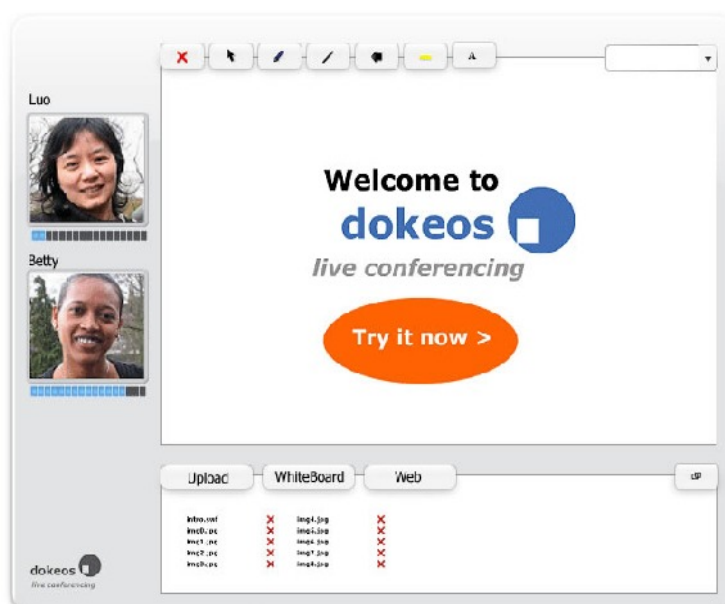


An example scenario and some remarks

This document aims at helping you structure a videoconference training.

We describe below a typical remote training scenario and end with 10 lessons we retain from this experience.

Dokeos *Live Conferencing*® is a standardised videoconferencing tool offering classical features: remote slideshow with a whiteboard layer on top to draw over the slides in realtime, duplex audio and video communication, possibility for the participants to ask for the microphone like in a classical classroom, chat discussion and the list of who is connected. It runs inside your favourite browser on any type of computer (Win, Linux or Mac) and offers 3 modes: one2one, one2many and many2many.

