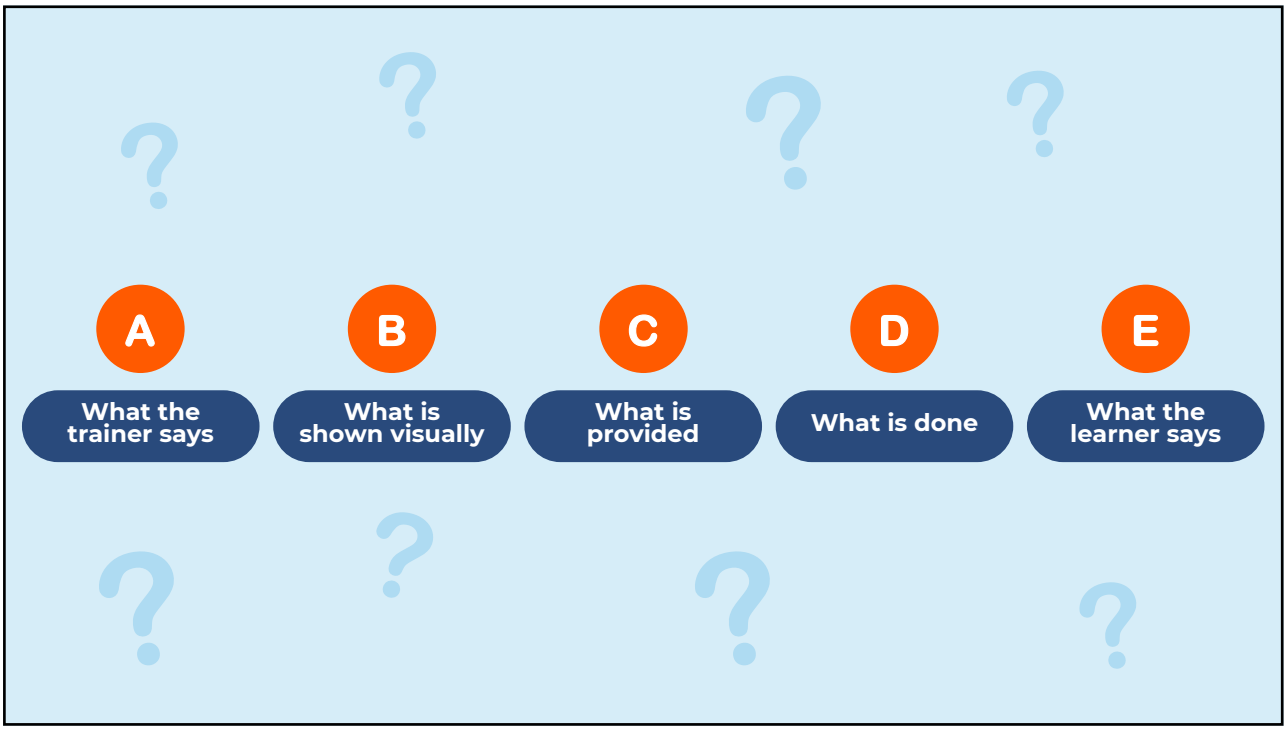
8

What things are involved in delivering training?

9

What things are involved in delivering training?

10


A
What the trainer says
B
What is shown visually
C
What is provided
D
What is done
E
What the learner says

