

4:30-7pm Imperial Ballroom

DemoFest is sponsored by





ADOBE LEARNING SUMMIT November 9, 2009

Co-located with

Featuring

Program Partners

SOLUTIONS WRITERS UA

Program Sponsors

GotoTraining .....



### **Presentation Key**







- 1. A, D How we Learned to Use "Out of the Box" Authoring Objects for More Complex Interactions
- 2. D, L2 Incorporating Assessments within Learning Mashups
- 3. A, LV ChemCompanion
- D, S 3-D Simulation for European Union Customs: Targeting and Controlling Illicit Drug Precursors
- 5. A, O AORN: Reducing Radiological Exposure in the Perioperative Setting
- D, S Web-delivered 3-D Simulator: FAA Instrument Landing System (ILS) Prototype
- 7. A, D Nikon Dealer Training
- 8. ML iPhone App Helping Parents: Grades K-5
- 9. A Awareness and Response to Biological Events

- A Advancing the Common Good and LIVE UNITED: An Overview
- 11. D, S Alaris Financial Literacy: Protecting Your Identity Virtual Learning Environment
- **12. O** OLAT Online Learning And Training LMS
- **13. A**, **LV** Caring Skills: Aggressive Behavior
- 14. A, D Journeys New Hire Training
- **15.** L2 Augmenting Your Learning Reality
- **16. D**, **LV** Using Green Screen Video to Add Personality to Online Courses
- 17. A, O World of Red Cross / Red Crescent (WORC) Orientation
- 18. A Account Manager Learning
- 19.
- 20. M, L2 Mobile Wine Information
- 21. A, D Connect Writing

- 22. A New Employee Orientation (Online)
- 23. D, S Intact Team Training Simulation
- 24. A, D VISTA Campus
- 25. D, LV Success
- 26. A, O Rapid Interactive Course
- 27. D, S Grockit
- 28. A, LV Employee Ethics & Compliance Training
- 29. D, S BFGoodrich Ultra-High Performance Tires
- 30. A, D The Grundfos Journey
- 31. L2 Adaptive Social Learning Tools

#### Quick Reference Key

A – Asynchronous
D – Dynamic e-Learning
S – Serious Games
M – Mobile Learning
LV – Learning Video
L2 – Learning 2.0
O - Other



### Thursday, November 12th 4:30p – 7:00p Imperial Ballroom

When we asked participants of past Guild events what they want to see more of at our future events, the top answers are always: "More examples of good e-Learning design and development!" and "Lots and lots of e-Learning examples!"

DemoFest Presentation Guide General Information

### E-Learning DemoFest is your chance to see dozens of Demos!

This is your opportunity to check out lots of demonstrations of different types of e-Learning, to talk to the designers and developers of the programs about their choices and challenges, and enjoy an afternoon of fun and collegial sharing as you expand your e-Learning development and design horizons.

This year's entries are described in the following pages so that you can plan which program demos you would like to see. Use the map in this Guide to find the entries you are interested in viewing. Each entry listing includes the following information:

- Program: Name of program being demonstrated
- Presenter: The name of the person(s) demonstrating the program
- Title: The demonstrator's title
- **Company:** Demonstrator's company
- Why was this project needed?: A description of why it was built.
- Authoring Tools: The authoring tools or systems used to create the project.
- Number of Learners: How many "learners" have taken, or will take, this program/project?
- Time to Complete: How long it took to complete the project.
- Problems & Challenges: The problems or challenges that were overcome while creating this project.
- Lessons Learned: The valuable insights, lessons learned, or results that were discovered when working on this program.
- Category: The category or categories the project was submitted for.

### **Project Categories**

Demonstrators selected a category or categories from the list below which best suits their project. We've included the categories on the table signs as a quick reference should you be looking for a specific category.

- Asynchronous e-Learning Module or Course
- Dynamic e-Learning Interaction
- Serious Game or Immersive Learning Simulation
- Mobile Learning Module or Course
- Learning Video
- Learning 2.0 Project (Podcast, Social Learning, etc.)
- Other

### E-Learning DemoFest is sponsored by...









Table No.	How we Learned to Use "Out of the Box" Authoring Objects for More Complex Interactions
Presenter:	Mike Dickinson
Title:	Director, eLearning & Curriculum
Company:	The SCOOTER Store

#### Why was this project needed? Describe why it was built.

We discovered we could use two rather standard instructional objects in one of our authoring systems to create 1) an engaging problemsolving scenario, and 2) a product selection documentation tool.

What authoring tools, systems, or technologies did you use to create this project?

ToolBook.

How many "learners" will benefit from this program/project? TBD for the first one; 80+ for the second one.

How long did it take you to complete this project? About 4 hours, and 2 days, respectively.

### What problems or challenges did you have to overcome while creating this project?

After the initial "Ah-Ha" moment when we saw a new paradigm for two otherwise traditional learning objects, we encountered no significant technical challenges.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

The point of this demo is to show that we found we can use seemingly narrowly-purposed instructional objects to create much higher-level learning, or even dynamic job aids. This session shows the initial outcome of our discovery that we could use both a seemingly standard multiple-choice object and a quiz-summary object in much more robust ways than their standard use. The first example shows how we used a multiple-choice object to construct a fun problem-solving scenario where the learner is free to check any evidence, and then make their decision and get feedback. The second example shows how we used a new quiz summary object to construct a tool that helps employees document their decision process when making vital healthcare product selections. Again, what I most want to illustrate is that with a little unrestrained thinking you can satisfy some rather complex performance needs with seemingly standard instructional objects, without the need for programming. Even though these examples are in ToolBook, the concept surely applies to other authoring tools, too.

#### Categories

Asynchronous e-Learning Module or Course Dynamic e-Learning Interaction



### Incorporating Assessments within Learning Mashups

Presenter: Jeff Place

Title: U.S. Sales Manager

**Company:** Questionmark

#### Why was this project needed? Describe why it was built.

People remember information better if they need to recall it during the learning process. Just as learning materials find their way into blogs, wikis and Web sites, so should quizzes and surveys. We wanted to demonstrate the ease and utility of incorporating assessments within learning materials.

#### What authoring tools, systems, or technologies did you use to create this project?

Wikispaces, Word Press, You Tube, regular Web pages, .swf files authored in Capitivate, and Questionmark Perception.

#### How many "learners" will benefit from this program/project?

This project would be applicable to a very wide audience, so it is hard to specify a number. It would benefit any online learners by giving them the opportunity to retrieve information as they work through learning materials.

#### How long did it take you to complete this project?

This project is ongoing and includes some components that were completed in a matter of minutes and some that took several hours.

