

# **Creating a Well-Rounded Online Learning Experience**

Joseph Gainer & Richard Culatta





Image courtesy of <http://www.agocg.ac.uk/>

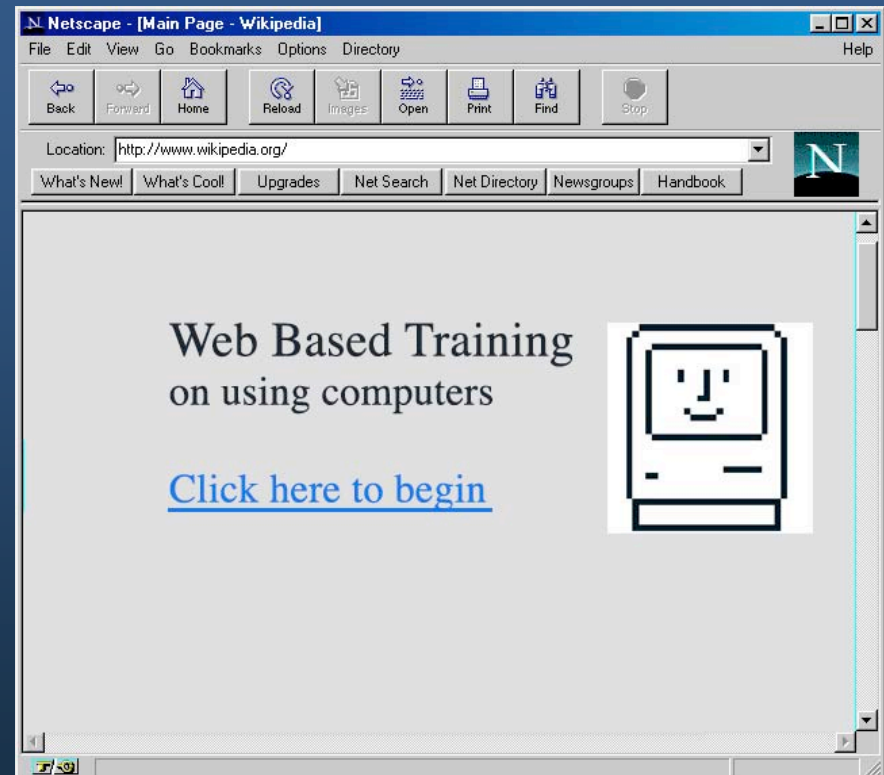
EXTENDING THE REACH OF EDUCATIONAL RESEARCH: APPLYING  
PRODUCT COMMERCIALIZATION PROCESSES TO COMMUNITIES OF  
PRACTICE<sup>¶¶</sup>

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The ability to extend educational research beyond the research community could have a great impact on end-users such as teachers, students, or educational administrators. One way to extend the use of educational research is to create tangible educational products, such as virtual simulations, instructional videos, and printed materials, which can be easily and widely distributed. In order to transform research into products, members of the research community must adopt and implement certain product commercialization processes. Effective processes, if not recognized by members of the community, are not helpful for ensuring that quality end products are reached. Likewise, a supportive community would not be able to create successful products without clear processes for doing so. For this reason, this study relied on research on *communities of practice* and *product commercialization* to set the foundation for discovering how a product commercialization community could be established. Interviews with faculty and administrators of the McKay School of Education at Brigham Young University were conducted. Qualitative methodology was used in the analysis of the interview data to allow themes to emerge that were important to the researchers. These themes included issues of project funding, human support, time, marketing experience, ~~interaction~~ interaction with existing products, faculty reward system, and community structure and communication practices. Based on analysis of the interviews, the researcher identified several guidelines that would assist administrators in strengthening a

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Netscape - [Main Page - Wikipedia]

File Edit View Go Bookmarks Options Directory Help

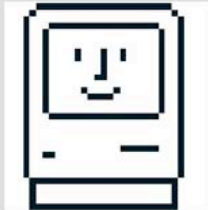
Back Forward Home Reload Images Open Print Find Stop

