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| **Sample Storyboard : eLearning Options and Design**  The display text is the text and buttons that the user will see on the screen. No need to format at this stage.  The screen numbers and titles will help you keep track of the lesson’s organization. Users do not need to see the titles, unless you want to include it up top.  This is the audio narration – the script. Some lessons will not have audio, and in that case you would not need this column.  Write notes about functionality and navigation, or any other reminders for programming.  Add descriptions of your multi-media here -photos, graphics, video, or animation that you will include. | | | | |
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| **Screen.Step** | **Audio** | **Display Text** | **Image and/or Animation** | **Programming Notes** |
| 1- Title/ Welcome | Hi, I am Colin Bill, eLearning Designer, and welcome to this online self-guided lesson, *eL*earning Options and Design. It is part of the eLearning series for the CBA Resource Center. | e*L*earning Options and Design  Start Lesson | Image of laptop with books | When user clicks Start button, go to screen 2 |
| 2- Case study | Meet Deborah, she is the Director of Capacity Building and Training at CBA Provider X, which supports faith institutions and health departments in the areas of program design and implementation and evaluation. To date, CBA Provider X has offered informational webinars on topics like program evaluation and HIV basics. However, they would like to offer more interactive and engaging training, such as on-demand lessons. We’ll follow Deborah and CBA Provider X throughout this online lesson. | *Deborah*  *Dir. of Capacity Building & Training*  *CBA Provider X*   * Supports faith institutions and health dpts. * Have offered webinars   *Would like to*  …offer more interactive & engaging training, such as on-demand lessons | Image of Deborah | Next button advances to screen 3 |
| 3- Purpose and Value | The purpose of the lesson is to build the capacity of you the CBA Providers to further support and empower your clients by designing and offering their own online learning materials. This self-guided lesson exploratory in nature – there are questions for reflection and practice, but no formal quizzes to pass.    So what is the need for and value of eLearning from a CBA Provider's perspective?   * The ability to offer capacity building with a reduction in time, travel, & resources. This is especially important given the limited training resources of many organizations. * Consistent delivery of instruction and learning, and * Opportunities to support and enhance CBA efforts. | Purpose and Value  Purpose: build capacity of CBA Providers to further support and empower their clients by designing and offering their own online learning materials.  Value   * Ability to offer CBA with reduction in time, travel, & resources. * Consistent delivery of instruction and learning. * Opportunities to support and enhance CBA efforts. | Image of guy or lady with laptop | Next button advances to screen 4 |
| 4- Learning Objectives | By the end of the lesson, learners will:   1. Review eLearning in general terms and identify types. 2. Determine best eLearning option(s), meeting the target audience’s needs. 3. Recognize the importance of good eLearning design - to ensure the desired learning occurs. 4. Reflect on and practice using eLearning design strategies to create effective materials, increasing confidence. 5. Explore further resources to support online CBA efforts. | Learning Objectives  By the end of the lesson, learners will:   1. Review eLearning in general terms and identify types. 2. Determine best eLearning option(s), meeting the target audience’s needs. 3. Recognize the importance of good eLearning design - to ensure the desired learning occurs. 4. Reflect on and practice using eLearning design strategies to create effective materials, increasing confidence. 5. Explore further resources to support online CBA efforts. | Image of target |  |
| 5- What is eLearning? | * eLearning includes all forms of electronically supported teaching and learning. Quite simply, it consists of learning experiences supported by technology tools. * Breaking it down, “e” refers to electronic technologies. Usually this refers to the Internet, but can also include other electronic mediums, such as conference calls and phone SMS texting. The key is that they all offer degrees of speed, scale, and access that simply were not possible before. * People often focus too much on the “e” technology and not enough on analysis and design – missing the mark and the end goal – LEARNING. The student is not acquiring new knowledge, skills and abilities (KSAs). * To ensure that the desired learning does occur, we use eLearning design, which we will cover in detail later on. * The goal of eLearning is to create engaging learning environments that interest the learner, challenge her to think and reflect, and to practice new skills. * It is important to remember that eLearning efforts are often part of a larger capacity building effort. eLearning can be combined with traditional face-to-face, creating what is referred to as blended learning. It often proves to be very successful. More on this later. | What is eLearning?   * All forms of electronically supported teaching and learning. In other words, learning experiences supported by technology tools. * Provide for degrees of speed, scale, and access. * Often too much focus on “e” * Goal - create engaging learning environments that interest learner, challenge her to think and reflect, and to practice new skills. | eLearning image  lady questioning image  learning image  eLearning image + Face-to-face image = Blended Learning |  |
| 6.1- Types of eLearning | Let’s now look at the various types of eLearning and how to decide which option to pursue. eLearning environments can either be facilitated live by an instructor, or accessed on-demand by the learner. Blended learning combines these eLearning environments with traditional face-to-face instruction. Please click on each option to explore. When you are done, please download the supplemental PDF with activities to reflect on the types of eLearning that could support and enhance your current capacity building efforts. | Types of eLearning  Live eLearning  On-Demand eLearning  Blended Learning  Download supplemental PDF HERE | Image of PDF | If user clicks Live eLearning, goes to screen 6.2. On-Demand to 6.3. Blended to 6.4.  User can download and open or print the supplemental PDF, which serves to provide 1) a printable summary of the content covered, and 2) activities for learners to reflect on it, make strategy decisions, and practice the new knowledge, skills, and attitudes . |