### What problems or challenges did you have to overcome while creating this project?

Autosizing assessment content to work within this context.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

We demonstrated for ourselves that standard tools and technologies supporting blogs, wikis and Web pages can provide new styles of easy-to-maintain, stimulating, and powerful learning environments. We found that integrating and mashing up tools does not need to be an overly technical process. The tools are there for anyone – even with limited knowledge – to produce blended, mashed-up learning experiences that provide real learning benefit without a lot of technical overhead.

#### Categories

Dynamic e-Learning Interaction Learning 2.0 Project (Podcast, Social Learning, etc.)

_ Table	No	ChemCompanion	
Presenter:	Steven Wood	I	

Title: Teaching Professor Company: Brigham Young University

#### Why was this project needed? Describe why it was built.

To aid in the conceptual learning of chemistry in first-year college chemistry courses.

What authoring tools, systems, or technologies did you use to create this project?

Lectora, Sony Vegas.

How many "learners" will benefit from this program/project? At Brigham Young University, about 2,400 per year.

#### How long did it take you to complete this project?

We have been developing the materials for about 8 years. Most of the currently produced materials have been completed in the past two years.

### What problems or challenges did you have to overcome while creating this project?

Being able to present multiple media types seamlessly using one platform. Making the interface intuitive and "textbook like."

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

How to write effective scripts. How to present abstract chemical concepts visually. How to incorporate the expected elements of a textbook in the virtual leaning environment.



### **DemoFest Presentation Guide**



#### Categories

Asynchronous e-Learning Module or Course Learning Video

Table No.	3-D Simulation for European Union Customs: Targeting and Controlling Illicit Drug Precursors
Presenter:	Dabney Standley
Title:	Consultant
Company:	Caspian Learning

#### Why was this project needed? Describe why it was built.

"Drug precursors are chemical substances that are legally used in a wide variety of consumer products, such as medicines, soaps, and perfumes. However, traffickers try to divert them from their legitimate goals in order to use them in the illicit production of synthetic drugs like ecstasy and methamphetamines. Preventing such diversion is of the utmost importance for legitimate trade and for society at large." Consequently, the EU wanted to ensure that customs officers constantly target and control illicit shipments.

### What authoring tools, systems, or technologies did you use to create this project?

Caspian Learning's Thinking Worlds.

#### How many "learners" will benefit from this program/project?

Several thousand. 23 countries in Europe will be using the simulation as a learning tool.

#### How long did it take you to complete this project?

The project was phased, and the final polished version from concept to completion, including the challenges outlined below, took 6 months.

### What problems or challenges did you have to overcome while creating this project?

Adding localization features, which allowed the content to be translated into the local languages of the countries using the simulation.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

- The simulations "exceeded" the EU Customs organisation's expectations
- The simulations have received enthusiastic feedback from EU member states, prompting one member to proclaim this the "prototype of a new EU e-Learning generation"
- Presentation of the simulations in Beijing at the request of the Chinese Customs delegation
- Presentation at the United Nations Drug Precursor meeting
- Increased awareness of drug precursors among custom officers

#### Categories

Dynamic e-Learning Interaction Serious Game or Immersive Learning Simulation

Table No.	AORN: Reducing Radiological Exposure in the Perioperative Setting
Presenter:	Melissa Lane
Title:	Manager of Learning Services
Company:	Knowledge Factor

#### Why was this project needed? Describe why it was built.

AORN develops training for Perioperative Nurses. They also develop the Recommended Practices (RP) for Perioperative Nurses. They needed a new way to deliver training on their various RP's to show hospital administrations how to assess what their nurses know, and ensure that they are able to fill any knowledge gaps that exist. Radiology was one of the first RP's to be used as a pilot for the program.

### What authoring tools, systems, or technologies did you use to create this project?

Knowledge Factors Confidence-Based Learning was used to develop this product.

#### How many "learners" will benefit from this program/project? Currently, over 100 learners have been through this program, but it is estimated that eventually thousands of nurses will go through it.

### How long did it take you to complete this project?

Approximately 60 hours of total development time, etc.

### What problems or challenges did you have to overcome while creating this project?

the biggest challenge was working with SME's to come up with plausible incorrect answers (as are required as part of CBL's diagnostic) and working with the review boards to ensure quality of content was not compromised.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

To date, over 90% of learners that have gone through this program said they wouldn't change a thing about it. Most nurses experienced "true" learning and retention of the information through the delivery process which incorporates repetitive learning. Misinformation was greatly reduced, and nurses that completed it completed with Mastery.

#### Categories

Asynchronous e-Learning Module or Course Learning Object Repository

Table No.	Web-delivered 3-D Simulator: FAA Instrument Landing System (ILS) Prototype
Presenter:	Glenn Heckman
Title:	Sr. Consultant
-	<b></b>

**Company:** Booz Allen Hamilton

#### Why was this project needed? Describe why it was built.

This project was a proof of concept prototype to demonstrate the delivery of 3-D simulators on the Web. The advantage of this is the centralized nature of the content allows for easy updates, integration with an LMS, and the linking to other supporting Web-delivered content.





### What authoring tools, systems, or technologies did you use to create this project?

Flex, Flash, UNITY3D, Dreamweaver, JavaScript, ActionScript 3.0, XML, HTML, SCORM.

**How many "learners" will benefit from this program/project?** The FAA training package is a prototype, and has yet to be developed fully.

#### How long did it take you to complete this project?

The FAA Prototype Concept was completed in eight weeks by a team of two Developers and one 3-D modeler.

### What problems or challenges did you have to overcome while creating this project?

A major milestone was the integration of all of the Web technologies listed above. It was decided that since both Adobe's Flash and UNITY3D's gaming engine could communicate with JavaScript, that the shell of the prototype would be a JavaScript-enabled browser page. Through the use of JavaScript to manipulate function calls and component visibility, Booz Allen was able to come up with a concrete solution.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

The FAA ILS Prototype was a complete blend of today's Web 2.0 Technologies. By utilizing Adobe's Flex platform for the GUI and Lesson Manager development, UNITY3D's Web-based gaming engine, and the JavaScript Language to tie it all into one seamless learning package, Booz Allen was able to prove that these technologies could no only co-exist, but excel. A major lesson learned is that having a dedicated, intuitive development team, lots of planning, and a goal in mind, anything is possible with today's web technologies.

Nikon Dealer Training

#### Categories

Dynamic e-Learning Interaction Serious Game or Immersive Learning Simulation



Presenter: Cammy Bean Title: V.P. of Learning Design

Company: Kineo

#### Why was this project needed? Describe why it was built. Nikon, the leading camera manufacturer, has long since provided training to a large audience of resellers. Traditionally delivered via classroom-based training sessions, store visits, and product guides, Nikon decided to investigate an alternative approach. Although Nikon's classroom training has been well received, with a potential target audience of up to 100,000 store staff, it just wasn't realistic to offer it to everyone. E-learning was seen as the way forward.

