



# Rapid e-Learning Research Report 2006

ANALYSIS AND COMMENTARY BY JOE PULICHINO

**A**ccording to the Guild's latest study on the subject, demand for rapid e-Learning among our community's organizations has increased from 70% in 2005 (see *The Rapid e-Learning Development Research Report*) to 82% in 2006 (see Question 10 in this report). In last year's report we wrote that there may be no hotter topic in the world of e-Learning than rapid e-Learning and this same opinion seems to be holding true again this year. The eLearning Guild Research Committee has been studying this phenomenon for the past two and one-half years. We began by asking some simple and straightforward questions: Is rapid e-Learning simply a slick marketing buzz-word created to sell the latest authoring tools? Or is there really substance to the term?

Is there an emerging set of practices that truly constitute a replicable, scalable design process known as rapid e-Learning development? Both the 2005 report and this year's study suggest that rapid e-Learning is becoming a more pervasive and disciplined practice as it struggles with and solves problems common to all e-Learning design and delivery efforts. The bottom line: rapid e-Learning is for real and seems to be here to stay.

As Diane Archibald points out in her article in ASTDs Learning Circuits, *Rapid e-Learning: A Growing Trend*, "Traditional development methods involve using subject matter experts (SMEs) to pass on information to the

instructional designer who, in turn, designs the solution. A developer then builds the interactive solution based on this design, and the quality assurance team tests the solution against the design and development cycles, which can reduce the effectiveness of material with critical timelines or content that is constantly changing." What Ms. Archibald describes is indeed a time consuming process, and as our survey respondents in this study reports, one that is simply too lengthy to accommodate the organizational demands and business drivers for time-sensitive learning, especially in the cases of increasing the product and technical knowledge of customer-facing employees doing mis-

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sion critical work. Hence we are seeing the growing popularity and maturation of rapid e-Learning.

While it is too early to come to many definitive conclusions, the results presented in this report indicate that adoption rates of rapid e-Learning design are indeed growing and will likely continue to increase. In 2006, 74% of our respondents' organizations indicated that their organizations are formally engaged in the practice of rapid e-Learning, and 17% are planning to do so for the first time this year. For the future, 85% of these same organizations report that their use of a rapid methodology will increase in the months ahead.

Yet, there are other issues aside from growth of adoption that we have examined in this study and in our previous one, such as the defining characteristics of rapid e-Learning. When we looked at what is most important for the achievement of design and development speed, we found that a combination of rapid authoring tools, design templates, more efficient processes, and more accessible subject matter experts are the most likely keys to success. We also looked at just how "rapid" rapid e-Learning is relative to "normal" e-Learning and we found that there is significant overlap in our respondents' impressions of speed. Most importantly, it seems that much of rapid e-Learning is focused on compensating for aspects of the design process that are out of the practitioner's hands, particularly subject matter experts' cooperation, lengthy review processes, and the limitations of technical infrastructure.

Our respondents leave us with little doubt that getting rapid e-Learning design right remains a challenge and opportunity. Just the same, there seems to be uncertainty as to whether rapid e-Learning design can achieve decreases in time to market for e-Learning projects without necessarily sacrificing quality. But the community seems to be betting that they will get it right, and are looking forward to expanding and replicating the practice.

The Guild would like to thank the following Research Committee members for their contributions to this study: Paula Cancro of IFMG, Inc.; Silke Fleischer of Adobe; Sheila Jagannathan of the World Bank; Celisa Steele of LearnSomething; and Ernie Thor of Cingular Wireless.

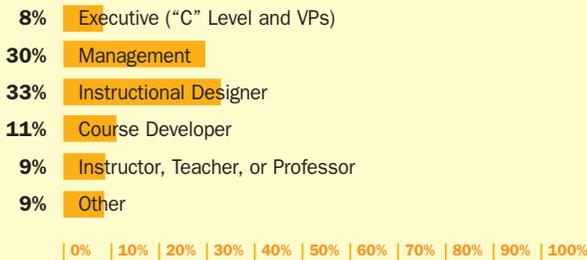
## Demographics

We asked our respondents to identify themselves and their organizations by five attributes: their role in their organization, the size of their organization, the type of their organization, their organization’s primary business focus, and the department they work in. This section presents demographic data about our survey sample.

### Overview of Survey Methodology

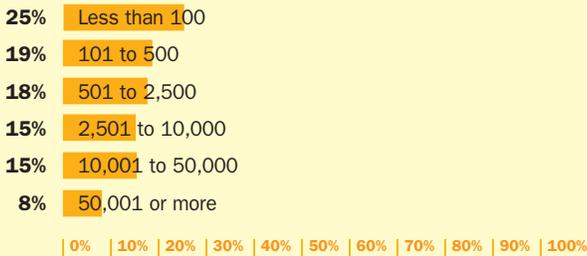
This survey, like all other Guild surveys, was open to Guild Members and Associates as well as to occasional Guild Website visitors. Respondents complete these surveys by accessing the survey link on the home page of the Website. Naturally, Guild Members and Associates are more likely to participate than non-members are, because each of the more than 21,200 Members and Associates receive an email notifying them of the survey and inviting them to participate. For this reason, we can classify this survey as a random sample, since all members had an opportunity to participate, and their participation was random.

