

# Organizing on-line training:

FEET: Fit for European E-Training is an Erasmus + project No.2015-1-DE02-KA104-002248  
Learning Mobility of Individuals/Adult Education

The aim of this course is the acquisition of new knowledge and skills for becoming effective online trainers (e-trainers) by the training professionals collaborating with E@W. They will study and practice the fundamentals and learn how online training is designed, implemented and evaluated. They will be trained to become e-trainers so they can provide online and blended learning to their learners in Germany and worldwide.

The training course is developed based on the contract between the FEET project coordinator **English at Work GmbH, DE:** E@W [www.englishatwork.com](http://www.englishatwork.com) and **Global Knowledge Development Ltd, UK:** GKD - [www.gkd-online.com](http://www.gkd-online.com)

# A. Theoretical part

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# 1. Categories of online training

Depending on the time and place it takes e-training can be divided into two categories: synchronous and asynchronous [Ref. 1].

## Synchronous e-training

This type of e-training unfolds in real time. It requires that the online trainer and all participants be present online at a given time. Synchronous e-training involves online studies through chat, audio, and video conferencing. The training is real-time based. It is like a virtual classroom which allows immediate interaction and students can ask and trainers can answer questions instantly. The medium for this interaction is mainly

instant messaging, online chats and e-conferencing, which is why the training is called synchronous. Rather than taking lessons alone, students using synchronous e-training software or enrolled in synchronous online courses can easily interact with fellow students, trainers and other experts during the course.

Examples of synchronous e-training activities:

- Online Chat and Instant Messaging (IM)
- Video and audio conferences
- Web-based seminars (webinars), web meetings and conferences
- Live webcasting/streaming digital media
- Screen/white board sharing
- Application sharing (collaborative software).

## Asynchronous e-training

As opposed to the synchronous training asynchronous e-training can be carried out even while the learner or the trainer is offline. This type of e-training involves courses delivered via web, LMS, email and message boards that can be posted on online forums. In these cases learners can complete their course at their own pace and place using the Internet for communication with the e-trainer when additional external support is needed. This support is initiated to stabilize their learning pace and progress. Such external support by the e-trainer is not only helpful, but in some cases vital. However, the higher the level of self-directedness of the course, the less external support is required by the learner.

Asynchronous training events are time-independent and can take place at different times. The learners do not

have to be present at the same moment in an asynchronous classroom space.

Examples of asynchronous e-training activities:

- Discussion groups/online forums
- Message boards
- E-mails
- Wikis
- Blogs
- Webcasting on demand
- Self-paced courses published on Learning Management Systems (LMS).

Many learning and training organizations and professionals have invested for years in different training programs across a multitude of delivery options, e.g., Instructor-Led Training (ILT), synchronous and

asynchronous virtual classroom programs, self-paced e-learning, blended learning courses, etc. All these approaches to teaching and learning have various levels of effectiveness and the educational professionals have yet to maximize their value. Many trainers have a desire to encourage and enable greater collaborative learning, increase just-in-time support and enhance the use of the vast valuable knowledge and experience locked up in various types of content and subject matter experts. What many trainers still miss is the profound knowledge and practical skills how to use effectively the latest ICT technologies to better reach their teaching and learning goals.

Some training approaches, technologies, and tools described below are paradigms of the new Web 2.0 - the

second generation of developments on the initial World Wide Web (referred to as Web 1.0).

Web 2.0 refers to a constantly evolving collection of trends, technologies and tools on Internet that encourage user-generated content, user interactivity, better social collaboration and information sharing.

**Note:** For more information on synchronous and asynchronous online training activities and Web2.0-based tools for e-learning/training, please refer to the “Online references and additional self-directed resources” section at the end of this course unit.

## 2. Organizing online training

Organizing training activities, including online training, starts with a detailed analysis phase.