Location: <http://www.wikipedia.org/>

What's New! What's Cool! Upgrades Net Search Net Directory Newsgroups Handbook

# Web Based Training on using computers

[Click here to begin](#)

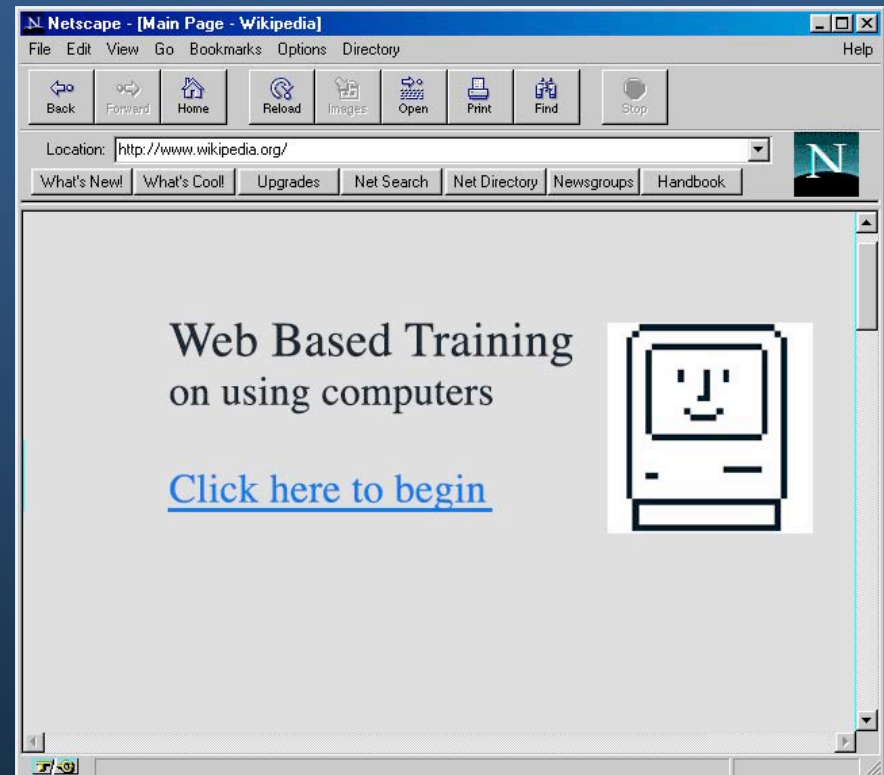




Images from sxc.hu

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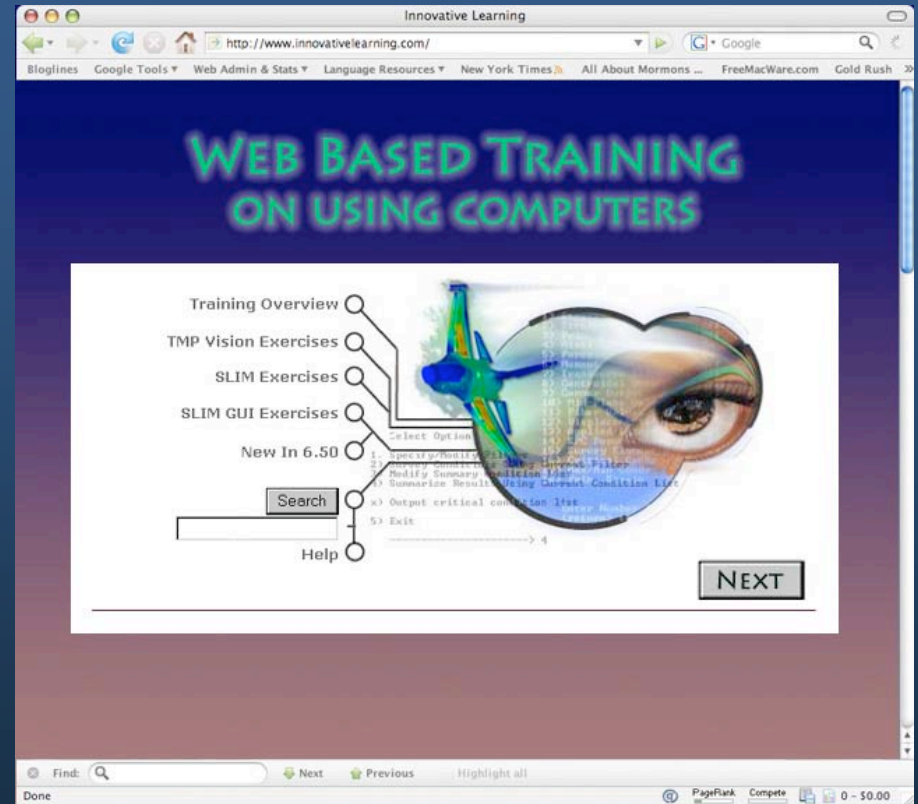


