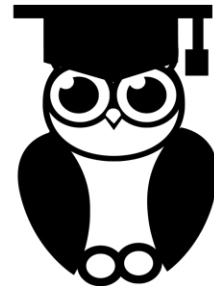


# FACULTYSOURCE



## Keynotes

# Courses & Workshops Catalog 2020-2021

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610-217-8022

Connecting Learning & Technologies



## AI and the Agile Workplace

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.

\* Available as a keynote.

## Education Reborn

AIEd (Artificial Intelligence in Education) is a broad topic that is picking up steam. Although it has been researched for over 30 years, only recently has it been coupled with an understanding of what AI really is, what it can deliver, and how it does what it does. Many simple versions are already used in schools and human resources departments to mine data or EDM (Educational Data Mining) and make predictions about success or failure in the classroom or the workplace. Particularly crucial to this conversation is what it is not. It is not smart technology that adapts to what is liked rather than what is learned. It is not smart administration without more efficient learning. AIEd is smart technology that impacts the learning of every learner and supports the teaching and training professions. AIEd is in the very early stages. It needs to be developed to allow better assessment, planning, delivery, pedagogy and experiences for learning. Incorporating learning science is an integral part of the advancement of AIEd. It offers the possibility of learning that is more personalized, flexible, engaging and inclusive. It has the possibility of closing achievement gaps and increasing teacher retention and development. Most importantly, it can help us learn, how people learn.

### Workshop Objectives:

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

- Evaluate K-12, HEd and L&D and the three big reasons for each level of our current education.
- Investigate trends in AIEd and tools that are available now.
- Describe ways that AIEd incentivized changes in the levels of learning.
- Define approaches to learning to think and away for a body of knowledge.
- Experience different AI available now to education for now.

\*Available as a keynote



## 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 chatbots 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.

\*Available as a keynote



## 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

\*Available as a keynote and workshop.

## 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.

\*Also available as a keynote and course.



## 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.

\*Also available as a course and workshop.

## 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.

\*Available as a course and workshop.



## **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 Responsibility 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.

\*Available as a keynote and course.

## 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 the strengths and weaknesses.
- Identify appropriate teaching methods and techniques for the adult learner.
- Design and select curriculum for the adult learner.
- 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 group of adult learners.
- Assess and implement adult learning approaches.
- Appreciate the unique characteristics of adult learners.

\*Available as a course and workshop.

## 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 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.

\*Available as a course and workshop.

## **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.

\*Available as a course.

## Assessment and Evaluation

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 regarding 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.

\*Available as a keynote, course and workshop.

## Criterion-Based Testing

Many organizations need 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.

\*Available as a course and workshop.

## 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 a curriculum design 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.

\*Available as a course and workshop.

## Direct Instruction

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. Direct instruction works well with for technical, software, behavioral training and mobile learning.

### 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.

\*Available as a course.



## **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.

\*Available as a keynote and course.

## 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.

\*Available as a course.

## **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 a Content Map.
- Evaluate the role of feedback and ADDIE.

\*Available as a course.

## **VITLS: Virtual Instructor 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 objectives.
- Conduct a learning audience analysis.
- Evaluate what skills and attitudes creates a good facilitator.
- Use Zoom, Adobe or WebEx.

\*Available as a course.

## 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 learner.
- Examine theory to practice situations and identify instructional techniques.
- Appreciate the unique science of Instructional Systems Design (ISD).

\*Available as a course.

## 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.

\*Available as a course.

## 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.

\*Also available as a keynote, course and workshop.

## Webinars

**Any of the courses in the catalogue are also available as webinars.**

Webinars last approximately 1 hour and are a good way to be introduced to or become more familiar with a topic.

## The Five Interactions

Interactions are when two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal impact. We will look at the five most important interactions for every class, presentation or encounter.

Webinar Objectives:

- Identify the Five Interactions for learning.
- Evaluate instruction & determine how to include the five interactions
- Explain why it is important to think learning & not teaching
- Identify the relationship between interactions & learning outcomes
- Discuss the relationship of visuals to the Five Interactions

## Discussion Threads

Discussion Board offer to you and your learners, an asynchronous tool to electronically converse with one another. Very much like email and SMS only geared toward conversation and more interactions. Asynchronous tools are designed, so that time and place are not critical to the conversation. Each post is logged, organized and available. The name given to this is threading, and it automatically groups the postings and all replies. There is a way to help learners stay on topic and engage in rich conversations. Learn how to create discussion thread that are engaging.



Webinar Objectives:

- Identify the importance of discussion threads in an online learning environment
- Evaluate options and explain why some work and some don't
- Identify some important attributes of good discussion threads
- Examine how to evaluate responses and interactions

## **Trilogy of the Mind**

Humans learn in many ways. One theory of how we take in information and process it is called the Trilogy of the Mind. This deals with three domains; The Cognitive Domain, The Affective Domain, and the Conative Domain.

Webinar Objectives:

- Explore how you feel affects learning: affective domain
- Explore how you think affects learning: cognitive domain
- Explore how what you do instinctively affects learning: conative domain

## **Feeding the Octopus: How Many Different Technologies Are There?**

With learning technologies more is not necessarily better, especially when many of those technologies are not integrated and may not be essential. The IT department usually selects and supports EdTech products and installations. But is that who should?

Webinar Objectives:

- What different kinds of technologies do you have?
- How much do you have and how much are you using?

- Do those technologies allow flexibility or do they have you boxed in?
- Are you using them to their capacity? Your benefit?

## **Cultivating Talent**

Leadership is responsible for setting the tone, and leaders can nourish organizational harmony is to consider three spaces: the physical, the interpersonal, and the historical. Culture is always at play in any organizational success or failure. How to understand your workplace culture and create a flexible, agile and supportive environment.

Webinar Objectives:

- What issues/problems are driving this concern?
- What potential undesirable outcomes are under consideration?
- Who is affected?
- Who is able to influence outcomes?
- What actions are currently under way to positively influence outcomes?
- What additional actions are planned (or under consideration)?
- How is progress measured?