

THE **e**LEARNING DEVELOPERS' JOURNAL

Strategies and Techniques for Designers,
Developers, and Managers of eLearning

JOURNAL™

THIS WEEK — DESIGN STRATEGIES

Changing Places: Instructional Designers Become Online Classroom Participants

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From June 24 to June 26, 2003, more than 150 instructional designers and developers, program and project managers, other managers and directors, and Chief Executive Officers (CEOs) collaborated in combined online and onsite venues for *The eLearning Instructional Design Symposium 2003* produced by The eLearning Guild. This event was the first time a live conference was simulcast using webcast technology with voice-over-IP. The event was linear — i.e. only

one session was offered during a time block. A total of 10 sessions were presented during the symposium. This structure allowed every participant, whether online or onsite, to attend every session.

The experience level of the audience varied, with about 80% of all participants indicating they were experienced in instructional design. The audience was split, with half having formal training in instructional design and the other half being self-taught.

For most, this was the first direct experience with an online classroom, while for others it was the first time with audio capability using voice-over-IP. Participants' role as "students," in tandem with their role as instructional designers, gave a unique perspective on the use of online classrooms for training and collaboration. Most found sitting "on the other side" an experience they will not soon forget.

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e-Learning designers and leaders don't often have the opportunity to walk in their learners' shoes. At The eLearning Instructional Design Symposium 2003, a very large group of your colleagues was afforded that experience, and the results were truly illuminating, as well as being a landmark use of web simulcasting technology with voice-over-IP.

A publication of



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The eLearning Developers' Journal™ is designed to serve the industry as a catalyst for innovation and as a vehicle for the dissemination of new and practical strategies and techniques for e-Learning designers, developers and managers. The Journal is not intended to be the definitive authority. Rather, it is intended to be a medium through which e-Learning practitioners can share their knowledge, expertise and experience with others for the general betterment of the industry.

As in any profession, there are many different perspectives about the best strategies, techniques and tools one can employ to accomplish a specific objective. This Journal will share these different perspectives and does not position any one as "the right way," but rather we position each article as "one of the right ways" for accomplishing a goal. We assume that readers will evaluate the merits of each article and use the ideas they contain in a manner appropriate for their specific situation. We encourage discussion and debate about articles and provide an Online Discussion board for each article.

The articles contained in the Journal are all written by people who are actively engaged in this profession at one level or another — not by paid journalists or writers. Submissions are always welcome at any time, as are suggestions for articles and future topics. To learn more about how to submit articles and/or ideas, please refer to the directions in the box on page 10 or visit www.eLearningGuild.com.

Background

There were approximately 100 participants in the live audience and at least 50 participants online, represented by up to 30 active "keyboarders." (The number of online participants far exceeded the Guild's expectation of 10!) Four of the online sites paid for multiple participants by subscribing to a "site license." At these sites, including the Centers for Disease Control, the University of New Orleans and others, one person operated the computer interface and represented the entire group physically present. Online participants logged in from the

United Kingdom, Canada, and multiple United States sites, including the District of Columbia, Illinois, Arizona, and California. The online participants came from industry, government, and academia.

A variety of industry professionals at the onsite location in Boston delivered the symposium presentations, covering a wide range of current e-Learning issues of interest to instructional designers. (see Sidebar 1, below, for the list of presenters and topics.) Each of the 10 presentations lasted approximately 90 minutes, followed by a 30-minute break.

SIDEBAR 1 Program agenda for The eLearning Instructional Design Symposium 2003

Tuesday, June 24, 2003

Opening and Welcome: *David Holcombe, The eLearning Guild*

Session 1: Secrets from the Learning Research: e-Learning Design Strategies that Work, *Will Thalheimer, Work-Learning Research*

Session 2: Evaluating the Effectiveness and Quality of your e-Learning, *Lynette Gillis, Learning Designs Online, Inc.*

Session 3: Real-world Techniques for Designing Effective and Engaging e-Learning with Limited Resources, *Chris Frederick Willis, Media 1 Interactive*

Session 4: Leveraging the Benefits of the Classroom in Your e-Learning, *Jean Marrapodi & Dan Barnes, Private Healthcare Systems*

Day One Wrap-up, *David Holcombe, The eLearning Guild*

Wednesday, June 25, 2003

Kick-off Day Two, *David Holcombe, The eLearning Guild*

Session 5: Seven Methods for Enhancing Learner Motivation in e-Learning, *Ethan Edwards, Allen Interactions*

Session 6: Rapid Prototyping of Interactive Simulation-based e-Learning, *David Castillo & Emily Castillo, Amethyst Research, Inc.*

Session 7: Targeting Learner Needs Through Effective Design and Interactivity in the Virtual Classroom, *Laurie Hemmings, Osram Sylvania & Mark Bucceri, Centra Software*

