

Training Authoring Tool

Benjamin Bell

Authoring-systems Software for Computer-based Training William D. Milheim,1994

What's Your Formula? Brian Washburn,2021-06-29 Your Periodic Table of Learning Elements Engaging, effective training programs are a mixture of science and art, requiring the right balance of adult learning theory, available technology, intuitive tools, proven practices, creativity, and risk. How does a trainer find the right combination and proportion of these elements? How does a trainer know what's possible? To answer these questions, Brian Washburn offers a simple yet elegant periodic table of learning elements modeled on the original periodic table of chemical properties. Washburn's elements—which are organized into solids, liquids, gases, radioactive, and interactive categories similar to their chemical cousins—are metaphors for the tools and strategies of the field of learning design; when they're combined, and under certain conditions, they have the potential to create amazing learning experiences for participants. They are that impactful. From critical gas-like elements like the air we breathe, present in every training room (think instructional design or visual design), to radioactive elements, powerful and dangerous yet commonly used (think PowerPoint), Washburn guides you through the pitfalls and choices you confront in creating engaging learning experiences. A well-designed training program can be world-changing, he argues, and if you believe in your craft as a learning professional, you can do this too. Whether you're an experienced learning designer or new to the field, this book inspires with new ideas and ways to organize the design of your learning programs. With stories from Washburn's professional experience, the book includes a hands-on glossary of definitions and descriptions for more than 50 of his elements.

The ELearning Designer's Handbook Tim Slade,2020-09-02 LEARN HOW TO DESIGN ELEARNING THAT DELIVERS RESULTS (AND DOESN'T SUCK)! When you're tasked with creating your very first eLearning course, it can be hard (and downright scary) trying to figure out where to begin. You likely have a million questions running through your head. How do you plan your project and set it up for success? How do you collect learning content from your subject matter experts? Why do you need an eLearning storyboard, and how do you write one? How do you develop a prototype of your eLearning course? And, what the heck is a prototype anyway? When and where should you include interactivity? When should you let your SMEs review your course? And what's a SME again? And what do you do when they don't give you feedback? Trying to get answers to all of these questions can quickly leave you saying to yourself, I don't think I'm cut out for this eLearning thing! But, here's some good news: you're not alone! The truth is, most eLearning designers entered fell, stumbled, and dropped into the world of eLearning entirely by accident. This is where the second edition of The eLearning Designer's Handbook can help! In this book, Tim Slade will show you that the eLearning development process doesn't have to be as complicated as it might seem. If you're new to eLearning, Tim will walk you through the complete eLearning design and development process, providing you practical tips and advice, based on his own experience working as an eLearning designer for over a decade. With the second edition of The eLearning Designer's Handbook, you'll discover how to... Plan your eLearning project by conducting a kickoff meeting with your stakeholders. Conduct a needs analysis and recommend a training solution. Draft an eLearning project plan and development timeline. Define the learning objectives and create a blended training solution. Collect and organize your learning content into a design document. Create a course outline and draft a storyboard of your eLearning course. Create a prototype and develop your course with an eLearning authoring tool. Incorporate interactivity into your eLearning course. Reduce cognitive load and increase learning retention. Deliver and measure the effectiveness of your eLearning course. Conduct a retrospective at the end of your project. So, what's new in the second edition? With the second edition of The eLearning Designer's Handbook, Tim Slade went back to the drawing board to rewrite and redesign every single page of the book. Not only does the second edition include a boatload of new content on instructional design best practices, but it also includes even more practical content geared towards new eLearning designers. With the second edition of The eLearning Designer's Handbook, you'll get... 3X more content Full-color print Real-world examples More tools and templates

E-Learning Fundamentals Diane Elkins,Desiree Pinder,2015-06-01 This ultimate roadmap covers the entire e-learning landscape. Why do we even need e-learning? What is an LMS? How do I write a storyboard? If you're delving into e-learning and are coming up with more questions than answers, this guide is the high-level overview you've been looking for. In this book, e-learning development experts and educators Diane Elkins and Desirée Pinder deliver a comprehensive examination of the e-learning process from the ground up. E-Learning Fundamentals provides the base of knowledge necessary to tackle everything from early concepts of e-learning down to its execution. Throughout, you'll find vignettes that bring concepts to life as well as checklists and practical tools for designing and developing your first e-learning course. In this book you will: dive into the basics of e-learning design and development explore the e-learning course design and development process—from analysis through evaluation learn to write and storyboard a course, construct test questions, choose media, put the course together, and establish a thorough review process.