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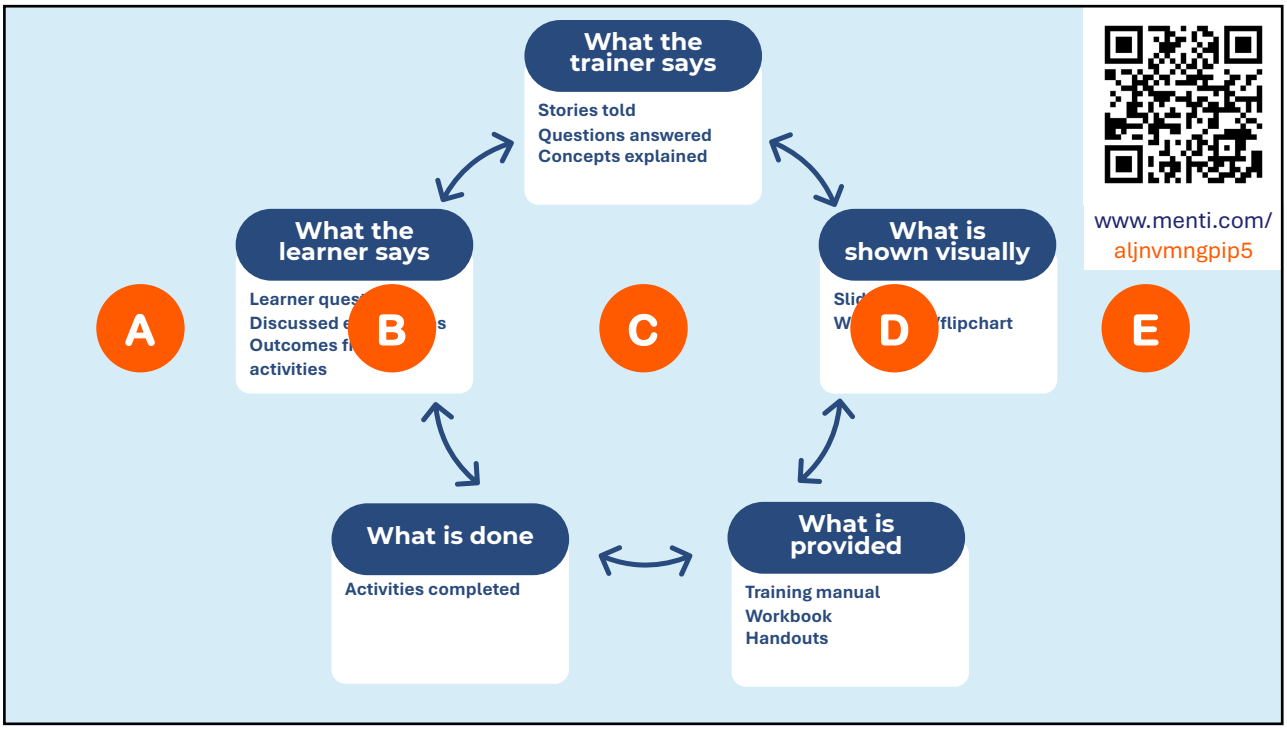
What the trainer says
Stories told
Questions answered
Concepts explained
What the learner says
Learner ques
Discussed e s
Outcomes fi
activities
What is shown visually
Sli
W flipchart
What is done
Activities completed
What is provided
Training manual
Workbook
Handouts
A
B
C
D
E
www.menti.com/
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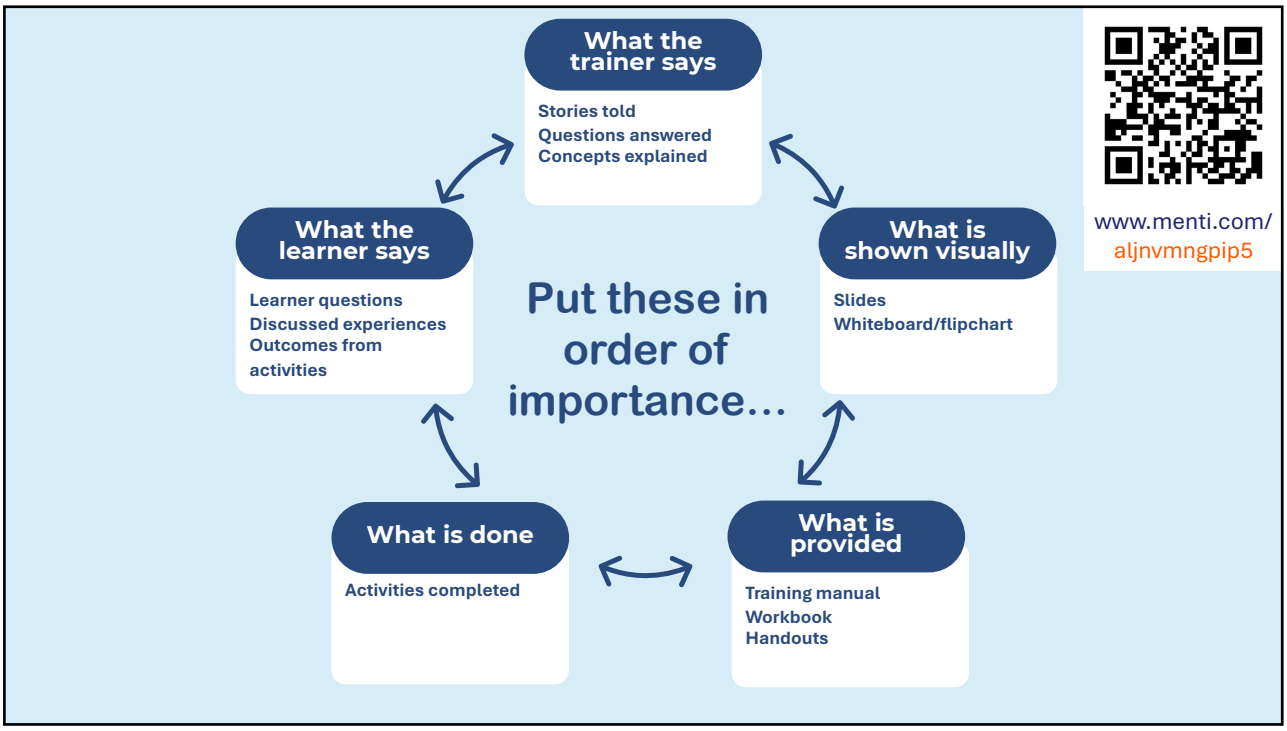
What the trainer says
Stories told
Questions answered
Concepts explained
What the learner says
Learner questions
Discussed experiences
Outcomes from activities
What is shown visually
Slides
Whiteboard/flipchart
Put these in order of importance...
What is done
Activities completed
What is provided
Training manual
Workbook
Handouts
www.menti.com/
aljnvmngpip5

