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Catalog

AI and the Agile Workplace

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The new work environment will support a global marketplace, exchanging goods and services and exploiting the integration of AI, which has the potential to bring benefits and challenges of unlimited scope. The path of adaption will certainly reward those willing to take entrepreneurial challenges and utilize the benefits of AI. This will provide vast opportunities for new products and services and enormous improvement in productivity and efficiency, as well as increase potential revenue and competitive positioning. The revolution will not come without trials including the possibility for enormous wealth inequalities, skyrocketing unemployment, and dangers and disadvantages.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate those in positions where the work is cognitively or task repetitive are the most vulnerable.
- Investigate the various considerations that will shape the adoption and the acceptance of the change that AI introduces into the workplace and our personal lives.
- Accept the vision of AI as an accepted "partner" to our future
- Define an agile workplace as it relates to your industry and environment.
- Connect learning and development to an agile workplace.

Chatbots and Vocally Activated Technology

ChatBots and Vocal Interaction Technology are relatively new on the education scene. This is an intriguing time for learning about the pros and cons of using this new technology, AI, and iOT in classrooms and learning environments development. Most of the focus of ChatBots has been in the personal marketplace, and learners have phones, tablets, watches, and smart speakers that have responsive capacity and features. This field is moving very fast and new applications and markets are opening up daily. Recently, Amazon released the first wave of "Alexa at Work" implementation.

ChatBots and Vocal Interaction Technology will enable us to explore, challenge, and even build ChatBot demos in a safe environment. We will look at the tools and developers at the major technology companies and ask targeted questions about the application of this to the learning. Participants will explore several devices and some demo samples to share with your colleagues. We will also look at the risk and limitations of learning clouds and legal "nightmares" involved. Most importantly, we will look at the ability to enhance and shape learning pathways and emerging methodologies. This will be a highly interactive and fun program for exploring the emerging field of Chatbots for learning.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate what chat bots are and how they work.
- Investigate the five major eco systems in AI and how they are similar and different.
- Examin various considerations that will shape the adoption and the acceptance chatbots into the workplace and our personal lives.
- Define characteristics of chatbots and what we need to look out for.
- Connect learning and development to data and the workplace.

Virtual Touchpoints

The biggest challenge to success in the virtual environment is leadership. Leading virtually means leading differently. Leaders in the virtual workplace have to listen between the lines, communicate clearly and intuitively. They need to have and to communicate clear expectations for performance, accountability and measurement. These create the roadmap for success. Working virtually means the workers and the organization need to develop a different set of core skills and competencies. The virtual workplace is changing not only how organizations manage but what they manage. They use to manage people, now they must manage results. The virtual workplace invites organizations to replace power based on charisma and authority, with power based on expertise and contribution. The real reason people get called back to the office is not collaboration or inspiration, but trust. The virtual leadership requires focus on and delivery of results.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

Recognize that working virtually means the workers and the organization need to develop a different set of core skills and competencies. 25%

- Establishing Trust not Fear
- Lose the Straight Jacket
- Use Segmenting and Listening Between the Lines

Develop ways to improve performance by offering flexibility and strong support. 50%

- M2Y Connections
- What about the X Factor?
- Augmenting Autonomy
- Mutually Agreed Upon Success: Creating Business Objectives and Road Map

Evaluate some practical measures and metrics for success 25%

- VPM (Virtual Project Management)
- Are You Using Firehouse Analytics?
- What Metrics Matter?
- Establishing Golden Opportunities Everywhere

Higher Ed Reborn

Over the last several decades' higher education has been descending on increasingly slippery slope. Colleges and universities, including those fancy and elite, have some fundamental problems; one of these is economic weight. They spend more every year to finance growing administrations and tuition continues to increase. David Gelernter stated in the WSJ in January 23, 2017 "Over 90% of U.S. colleges will be gone within the next generation, as the higher-education world inevitably flips over and sinks." If that happens who really loses? Can higher education raise from the ruins to reestablish itself in the very important roles it has always played (the creation of new knowledge, the decimation of existing knowledge and the preservation of knowledge) to benefit future generations? High-Tech will certainly play a significant role in that transformation. Moving past changes in time and place, the next revolution in learning will be driven by individualization and reality. Can higher education make the shift?