What authoring tools, systems, or technologies did you use to create this project? Moodle, Flash.

How many "learners" will benefit from this program/project? Potential target audience of up to 100,000 store staff -- resellers of Nikon cameras.

#### How long did it take you to complete this project?

From initial kick off to a working first version was 6 weeks!

### What problems or challenges did you have to overcome while creating this project?

Store staff can have limited time to undertake training. The material would therefore need to be easy to access, enabling staff to get the specific information they needed quickly. A range of different technical abilities would need to be catered for, covering core photography skills through to specific technical knowledge about particular camera ranges and models. People were wary that the training would be any good, until we showed them our demo! The key messages we came away with was that it should be engaging, fun, and feel worthwhile. How staff would physically access the materials, where would it be accessed from?

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

We used Flash to full effect to help bring the camera features to life in a way that is less engaging on paper and hard to demonstrate to a group of people in a classroom session. For instance, Nikon commented that the way aperture was interactively demonstrated was the clearest example they had seen. We included an addictive, competitive quiz game, in which store staff could pit their Nikon camera knowledge against their colleagues and other staff throughout the UK. This became known as the Nikon Product Challenge. Prizes like free cameras incentivized participants to take the program and come back. We used Moodle's extensive functionality to take the portal further than pure LMS functionality. The dealers who Nikon have involved to date are keen to adopt. In some cases they aim to integrate completion of the materials with staff training schemes in order that staff can be rewarded for their continual improvement and increased product knowledge, therefore encouraging sales. Following a pilot run, we surveyed end users. With scores averaging around 80% positive across the board the survey results speak for themselves, and help show the importance of involving the target audience in the design lifecycle.

#### Categories

Asynchronous e-Learning Module or Course Dynamic e-Learning Interaction

Table No.		iPhone App - Helping Parents: Grades K-5
Presenter:	Teri Gu	itierrez
Title:	Project	Coordinator
Company:	Oregon	Center for Applied Science, Inc.

#### Why was this project needed? Describe why it was built. To enhance our Web-based parenting program by creating an

application to reach mobile users.

### What authoring tools, systems, or technologies did you use to create this project?

Django 1.1, Apple iPhone SDK, X Code, for Web version Apache server, MySQL Database, Javascript, Flash, Python, Ajax, JQuery.

How many "learners" will benefit from this program/project? Potentially ANY parent with children between the ages of 6 to 10.

How long did it take you to complete this project? 4 months, part-time.

What problems or challenges did you have to overcome while creating this project?

Re-purposing the program contents to fit constraints of the iPhone app.





Web-based program content and interactivity features must be direct and focused for the iPhone app and user. Design development strategies needed to include limited navigation.

#### Category

Mobile Learning Module or Course

# Table No.Awareness and Response to09Biological EventsPresenter:Chandra Munson

Title: eLearning Coordinator

**Company:** Louisiana State University – National Center for Biomedical Research and Training

#### Why was this project needed? Describe why it was built. This e-Learning course was created to address fundamentals

associated with emergency reponse to biological incidents.

### What authoring tools, systems, or technologies did you use to create this project?

This course was created using Flash.

How many "learners" will benefit from this program/project? 5000+ learners will benefit from this Web based training course.

#### How long did it take you to complete this project?

The project duration for this course was 9 months.

### What problems or challenges did you have to overcome while creating this project?

Maintaining project management deadlines was the main challenge that I had to overcome while creating this project. The need for SME input, along with Department of Homeland Security course reviewers extended the project deadline.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

The lesson learned from dealing with the challenge is making sure that there is communication between all parties for effective and efficient flow of information.

#### Category

Asynchronous e-Learning Module or Course

## Table No.Advancing the Common Good and<br/>LIVE UNITED: An Overview

Presenter: Patrick Gallen

Title:	Lead Associate of Business		
	Development and Technology		
Company:	United Way Worldwide		

### Why was this project needed? Describe why it was built.

This was our organization's first revenue generating, online asynchronous course. It gives an outline of what we do at United Way, and how we do it.

### What authoring tools, systems, or technologies did you use to create this project?

Flash, Captivate, Adobe Connect, Presenter, Audacity, Photoshop, Snag-it, Wacom Tablet.

### **How many "learners" will benefit from this program/project?** Curently there have been hundreds of hits, potentially there are 10,000 members in the system

How long did it take you to complete this project? 3 months

### What problems or challenges did you have to overcome while creating this project?

Steep learning curve; wrangling subject matter experts; poor content and material.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

Too many to count! How to work effectively with half-baked content. How to conduct effective recording sessions. How to use Presenter, Flash, Captivate, Audacity, and Adobe Conntect. How much time, what level of effort required. How to effectively test. How to use video on an online courses. How to create a registration/payment workflow. What roles and accountabilites are necessary for success. Etc...

#### Category

Asynchronous e-Learning Module or Course

Table No.	Alaris Financial Literacy: Protecting Your Identity Virtual Learning Environment
Presenter:	Barbara Sealund & Robert Meyers
Title:	President & Systems Engineer
Company:	Sealund & Associates Corporation

#### Why was this project needed? Describe why it was built.

Sealund partnered with USA Funds to develop financial literacy e-Learning. Alaris Financial Literacy e-Learning is a product suite developed and targeted towards corporations and consumers to teach critical financial literacy concepts. The Alaris Financial Literacy Protecting Your Identity Virtual Learning Environment was designed and developed to provide a highly interactive and engaging way to learn and retain key concepts related to reclaiming and defending your identity from identity thieves.

### What authoring tools, systems, or technologies did you use to create this project?

Adobe After Effects CS4, Maya 2009, Flash CS3/CS4 and Actionscript 3.0, FlashDevelop, XML, HTML, JavaScript, SCORM, Photoshop CS3/CS4, Quicktime Pro 7.

### How many "learners" will benefit from this program/project? Unlimited

How long did it take you to complete this project? 6 months

### What problems or challenges did you have to overcome while creating this project?

Sealund faced two challenges when developing the Alaris Financial Literacy Protecting Your Identity Virtual Learning Environment. The first challenge was meeting the client's requirement that the learner experience losing their identity, reclaiming their identity, and defending their identity. The second challenge was to develop a virtual learning environment that would be user-friendly and engaging for the diverse audience the product is marketing towards.