The ability to extend educational research beyond the research community could have a great impact on end-users such as teachers, students, or in an educational administrators. One way to extend the use of educational research is to create tangible educational products; such as virtual simulations, instructional videos, and printed materials, which can be easily and widely distributed. In order to transform research into products, members of the research community must adopt and implement certain product commercialization processes.

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### Related Content

While this study did not attempt to implement any of these suggestions, it is anticipated that the results will provide a useful foundation for future studies addressing the issue in greater depth.



The screenshot shows a web browser window titled 'Innovative Learning' with the URL 'http://www.innovativelearning.com/'. The browser's address bar and search bar are visible. The main content area features a dark blue background with the text 'WEB BASED TRAINING ON USING COMPUTERS' in large, glowing green letters. Below this, there is a white rectangular area containing a navigation menu on the left and a large graphic of a human eye on the right. The navigation menu includes 'Training Overview', 'TMP Vision Exercises', 'SLIM Exercises', 'SLIM GUI Exercises', 'New In 6.50', 'Search', and 'Help'. The 'Search' item has a search box next to it. The 'New In 6.50' item has a list of sub-items: '1. Select Option', '2. Specify Position', '3. Specify Layer', '4. Modify Summary Condition Layer', and '5. Summarize Result Using Default Condition List'. The 'Help' item has a right-pointing arrow. The 'NEXT' button is located at the bottom right of the white area. The browser's status bar at the bottom shows 'Done', 'Find: Q', 'Next', 'Previous', 'Highlight all', 'PageRank', 'Compute', and '0 - 50.00'.

# **An Eclectic Approach**

## An Eclectic Approach

- The traditional approach
- Symptom: False Dichotomy (Face to Face or eLearning)
- Web 2.0 approach
- Symptom: High barrier of entry (you've got to know before you learn)

# Eclectic Approach

- Provide structured training, but use *a healthy variety* of delivery methods in the process.

Online Learning Objects Repository

VTC

iPod Podcasts

Audience Response System

Digital Video

Virtual Immersive Worlds

Threaded Online Discussion

Mobile Content Delivery

Discrete WBT modules

## Why This is So Important

- A culturally diverse workforce
- The need for building flexible minds
- Extremely wide range of types of training offered
- Physically dispersed workforce
- The immeasurable cost of training failures

# **Eclectic vs. Blended Learning**

## **Applying an Eclectic Approach**

- Employ a wide range of instructional activities
- Employ a wide range of delivery methods
- Suspend preconceived notions

# eLearning Menu

## SELF-PACED MATERIALS

### HYPertext DOCUMENTS

*Sed diam nonummy eirmod tempor invidunt ut labore et dolore, sed diam .* 6.95

### PODCASTING

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### DIGITAL VIDEO

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### DISCRETE WBT MODULES

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### BRANCHING SIMULATIONS

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## COMMUNICATION

### THREADED ONLINE DISCUSSION

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### POLING (AUDIENCE RESPONSE SYSTEMS)