E-Learning Department of One Emily Wood,2018-12-11 Master E-Learning Design on Your Own The clock is ticking. The new online training is due next week. You need to tweak a few activity questions, make sure changes to the audio voiceover flow smoothly, and get the subject matter expert to sign off on the final storyboard. To cap it all off, you're on your own. You're an e-learning department of one. As more companies explore the e-learning space for training and development, they often task lone individuals to bear the load. You might be an instructional designer asked to start with e-learning, or an experienced marketer developing a sales support e-learning module, or a classroom trainer taking your content online. E-Learning Department of One can be your lifeline. Learning experience designer Emily Wood knows a thing or two about being an e-learning department of one. In this book, she shares shortcuts to create quality products when faced with limited resources, help, and time. Design and development hacks include how to: Manage complex content with a storyboard. Decide which authoring tool fits your budget. Gather and organize feedback data from pilot tests. Ensure your product meets accessibility requirements. While you might feel like you're stranded on a deserted island, struggling to manage dozens of training requests, remember you're not alone. Welcome to the e-learning community.

Basics of E-Learning Revisited Manjit Sekhon,Darin Hartley ,2014 The proliferation of e-learning in recent years has made it the immediate answer to many training and development challenges. In addition to budget and time constraints, there are still a number of other factors at play when determining which method of training is best for the situation at hand, among them tracking and reporting challenges, and regulatory and compliance requirements. April's Infoline, "Basics of E-Learning Revisited," provides an overview of the evolution of e-learning as well as practical guidance on how to reach learning solution decisions. In this Infoline, you will learn: • common e-learning traps • considerations when designing e-learning modules, specifically when doing so for continuing professional education certification • tips on deciding whether to buy from vendors or develop your own e-learning solution • e-learning competencies.

Designing Accessible Learning Content Susi Miller,2021-06-03 Making learning and development (L&D) content inclusive and accessible for everyone is not only a good thing to do, it's the right thing to do. Designing Accessible Learning Content provides evidence-based advice on designing digital learning content that ensures all learners are included and are therefore able to perform to their full potential. This is a practical guide on accessibility for anyone involved in the design, creation, development or testing of online learning content. It provides detailed guidance on how to meet the Web Content Accessibility Guidelines making it essential reading for L&D professionals, instructional designers and course developers who need to comply with legal accessibility requirements. Using the author's 'eLearning Accessibility Framework', Designing Accessible Learning Content demystifies sometimes complex technical accessibility standards and provides an easy to follow contextual framework uniquely designed for learning content created using any

authoring tool. This book also demonstrates how creating accessible learning content can improve usability and provide the best possible learning experience for everyone. In addition, it offers essential background information such as a focus on disability, an overview of assistive technology and an exploration of the case for digital accessibility. This guarantees that L&D professionals have the vital background knowledge they need to make sense of accessibility before they begin practically applying the principles. With online checklists, learner case studies, and industry perspectives, *Designing Accessible Learning Content* is an essential handbook for all L&D professionals seeking to harness the benefits of accessibility in order to improve their learning content for everyone.

Authoring Tools for Advanced Technology Learning Environments T. Murray, S. Blessing, S. Ainsworth, 2013-04-18 This edited book gives a comprehensive picture of the state of the art in authoring systems and authoring tools for advanced technology instructional systems. It includes descriptions of fifteen systems and research projects from almost every significant effort in the field. The book will appeal to researchers, teachers and advanced students working in education, instructional technology and computer-based education, psychology, cognitive science and computer science.

Better Than Bullet Points Jane Bozarth, 2011-01-07 This book focuses exclusively on the application of PowerPoint to the creation of online training programs. Better than Bullet Points, *Creating Engaging e-Learning with PowerPoint* fills that gap. By providing in-depth guidance, specific instructions, and helpful exercises, the book will enable training practitioners to create impactful learning interactions in PowerPoint. The author steps readers through the powerful features of this popular desktop application, covering everything from text to art, animation to interactivity. Provided that the reader owns a copy of PowerPoint, this book will immediately put free real-world tools into the hands of those who need it. The information is practical rather than theoretical and immediately applicable. Most importantly, this book will help make e-learning accessible to those who have previously been excluded from taking advantage of the opportunities e-learning can provide. Jane Bozarth is the e-learning coordinator for the North Carolina Office of State Personnel's Human Resource Development Group and has been a training practitioner since 1989. She is a columnist for *Training Magazine* and has written for numerous publications including *Creative Training Techniques Newsletter* and the *Journal of Educational Technology and Society*.