#### Q1. What is your role in your organization?



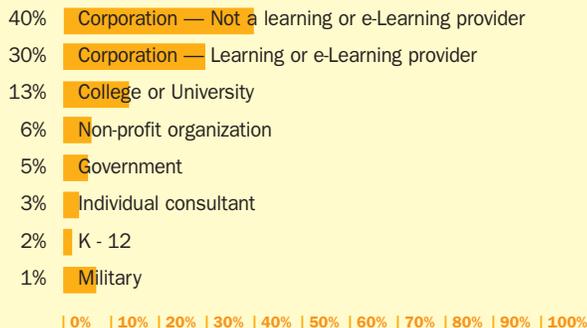
A respondent to this survey is most likely to be working as a manager or executive (38%), although one-third are in an instructional designer role (33%). There are almost the same number of course developers (11%) as instructors, teachers, or professors (9%), and those who selected “Other” (9%) are mostly individual consultants, students, and technical or other professional staff.

#### Q2. How many employees work in your organization?



Our respondents work in organizations of all sizes. Organizations with less than 100 employees have the highest frequency (25%) and those with 50,000 or more employees have the lowest frequency (8%). Thus, there is a 17% range between the highest and lowest of the six size categories.

#### Q3. What type of organization do you work for?



By a significant majority, our respondents work in corporate environments (70%), divided between e-Learning product or service providers (30%) and those corporations that are not in the e-Learning business (40%). Institutions of higher education make up 13% of the sample.

## Demographics

### Q4. What is your organization's primary business focus?



Industry segments reporting less than 4% include: Banking; K-12; Pharmaceuticals or Biosciences; Manufacturing; Telecommunications; Hospitality, Travel, or Food Service; Non-profit; Retail or Wholesale; Publishing, Advertising, Media, or PR; Military; Petroleum or Natural Resources; Transportation; Aerospace; Arts and Entertainment; Utilities.

The most frequently cited primary business focus for our respondents' organizations is "Commercial Training or Education Services" (14%), followed by "Higher Education" (12%), "Technology" (11%), and "Professional Business Services and Consulting" (8%). More than half of the respondents (55%) selected one of the remaining twenty-one sectors.

### Q5. What department do you work in?



A majority of our respondents work in a "Training or Education" department (59%), followed at a distance by "Information Technology" (11%), and "Human Resources" (6%). Those who selected "Other" (11%) are mostly independent consultants, or those who work in small or non-traditional organizations that do not have these types of departmental structures.

## Defining Characteristics of e-Learning

What comes to mind when you think of rapid e-Learning?

We asked survey participants what they considered to be the defining characteristics of rapid e-Learning, and provided them a list of options to choose from.

### Q6. When you think of rapid e-Learning, which three of the following do you consider to be its defining characteristics? (Select up to three choices)



Since we asked the survey respondents to select up to three choices, let us first look at their collectively-chosen top three. First, more than half of the respondents consider "Rapid development authoring tools" (59%) as a defining characteristic of rapid e-Learning. Therefore, technology — in this case, authoring tools — seems to be associated with the idea of rapid e-Learning in most respondents' minds. Just less than half chose "Templates to accelerate design" (43%) and "Shortened design process" (41%) as the number two and number three selections, indicating that efficiency of process also remains core to the respondents' characterization of rapid e-Learning.

The respondents have given a further indication of the importance of process and efficiency in their selection of the next three choices. "More efficient and effective use of subject matter experts (SMEs)" (32%) would certainly support shortening the design process and might involve building templates to aid in SME content capture. "Content reusability" (29%) and "Reusable learning objects" (28%) also echo the popularity of templates — in this case, to accelerate development. These findings also indicate that "reusability" has yet to develop as a major component of the rapid e-Learning story. It will be interesting to see whether the contribution of reusable content and learning objects strategies and practices to rapid e-Learning will increase in the months and years ahead.

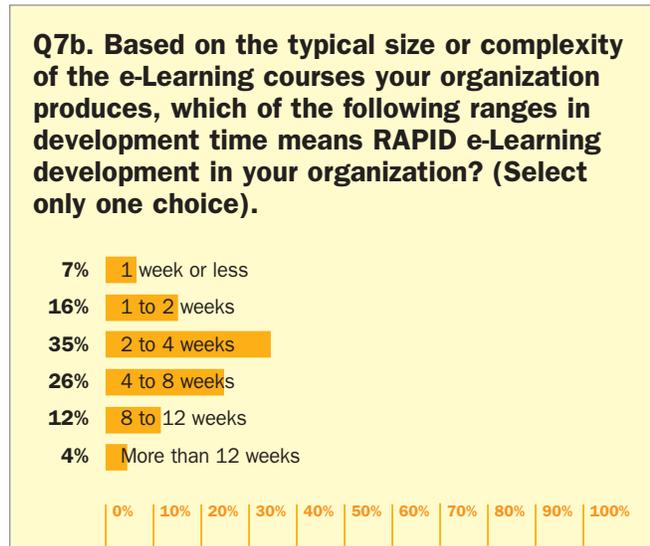
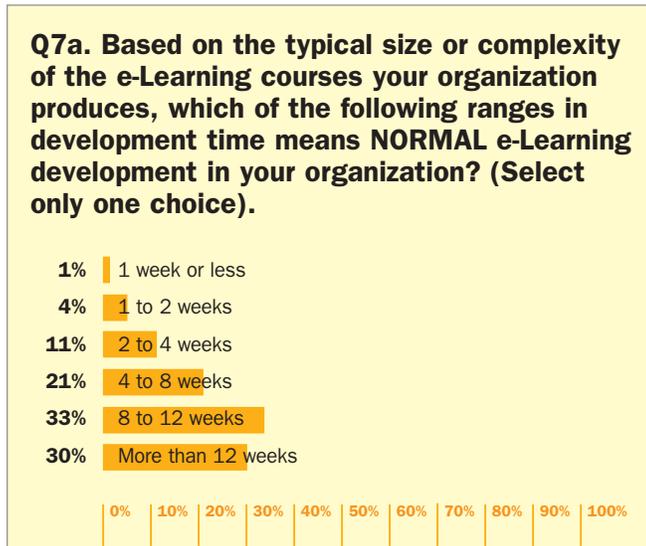
## How Rapid is Rapid?