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### LIVE CHAT

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### BLOGS

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## INTERACTIVITY

### LEARNING OBJECTS REPOSITORY

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### MOBILE CONTENT DELIVERY

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### VIDEOCONFERENCING

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### SERIOUS GAMING

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### VIRTUAL IMMERSIVE WORLDS

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[www.InnovativeLearning.com](http://www.InnovativeLearning.com)

## Examples of Eclectic eLearning

- Interactive Case Exercise
- Virtual Immersive Worlds Training
- Mobile Learning

# Interactive Case Exercise

The interface features a top navigation bar with a calendar for the year 2000. The months are labeled from JAN to DEC. The year 1999 is on the left and 2001 is on the right. The current date is 28 JANUARY 2000 08:15, displayed in a digital font. Navigation buttons for '<< PREVIOUS DECISION' and 'NEXT DECISION >>' are present. On the left side, there is a 'Tasks for Today' list with four items: 'Read Traffic', 'Submit Collection Req.', 'Consult Colleagues', and 'Write Finished Intel'. Below this is a 'Tradecraft Score' section showing '50/200' and 'Score Context'. On the right side, there are two vertical buttons: 'On This Date' and 'Saved Documents', both with green arrow icons pointing right.

**Tasks for Today**

- Read Traffic
- Submit Collection Req.
- Consult Colleagues
- Write Finished Intel

**Tradecraft Score**  
50/200  
Score Context

On This Date

Saved Documents

It is 28 January 2000.

Three weeks ago you started work. Read the traffic for today

Your group chief has asked that you and your colleagues come up with requirements. She asks to see them before she leaves for the day at 1700.

## Goals of the Interactive Case Exercise

- Sensitize analysts to analytic pitfalls.
- Provide them with an evaluation of their performance.
- Reinforce the utility of analytic tools and methodologies.

## Primary Learning Outcomes

- Accurately represent reporting, continue to evaluate reliability, and work to ensure that requirements are neutral rather than leading.

# Virtual Immersive Worlds



# Mobile Learning



## Advantages to Mobile Learning

- Leverages familiar technologies
- Available even when the network is not
- Push vs. pull technology
- Adds variety to the delivery
- Doesn't waste bandwidth

# Podcasting

- Podcast creation station
- Apple enterprise iTunes server (or other RSS feed manager)
- Can use video and audio