To overcome the first challenge, we decided to have the learner start off by having already lost their identity. After watching the opening credits, the learner would then be required to reclaim their identity, and continue by defending against their identity and taking control of the daily actions of Chris. We chose this route because we did not want a learner who did everything correct to lose their identity. We decided that would create a poor learning experience. To overcome the second challenge, we decided to create the virtual learning environment as an interactive movie. During the third part of the virtual learning environment, the learner takes control of the daily actions of Chris. The learner watches Chris perform actions. When the learner sees Chris doing something that could put her identity at risk, the learner can press the pause button that is always on the screen. If the learner presses the pause button when Chris doesn't need the learner's help the learner will lose points and be told to click the play button to continue. If the learner presses the pause button when Chris needs the learner's help, the learner will be presented with three decisions for Chris. If the learner selects the correct decision Chris will not put her identity at risk, and the learner's score will remain unchanged. If the learner selects the incorrect decision Chris will put her identity at risk and the learner's score will go down.

#### Categories

Dynamic e-Learning Interaction Serious Game or Immersive Learning Simulation

Table No.	OLAT - Online Learning And Training LMS
Presenter:	Joël Fisler
Title:	E-Learning Consultant
Company:	University of Zurich

#### Why was this project needed? Describe why it was built.

In 1999 when the project started, the University of Zurich did not find a suitable learning management system and decided to build its own LMS. Today OLAT is an open source LMS translated into over 30 languages and used throughout the world.

### What authoring tools, systems, or technologies did you use to create this project?

OLAT is Java based. To create e-Learning content we use eLML, the eLesson Markup Language (and open source XML framework to create eLessons).

How many "learners" will benefit from this program/project? We currently have 40,000 registered users at the University of Zurich alone. But there are other OLAT servers running in Germany, Italy, Brasil, China, and other countries.

### How long did it take you to complete this project? 10 years.

### What problems or challenges did you have to overcome while creating this project?

The most challenging problems were usually political ones and hardly ever technical ones.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

Communicate openly, distribute openly (open source), share your knowledge.

#### Category

Learning Management System

_ Table No <b>13</b>		Caring Skills: Aggressive Behavior
Presenter:	Molly B	illow
Title:	Project	Coordinator

	•	
Company:	Oregon Center for Applied Scienc	е

#### Why was this project needed? Describe why it was built.

This project will develop an interactive multi-media training program for professional caregivers who are regularly subjected to aggressive behaviors by older adults in long term care facilities (LTCs; Gates, Fitzwater, & Succop, 2005). Staff training is needed to comply both with OSHA guidelines to protect workers from workplace violence, and OBRA regulations governing nursing assistant education in mental health and social services.

What authoring tools, systems, or technologies did you use to create this project? Django, ScormWorks.

How many "learners" will benefit from this program/project?

#### How long did it take you to complete this project?

Nursing Assistants Nationally

Still in progress. Project began in 2008. Determining the conversion process from Django to SCORM courses for delivery in LMS began Fall of 2009.

### What problems or challenges did you have to overcome while creating this project?

Challenges: Finding the right open source LMS for the project. Determining the best process to convert our existing HTML courses into SCORM-conforming courses for delivery in an LMS.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

Discovery: Taking existing course designs with remediation loops and attempting to convert these to SCORM-conforming courses proved challenging. We decided to change our original course assessment designs to simplify the process.

#### Categories

Asynchronous e-Learning Module or Course Learning Video

Table No.	Journey's New Hire Training
Presenter:	Ethan Edwards
Title:	Chief instructional strategist and principal consultant
Company:	Allen Interactions

#### Why was this project needed? Describe why it was built.

There was a need to provide new employees with consistent and impactful training in order to establish consistency of the sales process across all Journeys, Journey's Kidz and Shi stores, and thereby increase sales.

What authoring tools, systems, or technologies did you use to create this project? Flash, CS3.





How many "learners" will benefit from this program/project? Approximately 8,000 per year

How long did it take you to complete this project? 4 months

### What problems or challenges did you have to overcome while creating this project?

One of the biggest challenges was synthesizing many passionate, sometimes different, points of view on what constitutes best sales practice. This was especially challenging working with a company that so clearly values individuality. However, there was such great leadership on the client side that this passion was effectively focused on creating a best practice for new hires.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

See problems and challenges response above

#### Categories

Asynchronous e-Learning Module or Course Dynamic e-Learning Interaction



#### Why was this project needed? Describe why it was built.

I am building this project as a demonstration that I can share with those both inside and outside of Cisco. This technology is going to have a very significant impact on the future of learning, or so I suspect.

### What authoring tools, systems, or technologies did you use to create this project?

All open source code: Flash Augmented Reality Toolkit (FLART) and Papervision, which is a realtime 3-D engine. I am modifying code that is freely available to everyone.

How many "learners" will benefit from this program/project? Dare I say billions (long-term)? But internally it's going to be shown to about 400 people, and then shared with their internal clients so the potential is that up to 65,000 internal employees might have the

#### How long did it take you to complete this project?

chance to see this project.

I've spent countless hours reading and learning about this new technology, but the actual work on the project is going to be far less time. I suspect I will have spent about 40-80 hours of development time between now and the time of the conference in November.

### What problems or challenges did you have to overcome while creating this project?

This technology has gone through several major improvements (versions) in the past year and half when I started looking at this technology. In the past this wasn't available in Flash which meant forcing people to download an .exe program that had to run on their computer, which is never a good solution in comparison to delivering it via a Web browser with Flash.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

This technology is an enabling technology. It's still early on in the lifespan of this technology, and hundreds of people worldwide are working on the technology worldwide. Quite a few of us have the same

long-term vision for how this technology will be useful to others. There are some challenges with the camera reading the marker fast enough, and there are some developers out there who don't require using a marker file but are fixing their 3-D objects to what are fixed objects picked up by the Web camera.

#### Category

Learning 2.0 Project (Podcast, Social Learning, etc.)

Table No.	Using Green Screen Video to Add Personality to Online Courses
Presenter:	John Gillmore and Andrea Stone
Title:	Instructional Technologist and Instructional Designer
Company:	University of Central Oklahoma – Center for Professional and Distance Education

#### Why was this project needed? Describe why it was built.

We help instructors design and develop online courses. We are always looking for ways to humanize our instructors, and give them opportunities to add their personality to online courses. One of our design team members saw a Web site with a person pointing out features and appearing to walk around on the screen. We first looked to purchase a service that could create the videos like this, and found it was out of our price range and used actors to convey the message. We still thought there was educational value in using this technology to really bring the instructor into the material. So our team went to work perfecting this technology using lower cost methods.

