



Welcome to

Exploring the Test Then Tell Approach to eLearning

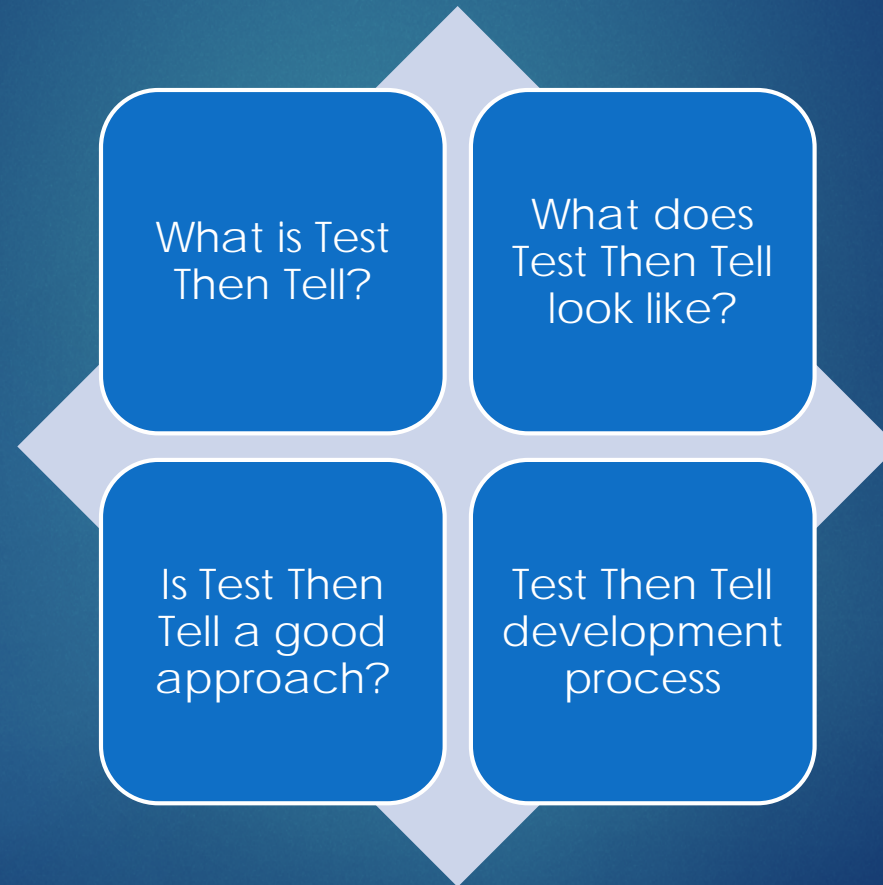
Please respond to the poll
questions while you wait for the
moderator to begin our session.



Exploring the Test Then Tell Approach to eLearning

MARY WHALEN

Presentation Overview



My Background

Education

- BA in English
- MA in Teaching

Career

- Instructional Designer
- Technical Writer

Experience

- Lots of classroom training materials
- Some eLearning
- eLearning Certification from ATD