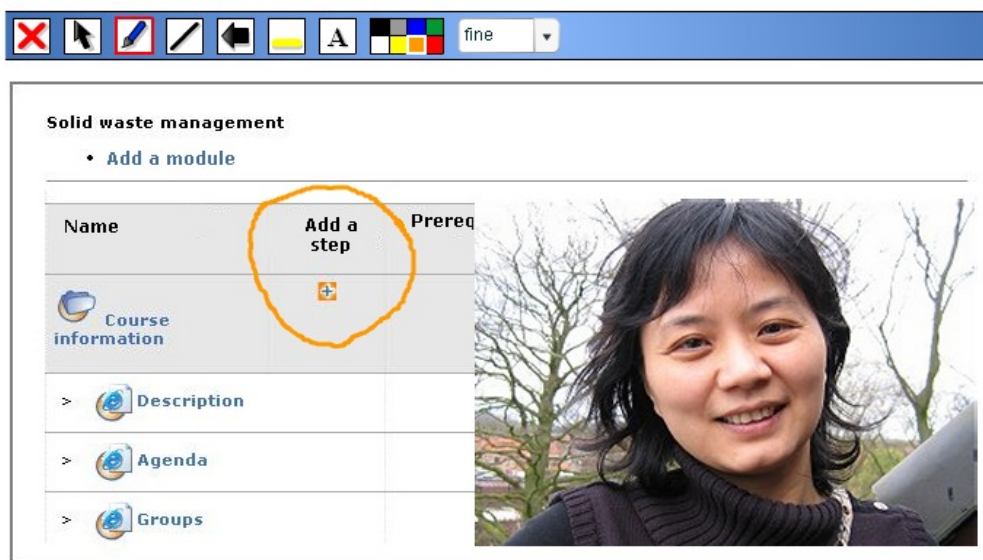




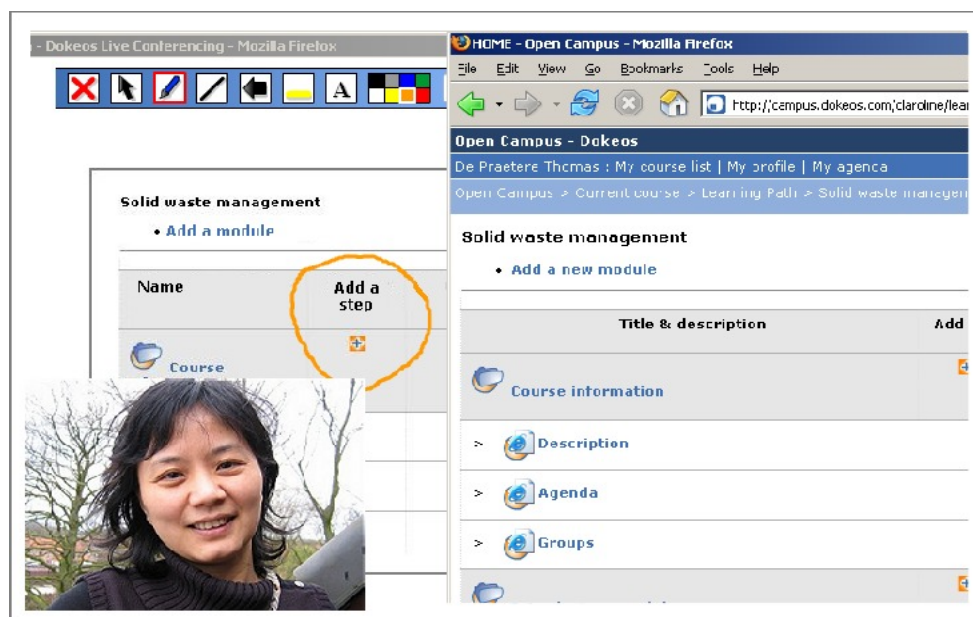
III. A typical distance training scenario

The seminar contains 5 steps.

Step 1 : the trainer shows screenshots of Dokeos LMS software interface and highlights in realtime the relevant spots in the image along his audio/video explanation. *Mode: one2many.*



Step 2 : the trainer guides the participants through the interface of the real software. All participants open 2 browser windows : one for the conference and another in Dokeos Open Campus : <http://campus.dokeos.com> where he/she registers, creates a course, learns to handle the various Dokeos LMS features. *Mode: one2many.*





Step 3 : Questions & Answers. Option 1 : the participants ask their questions through the chat and the trainer answers by audio/video. *Mode: Many2many.*

The screenshot shows the Dokeos interface. At the top, there's a toolbar with icons for editing, a color palette, and a font size dropdown set to 'fine'. Below this is a section titled 'Solid waste management' with a link 'Add a module'. Underneath is a table with columns: 'Name', 'Add a step', 'Pre-requisites', and 'Sorting'. The 'Add a step' column has a small icon of a document with a plus sign, which is circled in orange. To the right of the table is a video feed of a woman. Below the table is a 'Course information' section with icons for a document, a pencil, and a globe. At the bottom, there's a chat window with a text area containing the following messages:

- [15:31] mark : how can I add a document in the learning path?
- [15:31] adrienv : you cannot create it inside the LP, you need to go to documents first
- [15:32] mark : but if you are just in the LP process?
- [15:32] adrienv : you need to validate then go to documents then go back to Learning Path

Below the chat messages is a text input field with the text 'First of all, don't forget that the LP is a meta-tool where you' and a 'send' button.

Step 3b : Questions and answers. Option 2 : the participants ask, one by one, for the microphone and utter their question by audio. The trainer answers using the audio/video. Looks better but proves worse as it assumes a lot of audio and microphone finetuning on the participant computer ending in technical troubleshooting during the conference.

The image shows two side-by-side screenshots of the Dokeos interface, labeled 'Trainer view' and 'Participant view'.

Trainer view: At the top is a video feed of a woman labeled 'Luo'. Below it is a 'Participants' section showing two icons for 'mark' and 'adrienv'. At the bottom, there's a microphone icon and the text 'Audio request from adrienv' in red. Below this are two buttons: 'accept' and 'refuse'.