According to the ADDIE model [Ref. 2], in the analysis phase the training problem is clarified, the training goals and objectives are established and the e-training environment and learner's existing knowledge and skills are identified.

These are some of the questions that are addressed during the analysis phase:

- Who is the target audience and what are their characteristics?

- What are the training needs?
- What kind of knowledge is to be transferred?
- What is expected to be achieved or changed in the target audience?
- What types of learning/training constraints exist?
- What are the training delivery options?
- What are the online pedagogical considerations?
- What is the timeline for training completion?

### Target audience analysis

includes observing and identifying the learner-related factors that will influence the course design:

- Type of organization or institution in which learners work or study and their professional role(s)
- Learners' previous knowledge, proficiency and expertise on the subject

- Learners' ICT skills and previous experience in e-learning/training
- Amount of time that can be allocated to e-training.

### The needs analysis

should be conducted to answer the following questions:

- Is the training required to fill a gap in professional/personal knowledge and skills?
- Is the e-training the best solution to deliver the training?

It is important to carry out training needs analysis while organizing the training activities as it guarantees the success of the training experience for each participant.

### Identifying the delivery options -

the physical location where e-training will take place:

- Will the course participants study at home, at work or at in a virtual e-learning classroom/centre?
- Connection speed and current computer and software capabilities.

### Identifying course content

**Content analysis** is a critical step in the overall process of instructional design (ID) (please refer to Unit 3).

The course designer(s) should include accurate and relevant content. Without this even the best instructional methods and media will fail to transfer the needed knowledge and skills to learners.

Content identification and analysis uses the following methods:

- **Task analysis** determines the job tasks that learners should learn or improve and identifies the knowledge and skills to be developed or reinforced. This approach is mostly useful when working on training courses for specific job related or interpersonal skills.
- **Topic analysis** identifies and classifies the course content. This approach is generally suitable for broader educational objectives.

### 3. Establishing e-training goals

The intended purpose and desired achievements of a particular course are represented in the learning goals, which usually identify the knowledge, skills, and capacities a student should obtain [Ref. 4].

The most basic issue a teacher/instructor can consider is what he or she will do to establish and communicate clear training aims and objectives, track student progress and evaluate results. This course design phase includes three distinct but highly related elements: (1) setting and communicating training goals, (2) tracking student progress, and (3) assessing student results [Ref. 5].

Some of the widely used frameworks for identifying and establishing learning goals are Bloom's Taxonomy [Ref. 8], Fink's Taxonomy of Learning Experiences [Ref. 9], and the Lumina Foundation's Degree Qualifications Profile [Ref. 10].

Assigning online training (e-training) goals requires also identification of some specific matters to be considered due to the implementation of digital media and online communication:

- What is the ICT literacy of the primary target audience for the course?
- What are the virtual training environment constraints?
- What are the technology (hardware and software) requirements of the course?

- How accessible are the needed online knowledge sources?
- Other elements related to communication technology and digital media (file formats, browser plug-ins, pre-installed applications, etc).

## 4. Preparation and execution of online training

### Preparation process

The key to a successful e-training course is planning. There are several mandatory steps to be completed during the preparation phase of each e-training course [Ref. 11]:

- Setting the training goals
- Gathering resources
- Defining concepts
- Mapping out the course
- Carefully studying the target audience
- Setting expectations (knowledge and skills to be transferred)
- Creating an in depth course description/storyboard.

The process of organizing is an important element in training and planning every step of the preparation stages beforehand will allow the e-trainer to stay on-task and on-target. Adhering to this list can result in significant improvements during the e-training course preparation stage and will make the whole process simple and straightforward.

### Implementation and execution of e-training

Probably one of the most crucial steps when adopting an e-training solution is implementation. Key factors for successful e-training implementation are [Ref. 13]:

- Clear measurable objectives
- LMS implementation plan (in-house or via cloud technology delivery)
- ID team and training leaders

- Quality requirements/standards
- Training timetable
- Other online training technical and implementation management issues (risk management, etc).