### What authoring tools, systems, or technologies did you use to create this project?

Adobe Flash, Adobe Premiere Pro, Boris FX Chroma Key Plug-In, Adobe Photoshop, Adobe Dreamweaver, Pro-sumer quality digital video recorder, lighting kit, wireless lavaliere microphone, portable green screen, and laptop and external monitor.

#### How many "learners" will benefit from this program/project?

We currently have these types of videos in approximately six courses. So each semester, about 200 students will see their instructor using these types of video. We are expanding this project and other faculty are welcome to create their own videos.

#### How long did it take you to complete this project?

It took about four months from the time of the initial idea until the best process was established. We had our first test video in a class in May, 2009. But this video was not the quality we wanted, so we spent the summer months testing software.

#### What problems or challenges did you have to overcome while creating this project?

We were on a tight budget and began the project as a basic "proof of concept" so we had not budgeted specifically for the project. We also had to learn the best process, and the best way to use the tools available to us to create the videos. There were no instructions available for how to do exactly what we did. We also had to convince faculty that recording the videos was not too difficult, and that their students would benefit from having them appear in the course. We also do not have a Flash streaming server, so set points had to be added to the interactive video to allow progressive downloading. This does result in some lag time and potential problems if users advance too quickly. We are investigating the purchase of a Flash streaming server now.





Having high quality lighting is very important, and will make the chroma key work later much easier. Ensuring that faculty wear basic colors and don't wear green is important. We also learned that because our final output was going to the Web, we did not need as high quality a camera or professional-grade software as if we were attempting to produce HD quality. This allowed us to stay within a tight budget and still get the quality that our students deserve.

#### Categories

Dynamic e-Learning Interaction Learning Video



### Why was this project needed? Describe why it was built.

The mission of the IFRC is to improve the lives of vulnerable people by mobilizing the power of humanity. Vulnerable people are those who are at greatest risk from situations that threaten their survival, or their capacity to live with an acceptable level of social and economic security and human dignity. Often, these are victims of natural disasters, poverty brought about by socio-economic crises, refugees, and victims of health emergencies. To assist with accomplishing this mission the IFRC commissioned e-Mersion to design and develop a robust set of e-Learning tools and courses: 1.) 14 modules and one final exam (http://www.e-mersion.com/worc). 2.) A robust tracking system with on- and off-line functionality. 3.) A content management system with built in translation functionality (e-mersion.com/translation) This self-learning course is a prerequisite for all delegates going to the field, and is also available to all RC/RC staff, volunteers, registered members, and targeted external audiences (university staff and students, armed forces, governments, donors, the media, school students).

### What authoring tools, systems, or technologies did you use to create this project?

Articulate Professional Suite 09', php, Java, PowerPoint 2007, Stunnix.

#### How many "learners" will benefit from this program/project? 95+ million worldwide

#### How long did it take you to complete this project?

The initial development took e-Mersion around three months.

### What problems or challenges did you have to overcome while creating this project?

We needed to design and develop a robust e-Learning solution that would support an international organization. To accomplish this objective we needed to figure out a way to overcome the following obstacles:

- 1. Easy for non-eLearning professionals to maintain. The solution needed to be developed using rapid e-Learning tools.
- Ability for the client to easily translate the content into other languages.
- Must work on all browsers and computer platforms. The users needed to be able to track and report their course and quiz progress on- and off-line. Many of the users would have limited internet connectivity, so the platform needed to work on a DVD.
- 4. Need to provide special security measures. (E.g., secure login, an encrypted security system to protect profile data, etc.)

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

After a lot of research, we were able to determine the best approach consisted of developing on Articulate's SDK. We ended up developing a custom Articulate player that seamlessly integrated with our custom technology. The end result is that we now have a custom tracking system and translation tool that supports Articulate content.

#### Categories

Asynchronous e-Learning Module or Course Next Generation Rapid e-Learning Solutions

Table No.	Account Manager Learning
Presenter:	Charlie Taylor
Title:	Manager, Technology Enabled Learning
Company:	Fonterra Cooperative Group Ltd

Why was this project needed? Describe why it was built. To teach newly employed Account Managers how to use the SAP system.

What authoring tools, systems, or technologies did you use to create this project?

Snag It, Flash, Captivate.

How many "learners" will benefit from this program/project? Approximately 1000

How long did it take you to complete this project? One month

### What problems or challenges did you have to overcome while creating this project?

We were creating for people whose first language was not English. We also had issues with deployment.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

1) People love to interact with what they're seeing on their screen. 2) Needed to burn CDs to deploy where the network capability restricted fast delivery.

#### Category

Asynchronous e-Learning Module or Course

Table No.		Mobile Wine Information
Presenter:	Ro	bert Hennigar / Cheryl Hall
Title:	Dir	ector of Education
Company:	Co	nstellation Wines U.S.

#### Why was this project needed? Describe why it was built.

Constellation Wines U.S. has 47 wine brands, with many individual products within each. Sales teams need a resource that they can refer to when approaching accounts on sales calls. Wine information changes – new releases, brand messaging, stories, accolades, etc. This tool was designed to provide them with an easy-to-use solution. This tool can also be used by consumers when learning about wines.

Page 9 San Jose, CA





Information includes: wine profiles, Podcasts, audio wine pronunciations, geographic profiles, beginning wine knowledge, project genome, user guides, and more.

### What authoring tools, systems, or technologies did you use to create this project?

Adobe DreamWeaver, Cascading Style Sheets, Adobe Photoshop/ Illustrator, Audio recording/editing (Podcasts), Blackberry/iPhone/ Motorola/LG/Samsung/ etc.

#### How many "learners" will benefit from this program/project?

Our internal sales team is comprised of approximately 350. Our distributor network is comprised of thousands of users, and the consumer opportunity is almost limitless.

#### How long did it take you to complete this project?

It took approximately 3 months to complete Phase one of this project. This remains an ongoing initiative within the corporation

### What problems or challenges did you have to overcome while creating this project?

Gaining familiarity when designing for a mobile device, learner adoption of a mobile device as a learning tool, understanding and developing a refined process for updating and repeating these.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

Mobile is a very important platform for our sales teams / distributors / consumers to use. Designing for mobile devices requires different design solutions than when designing learning for instructor-led and online programs or courses.

#### Categories

Mobile Learning Module or Course Learning 2.0 Project (Podcast, Social Learning, etc.)



#### Why was this project needed? Describe why it was built.

This project was developed to help college students who have problems with writing skills test their knowledge, access their weaknesses and then develop a custom learning plan to help improve and teach skills that are needed to be successful in everyday life. It also offers instructors a way to create assignments, develop custom blogs and discussion areas, as well as utilize the learning plan for assessment, and automated recommendations for areas that need strengthening.

