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S4NetQuest

Three Case Studies In Success

#FR102

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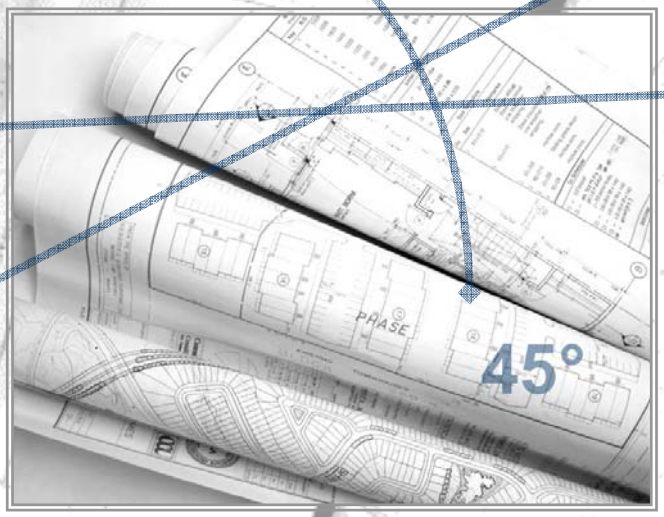

Learning Objectives:

- **Design highly effective blended learning solutions**
- **Manage the implementation and pilot processes**
- **Measure effectiveness of training based against identified business drivers**

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M-PACT Learning
Developing Powerful On-Line Solutions

On-line learning is composed of two basic components – instructional design and technology. Traditional learning design and utilization of technology are no longer effective in the Internet age. The tables below distinguish traditional learning from **S4 NetQuest's M-PACT Learning methodology and traditional technology from S4 NetQuest's Technology-Supported** approach.

The following tables outline a series of critical attributes related to learning design. They are meant to provide the foundational knowledge required to transition from the traditional approach (which is ineffective for the on-line medium) to S4 NetQuest's M-PACT Learning methodology, which was "born on the web."

Context - Learning

Traditional Learning	M-PACT Learning
Non-Collaborative - Traditional learning methodologies do not attempt to maximize the power of collaboration. Although there may be "group work," it is normally seen as an "event" and thus is not continuous and ongoing.	**Collaborative** - This is a key element of M-PACT Learning. Learning should be a collaborative process involving a variety of interactions between peers, coaches, mentors, facilitators, etc. This differs from the traditional method in which the lecturer is seen as the holder of knowledge and producer of learning.
Content-Based - Traditional methodologies tend to teach content with little or no application to authentic, real-world problems.	**Problem-Based** - Problem-based learning involves a strategic approach of structuring the learning process within authentic, challenging, multidisciplinary problems.

People - Instructor Roles

Traditional Learning	M-PACT Learning
Presenter - Teacher is seen as a "presenter of information."	**Facilitator** - The teacher's key role is that of a facilitator. Roles & responsibilities include manager, guide, coach, and leader.
Non-Learner - Teacher's role does not involve self-learning.	**Co-Learner** - The teacher is a co-learner rather than being limited to the role of a lecturer or producer of knowledge.
Non-Investigator - Teacher is not an investigator.	**Co-Investigator** - Includes the teacher in the investigative process. The problem-based nature of M-PACT Learning allows the teacher to constantly challenge issues and concepts.

People - Participant Roles

Traditional Learning	M-PACT Learning
Receptacle - Student is seen as a "receptacle" of learning.	**Creators of Learning** - Participants are “creators of learning.” This requires that students be allowed to explore a variety of issues, concepts, problems, and solutions.
Limited - Student's role is limited (e.g., separate from that of the teacher).	**Variety** - Problem-based learning requires that students produce a variety of elements, including learning, skills, solutions, etc.
Student - Students receive information in a 1-way, linear transmission.	**Teacher** - The collaborative nature of M-PACT Learning creates an environment in which students are responsible for teaching one another a variety of concepts and strategies.

Process - Vision of Learning

Traditional Learning	M-PACT Learning
Teacher Responsible - Teacher is responsible for ensuring that learning occurs.	**Student Responsible** - Students are responsible for their own learning.
Event - Learning is seen as an "event."	**Problem-Based** - Learning is problem-based, requiring that participants take a strategic approach.
Methodic Task - Learning is seen as a methodic task.	**Energizing** - Learning energizes students.
Non-Collaborative - The learning process is controlled by the teacher in a non-collaborative environment.	**Collaborative** - Collaboration is a key to M-PACT Learning. Students learn through collaboration with other students, coaches, mentors, experts, facilitators, etc.