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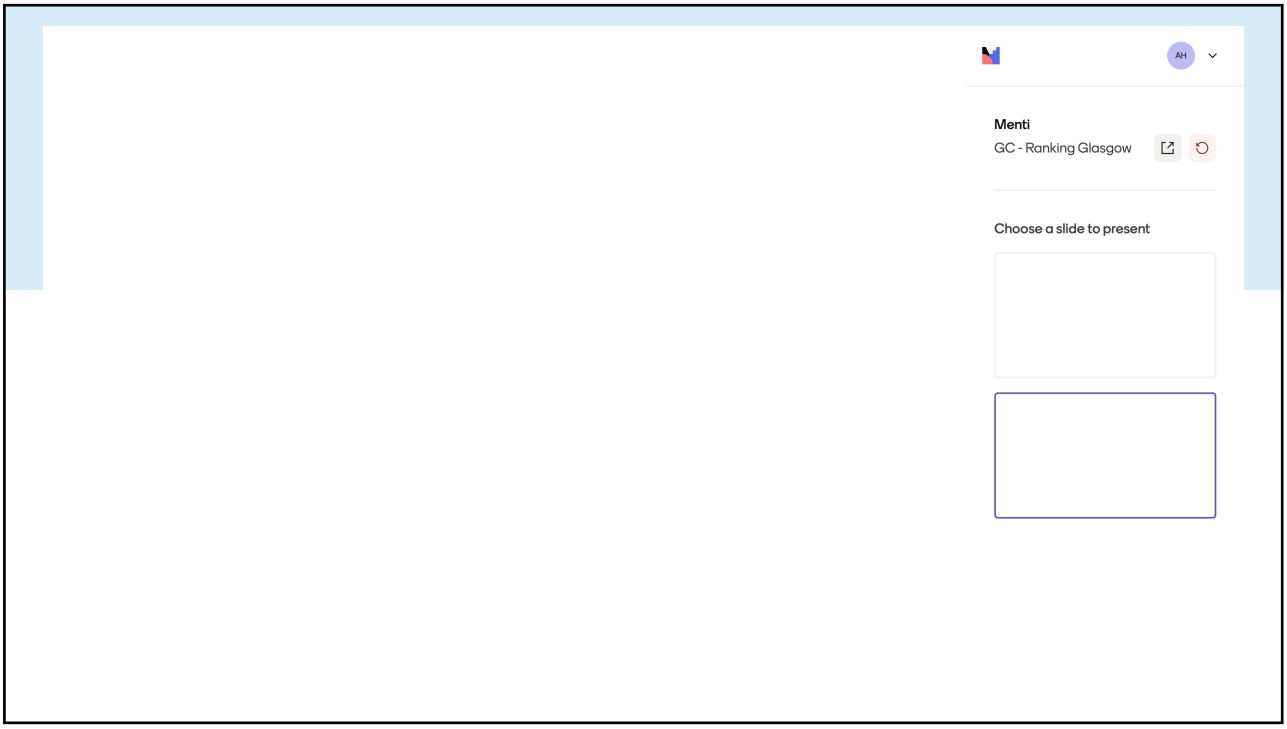
AH
Menti
GC - Ranking Glasgow
Choose a slide to present