E-Learning has often promised time savings in various forms as one of its key benefits. Rapid e-Learning makes speed the highest priority, yet we wonder how much faster rapid e-Learning is when compared with normal e-Learning development. Our survey respondents provided us with something of a benchmark in response to questions about ranges in development time in their organizations for both normal and rapid e-Learning.

<b>Q7. Development Time</b>			
	<b>One month or less</b>	<b>Two to three months</b>	<b>Three months or more</b>
Normal e-Learning	<b>16%</b>	<b>54%</b>	<b>30%</b>
Rapid e-Learning	<b>58%</b>	<b>38%</b>	<b>4%</b>

This chart summarizes and aggregates the data from Questions 7a and 7b (see below). Clearly, there is a considerable difference in development time between normal and rapid e-Learning. The majority of respondents (58%) reported that development time for rapid e-Learning is one month or less, while only 4% reported that rapid e-Learning projects take three months or more to complete. On the other hand, only 16% reported that normal e-Learning takes one month or less, while 30% say it takes three months or more.

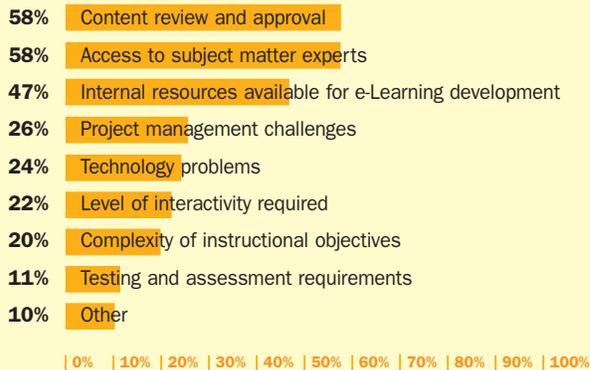
There seems to be a consensus that regardless of the relative size or complexity of the project, rapid e-Learning usually means one month or less of development time. This level of speed is rarely the case for normal development. Nonetheless, there is some overlap in the two-to-three month period as a significant portion of respondents see both rapid e-Learning (38%) and normal e-Learning (54%) development falling into this range. It is in this range that it would be best to further investigate the real distinctions between rapid and normal development.



## What Slows Down the Development of e-Learning Products?

But let us take a step back and ask: what slows down e-Learning development in the first place? Answering this question might provide some clues as to how best to speed things up.

**Q8. Historically, in your organization, which three of the following have had the most impact on SLOWING DOWN the development of e-Learning products? (Select up to three choices.)**



For this question, we again limited respondents to three choices. The top two reasons, literally tied for first at 58%, suggest that “Content collection, review, and approval” and “Access to subject matter experts” are at the heart of the problem. In some ways, these two elements reside somewhat outside of the actual design and development process. Their high frequency (58%) shows that the major parts of the problem may be out of the control of the designers or developers.

Right behind these content-related reasons for the e-Learning development slowdown is a lack of the internal resource to get the job done. By adding more people, things would get done more quickly, but is that solution properly called rapid e-Learning?

When we took a closer look at the write-ins from those who chose the “Other” selection, we found that these respondents compiled a list that speaks in more detail to many of the reasons why development efforts get slowed down.

**Q8a. What slows down the development of e-Learning products?**

- Actual assets not available in time to complete project
- Analysis & design time demands
- Analysis paralysis
- Business processes that are still evolving
- Change in content, processes, or scope midstream
- Changing IT environment
- Complexity faced by subject matter expert in preparing the content for e-learning
- Creative, fresh ideas
- Each faculty member wears all the hats, and not all the hats fit.
- Excessive design documents
- Failure to embrace new and better tools
- Instructional design paradigms requiring an overly complex design process
- Inefficient processes
- Lack of budget
- Lack of clarity on the client’s part about the final deliverables
- Lack of communication between content writers and developers
- Lack of expertise
- Management unaware of e-Learning investment, design, or delivery requirements and subsequent poor planning decisions
- Peer review
- Poor identification of requirements.
- Product is in development, so content is a moving target — need to constantly redo screenshots, and change text and narrations
- Programming
- Reluctance of professors to use e-Learning
- Resistance from management and/or staff
- Resistance of classroom trainers
- Software applications are not available when needed to create e-Learning
- Software development delays
- Staff lacking expertise, and staff turnover
- Storyboarding
- Student and instructor resistance
- Unrealistic timeframes

## The Current State of Rapid e-Learning

We asked our respondents several questions about the practice of rapid e-Learning in their organizations. We found that most organizations (82%) are demanding more rapid e-Learning (Q10), and most organizations (74%) are doing rapid e-Learning (Q9). They are doing so for a variety of reasons.