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Examine where Higher Ed is and how it got to where it is today.
- Discuss the importance of Higher Education and the three missions it serves.
- Discuss the impact of Higher Ed 2.0 and 3.0.
- Develop approaches that may help Higher Ed survive a very hostile environment.
- Collaborate on ways to move Higher Ed to the next stage.

Needs Analysis and the Gap

You will participate in setting goals, creating learner profiles, setting objectives and determining instructional needs. Based on an interactive case study, role play and scenarios, learners analyze a variety of training and educational needs. Learners conduct performance-gap analysis; determine the need for instruction, skills hierarchies and prerequisites; and select a delivery platform(s) or technology(s) to match learning needs. This course includes target-population analysis for multigenerational learning.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate the performance gap using: I/O, Cost Benefit and Discrepancy analysis.
- Create a performance analysis.
- Set instructional goals and objectives.
- Develop a Needs Analysis.
- Create a learner profile.
- Develop Skill hierarchies and prerequisites.
- Develop criteria based approach to instruction and delivery.

Storytelling

How do you write a story that is memorable and unforgettable? In this course you will learn to create interesting, compelling, informative and exciting stories for instructional purposes using these 10 Golden Rules: Know Your Audience, Appeal to Emotions, Show Don't Tell, Know the Stakes, Plot from Premise, Open with Tension, Keep it Moving, Up the Ante, Build to the Turning Point and Resolve Tension. Through a highly immersive group project, learners develop and write stories that will be effective in training and learning environments.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate the audience.
- Create an opening that grabs attention.
- Create a main character that reflects the audience.
- Create a premise, tension and turning point.
- Establish the goal and contrast.
- Resolve tension and reinforce..

The Pajama Effect: Success Skills for Working and Leading in a Virtual Environment

The 21st century workplace values creativity, self-assessment, reflection, high performance and virtual connections. Virtual means that people are connected by technologies and they are not required to meet face to face in order to conduct business or maintain social relationships. Virtual means the barriers of time and place, work and play, private and connected are blurred. The virtual environment is characterized by openness, vulnerability, personal privacy, informality and detachment. To be successful in virtual workplace you want be able to respond to the pressures of a new way of life. These pressures are constant, and they come from all angles. Take the Respond-ability Index to see you react in the virtual workplace. Though a series of reflective and interactive exercises see how you can improve your chances for success in the virtual environment.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Discuss the virtual environment and how it affects you.
- Determine how can you avoid self-sabotage.
- Recognize how to adjust to dramatic change.
- Evaluate "What makes the virtual workplace so different?"
- Evaluate intrinsic and extrinsic distractions.
- Determine what are your strengths & weaknesses in a virtual environment.
- Recognize and develop the skills needed to thrive in the digital jungle.
- Creating personal boundaries: time, space, emotional, physical, relationship & social.
- Develop some practical approaches to assure success.

Adult Learning

You will discover the basics of adult learning theory and how to apply it. We will discuss Knowles, Keller, Drucker, Merrill, Gagne and other legends in the world of learning and instruction. Topics covered include: Adult Learning Theory, The ARCS Model of Motivation, Life Learning, Pebble in the Pond and The Nine Events of Instruction. In this interactive and engaging course, learners will apply theory to case studies and scenarios to create learning environments and instruction for adult learners.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Identify best practices in developing materials for adult learners.
- Be aware of a variety of adult learning theories and compare and contrast the strengths and weaknesses.
- Identify appropriate teaching methods and techniques for the adult learner.
- Design and select curriculum for the adult leaner.
- Examine theory to practice situations and identify adult learning techniques.
- Design and select appropriate delivery methods for the adult learner.
- Evaluate the needs of a particular group of adult learners.
- Assess and implement adult learning approaches.
- Appreciate the unique characteristics of adult learners.