There are many approaches and techniques to conduct an effective e-training session. Here are some practical tips to consider [Ref. 16]:

- Inform learners what the training will cover. Start the session with a brief overview of the main points of the training.
- Provide necessary and accurate information. In your presentation explain the main points of the training, then move on to the principles, demonstrate the approaches and procedures, and

finally finish with the rest of the information the learners need to know.

- Inform them or remind them what has already been done. Finish with a summary of the main points. Repeat the most important parts in order to help learners understand and remember the information.
- Always explain in detail what the learners should expect and what you will present when displaying multimedia content. This provides a better learning environment by helping learners know what tasks they have and what to remember. Explaining the purpose of the multimedia content ensures effective reception of information. Make sure you use the appropriate audio and visual presentations of the learning objects (audio, video, animation, simulation).

- Use various learning tools. Effective training uses all senses to influence learning. Demonstrate and apply a variety of techniques to help achieve a better understanding and knowledge of the topic.
- Check that the transfer of knowledge is successful. Online tests are a good way for students to pay serious attention to the learning materials. They are helpful in determining whether the training has achieved its initial goals.
- Involve learners in the learning process. It might be a good idea to ask the participants to share their experience with similar. Often learners have previous experience and can share valuable information that benefits others. Different perspectives and different experiences make learning itself more diverse, interesting and valuable.
- If there are questions, it is good to repeat or rephrase them before answering. This ensures that you have correctly understood the issue, and that all participants are aware of what the question is. This will also help them understand your answer better.
- During the course of the training constantly analyze the progress and difficulties. Make a note of what works best. When you find a new technique or method that has a positive effect on the student group, write them down so you can include them in future sessions.
- Do not allow delays or speed-ups. Get started in time and finish on time. Work on schedule as long as it's possible and do not stray too much from what is pre-planned. An unexpected discussion between the participants may affect the progress

or duration of the lesson, but try not to allow that too often. If there are many ambiguities or questions, it is better to have a separate lesson on the topic.

- Put yourself in the learners' shoes. Do not overwhelm them with information and take frequent breaks.
- Always ask for feedback and make the appropriate adjustments to the training accordingly.

and allow improvement over time based on the received feedback.

These steps provide the basic foundation for conducting an efficient training session and conveying the necessary information to the learners more clearly and systematically in order to meet the training goals. They are also vital for training development and effectiveness

## 5. Online web-based seminars (webinars) and follow-ups

A webinar is an online educational, instructional or informative (e.g. business) presentation that is made mostly using slides and audio [Ref. 18].

A webinar may take the form of an academic lecture or some other type of presentation, such as an online training session. Because webinar attendees connect online, they can use additional Internet-based technologies to enhance the experience, which are usually integrated into the webinar platform/service. For example, communicating through text/instant messaging, file sharing, using a whiteboard

collaboratively and interacting through social media sites.

Today webinars are widely used tools for conducting online training and establishing a follow-up communication with the attendees.

Usually the people who want to attend a webinar have to register for the selected event. If they use the webinar platform for the first time they have to install specific software on their computers allowing them to connect and attend the webinar. This should be done prior to the start of the webinar session. After completing the registration the users usually get a feedback message from the webinar organizers confirming their registration and recommending them to test their equipment ahead of the online event (software platform,

computer configuration, plugged-in headphones, connection speed and prior installations of some multimedia software). This is done automatically by the webinar platform. A message reminding the attendees about the beginning of the webinar is sent by the platform a day and/or an hour before the start of the presentation.

The trainer (the webinar presenter) has to prepare the presentation adequately for the selected webinar platform. The main factors that need to be taken into account for a successful webinar include: choosing the right tools, researching the topic thoroughly, creating an organizational structure for the presentation, preparing the slides and hand-outs, presenting the information as accurately, comprehensively and objectively as possible,

finding a comfortable pace for presentation and testing equipment ahead of time.