E-learning Tools and Technologies William Horton, Katherine Horton, 2003-02-03 A comprehensive guide to help you cut through the hype in order to select the best E-Learning tools and vendors for your specific needs. With its ability to both reduce operating costs and train more people, E-Learning is an attractive option for companies that are trying to balance business and educational goals. But in order to implement an E-Learning program, you'll have to wade through hundreds of learning management systems, learning content management systems, authoring schools, and collaboration environments to determine what solution will work best for your situation. In this in-depth book, recognized E-Learning experts William and Katherine Horton survey the entire field of E-Learning tools for you. They provide you with a systematic way to identify, evaluate, and choose products and services based on different E-Learning scenarios. In this no-holds-barred look at E-Learning tools, the authors: * Arm you with a complete list of questions to ask vendors before you commit to a product * Describe product limitations throughout each chapter and include special Rant sections that you must read * Present tips and tricks as well as common mistakes to avoid * List potential vendors and contact information by tool category. The companion Web site contains design forms, checklists of features to look for in the various tool categories, spreadsheets, and lists of specific tools and vendors.

Authoring Tools for Interactive Learning Environments Benjamin Bell, 1998 The research reported in this special issue addresses some of the obstacles associated with the creation of Intelligent Tutoring Systems (ITS). The attention being lavished on ITS applications is attributable in part to the advantages they enjoy over traditional Computer-Based Training which, despite providing ready access to learning materials and one-on-one interaction, lack the flexibility and learner-centered orientation of ITS that add a dynamic and adaptive dimension to self-paced instruction. The complexities of authoring ITS, though, are numerous and challenging. Coupled with this is the urgent need -- real or perceived -- for a wide array of well-conceived and useful instructional applications. Thus, there is a flurry of activity aimed at improving the economies of ITS authoring tools. The difficulties in creating powerful and usable tools reflect the complexities of the target application: ITS require domain knowledge, pedagogical reasoning skills, understanding of the user and of the user's tasks and goals, interactivity, and an engaging interface. These factors make it unlikely that a single tool can be developed that effectively addresses these disparate areas across a broad range of applications. Tool designers, therefore, face difficult decisions regarding which tasks are in most urgent need of tools, how much and what kinds of knowledge such tools might require, and how broad a range of applications a tool ought to support. This special issue presents three perspectives that are helping to frame current discussions of these questions. Each perspective entails a particular interpretation of the authoring task and the central challenges that tools should be designed to support. The articles provide a representative range of perspectives that provide a glimpse of current progress and call attention to the challenges for ITS authoring tools that loom large on the horizon.

Planning and Design for High-tech Web-based Training David E. Stone, Constance L. Koskinen, 2002 This comprehensive web-based training book is essential reading for both training executives and managers alike. The authors show how to apply the proven framework of traditional design to the unique demands of designing global Web-based training.

Web-based Training Badrul Huda Khan, 2001 Discussing Web-based training from design, development, delivery, management, implementation, and evaluation perspectives, this book includes 63 chapters by experts from around the world. They offer instruction on the uses of the Web for corporate, government, and academic training purposes. Particular chapters address topics like the advantages and limitations of Web-based training, the technological resources available, the theory behind Web-based learning, the use of simulations, online testing, copyright, and cost. c. Book News Inc.