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What's wrong with this…

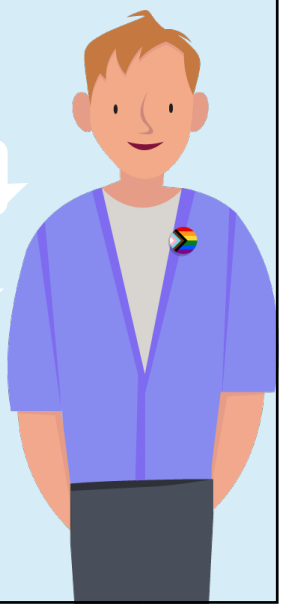
"We need a new safeguarding elearning module…"

"The training is currently only run every three months, and we've got a backlog of people needing it."

"We can just base it on the current training slides"

"No problem, can I ask why you need it?"

"But then we'll miss out on the good stuff!"



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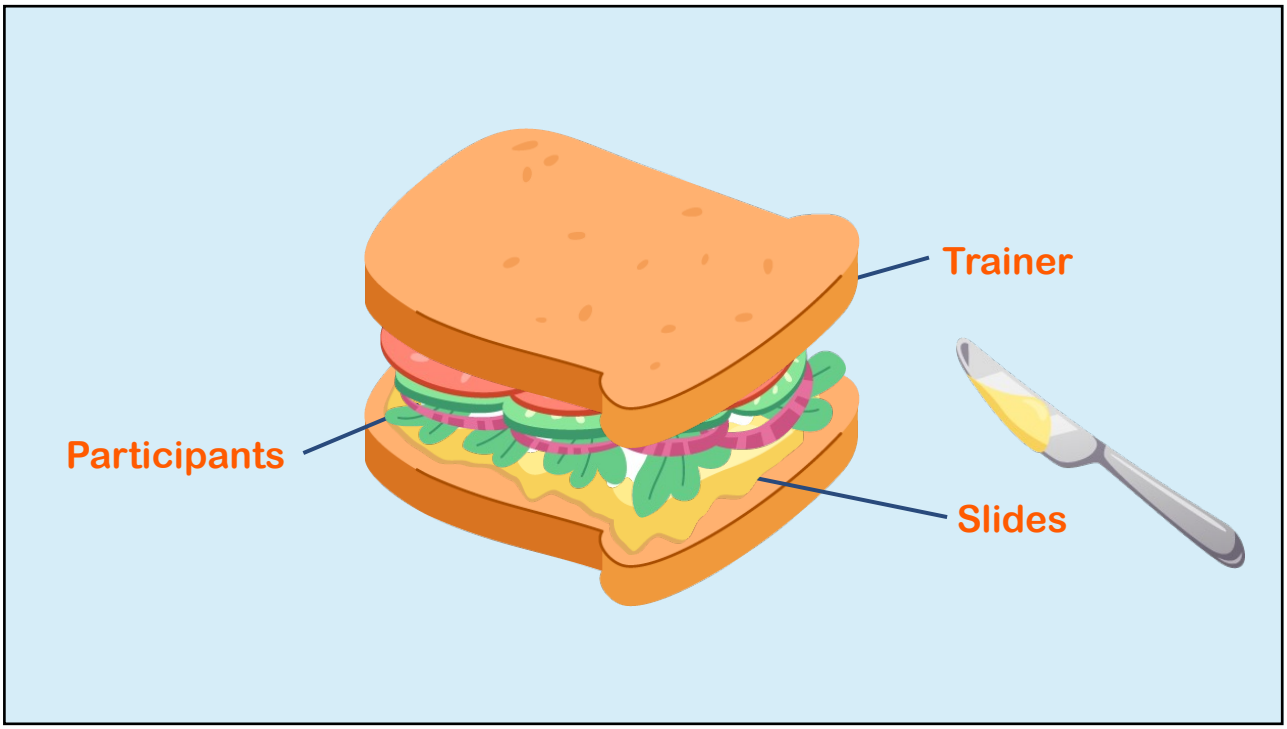