Session 8: Practical Strategies for Building Truly Re-usable Learning Objects, *Susan Horsey, The Investment Funds Institute of Canada*

Day Two Wrap-up, *David Holcombe, The eLearning Guild*

Thursday, June 26, 2003

Kick-off Day Three, *David Holcombe, The eLearning Guild*

Session 9: What Every Instructional Designer Must Know About m-Learning, *David Metcalf, RWD Technologies*

Session 10: Integrating Project Management and Instructional Design to Maximize Results, *Robyn Walters & Kristin Hodges, Hewlett-Packard Company*

Conference Wrap-up, *David Holcombe, The eLearning Guild*

The technology used to create the online classroom was vClass Version 4 Virtual Collaboration Environment by Elluminate (<http://www.elluminate.com>). Two personable Elluminate moderators, Dan Rickard and Rajeev Arora, facilitated the online group with technical guidance and live representation at the Boston location. vClass user features included a custom connection speed setting, an applause button and emotion indicators, a "raise your hand" button for asking questions in an orderly manner, a voting apparatus, a white board for collaborative use, an audio feed from the Boston location, audio input for those with microphones, and a direct messaging area for group chat. (See Figure 1, below.)

The experience

Online participants received an e-mail the week before the symposium that

contained instructions for installing, setting up, and testing the vClass software. Participants were able to test their computers before the event by logging on to an online classroom set up specifically for that purpose. Technical help was readily available before and during the event for those who needed it.

Handouts from each presenter (copies of slides, authored papers, references, etc.) were available to online participants before the conference started. Having the ability to download and print these ahead of time made it easier for online participants to follow the presentation and keep notes as necessary. Online participants also had the unique ability to look at referenced web sites during a presentation.

When the vClass moderators turned the microphone over to an online participant, that person's voice could be heard in the room in Boston. In fact, Rajeev

mentioned how fascinating it was to watch the onsite audience's faces as they looked for the disembodied owners. Online users also had a live audio feed from the Boston location, including the ability to hear questions asked by onsite participants (when they used a microphone). These were useful features for "blending" the two audiences. The laughter and emotion indicator buttons were available, but most online participants were too busy to use them (although we did use the checks and applause buttons throughout).

The PowerPoint slides used by presenters were visible to online participants in real time. However, there were difficulties (depending on the participant's connection speed) seeing applications and web sites used by presenters. The moderators did "share applications" whenever possible, but there were a few times when they were not able to share what