| 6.2- Live eLearning | The most common live eLearning environment is the webinar. All CBA Providers are familiar with attending webinars, and many have hosted them. Webinars are essentially online conferences that allow for live group communication and collaboration through shared online visuals and audio.  One can use free digital audio (VoIP) or pay for a phone-based conference line to be incorporated. The facilitator usually presents by walking through a PowerPoint presentation and/or sharing their screen and then responding to questions. However, it is possible to design and host more and interactive and collaborative webinars. Here is another online lesson that helps with that.  The more established and reliable providers are GoToMeeting and WebEx. An upside to webinars is that they tend to require less time and effort to prepare and run than on-demand eLearning lessons. A potential downside is difficulty scheduling a large numbers of learners—especially if they are in different time zones – and the need to repeat the presentation.  If you need something more like a virtual classroom, try GoToTraining or Blackboard Collaborate. They have additional features such as content libraries, breakout rooms, tests, and reports.  For a good comparison of webinar tools see [THIS](http://www.idealware.org/articles/few-good-online-conferencing-tools-0) article. | Live eLearning Environment  Webinars:   * Online conferences that allow for live group communication and collaboration. * Audio options: free digital or paid phone-based conference line. * Pro: tend to require less time and effort than on-demand eLearning lessons. * Con: difficulty scheduling large numbers of learners * *Virtual classroom*   + GoToTraining or Blackboard   + content library, tests, and reports. * See [THIS ARTICLE](http://www.idealware.org/articles/few-good-online-conferencing-tools-0) for a good comparison.     [*How to Design   Effective Webinars*](http://www.mycba.org/sites/all/themes/mycba/elearning/designing_effective_webinars/player.html) | webinar image | [*How to Design Effective Webinars*](http://www.mycba.org/sites/all/themes/mycba/elearning/designing_effective_webinars/player.html) links to external lesson  If user clicks arrow, go back to screen 6.1 |
| 6.3- On-Demand eLearning | The most common on-demand learning environment is the self-guided lesson or course that the learner can access online anytime, anywhere – like this one. We will use the term lesson, not course. On-demand self-guided eLearning lessons allow for the consistent delivery of material and allow a large, geographically diverse audience to access them at their convenience. They usually have multi-media, such as images, audio, and video. The absence of an instructor, however, means that the lessons need to be well designed so that the learner can process the new content alone. The time and effort needed to design and develop an eLearning lesson tends to be more than that needed for a live webinar. The good news is, though, is that once a lesson is built, it can be offered as many times as you like.  RE  eLearning lessons are best suited when we want learners to change in behavior and make better decisions. If the overall goal is “awareness” of new information for people to read, better solutions would be a broadcast email or informational PDF.  The last few years various user-friendly tools have made it easier and less expensive to create eLearning material in-house. This is often referred to as Rapid eLearning Design. You don’t necessarily need a professional course developer or a tech-savvy programmer to deliver effective and informative eLearning anymore. While time and money can often be saved now on the actual building and development, good design is still essential and will largely determine whether the materials are useful and engaging. Good, popular software for rapid eLearning development are Adobe Captivate, Lectora Inspire and Snap, and Articulate. | On-Demand eLearning Environment  Self-guidedlesson:   * Pro: consistent delivery of material to large audience. * Con: More time to design and develop than webinar. * Best suited to change behavior. * Recorded webinars * Rapid eLearning Design software:   + Adobe Captivate,   + Lectora Inspire and Snap, and   + Articulate | Online lesson image | Note: use tabs interaction  If user clicks arrow, go back to screen 6.1 |
| 6.3.2 – Two Other On-Demand | Two other types of on-demand eLearning that we will not be focusing on in this lesson are,   * One, recorded webinars, available to learner to replay and * Two, teacher-led courses, which are most often used for high-school, university, or certificate classes and follow a semester schedule. Teachers can post and students access instructional content, students can upload their homework and take tests, and teachers can post grades. Also, students and teacher can communicate with email and share on discussion boards.   + Moodle is the largest and most poplular free, open-source platform for teacher-led courses, and   + Blackboard is the largest private, pay one | **Two other types**   1. Recorded webinars available to replay, 2. Teacher-led course    * Moodle (free) and Blackboard (pay) | Recorded webinar image  course image | If user clicks arrow, go back to screen 6.1 |
| 6.4- Blended Learning | As discussed, blended learning refers to a combination of traditional face-to-face and online learning environments. For example, one might want to take an exisiting in-person workshop or training of lets say 4 days, and shorten it to two days, saving money on travel and hotel. This might be achieved by offering, before the workshop, a self-guided lesson, webinar, and/or a survey to cover background material and find out where participants are in terms of interest, knowledge, and skills. At the workshop in-person, make the most of that time. It’s silly and a waste to have participants watch powerpoint presentations for hours. They should be active and engaged. After the workshop it could be valuable to provide follow-up discussion in webinars or discussion boards and just-in-time resources to access on the job, such as the eLearning lesson, recorded webinars, or supplemental documents. | Blended Learning | eLearning image + Face-to-face image = Blended Learning  image of workshop, self-guided image, and webinar above timeline with text |  |