### Q9. Is your organization formally engaged in the practice of rapid e-Learning development and deployment of e-Learning courses, projects, and initiatives? (Select only one choice.)

- 24% Yes — on a regular and consistent basis for most projects
- 30% Yes — but only for selected or special projects
- 20% Yes — but only on an experimental or beginner's level
- 17% No — but we are planning to do so in 2006
- 9% No — and we have no plans to do so



A significant majority of our respondents' organizations do rapid e-Learning (74%), and more (17%) are planning to do so this year. Nonetheless, the practice of rapid e-Learning remains mostly selective (30%) or is at an early stage (20%). It would be interesting to investigate the best practices of those who do rapid e-Learning "on a regular and consistent basis for most projects" and see how their work compares with the work of those who are just starting out. One group may have much to teach the other. We also wonder whether using rapid development only for selected or special projects might be considered a best practice of and in itself. In this case, it would be interesting to explore what types of projects best lend themselves to a rapid development and deployment process.

### Q10. Is your organization demanding more rapid development and deployment of e-Learning courses, projects, and initiatives? (Select only one choice.)

- 38% Yes — significant demand
- 44% Yes — moderate demand
- 15% No — not to any noticeable degree
- 3% No — not at all



A large majority (82%) of survey respondents report a moderate to significant demand for rapid e-Learning in their organizations. We wonder if this demand is now exceeding the respondents' organizations' ability to do rapid e-Learning.

## The Current State of Rapid e-Learning

### Q11. What are the primary reasons driving your organization to rapid development and deployment of e-Learning courses, projects, and initiatives? (Select all that apply.)

- 56% **Dependencies on other factors** such as resources, schedules, content, and planning that put time pressure on development, and over which designers and developers have no control
- 41% **Need to scale up e-Learning** across the organization
- 39% **Workload increase** (sudden cyclic increases in workload causing your organization to seek faster methods to deliver your products)
- 37% **Lack of development resources** that necessitates that your organization seek faster methods to deliver your products
- 34% **Short time-to-market requirement NOT** due to client's poor planning but rather due to reality of normal project cycle time
- 29% **Short time-to-market requirement** due to client's poor planning and project management
- 11% **Other**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Many factors are driving this demand. Our respondents most commonly cited dependencies on things out of the control of e-Learning professionals (56%). These factors, such as available resources, other people's calendars, access to content, and poor planning, seem to add to the time pressure of many projects. The response to this dilemma is rapid e-Learning, a practice that improves time-to-market by focusing on aspects of the projects that are in their control.

A portion of our respondents (11%) selected the "Other" choice. We present some of their written comments in order to provide a more detailed list of the factors driving e-Learning. Our favorite is, "It just makes sense. Why do it slowly when you can do it quickly?" Indeed, might not rapid e-Learning eventually become what we now consider normal e-Learning? Is there a need for two speeds? And if, so what is the difference, and when do you need one rather than the other?

### Q11a. What are the primary reasons driving your organization to rapid development and deployment of e-Learning courses, projects, and initiatives?

- 24x7 employee base
- Access to global markets
- Better SME software
- Budget
- Bureaucratic hurdles
- Client demands to reduce cost and simplify maintenance
- Client requests
- Client training
- Clients demanding lower prices for course development
- Competition in market for shorter delivery cycles
- Cost effectiveness
- Demand has increased
- Desire to work smarter
- Driving and proving SCORM concepts
- Increase profit
- It just makes sense. Why do it slowly when you can do it quickly?
- Lack of skilled development resources
- Need to have a learning solution readily available. E-Learning makes sense and it's needed ASAP.
- Need to offer e-Learning to remain competitive
- Need to reach our staff faster with important content and skill development
- Need to track learning completions
- Not enough programming resources, better use of SME's
- Only small unimportant projects that do not generate revenue use this approach.
- Profit motive
- Rapid development also affords standard template design for SOP training
- Rapid development is more efficient
- Reduce costs
- Remote locations
- SME and HR want to contribute to development activities
- SMEs wanting to develop courses
- Need to stay responsive and competitive in the higher education marketplace
- Increasing volume of knowledge that needs dissemination
- Travel expenses for clients to attend classroom training
- We've been doing rapid development for 3 years, it's a way of life.

## The Current State of Rapid e-Learning

**Q12. Is your organization demanding lower costs for development and deployment of e-Learning courses, projects, and initiatives? (Select only one choice.)**

- 42% Yes — significant demand
- 32% Yes — moderate demand
- 22% No — not to any noticeable degree
- 4% No — not at all



It appears that most organizations (74%) are also demanding lower e-Learning development and deployment costs. Which raises an important question: does rapid e-Learning cost more or less? Does speeding up the cycles save money? Or does acceleration have its own set of costs, such as new technology or more demanding project management?