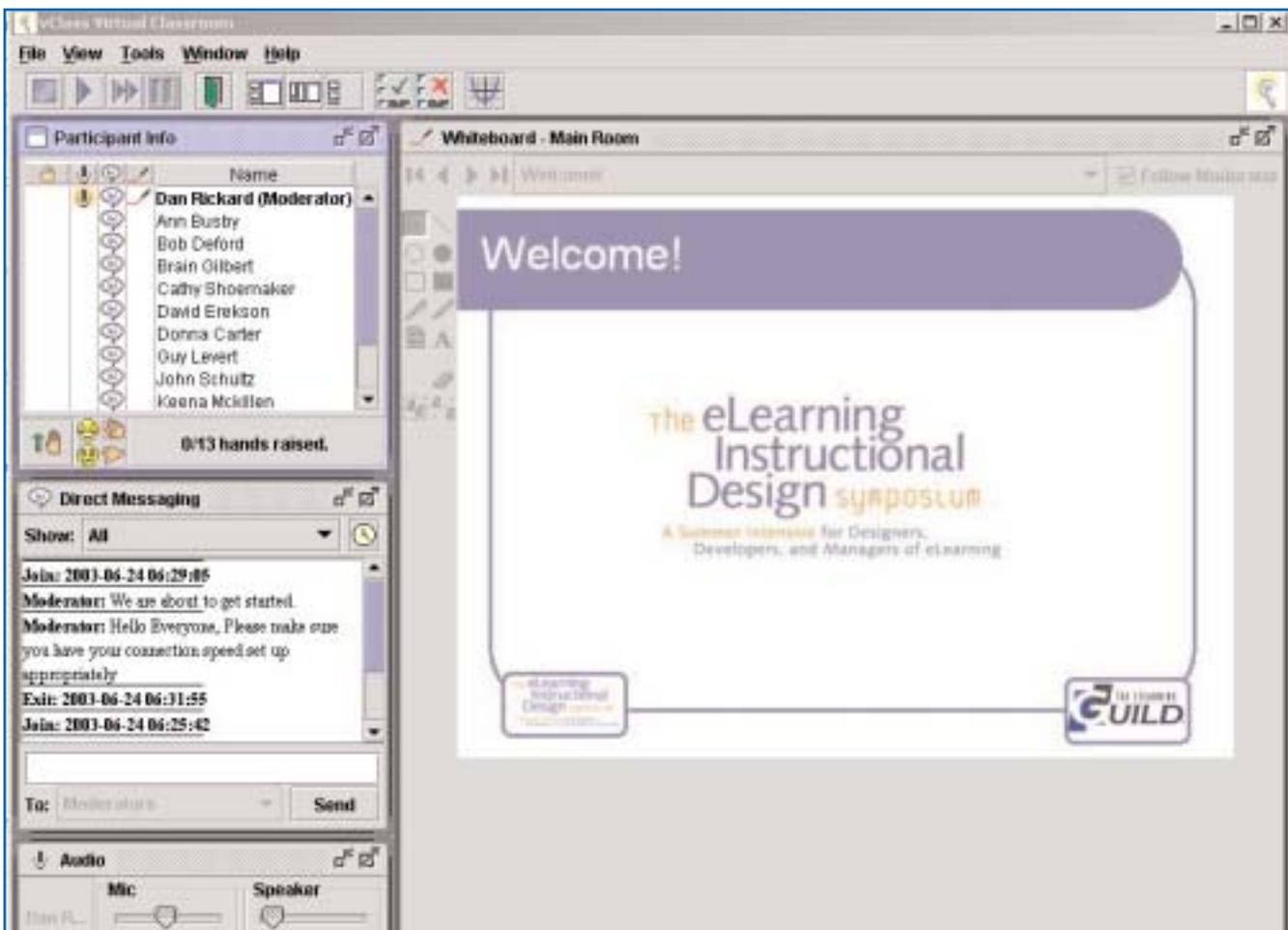


FIGURE 1 The Elluminate system allowed for various types of interactions. The list of participants is in the upper left corner of the screen. Participants could use this area to vote, "applaud," or "raise their hands" to indicate a question. The Direct Messaging area allowed group or private text exchanges. The White Board-Main Room contained the presentations or an area for group collaboration.

the presenter was showing.

Some presenters made better use of the online classroom features. Throughout the symposium, online participants had opportunities to interact with the presenter and the onsite audience via polling (yes/no and multiple-choice answers) and the online whiteboard. Online participants were even able to complete a group activity using the collaborative whiteboard and share their results with the onsite audience. During one presentation, the topic of which was online classrooms, the onsite audience was allowed to see the online classroom space, complete with participant list and direct messaging "conversations." The onsite audience received this very well and with high interest.

There were other vClass features used only by the online participants, and these features greatly enriched their symposium experience. When the onsite audience broke out into group discussions or exercises and took breaks between sessions, the online partici-

pants were able to converse with the moderators and with each other within the bounds of the online group space. During these times, and especially during the presentations themselves, online participants made heavy use of the direct messaging area to "discuss" the presentation and answer each other's questions — all without whispering or passing notes to disturb the presenter! Online participants could also indicate to the rest of the online group, via a "stepped away" button, that they were temporarily not interacting with the computer screen and keyboard.

Advantages and disadvantages of online vs. onsite experience

We found that one of the greatest advantages to participating online (as opposed to being physically in attendance) was the opportunity to catch up quickly if part of a presentation was missed or not understood. Online participants could type a question into the direct messaging area and send it to

the rest of the online group immediately. Someone else invariably knew the answer, and was able to supply it quickly. Alternatively, one of the greatest disadvantages was that online participants couldn't always see what the onsite audience saw, leaving them feeling left out. It was clear to the online audience which presenters had made an effort to include them in this unique symposium venue.

The direct messaging chats were extremely lively and informative because of the varied backgrounds of the online participants. Some online participants found the online chat "distracting;" however, they could opt out of the chat during presentations. Interestingly, many said they tried opting out, but felt "cut off" so they turned the messaging back on and just dealt with the distraction. (See Figure 2, left and Sidebar 2 on page 6.)

Others felt that multi-tasking between the presentation, the direct messaging, and typing their own input held their attention much better than if they had been physically present onsite in Boston. Some of us found that having multiple, content-related tasks to attend to kept us on track much more effectively than the typical mono-task classroom environment.

For the most part, the direct messaging stayed on the topic of the presentations. Toward the end of the symposium, people were getting tired, were more familiar with their online peers, and perhaps not paying as close attention to the presenters as at the beginning. Overall, participants exchanged meaningful experiences, asked probing questions, answered thoughtfully, and gained a great deal from the richness of the direct messaging interactions. Online participants felt they learned as much or more from each other as from the onsite presenters. Some online participants said the ability to direct message with peers made them interact much more than they would have if they had been onsite in Boston.