Participant view: At the top is a video feed of the same woman labeled 'Luo'. Below it is a 'Participants' section showing two icons for 'mark' and 'adrienv'. The 'adrienv' icon has a blue bar underneath it. At the bottom, there's a speaker icon and the text 'Start/Stop audio'.



Step 4 : two weeks of practice on Dokeos Open Campus : <http://campus.dokeos.com> under the trainer supervision in Dokeos forum <http://www.dokeos.com/forum/> (dedicated area for the seminar participants). *Mode: asynchronous many2many.*

learning path

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Author	Message
Alex Lisco Durenheim Joined: 30 Jun 2005 Posts: 3	<p>Posted: 30 Jun 2005 11:47 Post subject: learning path</p> <p>Hi...I am learning about LMS and SCORM and would like to know what exactly is a learning path?Also could anyone please tell me how useful is SCORM for an LMS.</p> <p>quote edit IP</p>
Luo HONGLAN Dokeos Joined : 2 April 2004 Posts : 480	<p>Posted: 30 Jun 2005 12:10 Post subject:</p> <p>A learning path is used for structured learning. You define learning items (like texts, images, exercises, anything that Dokeos supports) in a sequential order, and students have to follow that order.</p> <p>SCORM is a, e-learning standard. All LMSes that follow this standard should be able to interchange information easily. In practice this is not always true, but it is a goal we aim at.</p> <p>quote edit IP</p>

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Step 5 : After two weeks of practice, a second 3 hours videoconference. Synthesis of the work done, comments by the trainer on the participants productions, conclusions. *Mode: many2many pre-cooked by the trainer with screenshots of the productions.*

All numbers in %

[11:18] Alex : How does the average size difference influence annual growth?
[11:18] Paul : It does not influence it at all. What influences it is the evolution of size
[11:19] Alex : What do you mean the evolution of size?
[11:19] Paul : the fact that organizations tend to be bigger through time



IV. Conclusions

Our experience as trainers with *Dokeos Live Conferencing®* and other systems taught us 10 lessons:

- Going remote can be motivated either by distance or by *human ressources management* : less time stuck all together in a room with no access to day-to-day workflow;
- Technical hassle is very critical. If participants need to download and install Java® or any complex plugin, more than 30% of them run into problems. *Flash®* is pre- installed on 95% of computers and preferable for this reason. In the same philosophy, questions by *chat* work better than a sophisticated but problematic remote microphone management. To participate, no need of a microphone or a webcam, you just need *Flash®* + loudspeakers + a reasonable internet connection (ADSL or more);
- *Two modes can peacefully co-exist* : a chat discussion among some of the participants when some others attend to the audio/video speech of the trainer;
- *Dokeos Live Conferencing®* fits better practical training (*modus operandi*) than complex brainstorming on soft skills where free and quick interaction is required;
- It is necessary that the trainer *prepares* the conference accurately : sequencing, scheduling, scenario, clean screenshots and pre-define what to draw on top of them;
- *Lack of feedback is the main weakness* of live conferencing : loosing contact with a participant experiencing technical trouble or misunderstanding your explanations is hard to recover. Forcing interaction by breaks every 15 minutes and providing participants with our telephone number (+32 2 211 34 56) beforehand often proved relevant;
- Maximum time : 3 hours. After that, the participants are exhausted because videoconferencing requires a lot of concentration;
- The clients look very satisfied. *Saving time, productivity and travel costs, better human ressources management, initiating a way of collaboration that might be integrated into the organization processes* are some of the most obvious advantages;
- The trainers tend to compensate the lack of interaction by *a very expressive way of behaving and speaking* : highlighting questions through emphatic sentences, thanking people and naming them so as others know where the question comes from, repeating important information twice (trainers seem inspired by radio speakers tips & tricks). More generally, the trainers need to master both the technical device, the content provided and the complex game of a remote interaction. This requires a lot of qualifications and concentration. Being two (one who types in the chat, taking care of individual questions when the other speaks for the rest of the audience) is a plus when possible;
- The videoconference proces as such does not help grasping any practical qualification, it is mainly informative. *Real learning happens during the 2 weeks practice* under the e-coach supervision. This scenario is a *blended learning* one. It mixes two remote situations : synchronous (videoconference) and asynchronous (practice under supervision).