

Treatment Outline

Situation: Our **Needs Analysis** shows a split among trainers who consider the WebEx tool an online course, and those that feel it is only a conduit for demonstrating software to distant learners. We also discovered that the trainers were not in agreement over the basic need for interactive training efforts while using the WebEx to deliver training.

Goal: To model interactive training using the WebEx, while providing a review the tools of the program and a brush up on interactive training techniques.

Note: The **Needs Analysis** questionnaire showed:

0% of the trainers have been trained in the use of the Web Ex tool.
Trainers never have any days where all are in the same town.
30% are based in other states.

60% have taken online courses in the past.
50% would prefer a self directed online course, 40% want Instructor-Led.
100% are power computer users.
100% have laptop and network access.

The company has ample bandwidth in their network for online training.
The company has access to web space and if necessary, web designers.

Behavioral Learning Objectives

- ✓ 1. List the tools on the WebEx computer application that allow two-way communications with WebEx participants.
- ✓ 2. Create and use four PowerPoint slides customized to promote interaction within WebEx trainings.
- ✓ 3. Demonstrate 3 ways to maximize student interactivity in WebEx Training.
- ✓ 4. Explain two key differences and two key similarities between FTF trainings and online trainings.
- ✓ 5. Describe when a trainer would use Audio, Video and Text to facilitate interactive trainings.
- ✓ 6. Demonstrate two different examples that would work with a visual learner and an experiential learner.

Course Treatment by Russell Gifford

Course: Online

Type: Mixed (Asynchronous / Synchronous)

The course will be a four part course, offered via the Internet.

Asynchronous:

The classes are self-directed 15 minutes slides and attached audio sessions. Each class will be a recorded WebEx session, demonstrating different WebEx tools as the instructor teaches the session. *Each will be posted by Friday at 5 pm, and may be viewed at anytime after that.*

Students will also be required to post at least three times a week. One post will be on the subject of the readings or the class; the other will be a response to a post by one of their colleagues. Posts will be on the portal set up at <http://russgifford.wordpress.com>

Students will become part of three person teams. These teams will be given 100 points to start the course. Any team with less than the required posts per week will lose 10 points; any team with at least twice the required posts will receive 5 bonus points. The team with the most points each week will have first choice in upcoming weekly WebEx assignments.

Each student will have to complete a 15 minute 'teach back' at the end of the session. The team with the most points gets first choice of the topics.

Individuals will also receive a certification for completing the course. They cannot be certified if they do not complete all 4 classes and do the 'teach back' session. They must also be part of a team with at least 80 points.

Destination:

"When finished with the course, participants will recognize that a WebEx is an interactive online training, and that an online training's impact can be maximized by using more interactive questions and teach to all learning styles."

Course Treatment by Russell Gifford

Course Treatment:

Session 1: *Overview of WebEx Tools.*

Total Time: 15 minutes

Examples of Sharing Applications. Turning on/off the Chat Window, and Polling window. Learning to activate the Video Camera, Status monitor, Recording, and Log. Discussion of merits and drawbacks of giving Host/Instructor Status to students. Note use of Agenda / Overview slide, of 'Your Thoughts' slide, and "Now You Try It!" slide.
Total time: 10 minutes

Quiz slide: (Which features on WebEx allow instructors to see students 'raise their hands' to answer a question; How does an instructor open or close the chat widow; How do you change 'shared' status during class; Give a reason to use a video camera in a WebEx session.)

Reveal Quiz Answers

End of Timed portion of Session

Exercise slide: Gives Exercise, and click link on slide to print PDF of exercise directions.

Exercise is to create two slides in PowerPoint. One will be your introductory slide, giving a roadmap to for students in the course you will be delivering via WebEx for your teach back. The second slide will be a prompt for students to ask questions, either verbally, or via chat. Make this slide more graphic in nature, so it becomes recognizable as a sign when the students see it.

Log into WebEx. Share the appropriate applications, and record the session. Demo an opening you might use for your next WebEx involving the IC Read Only group. End the recording, and save it.)

Survey slide: Will capture student's thoughts about the lecture, specifically to see if the lecture points were clear.

Post slide: Post your slides at the discussion portal, and discuss your thoughts on your team member's slides. You must offer 2 positives and a possible improvement suggestion for each of your two teammates' slides. Don't forget to post your reaction to an aspect of this week's lesson.