**Q13. In terms of cost per instructional hour, which of the following best describes the cost of rapid e-Learning development methodology, relative to traditional methods of development, for your organization? (Select only one choice.)**

- 11% Significantly more
- 21% Slightly more
- 19% About the same
- 22% Slightly less
- 27% Significantly less



The answers to the questions raised do not seem certain. When we reviewed the results of Q13 we found the following: half of the sample (49%) report that rapid e-Learning is less expensive; one-fifth (19%) of the respondents that rapid or not, development costs are about the same either way, and one-third (32%) report that it costs more.

## Outsourcing Rapid e-Learning

As with other areas of e-Learning development and implementation, we wondered how frequently rapid e-Learning is being outsourced by our respondents' organizations.

**Q14. Does your organization outsource or out-task some or all of the e-Learning projects that need a quick turn around? (Select only one choice)**

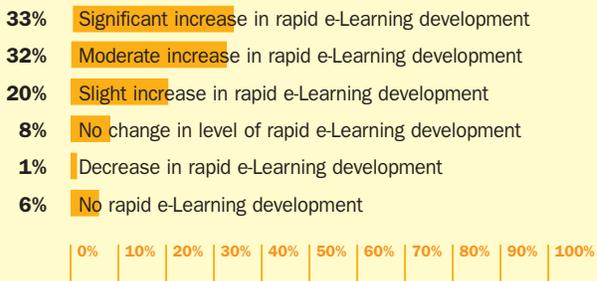
- 8% All the time
- 37% Sometimes
- 26% Rarely
- 29% Never



In the Guild's most recent study on outsourcing (*The Learning Outsourcing Research Report* published in December of 2005), we found that 32% of respondents do not do any outsourcing — a frequency fairly close to the one reported above (29%). It seems that the outsourcing of rapid e-Learning is neither more or less common than the outsourcing of other e-Learning tasks. But, given the gap between demand for rapid e-Learning and the capability to do it, will we soon see outsourcing providers who offer special rapid e-Learning design and development services?

## Future Trends in the Use of Rapid e-Learning

**Q15. Which of the following best describes your organization's direction regarding the number of e-Learning products it will develop using a rapid methodology in 2006? (Select only one choice.)**

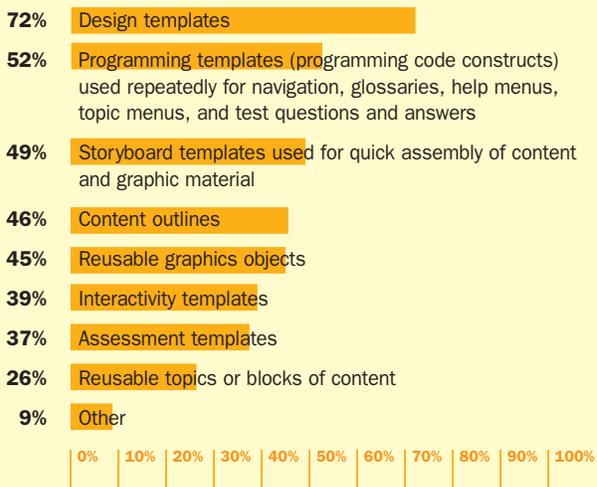


During this year (2006) the use of rapid e-Learning is likely to increase in the majority of our respondents' organizations — a total of 85% report that there will be at least a slight increase and one-third (33%) describe a significant increase. Only 6% will do no rapid e-Learning in 2006 and a scant 1% will see a decrease. These levels of growing adoption hint that rapid e-Learning may soon become a standard component of our community's design and development practice in much the same way that blending learning already has.

## How Does Rapid e-Learning Get Done? Methods, Content, and SMEs

### Methods

**Q16. What methods does your organization employ to facilitate rapid design and production of e-Learning content? (Select all that apply)**



In Question 6 "Templates to accelerate design" came up as the second most frequently cited defining characteristic of rapid e-Learning. In the response to this question, we see what types of templates our respondents' organizations use most often to facilitate rapid design and production. Design templates again rank high (72%) as do programming templates (52%), which scored much lower in the question on defining characteristics (see Question 6). Reusability of objects, topics, or blocks of content seem less often used than templates in general, and yet again we wonder whether these methods will increase as part of the overall growth of rapid e-Learning. Will rapid e-Learning drive greater reusability of content?

## How Does Rapid e-Learning Get Done? Methods, Content, and SMEs

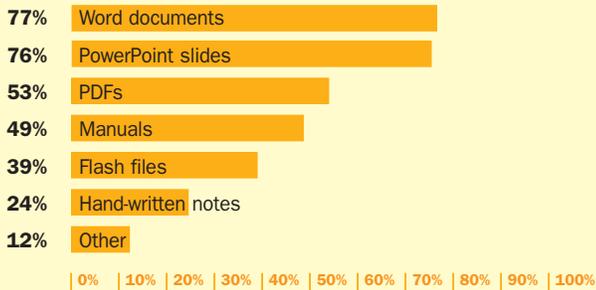
### Content

**Q17. In your organization, where does the content for e-Learning courses and products typically come from? (Select all that apply)**