Selection of a Computer-based Training Authoring System Ok-choon Park, 1989

Michael Allen's Guide to e-Learning Michael W. Allen, 2016-10-03 Explore effective learning programs with the father of e-learning. Michael Allen's *Guide to e-Learning: Building Interactive, Fun, and Effective Learning Programs for Any Company*, Second Edition presents best practices for building interactive, fun, and effective online learning programs. This engaging text offers insight regarding what makes great e-learning, particularly from the perspectives of motivation and interactivity, and features history lessons that assist you in avoiding common pitfalls and guide you in the direction of e-learning success. This updated edition also considers changes in technology and tools that facilitate the implementation of the strategies, guidelines, and techniques it presents. E-learning has experienced a surge in popularity over the past ten years, with education professionals around the world leveraging technology to facilitate instruction. From hybrid courses that integrate technology into traditional classroom instruction to full online courses that are conducted solely on the internet, a range of e-learning models is available. The key to creating a successful e-learning program lies in understanding how to use the tools at your disposal to create an interactive, engaging, and effective learning experience. Gain a new perspective on e-learning, and how technology can facilitate education. Explore updated content, including coverage regarding learner interface, gamification, mobile learning, and individualization. Discuss the experiences of others via targeted case studies, which cover good and not so good e-learning projects. Understand key concepts through new examples that reinforce essential ideas and demonstrate their practical application. Michael Allen's *Guide to e-Learning: Building Interactive, Fun, and Effective Learning Programs for Any Company*, Second Edition is an essential resource if you are studying for the e-Learning Instructional Design Certificate Program.

Open Learning and Teaching in Educational Communities Christoph Rensing, Sara de Freitas, Tobias Ley, Pedro J. Munoz-Merino, 2014-08-13 This book constitutes the refereed proceedings of the 9th European Conference on Technology Enhanced Learning, EC-TEL 2014, held in Graz, Austria, in September 2014. The 27 full papers and 18 short papers presented were carefully reviewed and

selected from 165 submissions. They address topics such as informal learning, self-regulated and self-directed learning, reflective learning, inquiry based learning, communities of learners and communities of practice, learning design, learning analytics, personalization and adaptation, social media, computer supported collaborative learning, massive open online courses, schools and universities of the future.

Design For How People Learn Julie Dirksen,2011-11-07 Products, technologies, and workplaces change so quickly today that everyone is continually learning. Many of us are also teaching, even when it's not in our job descriptions. Whether it's giving a presentation, writing documentation, or creating a website or blog, we need and want to share our knowledge with other people. But if you've ever fallen asleep over a boring textbook, or fast-forwarded through a tedious e-learning exercise, you know that creating a great learning experience is harder than it seems. In Design For How People Learn, you'll discover how to use the key principles behind learning, memory, and attention to create materials that enable your audience to both gain and retain the knowledge and skills you're sharing. Using accessible visual metaphors and concrete methods and examples, Design For How People Learn will teach you how to leverage the fundamental concepts of instructional design both to improve your own learning and to engage your audience.

Authoring Tools and Methods for Adaptive Training and Education in Support of the US Training and Education in Support of the US Army Learning Model Scott Ososky,2015

Encyclopedia of Distributed Learning Anna DiStefano,Kjell Erik Rudestam,Robert Silverman,2003-11-06 In today's fast-paced world, with multiple demands on time and resources as well as pressures for career advancement and productivity, self-directed learning is an increasingly popular and practical alternative in continuing education. The Encyclopedia of Distributed Learning defines and applies the best practices of contemporary continuing education designed for adults in corporate settings, Open University settings, graduate coursework, and in similar learning environments. Written for a wide audience in the distance and continuing education field, the Encyclopedia is a valuable resource for deans and administrators at universities and colleges, reference librarians in academic and public institutions, HR officials involved with continuing education/training programs in corporate settings, and those involved in the academic disciplines of Education, Psychology, Information Technology, and Library Science. Sponsored by The Fielding Graduate Institute, this extensive reference work is edited by long-time institute members, bringing with them the philosophy and authoritative background of this premier institution. The Fielding Graduate Institute is well known for offering mid-career professionals opportunities for self-directed, mentored study with the flexibility of time and location that enables students to maintain commitments to family, work, and community. The Encyclopedia of Distributed Learning includes over 275 entries, each written by a specialist in that area, giving the reader comprehensive coverage of all aspects of distributed learning, including use of group processes, self-assessment, the life line experience, and developing a learning contract. Topics Covered Administrative Processes Policy, Finance and Governance Social and Cultural Perspectives Student and Faculty Issues Teaching and Learning Processes and Technologies Technical Tools and Supports Key Features A-to-Z organization plus Reader's Guide groups entries by broad topic areas Over 275 entries, each written by a specialist in that area Comprehensive index and cross-references between entries add to the encyclopedia's ease of use Annotated listings for additional resources, including distance learning programs, print and non-print resources, and conferences

Computer-based Instruction Andrew S. Gibbons,Peter G. Fairweather,1998

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