### What authoring tools, systems, or technologies did you use to create this project?

The platform was custom designed and optimized for McGraw-Hill's development programs. The site uses Adobe ColdFusion, HTML, Flash and Air for delivering the content. Audio was mastered in Logic and Peak. Interactive exercises were developed in Flash.

How many "learners" will benefit from this program/project? Each year we expect 50,000 students to go thru the program.

#### How long did it take you to complete this project?

After the content from the SME was frozen (six months in development), the storyboard to launch took nine months.

### What problems or challenges did you have to overcome while creating this project?

In order to make the program more dynamic we utilized over 50 unique characters that were developed, illustrated with a custom storyline, and then the stories were woven together to help the student get drawn into the content. Challenge – managing three levels of content with 20 skill areas and thousands of questions. Illustrating the 50 characters, scenarios, and managing assets and recording. Developing 150 unique exercises to help students improve grammar skills. Tracking bugs, content fixes, and optimizing work flow with gigabytes of data.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

- 1. If you have great content, participants we'll love using and learning from it.
- 2. Creating unique tools for interacting with content helped to increase usage and understanding of content.
- 3. Having the opportunity to have the content first and then design for the content, helped to increase the interactivity and usability of the product.
- 4. It always takes longer to complete the project than planned.
- 5. Creating flexible workflows helped to increase the tools, and will allow us to re-use the technology in future developments.

#### Categories

Asynchronous e-Learning Module or Course Dynamic e-Learning Interaction

Table No.	New Employee Orientation (Online)
Presenter:	Bill Corwin
Title:	Senior Educational Consultant
Company:	Experian

#### Why was this project needed? Describe why it was built.

Our group had undergone a severe restructuring which made the live facilitation of our New Employee Orientation presentation nearly impossible. I was tasked with moving our standard orientation to be an online, self-guided module. Rather than simply recording our standard (boring) bullet-pointed presentation online, I visualized something much more engaging. I used many photos and videos to humanize the course, as well as making the course user-driven. Through the use of menus, I was able to create a much richer, engaging, non-linear experience for our new employees. Based on post-hire surveys, our new employees' engagement, awareness, and knowledge of information has actually increased since we've moved to the online course.

#### What authoring tools, systems, or technologies did you use to create this project?

We used the Articulate Suite, home-grown videos that we converted to Flash, and links to many of our (internal) online resources.

How many "learners" will benefit from this program/project? 6,000-15,000

How long did it take you to complete this project? 3 months.

### What problems or challenges did you have to overcome while creating this project?

We had to overcome the idea that a New Employee Orientation has to be a live presentation. I've always used the term "firehose" to describe how the orientation was delivered, and I needed to show the positive

> Page 10 San Jose, CA





benefits to moving it online. In addition, most of the team members involved, as well as the final approvers, had a pre-conceived idea as to what "e-Learning" is ... boring static presentations. It took a lot of work to overcome these internal negative perceptions. Happily, since the launch of the orientation, these same individuals (as well as many others') creative juices have really started to flow, as they now see the possibilities that exist with online education.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

Although we were designing an online course, it was one that truly represents our HR team. As such, there was great HR resistance to this project. I had to facilitate a seemingly endless number of presentations and meetings, and persuade people throughout all levels within our company before moving into the final stages of our development. In addition, the clean, professional graphic design really helped to make the course appear "slick" and positive to many of these same detractors. We also learned that people "love" videos. As long a the videos serve a purpose and aren't simply there as window dressing.

#### Category

Asynchronous e-Learning Module or Course

Table No.	Intact Team Training Simulation
Presenter:	Anya Andrews
Title:	Research Faculty
Company:	Institute for Simulation and Training at the University of Central Florida

#### Why was this project needed? Describe why it was built.

This immersive learning simulation was developed to augment the program management curricula at a major defense university.

### What authoring tools, systems, or technologies did you use to create this project?

We have successfully employed virtual communication tools, machinima, and mainstream e-Learning development tools to create a Rich Internet Application (RIA) with multi-user interaction capabilities.

#### How many "learners" will benefit from this program/project?

The simulation is designed to train a program management team consisting of up to 15 members. We anticipate that within a given academic year, dozens of program management teams will be trained using this simulation.

#### How long did it take you to complete this project?

It took approximately three months to take the project from its inception to the very first pilot.

### What problems or challenges did you have to overcome while creating this project?

The major challenge was keeping track of all the creative ideas that were generated by the project sponsors, designers, subject-matter experts, and learners. It was a fantastic team effort, where everyone made a creative contribution to the success of this training product.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

The learner-centered design approach allowed us to achieve a high degree of contextual relevance and interface usability.

#### Categories

Dynamic e-Learning Interaction Serious Game or Immersive Learning Simulation

Table	∍ No. 4	VISTA Campus
Presenter:	Matt C	herry
Title:	Projec	t Coordinator, E-Learning
Company:	ETR A Campa	ssociates, Education Northwest, aign Consultation

#### Why was this project needed? Describe why it was built.

- Need to consolidate VISTA resources into a one-stop shop, accessible via the Web.
- Need to send a unified message to new VISTAs nationwide upon orientation into the program.
- Need to supplement or replace face-to-face trainings due to budgetary constraints.
- Need to create a sharing space to build community among volunteers.
- Need to create engaging and interactive self-paced courses to introduce new VISTAs to the policies and procedures, as well as their civil rights.

### What authoring tools, systems, or technologies did you use to create this project?

Moodle, Adobe's Flash, Captivate, Dreamweaver, and Photoshop, Harbinger Products Raptivity, Outstart Evolution LCMS, Quicktime, Camtasia, Morae.

How many "learners" will benefit from this program/project? Current students – 10,000+ users, with a potential addition of about 6,000 new users/year.

#### How long did it take you to complete this project?

More than a year of complex collaborative planning, content development, and review. Approximately three months of initial site development. Continuing content development and maintenance from launch of site (July 4th 2008) to present.

### What problems or challenges did you have to overcome while creating this project?

- We used Moodle in a slightly different way than it was meant to be used "out of the box." This meant more money and time spent on customizing the site to fit the client's needs.
- Moodle is a great container for our courses, but it does not provide robust, interactive development tools. We tested out a few different types of software before discovering that Flash was the best tool for our needs.
- Moodle's reporting system is geared more toward providing teachers with a way to track and grade students. We were not providing teacher-student interaction through the site, but rather providing a large amount of content to a nationally distributed audience, and a location to establish community.
- Moodle's HTML editor stripped code out when files were being saved. This resulted in extra time spent coding in an alternative HTML editor, and then copying that code to Moodle.
- Moving our legacy content from Outstart's Evolution LCMS to Moodle proved problematic. The SCORM packaging feature was not working properly, so additional work was necessary to ready the SCORM packages for import into Moodle.





