

Virtual Learning – Three-Phased Approach

S4 NetQuest has a three-phased approach to transforming your instructor-led training for virtual distribution. The phases are designed to allow an iterative approach to transformation. The phased approach also allows organizations to move from reliance on a facilitator-led model to minimizing the amount of synchronous virtual classroom and maximizing interactivity and engagement. It also provides increased effectiveness as you move from one phase to another.

1

PHASE I – Initial Transformation

- Allows classroom to continue uninterrupted but also assures effectiveness for virtual classroom delivery
- Focuses on training the facilitator
 - Trains on use of virtual technologies (video, whiteboarding, breakout rooms, etc.)
 - Trains the facilitator to maximize effectiveness of virtual classroom (presentation skills, creating interactivity, facilitating exercises, etc.)
- Includes redesign of some learning activities to maximize effectiveness in virtual distribution model
- Matches current learning effectiveness
- Relies heavily on virtual classroom
- Better if facilitated by expert facilitator

2

PHASE II – Improved Effectiveness

- Focuses on blending learning assets (virtual classroom, pre-reads, learning communities)
 - Includes digital self-paced pre-reads
 - Allows learners access to foundational knowledge
 - Shortens amount of required virtual classroom
 - Includes learning communities
 - Provides collaboration among learners
 - Focuses on problem-based learning which results in higher levels of learning
- Includes train-the-trainer
 - Trains the facilitator to maximize effectiveness of instructional design
 - Note: Facilitators were trained on use of virtual technologies in Phase I
- Includes redesign of additional learning activities to maximize effectiveness in virtual distribution model
- Exceeds current learning effectiveness
- Relies less on virtual classroom
- Requires less experienced facilitator

3

Phase III – Maximum Effectiveness

- Provides maximum learning effectiveness and flexibility
- Focuses on extending the blending learning assets (self-paced micro-mods, performance support tools, learning community activities) and minimizing reliance on virtual classroom
 - Includes self-paced micro-mods
 - Utilizes highly interactive eLearning modules to extend acquiring foundational knowledge (videos, animations, simulations, etc.)
 - Dramatically reduces amount of required virtual classroom time (reduces reliance on facilitator)
 - Maximizes engagement
 - Includes performance support tools
 - Employs interactive digital tools that help learners apply knowledge (both for learning and on-the-job functions)
 - Uses these tools for interactive learning community activities
 - Focuses more on interactive learning communities
 - Both self-paced and facilitator-led learning activities
 - Provides “application” of skill and knowledge (i.e., use of performance support tools)
 - Provides collaboration among learners
 - Focuses on problem-based learning which results in higher levels of learning
- Includes train-the-trainer (digital facilitator guide)
 - Contains all content needed to “learn” the materials that will be facilitated
 - Includes training on how to conduct the blended virtual learning solution
- Includes additional redesign of all learning activities to maximize effectiveness in virtual distribution model
- Maximizes learning effectiveness
- Most efficient (i.e., less synchronous training required)
- Most flexible (i.e., less reliance on synchronous virtual classroom activities)
- Minimizes reliance on virtual classroom
- Can be taught by inexperienced facilitator

Contact S4 NetQuest:

580 North 4th Street, Suite 600
Columbus, OH 43215

614-220-5700

info@s4netquest.com