Process - Learning Tasks

Traditional Learning	M-PACT Learning
Non-Authentic - Tasks are not always authentic.	**Authentic** - Tasks should be authentic. Work should focus on realistic tasks related to the participants’ current situations.
Non-Challenging - Tasks are not always challenging.	**Challenging** - Learning should not be rote memorization of facts. Rather, it should involve a problem-based approach that presents material in a challenging fashion.
Non-Multidisciplinary - Tasks are not multidisciplinary but rather involve singular concepts presented in a structured, linear fashion.	**Multidisciplinary** - Learning should not be restricted to individual concepts but should involve a multidisciplinary approach that requires participants to correlate learning across concepts.

Process - Assessment

Traditional Learning	M-PACT Learning
Teacher Evaluation - Assessment is performed by a teacher.	**Peer and Self Evaluation** - The assessment process should involve peer and self-evaluation.
Recall-Based - Assessments are designed for "recall" of information rather than a performance-based measurement.	**Performance-Based** - Assessment should be based on performance of a strategic task rather than the ability to recall particular pieces of information.
Singular Event - Assessment is seen as a singular event rather than an ongoing process.	**Ongoing Process** - Assessment should be an ongoing, iterative, seamless process.
Non-Collaborative - Assessment is a non-collaborative process.	**Collaborative** - Assessment should involve collaboration with peers, coaches, mentors, facilitators, etc.

Process - Group Interaction

Traditional Learning	M-PACT Learning
Homogenous - Group interaction is normally homogeneous (e.g., individuals with similar knowledge, expertise, etc.).	**Heterogeneous** - Group interaction should be heterogeneous, composed of individuals with a variety of skill, knowledge, experience, etc.
Limited - Group interaction is limited - the normal situation is a one-to-one (teacher-to-student) relationship	**Flexible** - Grouping should be flexible, creating a situation in which individuals can move freely among groups and associated tasks.

Maximizing Technology

The following tables outline a series of critical attributes related to maximizing the use of technology to support and enhance the learning process. They are meant to provide the foundational knowledge required to transition from the traditional use of technology (which has proven ineffective) to S4 NetQuest's M-PACT Learning methodology, which maximizes the effectiveness of technology in the learning process.

Access

Traditional Technology	Technology-Supported Approach
Unconnected - Limited in their ability to connect users to a variety of resources including information, other users, tools, etc. (e.g., CD-ROM applications).	**Connective** - Users are connected to other users, facilitators, experts, and tools.
Limited Presence - May limit continuous access to information, tools, etc. (e.g., mainframe location or CD-ROM).	**Ever Present** - Allows users to access resources at any point in time (24x7).
Inequitable Use - Rely on the users having a certain level of technical expertise (e.g., requirement to download applets).	**Designed for Equitable Use** - Provides resources that can be accessed, shared, and utilized by all users regardless of technological skill or content expertise (e.g., browser).

Organization

Traditional Technology	Technology-Supported Approach
Limited Distribution - Focused on a methodology that prohibits the distribution of information, materials, and tools.	**Distributed** - Allows for the distribution of a variety of information and resources on a (24x7) basis.
Developer Driven - Contain content, materials, resources, and tools designed and provided solely by the application developer.	**User Contribution** - Allows the content, materials, and resources to be developed by the users rather than depending solely on the facilitator
Non-Collaborative - Technologies are based on individual learning and thus do not provide methodologies for user collaboration.	**Collaborative Projects** - Provides the ability for users to collaborate on a variety of projects, including problem solving, course development, and assessment.

"Engage-ability"

Traditional Technology	Technology-Supported Approach
Non-Collaborative - Does not provide the ability for users to collaborate.	**Collaborative** - Provides the ability for users to collaborate in a variety of ways.
Rudimentary Tasks - Does not provide the ability to undertake challenging, authentic tasks (e.g., simulations and real-life problem solving)	**Challenging Tasks** - Provides the ability to undertake challenging, authentic tasks, such as simulations and problem solving.
Rote Learning - Limited to a method of read and respond (e.g., rote memorization).	**Learning by Doing** - Allows the users to learn "by doing," through a combination of a problem-based design and advanced technological tools.
One-Way Distribution - Information is presented in a one-way fashion (e.g., machine to learner)	**Guided Participation** - Utilized to provide guided participation rather than one-way distribution.