- Overcoming a change management process as we migrated content from in-person to online learning.
- Creating content to be part of a blended curriculum with tight deadlines and logistical planning as the launch dates of the online courses were connected to the rolling dates of the onsite trainings.
- Creating engaging, interactive courses for a diverse population of all socio-economic backgrounds, as well as accessibility challenges.

- Outline project needs early. Especially, know the limitations of your software platform and try to define those pieces of necessary functionality that are not provided "out of the box." Extra time will be needed to work on customizations to the core code.
- Test legacy content migration earlier rather than later. If you have a lot of legacy content to move to a new system, the earlier you spot potential problems, the more time you have to prepare for them.
- Build time into the development process for testing, both user testing and internal testing of the system.

#### Categories

Asynchronous e-Learning Module or Course Dynamic e-Learning Interaction



#### Why was this project needed? Describe why it was built.

The project was designed to develop understanding and to answer these questions: 1.) What is Success? Why is it important? 2.) How one can achieve success? 3.) How can success be identified? 4.) What skills are required to be successful?

### What authoring tools, systems, or technologies did you use to create this project?

UltraMashup Studio, UltraMashup Player, Microsoft Powerpoint, Silverlight.

#### How many "learners" will benefit from this program/project?

The scope of the course leverages distribution of the course to a global audience with no restriction on the number of learners, the course can be viewed by 1 to 10,000+ learners.

#### How long did it take you to complete this project?

The overall research and content acquisition took around 1 week, and the course design and development took less than 24 hours.

### What problems or challenges did you have to overcome while creating this project?

The basic problems were regarding the issues with right content acquisition through content providers, however the problem was resolved later.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

- Video is the most effective media to communicate the right message.
- Finding right content can be difficult at some places.

 Seamless solution used in the development of the course made the overall process smoother and swift.

#### Categories

Dynamic e-Learning Interaction Learning Video

Table N	lo.	Rapid Interactive Course
Presenter:	Dav	id Anderson
Title:	Con	nmunity Manager
Company:	Artio	culate

#### Why was this project needed? Describe why it was built.

As a community manager, one of my roles is to assist subject matter experts to create more engaging and interactive courses. SMEs don't have a lot of design or technical skills, so they often use their existing PowerPoint files as training. This project was built to show how nondevelopers, or even instructional designers, can make small modifications to existing content to create non-typical e-Learning courses. While this is certainly not the most immersive e-Learning example, it is considerably more engaging than most courses.

### What authoring tools, systems, or technologies did you use to create this project?

PowerPoint, Articulate Studio '09.

How many "learners" will benefit from this program/project? 50,000 or more, based on current community membership

### How long did it take you to complete this project?

Less than two days, once I had content from SMEs

### What problems or challenges did you have to overcome while creating this project?

The challenge with a lot of rapid e-Learning is lack of time and resources. SMEs and non-desigers responsible for creating training often don't have developers and graphic designers available to assist in the training development. My role is to share ideas and templates they can use to design e-Learning that doesn't look like it was developed by an SME.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

SMEs, trainers, non-designers, and even instructional designers who are designing rapid e-Learning can learn to transform their PowerPoint content to design better e-Learning courses.

#### Categories

Asynchronous e-Learning Module or Course Rapid e-Learning

Table <b>2</b>	≅ No. <b>7</b>	Grockit
Presenter:	Farb Nivi	
Title:	CEO	
Company:	Grockit	

Why was this project needed? Describe why it was built.







The current learning model is inefficient and broken. Studies have shown that expert tutors help students learn significantly more effectively than traditional classroom instruction. However, one-to-one tutoring is considered too expensive to scale. There are several ways to resolve the broken process of traditional education. One way to address this problem is to use artificial intelligence to build adaptive learning software systems that are as effective as personal tutoring. Another way to tackle this problem is to take advantage of how students naturally learn by incarnating several traditional learning environments: study groups, private tutoring sessions, study halls, and even the one-room schoolhouse of days yonder. Game dynamics motivate students to study for longer periods of time because it is fun and it helps students encourage one another. Diagnostics and quests offer students individually-targeted study sessions. Students are naturally technologically savvy these days, and making learning fun and accessible in a social networking setting creates a study environment that is approachable for all students. Collaborative learning can be introduced both into the classroom, at home, or wherever students may be. Grockit addresses all of these problems and provides a solution.

### What authoring tools, systems, or technologies did you use to create this project?

Students who study using Grockit generate a large quantity of educational data that we leverage to customize and improve the learner experience. Educational data mining, student modeling, recommendation algorithms, and controlled experiments all play a role.

#### How many "learners" will benefit from this program/project? Grockit offers its test prep games for free to ALL students. How long did it take you to complete this project?

Grockit, like most "Web 2.0" applications, will always be a work in progress. Our build-measure-learn feedback loop creates an ongoing, near-continuous process for improvement.

### What problems or challenges did you have to overcome while creating this project?

At Grockit, we've chosen a tough set of challenges to solve: To help students connect with others who share a common learning goal (e.g. studying for tests like the GMAT), help students help each other learn (e.g. in a small study group), make the experience fun and engaging (e.g. by drawing on various game mechanics), and provide students with the opportunity to customize their learning environment (e.g. using adaptive algorithms for tailored practice.)

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

Grockit was designed to support both synchronous and asynchronous interactions, and we've spent a good part of the past year trying to understand how to best draw on this flexibility: Which student interactions should be synchronous? Which should be asynchronous? Which should be a mix? What should that mix be?

#### Categories

Dynamic e-Learning Interaction Serious Game or Immersive Learning Simulation

Table No.	Employee Ethics & Compliance Training
Presenter:	Stephanie Jenkins
Title:	Ethics and Compliance Advisor
Company:	Premier, Inc

Why was this project needed? Describe why it was built. I manage the Ethics and Compliance function for a company with appx. 1,800 employees. I am in a department of two, and, like most

companies, we have tightened our purse strings. So time and money in mind, I had to determine the most effect way to communicate the message of the Ethics office to all employees. I am required to train all employees on our Code of Conduct, policies, corporate values and business ethics when employees first enter the organization, and on an annual basis. I know how unattractive and boring ethics and compliance can be, so I'm constantly looking for new and innovative ways keep employees awake and make learning fun and the content useful. I've created mini training modules over the past two years, but this is the first year I've created an all-employee ethics training course. This was prompted by a rapidly increasing employee population. For the past four years I've conducted a combination of 50 plus hour-long faceto-face and synchronous WebEx training sessions to get all employees trained. We have employees in three main offices, and spread out all across the U.S., so in an effort make learning fun, engaging, and useful while saving time, money, and most importantly my sanity, I developed this e-Learning course.