# Interactive Mobile Learning



1. Subscribe to learning content

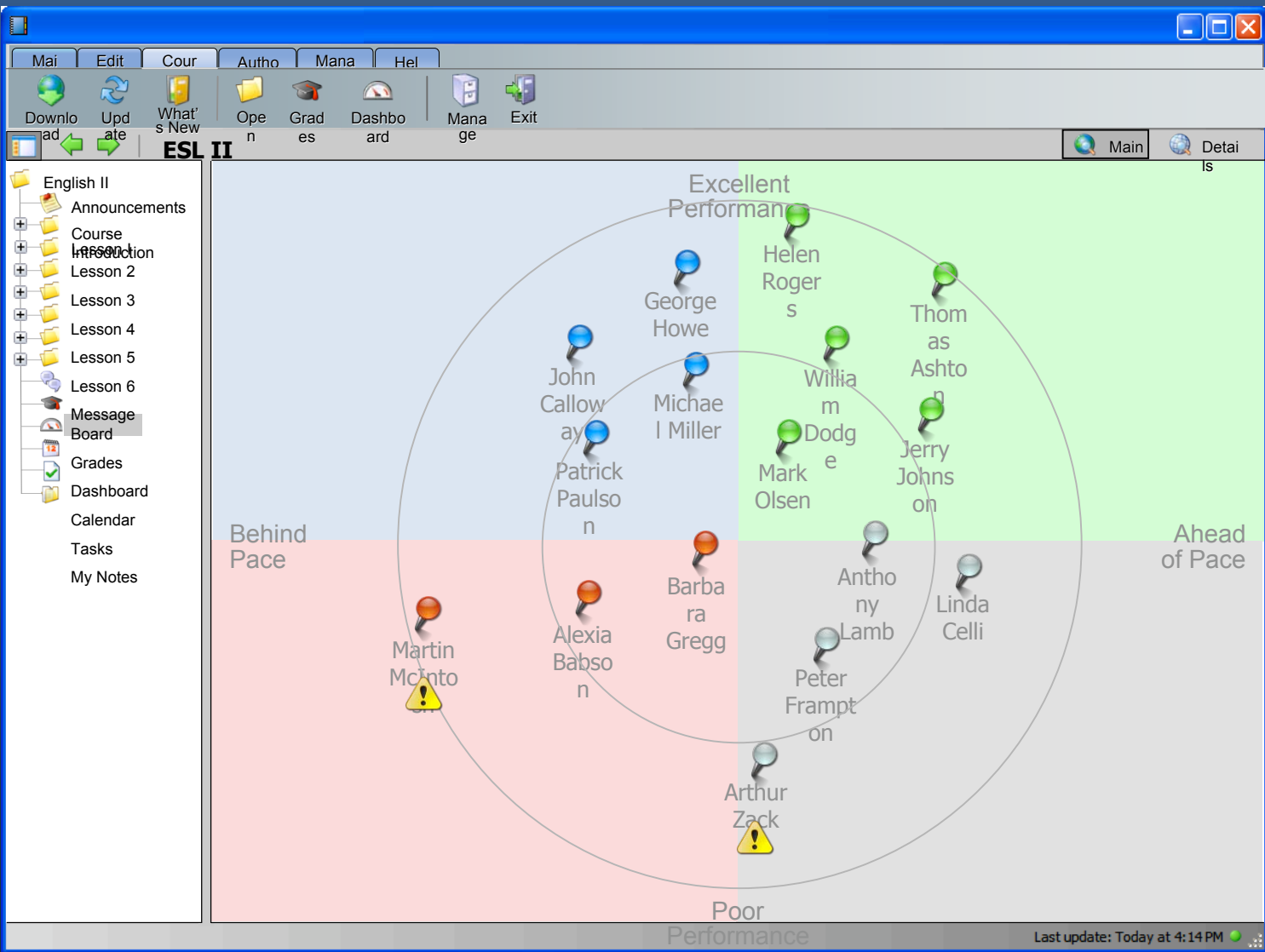


2. Participate in interactive learning activities from wherever



3. Sync periodically with LCMS





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 Download Update What's New Open Grades Dashboard Manage  
 Main Details

**ESL II**

English II

- Announcements
- Course Introduction
- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5
- Lesson 6
- Message Board
- Grades
- Dashboard
- Calendar
- Tasks
- My Notes

ALL STUDENTS		STUDENT: Martin McIntosh		Grade: 75%	Pace: Behind	
77%	Babson, Alexia	<b>Lesson 1</b>	<b>Object Grade</b>			
91%	Callaway, John		Lecture	✓	Time	Doc
78%	Celli, Linda		Exercise	✓	Comments	Sent
91%	Dodge, William		Listen	✓		
74%	Frampton, Peter		Exercise	✓		
79%	Gregg, Barbara		Reading	✓		
94%	Howe, George		Exercise	✓		
86%	Johnson, Jerry		Assignment	--		
79%	Lamb, Anthony		Exam	87%		
75%	McIntosh, Martin		<b>Lesson 2</b>	Lecture	✓	
89%	Miller, Michael	Exercise		✓		
85%	Olsen, Mark	Listen		✓		
85%	Paulson, Patrick	Exercise		✓		
97%	Rogers, Helen	Reading		✓		
67%	Zack, Arthur	Exercise		✓		
78%	<b>AVERAGE</b>	Assignment	89%			
		Exam	91%			

Last update: Today at 4:14 PM