Engaging eLearning:
Five Essentials & Three Surprises

Allison Rossett  ∙  Antonia Chan
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Why Participate in Information Security Training?

Vast quantities of protected information, including educational records, social security numbers, and medical and credit card information, have been entrusted to the CSU. Employees and third-party service providers share responsibility for protecting CSU information assets from unauthorized access, collection, modification, deletion, disclosure and misuse. These responsibilities include:

- Understanding CSU information security policies and practices.
- Implementing procedures for managing access to protected assets.
- Knowing your responsibilities related to information security.
- Engaging in proper data retention and destruction practices.
- Keeping email and mobile devices secure.
- Protecting against virus, malware, spyware and other threats to information assets.
- Practicing safe Web surfing.
- Complying with physical security policies and procedures.
The body can only make immune weapons against bacteria and viruses that it has met before. When one of these enters the body, it is immediately recognised and killed by patrolling antibodies or T cells. The part of the germ that is recognised by the body is called the antigen.

This process is called immunity. The body is now immune to that bug because it has lots of patrolling weapons to kill that germ. However, when you catch a new germ, your body is not immune and has to make the weapons from scratch. This takes quite a few days, so these germs can quickly multiply and infect you seriously, but you will not catch it a second time.

Immunity is very useful. For instance, vaccines are ways we fool the body into producing antibodies against diseases we have never had.
“eLearning took off before people really knew how to use it.”

(Robert Zemsky & William F. Massy)
Engagement:

Attentiveness to something, with that attentiveness accompanied by a positive feeling. When engaged, they read, they post, they react, they try, they question, they keep coming back...
eLearning Engagement:
Movement of people from the periphery of the activity or community to the center (Jean Lave & Etienne Wenger)
The Engaged Employee:

Sees the value, feels confident
Keeps on keeping on
Which best describes YOUR situation?

a. Our people are VERY engaged with their eLearning
b. Our people are SOMEWHAT engaged with their eLearning
c. Our people are NOT engaged with their eLearning
d. I’m NOT CERTAIN how engaged our people are
Five Essentials
1: The Right Stuff

Only the relevant
A ten week e-class on spirituality. Podcasts, videos, audios, transcripts.
Using your sterile marker, mark an X over the greater trochanter to help locate your incision point.

Click the **continue** button when done.

First, locate the top of the greater trochanter bone, and use the sterile marker to mark the incision area...
2: Guidance

No flopping around
“An important finding in the education literature is that many students given control over their own learning choose to terminate the experience before mastering the training task.”

(Ken Brown, University of Iowa)
Hi, I'm Linda, your mentor. I'm here to guide you through the course.

This course has audio that can be turned off and on at anytime using the audio menu at the top of the page.

We recommend that you leave audio on as you learn. When the audio is turned off, a transcript will appear at the bottom of the page.

If you have any questions about how to use the course, use the help menu at the top of the page. You can print the information on the help page for your reference.

You can exit the course at any time by clicking the exit course button at the top of the page. Your progress will be saved, and when you return, you will start on the last page you were viewing. If you do not choose this option, you will start from the beginning of the course.
3: Active

Learning happens in the “zone of proximal development,” the area just beyond current capabilities

(Vygotsky)
How many safety violations can you find?
You are walking down the street when a man ahead of you falls to the ground and appears to be unconscious.

**HOW WOULD YOU RESPOND?**

CPR is a life-saving technique that requires completing a number of steps correctly, and in the correct order.

*Time is running! You have 3 minutes to complete this simulation.*

http://www.articulate.com/community/showcase/
Active and thought-provoking
• You are a case worker
• Observe
• Consider what you are seeing
• Write notes
• Write report
• Compare to expert’s notes

http://suddenlysmart.com
Second Life — UC Davis Virtual Hallucinations
How would you describe your eLearning programs?

a. Definitely ACTIVE
b. Definitely THOUGHT PROVOKING
c. Definitely ACTIVE AND THOUGHT PROVOKING
d. NOT so much
e. I’m NOT SURE
4: Relationships & Community

The power of the social
PINOT: Performance Improvement Non-Training Solutions

Using Everything but Training to Improve Performance

The PINOT network is a community dedicated to performance improvement and results using solution systems that go beyond training.

Welcome to PINOT!
Are you intrigued with performance technology, improvement and results? Do you work in a field related to training, human resource development, or OD? Then please join us!

PINOT contains a collection of short articles, experiences, and discussions about a variety of performance improvement interventions that go beyond training. These articles and discussions are contributed by graduate students, scholars, and practitioners and based on published literature and field practice, with perspectives from real people who are using the intervention in real places with real effects.

The Performance Improvement Non-Training solutions (PINOT) site was created by Dr. Allison Rossetti and Dr. Rebecca Frazee as a project for students in their Performance Technology classes in the Department of Educational Technology at San Diego State University.