Reading Assignment slide: Student Learning Styles, "Theory & Practice for Online Learning, pages 19-27."

Meets learning objective 1; parts of objectives 2 & 3.

Course Treatment by Russell Gifford

Session 2: *Overview of Student Learning styles.*

Total Time: 15 minutes

Examples of reaching different learning types with question types, exercises and slides designed to reach audio, visual and experiential learners. Note the instructor's use of a "Thoughts" slide to prompt consideration; Consider the four slides the instructor has used. Does at least one of each slide appeal to each of the learning styles? Also, play the Jeopardy-style "Think you know your learning style?" game.

Survey slide: Complete this week's survey. ("Which learning style are you?" survey.)

Exercise slide: Create three slides, one each that would appeal to each of the learning styles.

Post slide: Post these slides at the discussion portal. Discuss your thoughts on two non-team member's slides. You must offer at least 1 positive thought on each of these slides. You must give one POSITIVE SUGGESTION for improving a team-mate's slide. Answer any requests. Don't forget to post your reaction to an aspect of this week's lesson.

Reading Assignment: Media Types and Their Uses, TPOL pages 73-82.

Meets learning objective 6; parts of objectives 1, 2, 3,

Course Treatment by Russell Gifford

Session 3: *Making an Effective Multimedia Presentation in WebEx*

Total Time: 15 minutes

Examples of using Audio, Video and Text in WebEx to reach different learning types. Instructor will demonstrate interactive slide for Experiential Learners with the 'spider map' brainstorming slide, and using the 'host' tool with WebEx. Realize that the learning objectives for 1 & 2 and now 3 have been seen in every class, and will continue to be used. The same is true of question types, use of slides and slides designed to reach audio, visual and experiential learners. Note the instructor's use of a "Thoughts" slide to prompt consideration.

Survey slide: Complete this week's survey. ("Evaluate your Previous Slides – could you add a visual, audio or text link and improve these slides?")

Exercise slide: Create a NEW slides for your upcoming presentation. Be certain you consider your potential student's learning styles in doing so. (Refer to last week's reading if needed.) Also, include embedded links as appropriate for Audio, Video and/or Text. Example: On a "Review" slide, use a video link to 'Review' learning styles. (Create this video with a web cam, or find an appropriate video on YouTube. – I will have one in place.)

Post slide: Post these slides at the discussion portal. Discuss your thoughts on two non-team member's slides. You must offer at least 1 positive thought on each of these slides, and you must request a specific TEAM MEMBER to give you one POSITIVE SUGGESTION for improving one of your slides. Answer any requests, Don't forget to post your reaction to an aspect of this week's lesson.

Reading Assignment: Online Learning and eLearning, TPOL pages 5-60.

Meets learning objective 5 and 6; parts of objectives 1, 2, and 3.

Course Treatment by Russell Gifford

Session 4: *What Changes in eLearning?*

Total Time: 15 minutes

Examples We have focused on learning how to make the step into eLearning. But many issues of eLearning training are reflections of their FTF counterparts. Focuses on what remains the same from FTF and eLearning.

Survey slide: Complete this week's survey. ("Evaluate your Previous Slides Part 2 – can you make these sharper, better and meet all the needs?")

Exercise slide: Look at your slides for your upcoming presentation. Which slide meets which learning style? Would these same slides work if you were presenting from the front of the classroom? Will the embedded links work there as well? Make a copy of your slides as a "Notes" page. Print it to a PDF. Then add this PDF to a link on your Review slide. Also create an Evaluation slide, and use a survey from surveymonkey.com and allow students to evaluate your WebEx.

Post slide: Post these slides at the discussion portal. Discuss your thoughts on YOUR slides. You must offer at least 1 positive thought on each of these slides, and you must request a specific TEAM MEMBER to give you one POSITIVE SUGGESTION for improving one of your slides. Answer any requests. Don't forget to post your reaction to an aspect of this week's lesson.

Assignment 1: Make appointment to present your WebEx to the group.

Assignment 2: Go to <http://russgifford.wordpress.com> to assess this training.

Meets learning objective 4; parts of objectives 1, 2, 3, 5, and 6.