An opportunity to actually work together came when one presenter offered a 20-minute period for collaborative work (most of the others kept theirs to five minutes). This really became exciting. There was a short learning curve on using the whiteboard tools, but several people dove in and filled out information

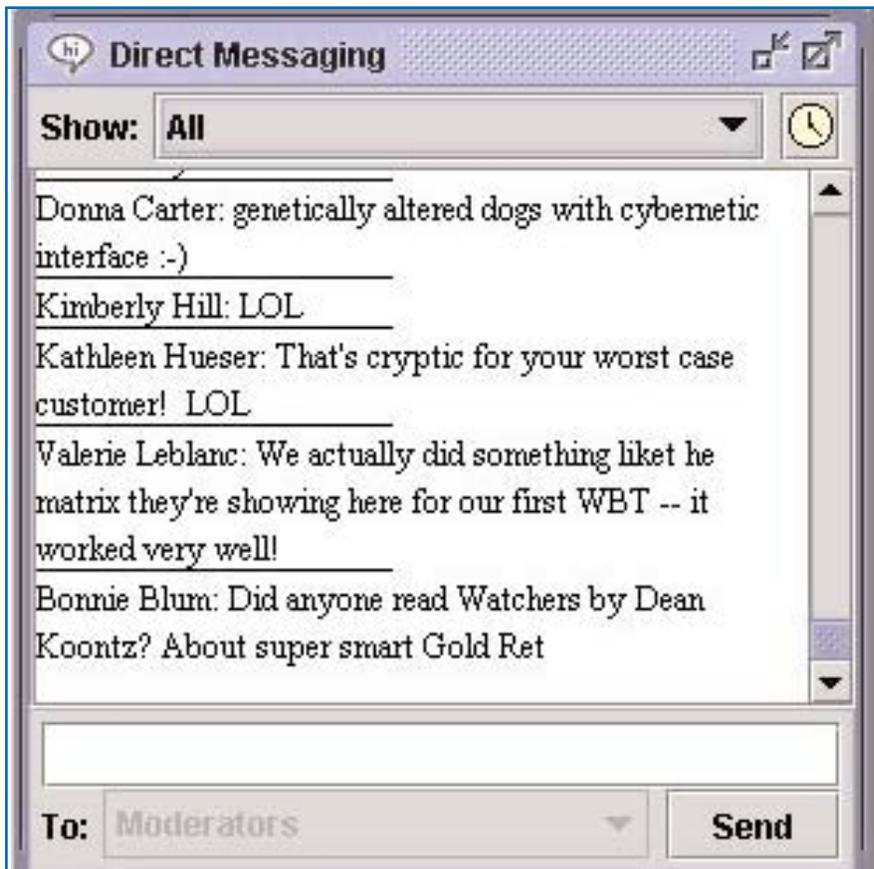


FIGURE 2 In the Direct Messaging area online participants discussed not only the content of the sessions but also engaged in casual and personal networking opportunities.

on the chart provided. The Elluminate moderators were able to display the completed chart for the onsite audience, while an online spokesperson explained it to everyone. (See Figure 3, below.) However, the online audience was not able to see the work completed by onsite groups. Audio explanations alone can be hard to follow, and the online audience would have liked seeing what the other groups produced during the exercise. These missed opportunities would have been an invaluable part of the experience. (*Editor's Note:* The Guild is developing a strategy to overcome this limitation.)

Having "hands-free" access was another distinct advantage. In past experiences, many online participants had to use the telephone to access conferences, but vClass was completely telephone-free (unless you had to use a dial-up Internet connection). The technology was a real plus! Connecting through the Internet left online participants free to

take notes, type in the chat window, and do any number of other tasks.

Another online advantage was to be able to slip away if necessary without disturbing a whole room full of people. Online participants also had the unique advantage of going home after the conference to sleep in their own beds (and of saving travel expenses!). Of course, the opposite of this point is that online participants missed out on the socializing that "being there" affords. The online audience was not void of socializing however, it was just a different kind of socializing done through direct messaging. A testament to the strength of such online socialization is that the inspiration to form a follow-up group of instructional designers who plan to continue to work together grew out of the camaraderie formed in the online group of symposium participants.

Some disadvantages included technical difficulties with losing audio and video occasionally. These were bigger

problems for those with lower Internet connection speeds. The occasional disruptions were very stressful and left some online participants feeling that they had missed something. Most online participants did not actually miss information, but the "chipmunking" that resulted from stored audio playing at a higher speed to catch up took some getting used to.