Nowadays many webinar services offer live streaming audio and video options and the ability to record a complete webinar and publish it on YouTube or broadcast it using other online streaming/webcasting services. Registrants who were not able to attend the webinar in real time can later view session recordings online. Usually each of the users will receive a follow-up email with the link to the recorded webinar and additional published webinar materials, such as slides, hand-outs, e-books, brochures, as well as questions and answers that were received during and after the presentation.

## 6. Learning maps and paths – designing customized learning experiences

A learning map is a structured visual presentation of learning content. It is a non-linear way to present learning content and related resources having complex interrelations and branched structures.

The main characteristics of learning maps are [Ref. 22]:

- Learning maps are non-linear and visually attractive, which helps learners to understand better and remember longer
- Learning maps support exploring the learning topic and pulling the content at the point of need

- Learning maps can be seen as useful tools for dealing with information overload - the learner selects the learning path
- Learning maps are very intuitive and support easy content navigation
- Learning maps are compatible with touch-screen mobile devices because of the "natural" navigation (by tapping) through the content map.

Branching digital content allows for easy customization/personalization of the training materials based on learners' needs and prior knowledge on the subject. The users just follow on the map pre-designed learning paths that match their training needs, prior knowledge on the topic and learning progress.

Branching is designed by creating branching scenarios

and embedded on the instructional design phase of training content development (please refer to Unit 3).

### **Mind and concept maps**

are similar to learning maps. A mind map is a visual representation of words, concepts or items linked to a central concept or subject utilizing a non-linear graphical layout that enables the trainer to build an intuitive framework around a main concept or subject [Ref. 24].

A concept map is a communication tool that uses visual symbols in order to help trainers and students organize and represent knowledge of a subject. Concept maps begin with a central idea or concept and then branch out showing how that idea can be divided into specific topics. The technique of concept mapping allows the

students to see the relationships between concepts and ideas while making learning visible. Often represented in circles or boxes, concepts are linked by words and phrases that explain the connection between the ideas. This helps students to organize and structure their thoughts and enhances their ability to further understand information and discover new relationships. Most concept maps have a hierarchical structure starting with a broader concept and proceeding towards more specific concepts and sub-topics [Ref. 27].

There are many different specialized software products on the market for designing and creating interactive learning maps, concept maps and mind maps [Ref. 23 and 28].

## 7. Online references and additional resources

**Note:** All hyperlinks were updated in June and July 2017. Please feel free to search and browse the Internet for more additional resources on the topics.

1. mindflash.com/Asynchronous E-Learning Vs. Synchronous E-Learning

<https://www.mindflash.com/elearning/asynchronous-synchronous/>

2. instructionaldesign.org/ADDIE model

<http://www.instructionaldesign.org/models/addie.html>

3. trainingindustry.com/ADDIE model

<https://www.trainingindustry.com/wiki/entries/addie-model.aspx>

4. brown.edu/Establishing Learning Goals

<https://www.brown.edu/about/administration/sheridan-center/teaching-learning/course-design/establishing-learning-goals>

5. ASCD.org/Art and Science of Teaching by Robert J. Marzano/Chapter 1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?

<http://www.ascd.org/publications/books/107001/chapters/What-will-I-do-to-establish-and-communicate-learning-goals,-track-student-progress,-and-celebrate-success%20A2.aspx>

6. marzanocenter.com/Clear Learning Goals Set Students Up for Success (Part 1)

<http://www.marzanocenter.com/blog/article/clear-learning-goals-set-students-up-for-success-part-1/>

7. rebeccawilmot.weebly.com/Set learning goals that provide achievable challenges for students of varying abilities and characteristics

<http://rebeccawilmot.weebly.com/31-establish-challenging-learning-goals.html>

8. vanderbilt.edu/Bloom's Taxonomy

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

9. byui.edu/Dee Fink's Taxonomy of Significant Learning

<https://www.byui.edu/outcomes-and-assessment-old/the-basics/step-1-articulate-outcomes/dee-finks-taxonomy-of-significant-learning>