We do not hate training. In fact, we are fond of it, in all its manifestation. See a recent article about how training can help organizations cope with the recession. That said, this site is devoted to non-training interventions -- an excellent pairing with training and development.

http://pinotnet.ning.com/
The Twitter Experiment - UT Dallas
5: Blend

Moves lessons, information, and collegiality, in many forms, closer to where and when needed
- Help systems
- Job aids
- PSTs
- Knowledge bases
- Documentation

- Coaching
- eCoaching
- Mentoring
- Apprenticeships
- Podcasts/vodcasts

- Discussions
- Blogs
- Wikis
- RSS
- Facebook, etc.

- Instructor-led, classroom experiences
- Workshops
- Virtual classroom

- Books
- Workbooks
- Articles
- Best practices
- Online links
- FAQs

- Online tutorials
- Simulations & scenarios
- Online self-assessments
- Tailored learning plans
Blends are not all the same....
New salespeople **must** know how to sell

**Classroom Time**

Salespeople are introduced to the elements of sales success

**Field Applications**

After the session, salespeople practice techniques with a coach
Coast Guard officers *must board and report on many* vessels

Classroom Time

Coast Guard boarding officers learn vessels inspection basics

Performance Support Tool

After the session, with PDA in hand, they inspect and report
A manufacturing organization **must** improve safety

Online Assessment
- Tool to ask individuals to stop and assess their site & their activities

Classroom Time
- The class then focuses on the results of the safety assessments

Online Community
- A discussion, one month later, on what has happened, what more is needed to assure safety
Five Essentials

1: The Right Stuff
2: Guidance, No Flopping About
3: Active
4: Relationships and Community
5: Blend
Three Surprises
WOW is good, but nowhere near as important as the five essentials discussed earlier.
The best eLearning is unobtrusive, characterized most by usefulness, delivering value for time invested.
If the organization is aligned, expectations are clear, rewards match, supervisors are on board and programs serve these priorities, they *will* engage--
eLearning
Engagement Quotient (eEQ)
## eEQ

<table>
<thead>
<tr>
<th>Are your eLearning programs engaging your colleagues?</th>
<th>True</th>
<th>Not Certain</th>
<th>Not true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The program is about something worthwhile; it targets real needs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>2. Early on, it grabs the attention of our people</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. What we offer has obvious links to career paths and competence development</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. The approach features key challenges, task, and priorities</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>5. Employees are asked to be active in authentic and meaningful ways</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Employees have guidance on what to do and how to do it. No fumbling around</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Employees always know where they are, what they have accomplished, what remains to be done</td>
<td>☐</td>
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<tr>
<td>8. When they do this, they are likely to experience the pleasure of success</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. There are strategies to increase participants’ likelihood of success</td>
<td>☐</td>
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<tr>
<td>10. The effort includes appropriate stories, characters, and anecdotes</td>
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<td>☐</td>
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<td>11. If appropriate, technology is used well</td>
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<td>12. There are opportunities to practice and to assess progress</td>
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<td>☐</td>
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<tr>
<td>13. There are materials that extend messages/support into work and life</td>
<td>☐</td>
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<tr>
<td>14. The effort is social. There are ways for participants to work with each other and to continue the conversations in the workplace or life space</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>15. Participants can see how their supervisors and managers are supportive and involved</td>
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**Comments:**

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Think about your eLearning efforts and consider that checklist, how are you doing?

a. GREAT. We do just about everything on the list.
b. OK. We do some of it and have plans to move forward on the other elements.
c. NOT SO WELL. We do little of that today.
If we had more time…

<table>
<thead>
<tr>
<th>Five Engagement Essentials</th>
<th>Examples and resources for later</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Right stuff</td>
<td><a href="http://www.youtube.com/watch?v=0vtHwWRwGU0">http://www.youtube.com/watch?v=0vtHwWRwGU0</a></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td><a href="http://pict.sdsu.edu/media/allison.mp3">http://pict.sdsu.edu/media/allison.mp3</a></td>
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</table>
## Links you can use...

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU EDTEC graduate programs, on campus and online</td>
<td><a href="http://edweb.sdsu.edu/">http://edweb.sdsu.edu/</a> <a href="http://edweb.sdsu.edu/Edtec/distance/">http://edweb.sdsu.edu/Edtec/distance/</a></td>
</tr>
</tbody>
</table>
Bibliography


How would you make this session more engaging?

Please text your responses in the chat box
Please help to map the eLearning terrain by participating in a study

http://www.surveymonkey.com/s.aspx?sm=BsLiWqIK_2fDfOSDK_2bS1qQQQ_3d_3d
Dr. Allison Rossett, long time professor of Professor of Educational Technology at San Diego State University, is in the Training magazine Hall of Fame, CLO Advisory Board, and Elearning Guild’s Board. Rossett has authored six books, including a brand new edition of her classic, First Things Fast: a handbook for performance analysis. Allison writes about and consults on technology-based learning and metrics. You can reach Allison at arossett@mail.sdsu.edu

Antonia Chan, a Fulbright scholar from Panama, and received her MA in educational technology from San Diego State University in May, 2007. She is currently an instructional design consultant for Amway Corporation. You can reach Antonia at antonia.chan@amway.com