

EXECUTIVE SUMMARIES

The Brave New World of Learning

Sam S. Adkins

Enterprise technology is in the midst of an accelerating process of integration and convergence. Customers are steadily migrating away from courseware-based e-learning products and enthusiastically adopting next-generation, real-time embedded workflow products.

Adkins says training professionals must be aware of newly developed tools and understand performance improvement benefits. They include

- Web services
- cross-business, super-stacked, and presentation-layered application integration
- zero-latency.

He further explains how these tools have led to the emergence of next-generation performance improvement content and, consequently, real-time workflow in the workplace. Two common examples of that are instant messaging and handheld wireless technology.

Adkins concludes the piece by mapping out how the convergence of old and new applications fits into the real-time workflow landscape.

For complete text, see page 28.

Reprint TD030628

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.

Bulk Reprints

To purchase reprints of these articles, call The Reprint Outsource, 717.394.7350.

To purchase single copies of *T+D* articles, go to the ASTD Online Store at store.astd.org.

What to Do About E-Dropouts

Allison Rossett and Lisa Schafer

In spite of the plethora of books and articles on e-learning, recent studies show that many learners aren't finishing their courses. Often, the problem isn't with the courseware, but with the learners. The authors say that's because employees aren't engaged in the activity.

Why? Many don't know how to be effective self-learners. Rather, they're unprepared and have cultivated their habits in classrooms dominated by instructors. But there's hope in ensuring a successful program.

First, provide meaningful content. Designers should tailor courses for a range of learning preferences, and that requires the participants' involvement. They should be able to try out what they've learned, and help them identify what they know and don't know—critical for the success of independent learning.

Another way is to guide learners into making the appropriate decisions and avoid situations in which their confidence could be lowered. Provide prerequisites and detail where the learners are, what they've done, and what's to come.

The authors go on to suggest other ways to ensure that employees won't terminate e-learning prematurely, and they comment on enhancing learners' awareness of the learning process.

For complete text, see page 40.

Reprint TD030640

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.

Developing Enterprise E-Learning at Kodak

Martha Gold

The third in a five-part series of case studies on enterprise-wide e-learning, this article describes how Kodak's approach to installing a global learning management system turned out to be the right one for the company.

After realizing that its expectations were too grand, Kodak chose to start small and expand. The nonessential wish list was put aside, and officials focused on building an LMS that could be integrated with the existing infrastructure and wasn't too sophisticated to use.

Next, content was added. Through trial and error, Kodak learned that standardized doesn't necessarily mean compatible. The courses that worked best were those that were developed by or purchased through LMS vendors.

Going global proved to be an even bigger challenge. Working around international privacy laws, finding courses in other languages, and handling different time zones were difficult. But Kodak combated the issues by adding a privacy statement during log-in, developing and translating courses into various languages, and scheduling maintenance according to usage.

Though the path Kodak took to get to its present state hasn't been smooth, the learning process turned out to be valuable for future projects.

For complete text, see page 48.

Reprint TD030648

To purchase a copy of this article, go to the ASTD Online Store at store.astd.org.

THANK
YOU!

ASTD would like to
extend special thanks
to the sponsors and exhibitors
of ASTD's International
Conference & Exposition
2003.

Your unique expertise
and knowledge enhanced
the conference's learning
environment, and greatly
contributed to a
successful show.

Is E-Learning E-effective
for IT Training?

Leslie Laine

Findings from Learning Tree International, a worldwide IT training firm, show that for training to be effective it must be something that professionals actually use and it must deliver practical skills so that they can apply the new technology.

One problem with teaching complex subjects through e-learning is that most participants drop out of the training before they gain enough know-how to be able to use it in a meaningful way. Learning Tree says that the longer a course is, the more likely it is users will drop out.

Product quality isn't a major factor in the dropout rate, but priority competition and other distractions are. Participants are too busy to add lengthy programs to their schedules, or they experience stress and negative feelings when they do.

Learning Tree also discovered that most participants still prefer classroom-based training over e-learning because of the personal interaction and stimulating environment.

Considering the research findings as a whole, only a small fraction of IT professionals find e-learning to be a viable training solution. But for now, it appears that using e-learning for in-depth IT training requires an adjustment that most IT professionals aren't willing or able to make.

For complete text, see page 55.

Reprint TD030655

*To purchase a copy of this article, go to the
ASTD Online Store at store.astd.org.*