One important request that resulted from our experience was to have a space to meet that wasn't directly connected to a symposium presentation. This was noted by The Guild to include in the next symposium. Once a session was finished, online participants were cut off and had to log in again for the next session. An informal, continuous online meeting area would have been more "seamless" and would have allowed the online audience to continue where they left off rather than just abruptly being terminated. However, the software is designed to log into each session, allow-

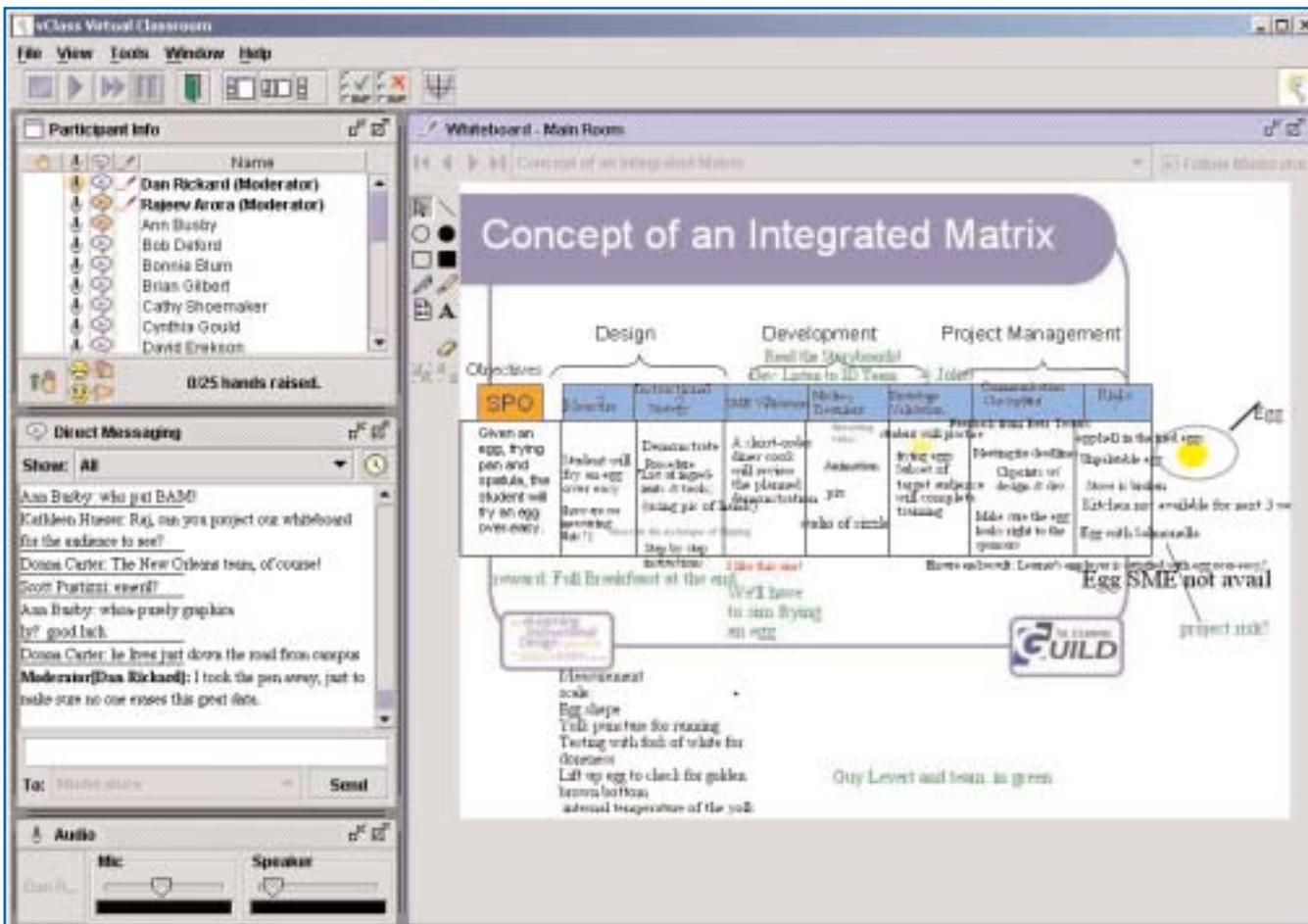


FIGURE 3 The Whiteboard-Main Room section was used during one session for a group exercise. Here you can see the input from the various online participants.

ing members to track attendance and record sessions in a reasonable file size. The Guild will work on a way to provide a seamless "informal room" experience for online participants, and perhaps even for onsite participants as well. This would undoubtedly enrich the experience for both onsite and online participants.

Although a transcript of the direct mes-

saging and the whiteboard area could be saved immediately, the ability to do this was lost as soon as one logged off a session. It would have been very helpful to have access to the transcripts right away. This would have helped the online audience with session transitions, and everyone in training and education knows how important transitions are.