Converting F2F to Online

You will explore how to create and use PowerPoint conversion tools, basic graphic editing tools and other simple templates to create really good instruction while focusing on branding, using symbols, determining cognitive load, positioning, and creating basic layouts for optimal learning. The learners evaluate content to create extremely interesting and effective Level 1, e-Learning products. This also includes the basics of screen design and layout, chunking, writing learning and performance objectives and using assessments. This course is perfect for learners interested in capturing or converting Subject Matter Expert (SME) content to e-Learning.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate your current content for online readiness.
- Evaluate declarative knowledge, procedural knowledge and intuitive knowledge.
- Create learning objectives that can be measured.
- Develop basic screens and self-directed learning modules.
- Use assessment techniques to determine outcomes.

Affordances, Interfaces and Instruction

All technologies and media have affordances. The trick is to match the delivery method with the appropriate technology. We spend far too much energy on what the technology will do and not nearly enough on designing good instruction for the technology. This course reverses that. The learners take a piece of content and design instruction using several families of technologies and present their design to fellow learners. These are then analyzed and conclusions about the affordances and delivery choices discussed. This is a very exciting course which is highly interactive and very hands on.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Recognize the challenge of matching content domains and technologies.
- Create examples of well-developed instruction highlighting the best practices of ID.
- Design and apply appropriate principles of instruction and learning theory to specific technologies.
- Compare and contrast the affordances and developmental challenges of presenting content in a variety of media.
- Appreciate the steps in ADDIE (Analyze, Design, Develop, Implement and Evaluate) to creating and integrating technologies effectively.

Assessment and Evaluation for Performance

Assessment and evaluation are two of the most important and often overlooked aspects of designing and creating workplace instruction. Learners will learn some question-construction basics for true and false, multiple choice, matching and short-answer questions. Alternatives to traditional testing, peer-to-peer assessment, basic formative and summative assessments, and authentic assessment are investigated. Learners design and align assessments to learning objectives and create a course assessment and evaluation plan. Kirkpatrick's Four Levels of Evaluation are discussed, and the learner designs examples of each level.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:
- Define evaluation and assessment in regards to training and development.
- Appreciate the perception or lack of perception of assessment and evaluation by human resources/training professionals.
- Recognize how to develop various data collection methods for assessment and evaluation studies.
- Recognize the relationship of the evaluative models to each other and the impact of the models on the practitioner and outcomes.
- Design a criterion referenced pilot test based on a job analysis.
- Create/propose a new evaluation model using models presented in the course as a reference.

Criterion-Based Testing

Many organizations have to use compliance-based criteria to establish certification. You will examine fundamental testing concepts and the CRDT model. Each of the three steps in the CRTD model is examined and the legal issues surrounding them discussed. Through practice, examples and exercises, learners gain proficiency in the CRDT process. Highly interactive, this course allows learners to construct and critique a variety of tests including a prerequisite test, entry test, diagnostic test, post-test equivalency test and certification test.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate the CRTD model. And Create a job task analysis.
- Develop a prerequisite test.
- Create an entry level test.
- Develop a diagnostic test.
- Develop competency based equivalencies.

Curriculum Design

You will design the overall curriculum for your organization to eliminate redundancy and determine prerequisites. While many corporate universities just evolve, this course approaches the overall learning architecture from a top-down and a bottom-up strategy. Learners will discuss how and when to use social software and networks to solicit the input. Formal and planned informal learning is also explored. Finally, by examining a corporate university case study and redoing the architecture, learners determine what, when and how to optimally keep Corporate U functioning.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate the learning architectures from a top down and bottom up strategy.
- Discover the use of Social Software to solicit input.
- Explore formal and planned informal learning alternatives.
- Create a corporate university and determine hierarchies and prerequisites.
- Discuss the benefits and drawbacks for different models and learning pathways.
- Develop feedback, formative and summative metrics to optimizing curriculum.