10. aacu.org/Degree Qualifications Profile

<https://www.aacu.org/qc/dqp>

11. elearningindustry.com/The 7 Steps of eLearning Course Preparation Process

<https://elearningindustry.com/7-steps-elearning-course-preparation-process>

12. cdc.gov/Training Planning

[https://www2.cdc.gov/cdcup/library/practices\\_guides/DC\\_UP\\_Training\\_Planning\\_Practices\\_Guide.pdf](https://www2.cdc.gov/cdcup/library/practices_guides/DC_UP_Training_Planning_Practices_Guide.pdf)

13. [shiftelearning.com/7 Factors For Ensuring a Successful eLearning Implementation](http://info.shiftelearning.com/blog/bid/210351/7-key-factors-to-ensure-a-successful-elearning-program)

<http://info.shiftelearning.com/blog/bid/210351/7-key-factors-to-ensure-a-successful-elearning-program>

14. [rotaryteach.org/How to Implement E-learning](http://www.rotaryteach.org/How%20to%20Implement%20E-learning.pdf)

<http://www.rotaryteach.org/How%20to%20Implement%20E-learning.pdf>

15. [hr.com/How To Implement E-Learning in Smaller Companies](https://www.hr.com/en/communities/training_and_development/how-to-implement-e-learning-in-smaller-companies_eaczuyxk.html)

[https://www.hr.com/en/communities/training\\_and\\_development/how-to-implement-e-learning-in-smaller-companies\\_eaczuyxk.html](https://www.hr.com/en/communities/training_and_development/how-to-implement-e-learning-in-smaller-companies_eaczuyxk.html)

16. [linkedin.com/How to Conduct an Effective Training Session](https://www.linkedin.com/pulse/how-conduct-effective-training-session-charles-farley)

<https://www.linkedin.com/pulse/how-conduct-effective-training-session-charles-farley>

17. [ku.edu/Delivering a Training Session](http://ctb.ku.edu/en/table-of-contents/structure/training-and-technical-assistance/deliver-training-session/main)

<http://ctb.ku.edu/en/table-of-contents/structure/training-and-technical-assistance/deliver-training-session/main>

18. [techtarget.com/webinar definition](http://whatis.techtarget.com/definition/webinar)

<http://whatis.techtarget.com/definition/webinar>

19. [elegantthemes.com/The 15 Best Webinar Software Products From Around The Web](https://www.elegantthemes.com/blog/resources/the-15-best-webinar-software-products-from-around-the-web)

<https://www.elegantthemes.com/blog/resources/the-15-best-webinar-software-products-from-around-the-web>

20. [wpbeginner.com/9 Best Webinar Software for WordPress Users](http://www.wpbeginner.com/9-Best-Webinar-Software-for-WordPress-Users)

<http://www.wpbeginner.com/showcase/9-best-webinar-software-for-wordpress-users/>

21. [capterra.com/Top Webinar Software Products](http://www.capterra.com/Top-Webinar-Software-Products)

<http://www.capterra.com/webinar-software/>

22. [elearningindustry.com/5 Main Characteristics of a Learning Map](http://elearningindustry.com/5-Main-Characteristics-of-a-Learning-Map)

<https://elearningindustry.com/5-main-characteristics-of-a-learning-map>

23. [dynamiclearningmaps.org/WHAT IS A LEARNING MAP MODEL?](http://dynamiclearningmaps.org/WHAT-IS-A-LEARNING-MAP-MODEL?)

<http://dynamiclearningmaps.org/about/model>

24. [mindmapping.com/What is a Mind Map?](http://www.mindmapping.com/What-is-a-Mind-Map?)