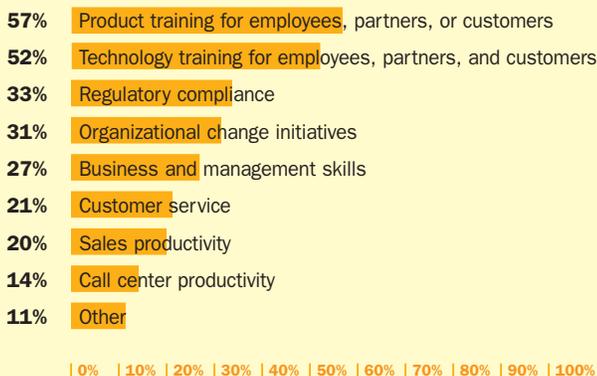
As expected, most content comes from Subject Matter Experts (76%), but other forms of content already developed internally also rank high: “Classroom materials” (64%), content developed by instructional designers (63%), and technical documentation (58%). In the end, very little content comes from external sources whether custom (20%) or off-the-shelf (14%).

**Q18. What are the most common types of content and documents that your organization uses to develop e-Learning content? (Select all that apply)**



Since the source of so much content is internal, we are not surprised to see that the most common content types are the ubiquitous Word documents (77%) and PowerPoint slides (76%). These standard formats would tend to make the content acquisition and conversation process more streamlined and ready for rapid e-Learning template methodologies. Nonetheless, we are curious about what happened to the “Hand written notes” (24%).

**Q19. In your organization, what content areas are most likely to derive the greatest benefit from a rapid e-Learning development process? (Select all that apply.)**



Given that so much content comes is created internally (see Question 17), it seems logical that product and technology training would derive the greatest benefit from a rapid e-Learning process. Since much content comes from SMEs and other proprietary documentation, rapid e-Learning affords the possibility of quick “re-purposing” of product and technical content that already exists in an organization’s files and libraries.

## How Does Rapid e-Learning Get Done? Methods, Content, and SMEs

### Subject Matter Experts (SMEs)

#### Q20. Which one of the following statements is most often true concerning how SMEs in your organization provide content to instructional designers and developers? (Select only one.)

- 63% SMEs give us content in any manner they wish and we work with whatever they give us
- 18% SMEs fill out specific design forms that we work with to develop instruction
- 8% Other
- 7% SMEs input content directly using tools such as an LCMS authoring or publishing tool
- 4% SMEs do not provide us with content from which we develop instruction

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Considering the “status” of SMEs, it is not surprising that most respondents (63%) informed us that SMEs provide content in any manner they wish, and that their organization’s designers and developers work with whatever the SMEs provide them. On the other hand, surprisingly few use standard templates or tools to make the content acquisition process more efficient and less haphazard. We think that if rapid e-Learning development were going to work at its highest levels of efficiency, more SMEs would need to be enabled with such templates and tools.

#### Q21. What tools do you employ with SMEs to help you develop e-Learning content? (Select all that apply)

- 75% Interviews
- 48% Standardized Word or Excel templates that support our development process (that we complete) to gather information about the project
- 31% E-mail questionnaires or surveys
- 29% Focus groups
- 26% Specific content-structured questionnaires
- 18% Other
- 14% Video tapes of presentations

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

“Interviews” (75%) represent the most common form of SME access: go and talk to the expert and write down what he or she says. Templates using common document formats (48%) are also in regular use, no doubt being driven by demand for rapid e-Learning and development of methodologies that work.

For a more close-up view of the ways that SMEs provide content to instructional designers and developers, we present the following list of some of the write-ins of those respondents who selected the “Other” choice (18%).

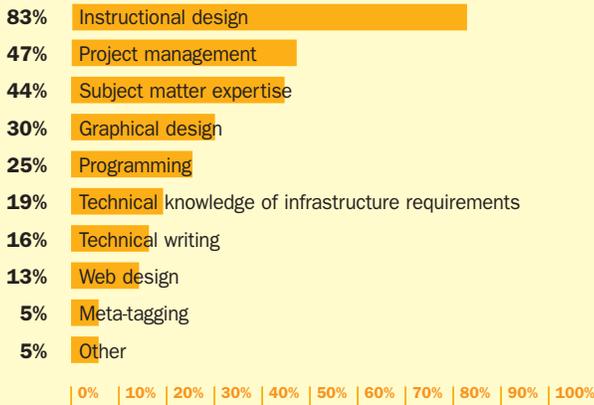
#### Q21a. What tools do you employ with SMEs to help you develop e-Learning content?