Direct Instruction for Technical and Software Training

Most of the training done in corporations is software and technical training. This course defines technical training and discusses levels of mastery. Following a direct-instruction model, this course emphasizes structuring, segmenting and reinforcing "need-to-know" and "just-in-time" knowledge and offers ways to spice up even the driest content using humor and other methods to create interest and attention. The importance of opening and closing segments and creating value will be investigated. Direct instruction begins with an assessment of current performance or knowledge and then proceeds through small but ever increasingly difficult steps to levels of mastery. This is ideal for those subjects or content areas where foundations are critical.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Analyze content identify central organizing ideas.
- Clear communications to minimize ambiguity.
- Structure dialogue between instructor & learner.
- Skills are sequenced to maximize success and minimize confusion.
- Organization into tracks, systematic development, application.
- Review and develop criteria based approach to instruction and delivery.

Five Easy Ways to Help Adults Learn

You will explore in depth the methods for creating and applying five popular techniques: Problem-Based Learning (PBL), Scenario-Based Learning, Case Studies, Question-and-Answer Discussions and Role Playing. Through immersive- learning techniques learners will actually create instruction with each of the five techniques and then present to, and be evaluated by, their peers. This course emphasizes how to use the five different techniques to create interesting and effective learning experiences.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Discuss inquiry-based learning & the use of problems to accelerate learning.
- Demonstrate how to use problems to accelerate & deepen learning, using the methods of Problem Based Learning.
- Adapt Inquiry Based Learning approached to your class activities
- Create PBL, Scenario Based, Case Studies, Effective Q and A and Role Playing Instruction.

Measures and Metrics

You will examine several models and principles for measuring training. Training is often evaluated based on impact or as a support function or investment. Learners will implement a Seven-Step Process for measuring training including: Business Sign Off, Performance Consulting, Pre Assessment, and Evaluation 1 for the Learner, Evaluation 1 for the Manager, Follow-up Evaluation for the Learner and Follow-up Evaluation for the Manager. The role of the LMS will be discussed. Case studies are used to explore and evaluate several different evaluation situations.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Use conductive techniques to uncover the performance gap.
- Create a business sign-off.
- Develop pre-training assessments.
- Develop evaluations for the learners and manager.
- Develop follow up evaluations for the learner and manager.
- Develop a criteria based approach to instruction and delivery.

ID for SMEs

This is an instructional design course for people who know nothing about instructional design. It is a basic and practical course that teaches subject matter experts how to design instruction that works, whether in a face to face environment or using technologies. It teaches how to set good learning and performance objectives, conduct a needs analysis, learner analysis, develop tasks and activities and evaluate and assess learning outcomes. It also touches on the necessities of a visual strategies and some basic ID best practices.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Determine what the learner will do be or have as a result of the instruction.
- Evaluate the difference between instruction and information.
- Create and define outcomes.
- Pick a delivery environment.
- Select an instructional approach.
- Develop the Five Interactions.
- Create Storyboards and a Content Map.
- Evaluate the role of feedback and ADDIE.

VITLS: Virtual Instructor Lead Training Facilitation and Production

You will explore how to prepare as a facilitator of synchronous training. What to look out for and why preparation is the key for any successful virtual training or webinar event. We'll look at what can and should be prepared prior to hosting a virtual event and cover some best practices. You will create online training experiences that are enjoyable and effective using synchronous platforms. In this course learners use the four interactions: learner to learner, learner to content, learner to instructor and learner to the interface; learners will design engaging presentations to optimize learner attention. The length, format, style, interactions, backchannel and assessment of synchronous delivery is addressed.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate the five areas of preparation needed for any VILT.
- Discuss how you will meet and measure you objectives.
- Conduct a learning audience analysis.
- Evaluate what skills and attitudes creates a good facilitator.