The online audience was there, then we were not, so we had to start over. We felt that we lost a lot of thoughts by not having immediate access to past chat transcripts. Also, when the moderators provided an online evaluation of the session, we were locked out of our chat, and automatically logged off when it was completed. Some participants found this

SIDEBAR 2 What ONLINE participants are saying about their experience

"The online element in *The eLearning Instructional Design Symposium* was an excellent opportunity for faculty and staff at a state university with limited travel funds to participate in relevant sessions. The most enjoyable surprise was the almost instantaneous camaraderie that developed among the online participants. Through lessons learned, future online elements in e-Learning events will surely further integrate the online and live participants, as well as improve speakers' ability to address the unique needs of the online groups. Overall, this was a rewarding and satisfying experience for all who attended from our online site!"

Donna Carter, University of New Orleans

"I have attended several online learning events, but nothing as satisfying as this one. I enjoyed having the audio function which offered me the opportunity to type in the chat area. The knowledge sharing that the online participants achieved in such a short time was awesome! Someone would make a comment about something a presenter said, and someone else would add to it. I learned as much from my online colleagues as I did from the excellent presenters.

An example of this is when I said that I missed a connection, and asked if anyone else got it. This is the conversation that ensued:

— "I think the question earlier about negative motivation is a good one...can you have negative motivation and what is the impact of it."

— "Motivation is exponentially more important than content for instruction. I think the point is that motivation is more important than content, but content is also important."

— "He's demonstrating a conceptual explanation of how increasing student's motivation to learn actually produces better results than just improving content."

— I said, "OK, I see it now, thanks. It's intuitive to most instructional designers. Our experience tells us they (the students) have to be motivated to get through it (the lesson/learning experience)."

— "I don't agree — all the motivation in the world with poor content will produce poor learning outcome and wrong behavioral change."

— "I don't think he's advocating poor content."

— "Yes, a question of balancing content and motivation — getting the magic "mix" for biggest payoff..."

— "It's not about poor content; it's about adding motivation which makes an exponential difference for the learner."

— "I think we all agree that motivation is important."

As you can see, each person built upon a single idea/question and made it significant. I can't wait until next year when we can do it again!"

Ann Busby, PBGC, Washington, D.C

"What an amazing learning opportunity! I learned from the seminar leaders. I learned from the experience as an online participant and I learned from the other online attendees!"

Valerie LeBlanc, The Information Architecture Group, Inc., Ontario, Canada

"The online element in *The eLearning Instructional Design Symposium* was an excellent opportunity for me to increase both my knowledge, and my contact list of ID & D people working on e-Learning curriculum. I am shy in a live situation, and I found the online environment allowed me to leap over the hurdle and land on my feet. The online environment felt very safe, allowing me to express myself more freely than I might have had I been in the audience for the symposium. In addition, hearing the audience response to our live broadcast of the whiteboard work we did was enlightening to both the online and onsite participants. I have a lot of knowledge to share and appreciated the fact that others online were also very open and willing to share as issues, terms, approaches, and problems came up. I am looking forward to the continued contact that the online group put into place before the end of the conference. Thanks to all my fellow online participants, we will try this venue again, it was a lot of fun, as well as informative. The ID & D work we all do can often leave us feeling isolated from others in our field, as each "company" goes about "creating instructional packages" for customers."

Kathleen Hueser, UDLP, Minneapolis, MN

"I began the symposium grateful to be able to attend online (rather than missing it altogether), but disappointed in knowing that I would miss out on networking with my peers. Was I ever wrong! I networked more with the online group than I have EVER networked with peers at conferences I have attended onsite. Never before has there been interest, and an opportunity, to continue the camaraderie developed with fellow event participants. I know this experience will reverberate throughout my career as an Instructional Designer in many ways."

Kimberly Hill, Instructional Systems Specialist, Food and Drug Administration, Rockville, MD

rather discombobulating.

Later, the Guild archived the session recordings making them available to all participants of the symposium. Although this is a convenient feature for those who weren't present for some or part of the presentations, the rich opportunity for interaction is lost. The archived sessions will likely be somewhat more boring to observe and hear with no opportunity to engage — a distinct advantage of

For most, this was the first direct experience with an online classroom, while for others it was the first time with audio capability using voice-over IP. Participants' role as "students," in tandem with their role as instructional designers, gave a unique perspective on the use of online classrooms for training and collaboration. Most found sitting "on the other side" an experience they will not soon forget.

synchronous e-Learning.