- Audio tapes of presentations
- Authoring tools that our SMEs use to create content
- Captivate movies of user procedures
- Capture processes
- Coaching and supervision of SMEs and review of their work
- Collaborative design sessions
- Content creation guidelines and how-to procedures
- Content reviews
- Content outlines or drafted presentations
- Course Genie and Breeze to work with existing Word and PowerPoint content
- Design sessions with SMEs
- Direct access to SMEs
- Documents of queries
- Email questions (not formal questionnaires) for clarification
- Existing written guidelines and policies
- Freeform feedback tracking
- HTML tools
- ILT materials
- Meetings with SMEs and access to the systems for which we are developing training
- Placeware sessions
- PowerPoint presentations that are fully annotated in the “notes” section
- PowerPoint slides
- PowerPoint templates
- Random conversations, emails, and anecdotes
- Recorded Centra sessions
- Recorded telephone calls
- Samples of similar projects
- Shared drives for copying existing documentation, notes, and other content
- Simulations
- SMEs’ identify (highlight) material from print products
- SMEs’ recorded process documents
- SMEs’ review of design phases and drafts of courses
- Software documentation
- Subject-related classroom materials, manuals, and CDs that SMEs can give us access to
- SMEs populate the content using tools that work with templates the developers coded
- SMEs also review storyboards on-line for accuracy
- System design requirements
- Technical specs
- Training plans
- Use of their PPTs, PDFs, etc.
- WebEx sessions
- Workshops

## Successful Rapid e-Learning: What Does It Take?

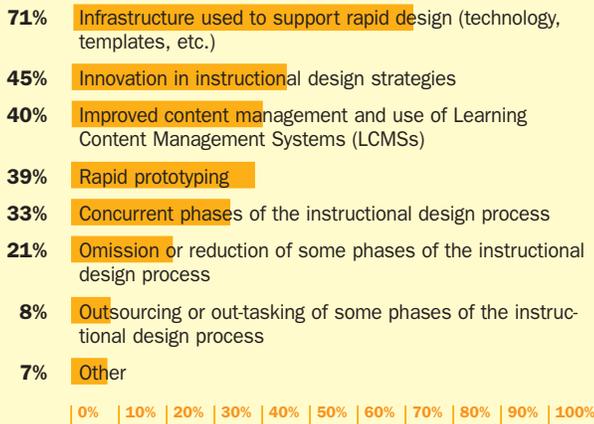
As a relatively new e-Learning practice, many practitioners are just learning how to do rapid e-Learning. We asked respondents two questions about what it takes for rapid e-Learning to succeed. The first question relates to the skill sets required to do rapid e-Learning, and the second relates to the keys critical to rapid e-Learning instructional design.

### Q22. In terms of staffing your organization to be successful on projects that require a rapid development framework, which three skill sets of the following are most critical? (Select up to three choices.)



We asked respondents to select up to three choices. It appears that design is at the heart of successful rapid e-Learning: by far, and not surprisingly, the most often cited skill set is “Instructional design” (83%). This choice far out-paced the rest, including “Project management” (47%) and “Subject matter expertise” (44%). So, if one gets the design right first of all, and then has strong project management and subject matter expertise to follow through on the development effort, then rapid e-Learning can succeed. But, is this any different from the critical skill requirements of normal e-Learning? Perhaps the responses to Question 23 provide an answer.

### Q23. In your opinion, what are the three keys to rapid instructional design for e-Learning content? (Select only three.)



These responses indicate that rapid e-Learning primarily needs infrastructure (71%). If we think about rapid e-Learning as a system, this finding makes complete sense. What makes rapid e-Learning development possible are the tools, technologies, and templates that can streamline the process, even in the face of those elements which normally slow development down. This makes us wonder: is rapid e-Learning the way e-Learning designers and developers really should be doing their work anyway? Or, is there really a distinctive practice best described and set apart as “rapid e-Learning?”

## Is Quality an Issue?

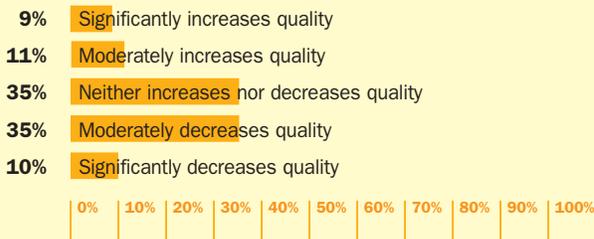
Does rapid e-Learning increase or decrease the quality of e-Learning products?

We asked respondents to look at this question in terms of usability, specifically “look and feel” and “interactivity”; and learner outcomes, specifically “learner retention” and “changes in learner behavior.”

When it comes to usability, a plurality of respondents (45%) reported that rapid e-Learning decreases quality. Only 27% reported that rapid e-Learning decreases quality in terms of learner benefits.

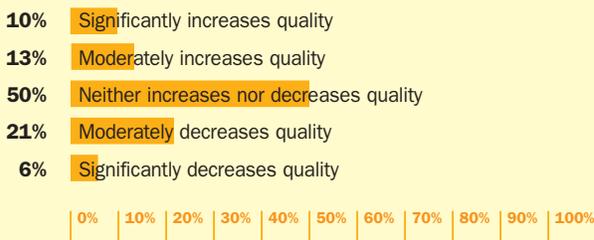
A good portion of respondents thinks that rapid e-learning has no impact on product quality either way, whether in regard to usability (35%) or learner benefits (50%).

### Q24. In your opinion, does producing e-Learning rapidly increase or decrease product quality in terms of look and feel and interactivity? (Select only one)



Many more respondents report that e-Learning decreases rather than increases quality (45% vs. 20%) in terms of usability considerations such as “look and feel” and “interactivity.”

### Q25. In your opinion, does producing e-Learning rapidly change product quality in terms of learner retention and demonstrable changes in learner behavior? (Select only one)



Only slightly more report that e-Learning decreases quality (27% vs. 23%) in terms of learner benefits such as “learner retention” and “demonstrable changes in learner behavior.”