Writing Learning Objectives

You can't hit the target if you don't have a target. This course will cover how to begin each of your training endeavors by creating good learning objectives. Learners will write and align learning, performance, and visual objectives with assessments. Learners will practice distinguishing knowledge types including declarative, procedural, attitudinal and emotional. Finally, they will write outcomes with objectives and create short instructional exercises that practice these principles.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate what makes a learning objective good.
- Identify best practices in developing learning objectives.
- Identify appropriate teaching methods and techniques for achieving those objectives.
- Design and select curriculum for the adult leaner.
- Examine theory to practice situations and identify instructional techniques.
- Appreciate the unique science of Instructional Systems Design (ISD).

Script Writing

You will write scripts for professional audio talent or for in-house audio production. Professional, informative and engaging scripts can make all the difference in learner attention and retention. Because many simulation and Power Point conversion tools incorporate audio, language for e-Learning should be engaging, grounding, symbolic and hypnotic. Through immersive exercises and scenarios, learners construct and share scripts while explore the impact of descriptive, humor and other writing tools.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Evaluate what makes language engaging, grounding, symbolic and hypnotic.
- Explain the use of humor and learning.
- Discuss the importance of personalizing.
- Create a descriptive script.
- Create immersive exercises to facilitate transfer and retention.

The Visual Connection

You will learn the visual design basics that are so important to learning online. Learners will discuss attention, perception, visualization and imagination as well as how to use visual images to support learning. This course also covers prior knowledge, expectations and ways to position learning in context. Basic best practices of visual design including fonts, color, chunking and the CRAP (contrast, repetition, alignment and proximity) principle are demonstrated. The implications of emotions and cognitive load will be integrated with good design principles. Learners will examine real examples of training and learning templates to recognize and make suggestions for improvements in the design.

Workshop Objectives:

Using the templates and the files provided, the participant will be able to:

- Recognize good visual design including CRAP.
- Create well designed learner interfaces.
- Design instruction using good visuals.
- Discuss the importance of cognitive load on learning.
- Develop a visual strategy for your projects and materials.
- Appreciate why visual design for learning is so very important.

Tools and Techniques

Captivate Essentials

As a result of this training, the participant will be able to navigate through Adobe Captivate and create and publish a simple eLearning module by adapting an old training created in PowerPoint or from scratch. This module will include an evaluation of the training material.

Workshop Objectives:

Using Adobe Captivate and the files provided, the participants will be able to:

- Create a project.
- Recording and Editing a Demonstration.
- Working with Objects in the Timeline.
- Publishing Your Project and Update Your Projects.
- Adding Audio, Animation, and Question Slides.

Captivate Advanced

As a result of this training, the participant will be able to navigate through Adobe Captivate and create and publish a simple eLearning demo and simulation. Modules will be accessible and illustrate branching and the use of styles. This module will include an evaluation of the training material.

Workshop Objectives:

Using Adobe Captivate and the files provided, the participant will be able to:

- Create Standalone Viewer with MenuBuilder Importing and Branching.
- Create Question Pools and Explain Accessible Projects.
- Use Commenting, Image Editing and PhotoShop Layers.
- Demonstrate Variables, Widgets and Buttons.
- Create Project and Design Templates.
- Demonstrate Advanced Actions.
- Comprehend interfacing with Learning Management Systems.

Storyline Essentials

Articulate Storyline has become a popular tool for development of online learning. It easily allows for inclusion of media, visuals and evaluations to produce and publish a professional training. Getting off to an organized start with a planned vision facilitates the process. During this training, the participant actively uses Articulate Storyline to navigate through, create and publish a simple eLearning module by adapting an old training created in PowerPoint and from scratch. This module will include an evaluation of the training material.