Ease-of-Use

Traditional Technology	Technology-Supported Approach
Not User-Friendly - Technology does not provide ease-of-use (e.g., Microsoft's strategy of "three ways to accomplish any function").	**User-Friendly** - Allows users to easily access information, navigate through the application, and collaborate with a variety of individuals, including peers, facilitators, and experts
Limited Help Available - Help is limited or nonexistent in the areas of technical and project-specific support.	**Help Available** - Provides a variety of help, including technical support and project-specific assistance. Help could come in the form of FAQs, collaboration, etc.
Limited Training & Support - No training or support systems for current and ongoing projects.	**Training & Support** - Includes methods for training users, as well as support systems for ongoing projects, such as databases, search engines, etc.
Limited Information Access - Limited access to timely and pertinent information.	**Just-in-Time Information** - Allows users to access a variety of information that is both timely and pertinent to the task at hand (e.g., constantly updated database).

Functionality

Traditional Technology	Technology-Supported Approach
Limited Tools - Limited tools that restrict the users' ability to seek information, collaborate, etc.	**Diverse Tools** - Technology includes a variety of tools that allow users to seek information, collaborate, problem-solve, simulate, etc.
Multimedia Driven - Uses multimedia as window dressing without concern for effect on learning.	**Media Enhanced** - Use of media is limited to those that enhance learning and engage the users rather than simply providing "bells" and "whistles."
No Authoring Ability - Does not allow users to change, alter, or create materials that would contribute to the development of the program.	**Promotes Authoring** - Allows users to "author" a variety of elements that contribute to the development of the program. These elements may include information resources, communities, learning modules, solutions to problems, web pages, etc.

M-PACT Learning (0-5)

Learning Context
Collaborative _____
Problem-Based _____

Instructor Roles
Facilitator _____
Co-learner _____
Co-investigator _____

Participant Roles
Creator of Learning _____
Various items produced _____
Teacher _____

Vision of Learning
Learner responsible _____
Problem-based _____
Energized by learning _____
Collaborative _____

Learning Tasks
Authentic _____
Challenging _____
Multidisciplinary _____

Assessment
Self/Peer evaluation _____
Performance-based _____
Ongoing _____
Collaborative _____

Grouping Interaction
Heterogeneous _____
Flexible _____

Total (Max = 105) _____

Technology (0-5)

Access
Connective _____
Ever-Present _____
Designed for equitable use _____

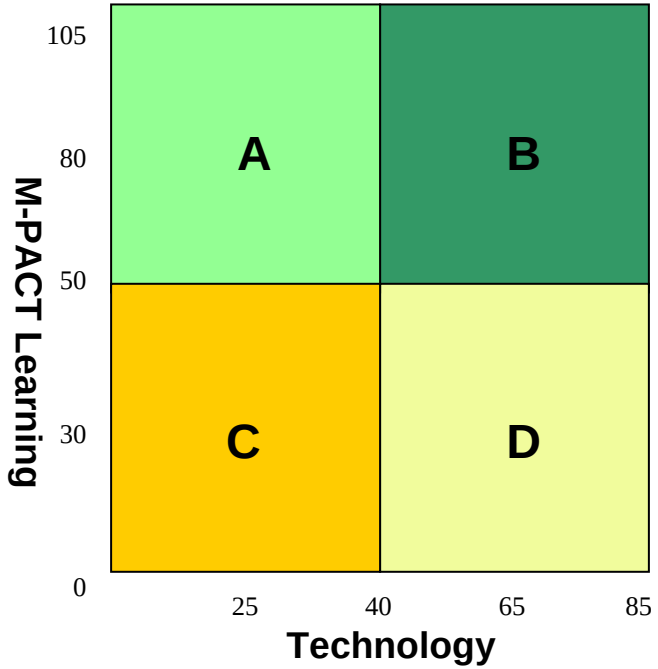
Organization
Distributed _____
User contributions _____
Collaborative projects _____

Engagability
Collaborative _____
Challenging tasks _____
Learning by doing _____
Guided Participation _____

Ease of Use
User-friendly _____
Help available _____
Training/support _____
Just-in-time information _____

Functionality
Diverse tools _____
Media enhanced _____
Promotes authoring _____

Total (Max = 85) _____



A - M-PACT Learning	Low performing technology
B - M-PACT Learning	High performing technology
C - Passive Learning	Low performing technology
D - Passive Learning	High performing technology

Instructions:
1) Rate your organization from 0-5
2) Total the scores
3) Plot your score on the matrix to see what quadrant you are in.