<http://www.mindmapping.com/mind-map.php>

25. [mindmapping.com/Mind Mapping in Education](http://www.mindmapping.com/Mind-Mapping-in-Education)

<http://www.mindmapping.com/mind-mapping-in-education.php>

26. [cmu.edu/Using Concept Maps](http://www.cmu.edu/Using-Concept-Maps)

<https://www.cmu.edu/teaching/assessment/assessment-learning/conceptmaps.html>

27. [inspiration.com/Introduction to Concept Mapping](http://www.inspiration.com/Introduction-to-Concept-Mapping)

<http://www.inspiration.com/visual-learning/concept-mapping>

28. [wikipedia.org/List of concept- and mind-mapping software](http://www.wikipedia.org/List-of-concept-and-mind-mapping-software)

[https://en.wikipedia.org/wiki/List\\_of\\_concept\\_and\\_mind-mapping\\_software](https://en.wikipedia.org/wiki/List_of_concept_and_mind-mapping_software)

29. skilljar.com/The Anatomy of a Training Course:  
Number of Lessons  
<http://blog.skilljar.com/training-course-number-of-lessons>

30. shiftelearning.com/First Steps to Implementing a  
Mobile Learning Program  
<http://info.shiftelearning.com/blog/implementing-a-mobile-learning-program>

31. elearningindustry.com/Branching Scenarios: What  
You Need To Know  
<https://elearningindustry.com/branching-scenarios-need-know>

32. trainingindustry.com/Print vs. Digital: Using  
Different Training Modalities

<https://www.trainingindustry.com/content-development/articles/print-vs-digital-using-different-training-modalities.aspx>

33. shiftelearning.com/Communication Basics Every  
eLearning Designer Should Know  
<http://info.shiftelearning.com/blog/communication-basics-elearning>

34. trainingindustry.com/Blending Web 2.0  
Technologies with Traditional Formal Learning  
<https://cdns3.trainingindustry.com/media/2122678/element%20k%20-%20blending%20web%2020%20technologies%20with%20traditional%20formal%20learning.pdf>

35. gototraining.com/Online Learning 2.0: The Technologies and Trends Revolutionizing the Classroom  
<http://gototraining.cloud-papers.com/content/14/online-learning-20-technologies-and-trends-revolutionizing-classroom>

36. MERLOT Journal of Online Learning and Teaching/Which Technology Should I Use To Teach Online? Online Technology and Communication Course Instruction  
[http://jolt.merlot.org/vol8no4/carlson\\_1212.htm](http://jolt.merlot.org/vol8no4/carlson_1212.htm)

## B. Practical part

### **Practical tasks to be completed:**

After you have reviewed the Theoretical part or used the additional self-directed resources in this section, please complete the following practical tasks:

#### **1. Organizing online training**

You are planning a training session. You have to make a decision which one of the training modes to offer to your group of trainees - ILT or online training.

Following the ADDIE model, please complete the analysis of your group of trainees for both modes.

Create a comparison table (positives and drawbacks) – ILT vs. online training.

Please select the online training category (synchronous or asynchronous) that best meets your training task and audience.

According to your professional experience, target audiences, and set goals, please describe your view on the positives and drawbacks of using each method.

Please present your opinion in a friendly manner to the other participants in the training session. Share facts and information to support your views.

Get feedback/suggestions from the audience. If necessary modify your analysis and decision.

## **2. Establishing e-training goals**

After completing the analysis of your group of trainees, please set training goals that should be reached by them at the end of the online training.

Please select which one (or combination) of the widely-used frameworks for identifying and establishing learning goals you will use.

Please create a list of specific components of the virtual training environment you need to identify.

Please present your lists to the other participants in the training session.

Get feedback/suggestions from the audience. If needed correct your selection.

## **3. Preparation and execution of online training**

Based on the results of the abovementioned Practical tasks 1 and 2, please prepare a plan for execution/completion of your training session.

Please describe how your plan and execution will guarantee reaching the training goals.