Using Articulate Storyline and the files provided, the participant will be able to:
- Set global preferences for the eLearning project.
- Use slide and story views for development.
- Create a project from scratch.
- Incorporate a PowerPoint training considering the conversion.
- Import a video file.
- Import an audio file.
- Use the quiz options.
- Publish the training.

Storyline Advanced

Articulate Storyline has become a popular tool for development of online learning. It easily allows for inclusion of media, visuals and evaluations to produce and publish a professional training. In addition to facilitating development of a simple module, the software is capable of more elaborate options such as branching and tracking information. Learn the techniques that will facilitate personalization of your training or game development. During this training, the participants actively use Articulate Storyline to navigate through, create and publish a simple eLearning. Using the software and the files provided, the participant will be able to:

- Use layers, markers, light boxes, triggers, states and scenes.
- Customize the player.
- Record and edit audio in Storyline.
- Record and edit video in Storyline.
- Syncing objects, audio and video.
- Record a process as a demonstration, a practice or an assessment.
- Use variables and conditions.

Slides, PowerPoint and Graphics Essentials

The of this course is to allow a learner without prior knowledge to experience setting up a PowerPoint, creating a PowerPoint template and doing basic graphics editing. The participant will create designs and learn basic rules for strong visual practices. You will become familiar with photo editing and the use of fonts and colors in creating well-structured and learning focused slides. The participants will need a graphics editing tool like Adobe Photoshop Elements and Microsoft PowerPoint.

Workshop Objectives:
- Discover the elements and fundamentals of using images.
- Examine the tools panel and become familiar with tools.
- Create a presentation with images from photos, stock graphics and mobile devices.
- Create PowerPoint templates.
- Apply best practices and design principles.
- Create a presentation video.
- Specify resolution and change image sizes.

PowerPoint Essentials

Create and appreciate the important role PowerPoint plays in supplying visuals for learning and public speaking. Learn to use the tool and gain a general understanding of the features of the software and some appropriate uses. Learn to convert your basic PowerPoints to tools like Adobe Presenter, Prezi, Slideshare and Google Presentation. You will enjoy experimenting with a variety of presentations and feel like a master presentation creator by the end of the class. Never again worry about being boring or "Death by PowerPoint, when you speak or lecture.

- Workshop Objectives:
- Identify the challenges and fundamentals of creating online presentations.
- Insert text and graphics.
- Learn to use animations.
- Add audio to your PowerPoints.
- Add video to your PowerPoints.
- Examine the tools and create cloud based presentations.
- Create a presentation in Google Presenter and edit it.

Audio and Video Assets

The goal of this workshop is to identify best practices in audio and video assets for learning. During this course the participants will become familiar with tools and techniques used in Audacity and Adobe Premier Elements. The features of the software will be discussed, and you will gain a general understanding of the editing and creation of audio and video assets for learning. You will create podcasts and video casts and a short presentation that includes a video.

Workshop Objectives:

- Identify the challenges and fundamentals of creating podcasts.
- Examine the tool audacity and create an audio file.
- Create a script for an instructional presentation and record it.
- Create a short video integrating it into PowerPoint.
- Recognize different video formats and how to convert files.
- Produce an instructional presentation that includes audio and video.

Professional Media Production

This course presents current audio-video practices used in corporate and institutional communications. Participants implement pre-production, production and post-production best practices in developing messages for corporate and institutional audiences. You will gain a general understanding of script writing, lighting, audio, and editing tools. You will also plan, design, produce and create a short video. Through conversations with professionals learners will learn tricks of the trade and best practices. This course is two evenings spread out one month apart so that you can work asynchronously on projects.

Workshop Objectives:

- Discuss the major psychological connectors for retention and attention.
- Review the drawbacks and benefits of video.
- Use case studies and scenarios and evaluate videos.
- Evaluate the impact of descriptive, humor and other writing tools.
- Develop simulations that are engaging.
- Plan, script and create a short video for corporate and institutional audiences.