

Minutes

NELUG Meeting

February 17, 2016
4:00pm – 6:00pm

Facilitator: Laura Gillenwater, Chairperson
Host: Laura Gillenwater, Sun Life Financial
Minutetaker: Amy Bubel, Cayuga Medical Center

Attendees: Amy Bubel, Amy Tomsich, Andra Serzans, Bobbi Vernon, Daryl Fleary, Deidre Shapiro, Diane Elkins, Gina White, Laura Gillenwater, Mike Nelson, Paul Tarquinio, Sandra Sousa, Theresa Dickey, Tisha Radcliffe

Agenda Topics

5 min.	Introductions	All meeting members
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Discussion:

Welcome to new members!

5 min.	NELUG Business	Laura Gillenwater
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Discussion:

- A big thank you to Teresa Dickey for taking on the Program Director role!
- The May NELUG meeting was scheduled in the middle of the annual Lectora User Conference. It has been changed to the following week and, as a result of this change, we can discuss the highlights from LUC. The NELUG members are interested in, and asking for, a LUC in the northeast.

Conclusions:

Bobbi Vernon will be attending LUC and has agreed to share about it at the May 25th meeting. Daryl Fleary will be involved with the LUC and will try to join us in May to share Lectora highlights.

Action items:

Person responsible:

Deadline:

Add this topic to May agenda	Laura	

50 min.

Moving from Flying Bullets to Instructional Animations

Diane Elkins,
Artisan E-Learning

Discussion:

Diane described how to move from slides and slides of instructional bullet points toward useful graphics for instruction. Diane show an example of training that used to be provided via webinar. This training was moved to a course with graphics, real photos, and audio narration.

Diane describes how this was done using the "Think Differently" road map. She says "Content drives everything, lose the templates, and think of the slides as blank canvas!"

1. Show, don't tell

Think to yourself--what am I trying to accomplish with this slide and what visual will best help me accomplish it?

Examples:

- Use simulated sticky notes to put the learner in the work situation.
- Demonstrate the actions needed.
- Show a visual representation for math problems (with narration).

2. Use only key words

Examples:

- If narrator speaks full text, then show graphics that support main ideas.
- A slide is not a standalone handout and not speaker notes--The best visual slide would make no sense without the audio (but the graphics would be aligned with the content, not random).

3. Turn words into graphics

Examples:

- A hierarchy of people who work together could be represented by a graphic. Relationships could be included and represented by arrows (with text describing the relationship) between the groups.
- This is useful for showing relationships and processes.
- Putting Compare and Contrast in table form is another way of turning words into graphics.

4. Direct attention

Get student to focus on the most critical elements of the training

Example:

- Use a simple, progressive reveal of steps within a graphic, perhaps using animation.
- Use call outs for points of detail, using shapes or speech bubbles to make the content stand out.
- Use motion SPARINGLY! To attract attention, movement must be used strategically. Remember that if everything moves, nothing is pointed out as important to the learner. Additionally, the novelty will wear off and become distracting.

5. Integrate audiovisuals

Show, don't tell

- The more that graphics and words are integrated, the better it is for effective learning.

6. Put your Content into context

Example:

- Use a calendar with a callout when discussing times and dates.
- Use sticky notes and red pen to mark up a completed form as could happen in the job.
- The intro photos from the sample course were context for the work. Tell the story first, show interesting visuals first, and then tell the learner what they are seeing. It stimulates learner interest to telling the story/build context first.

7. Only use bullets when they are the best choice

Don't over design

Example:

- Use a pop-up visual of a checklist of criteria, especially if the material does not need to be memorized but learner needs to be aware of available resources.

Resource books discussed during the presentation:

- E-learning and the Science of Instruction
- Slideology
- Science of Creating presentations

If you are having trouble getting individuals to embrace this change toward visual representation, it may helpful to use “before and after” examples to help others see the value of changing toward graphic based slides.