Another feature that the online audience would have appreciated is a way to upload individual pictures. Perhaps if there had been a "lounge" or "common room" this could have been offered, as well as a place to post bios. We lost so much valuable information about each other after each session. The online participants would have also appreciated an occasional video feed from the Boston location to see the onsite event and the

SIDEBAR 3 *What ONSITE participants are saying about their experience*

John DeCore, Program Manager at SI International was at *The eLearning Instructional Design Symposium* in Boston, and discussed his viewpoint of being an onsite participant.

"We bonded better than at most conferences, since the number was limited to 100 onsite participants. The socializing afterwards and during the breaks helped facilitate this bonding as well. There were CEOs, graphic artists, and program managers mixed in with instructional designers, so when we did group work, everyone got a sense of what the other team members' roles were. I found that interesting; and thought that these people would work together more often, but apparently that isn't always the case.

Everyone was seated at large round tables with six to eight people at each table. This arrangement meant small group work was possible. Another thing I liked was that David Holcombe, the conference facilitator, asked everyone to move to another table after each break which made meeting and networking with new people easier. I have never had such a successful networking experience.

Those of us onsite were as curious about the online participants as they were about us. We wondered what their experience was like and it was very interesting to hear how much the online participants enjoyed their online sessions. I would suggest that a laptop be positioned on each table or a few in the back of the room so onsite participants could "chat" with those online.

One of the most interesting points during the events was the 20 minute exercise the online participants were able to share on their whiteboard with the onsite attendees. The exercise asked the small groups to develop an ID team and work through a form. The online group became one team and each table onsite became a team. As far as I could tell, most of the tables didn't get as far as the online group did. My group spent their time discussing the roles and decided to play roles different from their "real" ones. Thus, our group didn't have anything to share since we never got as far as completing the form. While there was much creativity about how to address the learning challenge (teaching the learners how to fry an egg), my group did not get to record our ideas on the easel paper provided. I found it interesting that the online group immediately recorded their thoughts on the form using the whiteboard too (see Figure 3 on page 5.) This reinforced to me how different media produce different results.

I also liked that everything from the presentations — the handouts and the taped online sessions — would be archived online after the event. It was great to know that I can always go back and review anything I missed.

Finally, I was so impressed by the positive response by the online participants that for next year's symposium, I am considering setting up a remote site for my staff!"

Other comments by the onsite participants about the Symposium ONLINE included:

- The symposium online was an important part of the overall experience. It demonstrated successful use of an e-Learning tool, added additional participants, and allowed participants who could not travel to be a part of the event. Good work!
- The access to the handouts and the taped sessions for both the online and onsite participants is great and will reinforce my own learning and add tremendous value to me as a participant.
- Excellent job with the online symposium. If there were any technical issues, they were completely unknown to those of us who attended in person. The online forum added value.

participants there. David Holcombe, President and CEO of The eLearning Guild and moderator of the symposium, told us that they had actually thought of scanning the crowd to share with the online attendees, but unfortunately the digital camera Elluminate brought wasn't able to handle the challenges presented by the lighting limitations in the ballroom. Future symposia will address this and allow for more visual interaction between the two groups.

After-action/follow-up meeting

Because we online participants did not want to quit when the symposium ended, (how's that for happy customers?), the Guild and Elluminate arranged for a follow-up meeting. For that meeting, we decided to post a PowerPoint slide with a picture of ourselves and some biographical information. We also discussed with the Guild representatives our lessons learned and made recommendations for future symposia. The Guild was not only

open to these suggestions, but they were actually excited about all they'd learned and all we'd recommended to offer others the highest-quality learning experiences.

Lessons learned

This was the first synchronous e-Learning event for some participants. Because it was superbly run, it not only had all the ingredients required for success, but excellence. Those participants will take their experience and change the way they write e-Learning experiences for others. In fact, it would be surprising if many, even "old-timers," didn't take something away they could use in their learning development methodology.

Some of the introverted participants found the medium a little intimidating, but would never have "been able to learn so much about so many people in such a short period of time." Introverts seem to thrive in this environment because they have the time to think through the discussion points without being "put on the spot" for an immediate response.

Key observations/suggestions for improvement

The online participants made a number of suggestions:

- Only use streaming video when everyone can receive it; for those who couldn't, it was a frustrating time.
- Open an after-session "lounge" for online participants to socialize. The only opportunity we had was during sessions, and it may have cut down on some of the "off-topic" conversation if we'd had the social space.
- Determine how to include "lurkers" and non-participating members. This is always a problem, but at least in a face-to-face event, the presenter can see who may need to be included.
- Offer a space for pictures and bios (perhaps in the "lounge"). When Rajeev put his and Dan's pictures up at the end, it was fun. It definitely put faces to their names for us, and would have been even more relevant at the beginning.
- A scan of the room or clip of the live audience and the room would have made us feel more connected, too.
- We weren't told until close to the end that we could save the chat as text

SIDEBAR 4 *What presenters are saying about their experience*

For most of the presenters at the symposium, it was their first experience conducting an online course and none of them had ever conducted a simultaneous webcast with an onsite audience and online audience. The presenters also found the experience educational and eye-opening. Susan Horsey is an e-Learning Consultant with the Canadian Institute of Financial Planning and shares her "key learnings" from the presenter's point of view.