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What the slides bring	What the trainer brings	What the participants brings
Information	Rich stories	Real stories
Facts	Nuance	Practical tips
Data	Humour	Solutions and answers
Structure	Inside tips	Questions
participants	Solutions and answers	Push back
	Clarity	slides
		Support
		Connection
		trainer

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8 Top Tips

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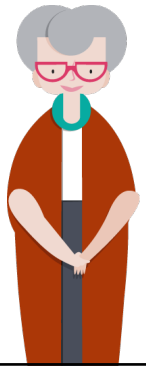
Top Tips

Consider all the elements of the current training course in your design.

Attend the training



Run through the course with the trainer

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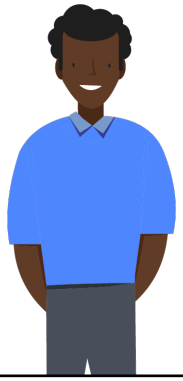
Top Tips

Review the feedback and talk to previous participants.

Did the course help people?



What did they find useful?

What could they embed?

What didn't work for them?

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Top Tips

Recheck the goal of the training.

Is the goal still relevant?

Is the goal achievable via elearning?

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Top Tips

Be ruthless with the content.

What must be there to meet the goal?

What is just fluff?

What is isn't needed?

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Top Tips

Build on the good of the old and play to the strengths of the new.

Training

(Good) Trainers are able to:

- Bring energy and enthusiasm
- Bring the topic to life
- Respond instantly to questions
- Tailor the content to the audience

Elearning

Learners are able to:

- Make mistakes privately
- Set the pace and make choices
- Test their knowledge and get instant feedback
- Decide when to complete it and how

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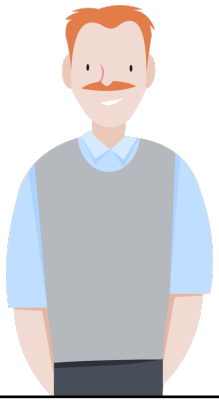
Top Tips

Consider the use of scenarios.

Predict the discussion



Practice application

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Top Tips

Fill the gap.

Use discussion boards

Direct them to their manager

Do offline activities

Use reflective questions

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Top Tips

Reflect on how content will land.

You can't see their reaction to content!

Will the content upset, frustrate or annoy them?

Could there be a negative impact on the organisation?

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"Don't concentrate on the slides or you will miss all that heavenly glory."

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Any questions
?

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