## To Learn More About this Subject

To learn more about this subject, we encourage you to search the following pages on the Guild's Website using the keywords, "rapid e-Learning," "rapid prototyping," "design templates," "content reuse," and "subject matter experts."

The Resource Directory: <http://www.e-LearningGuild.com/resources/resources/index.cfm?actions=viewcats>

The e-Learning Developers' Journal: <http://www.e-LearningGuild.com/articles/abstracts/index.cfm?action=view>

On February 22 - 24, 2006, The eLearning Guild hosted a Rapid e-Learning Online Symposium. If you are a Guild Member Plus or Premium Member, we encourage you to check out the recorded presentations of this Symposium from the Online Events Archive <http://www.elearningguild.com/olf/olfarchives/index.cfm?action=view&maxrows=40>

**Below please find a list of these presentations...**

Rapid eLearning is NOT About Technology or Instructional Design... It's About Learners Learning Rapidly	Ray Jimenez
Rapid e-Learning Traps and Tips	Russell Crumley
Developing e-Learning Rapidly for a Global Workforce	Goran Kattenberg, Steven Shaw
Rapid e-Learning at Jo-Ann Stores: A Blended Approach	Stacey Harris, Stephen Lord
Engaging Healthcare SMEs to Deploy Rapid e-Learning	Greg Friese
Rapid e-Learning Teams: Working Together for Better Results	Joseph Fournier
A New Generation of Simulation and Software Cloning	Emma King
Speeding up the Workflow of e-Learning Projects	Kirsten Maas
Developing Successful Rapid e-Learning Content	Don Freda
Real World Rapid Content Development Implementations	Mark Steiner
Online Help Meets e-Learning: A Rapid Training Solution Model	Wendy Buehlman
Managing Rapid e-Learning Content to Maximize your Investment	John Alonso
Rapid Interactivity Authoring	Vikas Joshi
Rapid Instructional Design	Jennifer De Vries
Reusable Templates and Library Items for Rapid Development in Macromedia Flash	Anne White Branson
Disintermediate or Die: The New Role of the Instructional Designer in Rapid e-Learning	Ted Cocheu
Practical Rapid Learning Development Techniques	Supam Maheshwari
Rapid e-Learning Case Studies: Sharing Lessons Learned	Grant Cook, Jennifer De Vries, Craig Jackson
Creating Effective, Compelling, Rapid Asynchronous e-Learning	Anita Rosen
Speed Up Development with Rapid Prototyping	Silke Fleischer
Rapid e-Learning: When, Why, and How?	Patti Shank

This survey generated responses from over 360 Members and Associates.

## About the author

**Joe Pulichino, Research Analyst**  
The eLearning Guild



Joe Pulichino began his career in education as an English instructor at Rutgers University over 25 years ago. Since then he has held a number of senior management positions in the technology sector where he was responsible for the development, delivery, and marketing of a wide range of corporate education programs and services. Most recently he has served as vice-president of education services at Sybase, vice-president of eLearning at Global Knowledge Network, and CEO of EduPoint. He is an adjunct faculty member of the Pepperdine University Graduate School of Education and Psychology where he is completing his Ed.D. in Education Technology. The focus of his research is on informal and organizational learning. Joe is principal of the Athena Learning Group, a virtual network of consultants and academics working in the fields of learning, knowledge management, performance enhancement and communities of practice.

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- Paula Cancro**, Information Technology Training Specialist, IFMG, Inc.
- Silke Fleischer**, Product Manager, Adobe
- Joe Ganci**, CEO, Dazzle Technologies Corp.
- Nancy Grey, PhD**, Director of Pharmaceutical Regulatory Education, Pfizer
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- Warren Longmire, PhD**, Senior Instructional Designer, Apple Computer
- Maggie Martinez, PhD**, CEO, The Training Place
- Frank Nguyen**, Senior Learning Technologist, Intel
- Richard Smith, PhD**, Instructional Designer, Amerind
- Celisa Steele**, Chief Operating Officer, LearnSomething
- Ernie Thor**, Senior Instructional Designer, Cingular Wireless

## About the Guild



**The eLearning Guild** is a global Community of Practice for designers, developers, and managers of e-Learning. Through this member-driven community, the *Guild* provides high-quality learning opportunities, networking services, resources, and publications.

Guild members represent a diverse group of instructional designers, content developers, Web developers, project managers, contractors, consultants, managers and directors of training and learning services – all of whom share a common interest in e-Learning design, development, and management. Members work for organizations in the corporate, government, academic, and K-12 sectors. They also are employees of e-Learning product and service providers, consultants, students, and self-employed professionals.

The more than 20,000 Members and Associates of this growing, worldwide community look to the *Guild* for timely, relevant, and objective information about e-Learning to increase their knowledge, improve their professional skills, and expand their personal networks.



**The eLearning Guild's Learning Solutions e-Magazine** is the premier weekly online publication of *The eLearning Guild*. *Learning Solutions* showcases practical strategies and techniques for designers, developers, and managers of e-Learning.

The eLearning Guild organizes a variety of industry events focused on participant learning:



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