Please present your plan to the other participants in the training session.

Get feedback/suggestions from the audience. Make corrections if needed.

#### **4. Online web-based seminars (webinars) and follow-ups**

##### **Presentation:**

- Adobe Connect and WizIQ webinar platforms
- Using video conferencing software (Skype) for training and online communication with the trainees.

Presenter: GKD instructor

Informal discussions with the presenter, Q&As.

Following the presentation using the hyperlinks below and information published on the topic, please select a webinar service you could use for your online training activities.

Please describe which service options you need (or like) most and why.

Please describe how a webinar integrated into your training program will help you and your trainees enrich their learning experience.

Please present your view to the other participants in the training session.

Get feedback/suggestions from the audience. Make corrections if needed.

#### **5. Learning maps and learning paths in online training**

By following the hyperlinks below or researching additional information on the topic, please decide which one of the technologies for visual presentation of ideas and training content (learning, mind or concept maps)

you prefer to use in your future training activities. Please explain your choice.

Using any free online mapping software, please create a sample learning map and present it to the audience.

Get feedback/suggestions. If needed, edit it based on the suggestions.

## Additional online resources

**Note:** You will find some useful information on e-training practices and tools by browsing the links below. Please feel free to search and browse Internet for more additional resources on the topics.

1. [elearningindustry.com/Getting To Know ADDIE: Part 1 - Analysis](https://elearningindustry.com/Getting-To-Know-ADDIE-Part-1-Analysis)

<https://elearningindustry.com/getting-know-addie-analysis>

2. [ASCD.org/Handbook for the Art and Science of Teaching](https://www.ascd.org/Handbook-for-the-Art-and-Science-of-Teaching) by Robert J. Marzano and John L. Brown/Module 2: Establishing and Communicating Learning Goals

<http://www.ascd.org/publications/books/108049/chapters/Module-2@-Establishing-and-Communicating-Learning-Goals.aspx>

3. Examples of learning goals at Brown University

<https://www.brown.edu/about/administration/sheridan-center/teaching-learning/course-design/establishing-learning-goals>

4. wednet.edu/The Marzano Framework - Providing Clear Learning Goals and Scales (Rubrics)

<http://staff.camas.wednet.edu/blogs/tppep/files/2011/12/DQElement1PacketforTeachers.pdf>

5. shiftelearning.com/A Template to Carry Out an eLearning Audience Analysis

<http://info.shiftelearning.com/blog/template-elearning-audience-analysis>

6. elearningindustry.com/The Ultimate eLearning Course Design Checklist

<https://elearningindustry.com/the-ultimate-elearning-course-design-checklist>

7. mindflash.com/Remote Training: Best Practices

<https://www.mindflash.com/elearning/remote-training-best-practices/>

8. commlabindia.com/14 Best Practices for Successful E-learning Implementation

<http://blog.commlabindia.com/elearning-design/elearning-implementation-14-best-practices>

9. esi-intl.co.uk/Strategy Execution's E-Training Courses

[http://www.esi-intl.co.uk/individual\\_development/e-training/](http://www.esi-intl.co.uk/individual_development/e-training/)

10. strategyex-au.com/e-Training

<http://www.strategyex-au.com/e-training.php>

11. slideshare.net/How to Conduct Training Sessions

[https://www.slideshare.net/sarb\\_singh1971/howto-conduct-training](https://www.slideshare.net/sarb_singh1971/howto-conduct-training)

12. elearningindustry.com/eLearning Webinars

<https://elearningindustry.com/elearning-events/types/elearning-webinars>

13. infinitylearn.org/Case studies to show impact of the infinity learning maps in schools

<http://infinitylearn.org/infinity-maps-2/>

14. pinterest.com/Learning maps

<https://www.pinterest.com/explore/learning-maps/>

15. ssc.coop/articulate.com/6 Sweet Branching Scenario Examples

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