Your Background

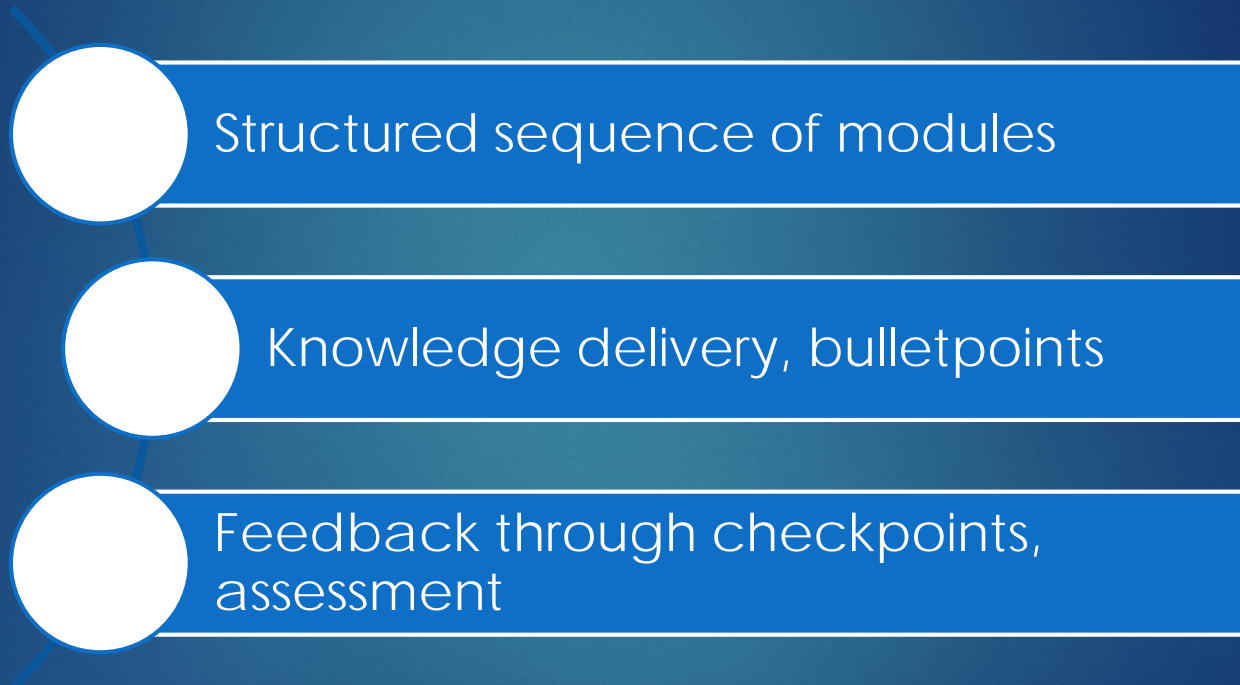
Poll Results

Traditional eLearning

Example:

[http://demos.abakc.com/eLearning/
training_demos/UDAAP/index.html](http://demos.abakc.com/eLearning/training_demos/UDAAP/index.html)

Traditional eLearning



Test Then Tell

Examples:

[http://www.smartbuilder.com/
elearning-examples/all-examples](http://www.smartbuilder.com/elearning-examples/all-examples)

Test Then Tell?

- Pretesting knowledge/skills
- (Custom) hands-on style activity
- "Telling" through feedback

Test Then Tell Strategies

- ▶ Allow users to opt out of knowledge delivery
- ▶ Path is not necessarily sequential
- ▶ Click on objects for details on demand (“hotspots”)
- ▶ More graphic than text-based
- ▶ Learning “environment” reflects work environment
- ▶ Other

Memory and Learning

(<http://www.brainrules.net/long-term-memory>)

- ▶ People don't pay attention to boring things.
- ▶ The brain's "attentional" spotlight can be on one thing when multitasking.
- ▶ **We are better at seeing patterns and abstracting the meaning of an event than we are at recording detail.**
- ▶ Emotional arousal helps the brain learn.
- ▶ Audiences check out after 10 minutes, but you can keep grabbing them back by telling a narrative or by creating events rich in emotion.

Comparison

Traditional eLearning	Test Then Tell
Follows a pre-determined sequence and scope	Sequence and scope can be determined by learner's pre-existing skill level
Tends to be lecture-style delivery	Usually interactive
More text, word-based	More image, animation-based
More passive listening/watching	Active/critical thinking

CCAF

(Michael Allen, Allen Interactions)

Designing Activities

Context

- Meaningful framework, conditions, environment

Challenge

- Stimulus/urgency to act

Activity

- Response to the challenge

Feedback

- Reflect effectiveness of actions to learner

CCAF

(Michael Allen, Allen Interactions)

Example: Cooking food at fast food restaurant

Context

- Kitchen with food storage and prep areas

Challenge

- Time cooking of meal components so they are served hot

Activity

- Cook an order for a burger and fries

Feedback

- Have running timer and give warnings before and after goal times are reached

CCAF

(Michael Allen, Allen Interactions)

Example: Determine whether a practice (marketing bank services) is unfair, deceptive, or abusive

Context

Challenge

Activity

Feedback

Activities for Verticals

- ▶ Medical?
- ▶ Sales?
- ▶ Bank?
- ▶ IT/software?
- ▶ Agriculture?
- ▶ Religion?

Development Software

(ATD course)

- **Flash**
- HTML5

- ZebraZapps
- **Articulate Storyline**
- Lectora
- **Captivate**

- Articulate Presenter
- Adobe Presenter
- Unison
- Authorware

Supporting
Helpful Tools

Camtasia

Fireworks

SimWriter

SwishMax

PowerPoint

Dreamweaver

Samples

- ▶ PowerPoint mockup
- ▶ Captivate project
 - ▶ Themes
 - ▶ Timeline
 - ▶ Filmstrip
 - ▶ Images, Video
 - ▶ Feedback/States
 - ▶ Branching
 - ▶ Quizzes

Challenges

- ▶ My challenges
 - ▶ Buy-In from sponsors
 - ▶ Different type of job
- ▶ What challenges have you come across in developing interactive eLearning?
- ▶ What challenges do you anticipate?

Final Thoughts

- ▶ Target audiences
- ▶ Tips
 - ▶ Give clear context and direction
 - ▶ Consider giving option for telling before testing
 - ▶ Navigation is important
 - ▶ Gamification
 - ▶ Lots of resources available

Poll Question

What is your impression of
Test Then Tell?



Thank You!

MARY (SOJODI) WHALEN

MSOJODI@YAHOO.COM

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