If you are working in an organization with no audio available for learners, you should still show pictures and then add descriptions on the side or in callouts. For the sample course, basic audio was a known user spec.

If you don't have time to make every slide great, focus on the hardest material for learners to comprehend and change that to visual/graphic representations first.

The inclusion of Job aides/Tip Sheets may be useful, especially if there are many hours of content.

Conclusions:

The members found this session to be very engaging and useful.

25 min.

What's New in Lectora 16?

Gina White,
Trivantis

Discussion:

Responsive course design

- There is a new Lectora tool bar to select a device and see (during development) how a course will display on that type of device.
- Behind the scenes, coding will provide the correct course view to the learner based on their device type.
- Changes made to formatting to improve mobile availability will inherit from desktop to tablet to phone. Color coordinated handles indicate what view a revision was made in.
- It is possible to convert old courses to responsive courses easily. Authors will need to 'Add' View tool bar which shows all the possible device configurations in turn.

Text scaling

- Authors cannot change text to be smaller to fit mobile screens or it will be smaller on all devices. Instead, authors can make changes based on each view or device and inheritance will flow down. Desktop is most similar to tablet view, then phone landscape, then devices in portrait. Each page display has to be checked by the author to be sure content is accessible.

Device rotation

- There is a new action trigger in v 16. The action can be set up to display a message to indicate to users when they need to return to portrait or landscape, for best course viewing/functionality.

Reserve variable based on the device

- For example, you may want to set up a course to run a slide show (with stacked images) when a mobile device is being used. Conversely, the original desktop version would continue to allow the learner to view all the images all at once in a static display.

Status relationship conditions added

- A chart to define status indicators is available on Lectora website.

Step progress bar forward action added

- When items with this action are completed, the progress bar will show progress without further navigation through the course needed.

Inline variable replacement

- This can be used to show updated data like learner name or current date and time within courses.
- Formatting can be customized, like using a percentage of screen size to "decide" mobile sizes. Then the new size is shown so that authors can match other text boxes to the new size.

Lectora online is not exactly the same as desktop

- There are differences in buttons. Callouts and stars are not available. The beveled button is not offered through shapes though they will be added in next product release.

Inspire tools are being updated.

Conclusions:

There are many new features in Lectora v16 and users are transitioning to this version more easily than with past versions. This is a Quick tour option and a webinar on what's new in v16 for those who want more information.

30 min.	Lectora Tips and Techniques	All meeting members
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Discussion:

- Lectora v12 has variable info missing in the debug mode. There are blank white fields only. Daryl Fleary will follow up on this issue.
- A member asked about how to build a menu to allow/restrict access to certain content. The answer given was to use table of contents in place of menu and that restricting access to content by menu will be in the next Lectora newsletter.
- Responsive course design tips from experience:
 1. Avoid using background images in pages, as they may tile in some device displays.
 2. If items are needed at bottom of page, use "offsite from bottom" setting to avoid problems with visibility and accessibility.
 3. Don't put arrows too close to top or bottom of a page or there is a risk that mobile device users will accidentally hit Internet buttons while trying to navigate the course.
- *There is a best practice webinar on Trivantis to help with responsive design authoring.
- A question was asked about projects using a google docs spreadsheet template. Theresa has experience with using docs for this purpose and offers assistance for any who are interested. Not all NELUG members can use cloud docs due to organization restrictions.
- "30 in 30" was hosted by Elearning.com in late 2015 and it featured a video a day with cool tips for PowerPoint, articulate, graphics, etc. This is a resource you may want to check out.

Conclusions:

Action items:	Person responsible:	Deadline:

5 min.	Meeting Assessment/Ideas for Future Meetings	Laura Gillenwater
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Discussion:

- Meeting feedback
- Good meeting
 - Feedback was positive especially about the presentation on using visual representations in content whenever possible.

Conclusions:

Next meeting will be May 25, 2016.

Action items:	Person responsible:	Deadline:

Special notes:		