### What authoring tools, systems, or technologies did you use to create this project?

PowerPoint 2007, Articlate 2009, LiveType 2.1.4, Final Cut Express 4.

How many "learners" will benefit from this program/project? I think the following learners will benefit: Anyone looking for ideas on how to make a dry topic fun and beneficial. Anyone one on a tight budget that still needs to deliver quality. Anyone who enjoys ethics training.

### How long did it take you to complete this project? 5 months.

### What problems or challenges did you have to overcome while creating this project?

I had to learn as I developed Budget constraints. Getting my projects developed in LiveType and Final Cuts Express to work well with Articulate. Turning a classroom-based training module that had a reputation for being engaging, into an online module while maintaining that reputation of fun, and being informative and engaging.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

I learned the importance of storyboarding, running focus groups before going live, developing an order of operation for a project (a process to help me stay focused), and when you're new to e-Learning and asked to estimate the time of a project, err on the conservative side and give yourself more time than needed because there will be challenges.

#### Categories

Asynchronous e-Learning Module or Course Learning Video

Table No. <b>29</b>		BFGoodrich Ultra-High Performance Tires
Presenter:	Jack Pierce	
Title:	Principal	
_		

Company: w/

Why was this project needed? Describe why it was built. Sales training for new products and newly defined customer profiles.

What authoring tools, systems, or technologies did you use to create this project?

This is custom Flash programming, which also uses Codebaby avatars.

How many "learners" will benefit from this program/project? Over 15,000



### **DemoFest Presentation Guide**



How long did it take you to complete this project? 30 days

### What problems or challenges did you have to overcome while creating this project?

We keep refining our use of avatars and simulations for higher learner impact. This project is a step along that path, with a 3-D sim for learning about products, as well as a sim for learning to sell the products.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

For this audience, there's a unique mix of selling demonstrated by avatars, and interactive avatars to practice decision-making within the sales process.

#### Categories

Dynamic e-Learning Interaction Serious Game or Immersive Learning Simulation

### What problems or challenges did you have to overcome while creating this project?

It's a great challenge to keep the user in focus throughout production. The communication between the content and the Connect server is rather complex, and Connect sometimes sets the agenda for what is possible. The reporting part in Connect is not flexible enough for our needs. The program was build for a very diverse cultural setup, and the chosen metaphors must reflect that.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

The intense pre-study with the user interviews and surveys was worth while. The insight gathered in the personas was helpful during the design process. Ongoing user testing is an excellent way of catching disturbing and/or inconvenient elements. The separation between logic (programming) and content (XML) can be impossible in very complex graphical representations. In a project of this size, you really want a versioning system of some sort!

#### Categories

Asynchronous e-Learning Module or Course Dynamic e-Learning Interaction

# Table No.The Grundfos Journey30The Grundfos JourneyPresenter:Jens Christian Bach ChristensenTitle:e-Learning DeveloperCompany:Grundfos Management A/S

Why was this project needed? Describe why it was built. The Grundfos Journey is an introduction program for new employees in Grundfos. Grundfos has 17,000 employees worldwide and plans to expand widely in the years to come. We are a value-based company, and in order to ensure that all employees – in every corner of the world – get the same feeling of the company values, history, and identity, we created this tool. The exact aim was to ensure that employees all over the world – from people on the production floor to CEOs – get the same introduction to Grundfos and the first "injection" of the Grundfos glue (the Grundfos identity which ties us all together). Until now such a tool has not been available in Grundfos. Local employee introduction happens in different ways, but in he future this program will be a mandatory part of all new employee introduction. Note that the program can easily be translated into local languages to meet the needs of employees who are not fluent in English.

### What authoring tools, systems, or technologies did you use to create this project?

The project was programmed in ActionScript 3, and using the Away3D engine. Movie material has been made in Premiere Pro and Captivate. Dreamweaver is used for editing the content via XML. Fireworks was used for editing and optimizing graphics. Photoshop was used for image editing. SoundBooth was used for sound correction/editing. Deployment is done via our Adobe Connect Pro server.

#### How many "learners" will benefit from this program/project?

The program has a potential of reaching 17,000 Grundfos employees. The program is freely accessible at Grundfos via Self Enrollment.

How long did it take you to complete this project? 12 months

Table No.	Adaptive Social Learning Tools
Presenter:	Mike Hruska
Title:	President
Company:	Problem Solutions

#### Why was this project needed? Describe why it was built.

Conferences and group meetings provide a candidate format to potentially compress the group learning cycle. Twitter and other tools provide means for feedback in these settings, but also have limitations. One such limitation is that for people who aren't power Twitter users, following the flow of ideation is challenging. With some investigation, we found that if we could provide a little context for conference-goers following the real-time conversation of people "in the room" - like where the participants are physically situated, what session they're in, what conference they're attending - and allow people to filter out and/or include other sessions, the participation and take-aways from the shared experience are richer. We wanted to accelerate connectedness between people in a shared experience to each other and to their shared, new ideas. To do this, we produced a simple application that allows the "tagging" of context within settings where presentations and ideas occur. Through the differentiation and association of tags the tool encourages users to comment, ask guestions, and identify their goals as feedback mechanisms. Where a speaker broadcasts context either via audio or in-person during group meeting settings, the feedback is captured and displayed for moderators, the speaker, and the group. The collection and display of feedback enables immersive and compressive opportunities for innovation and social learning.

### What authoring tools, systems, or technologies did you use to create this project?

.NET, webservices, and BAQON (Bi-directional Anonymous acQuaintance Open Network).

How many "learners" will benefit from this program/project? 25 to 1,000.





How long did it take you to complete this project? 6 months.

### What problems or challenges did you have to overcome while creating this project?

Creating a solution that promoted reuse of profile, experience, and context data across multiple applications (not just ours) was a challenge. No available framework allowed the use cases that we desired to "persist" across other environments. Consequently, we spent a good bit of time defining and developing an open source project that will allow the sharing and persistence of contexts, profile, and experiential data across multiple applications.

### What valuable insights, lessons learned, or results did you discover when working with these challenges?

The project required us to build out a separate architecture to handle communication of data that could be shared by multiple applications. The challenge allowed us to prototype an open framework that will allow shared anonymous profile and experience data between multiple applications. This framework is being released as an open-source project.

#### Category

Learning 2.0 Project (Podcast, Social Learning, etc.)