"I have facilitated both online and traditional classrooms. However, I had never used Elluminate; and, most importantly, I had never facilitated online and traditional classroom simultaneously. To me, this was the big challenge.

It's critical to test the presentation with each medium. While the presenters had a demonstration of the Elluminate technology prior to the symposium, most of us didn't ever see our presentations in the Elluminate environment before the live event. Like any other form of training, you learn from the tests what works and what doesn't work. I think that if I could have seen my presentation as the online participants were seeing it, I would probably have fine-tuned it for that audience. In future, I'd suggest a trial run using both media to make sure that both are working as expected.

The most important thing I've learned is the importance of establishing interaction and bonds across the two media. While I feel that the online group bonded and the face-to-face group bonded, in future I'd like to explore ways to establish a bond between the online and face-to-face group. Some things I've been thinking of include:

- Sharing brief bios or photos of online participants, in addition to the online group's idea of sending a photo of the classroom event.
- Presenters should plan questions and exercises that really engage the online participants when we're having discussions. I got a much better sense of the online participants as an audience when David Holcombe asked them to share their experiences during Laurie and Mark's discussion of webinars. I think we should think of more ways to ask direct questions of the online participants that capitalize on their perspective, rather than making do (as I did) with, "And do we have any questions from our online learners?" Somewhere down the road, I'd like to find ways to have online and face-to-face participants collaborate in small groups.
- I'd like to see ways to share the online chats in the evenings or breaks. This sounded like a very rich discussion, but it was exclusive to the online group. Perhaps organizers could provide logins for face-to-face participants who have brought their laptops, so they can communicate with the online group. Or, even set up one or two kiosks that allow face-to-face participants to login, view some chat, and send a message of their own."

files; it would have been nice to know that up-front.

- One thing the moderators learned was to be in charge of the onsite audience's microphone volume; we didn't always hear their questions.
- We appreciated the moderators telling us in advance to expect an audio or video loss (presenter going onto the Internet where they couldn't follow, etc.). That let us know it wasn't our system going out.
- Offer a practice session before going live. Several participants tested their systems to ensure everything worked, which increased their confidence in using the software.

Everything considered, it was an extremely satisfying event with many "aha!" moments caused from the information garnered from formal presentations, and from the behind-the-scenes interactions of all the online participants. Would we recommend it to others? Oh yes, we found it a highly stimulating and interactive learning event, and it has inspired plenty of unanticipated but pleasing post-symposium discussion and activity. 

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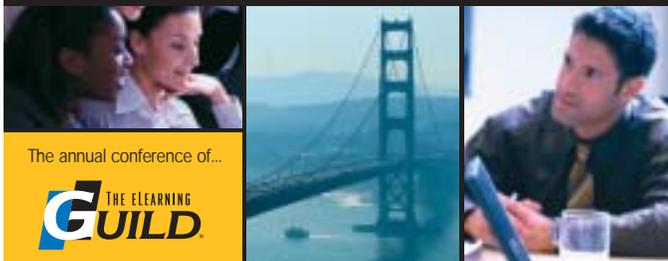
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About the Guild



The eLearning Guild™

is a Community of Practice for designers, developers, and managers of e-Learning. Through this member-driven community, we provide high-quality learning opportunities, networking services, resources, and publications. Community members represent a diverse group of instructional designers, content developers, web developers, project managers, contractors, consultants, and managers and directors of training and learning services — all of whom share a common interest in e-Learning design, development, and management.

The eLearning Developers' Journal™

The Guild publishes the only online "e-Journal" in the e-Learning industry that is focused on delivering real world "how to make it happen in your organization" information. The Journal is published weekly and features articles written by both industry experts and members who work every day in environments just like yours. As an active member, you will have unlimited access to the Journal archive.

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The Guild provides a variety of online member networking tools including online discussion boards, and the Needs & Leads™ bulletin board. These services enable members to discuss topics of importance, to ask others to help them find information they need, and to provide leads to other members.

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The Guild draws leadership from an amazing Advisory Board made up of individuals who provide insight and guidance to help ensure that the Guild serves its constituency well. We are honored to have their active engagement and participation. The Guild has also established two committees made up of active members who help steer its events program and research efforts.

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ed to IAG's Requirements Discovery Process for several years. During the past two years her focus has been on the e-Learning environment. You can reach Valerie at vleblanc@infoarchgroup.com.

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