

Exercise 2: Content to Methods

TRANSFORMING
F2F WORKSHOPS TO
REMOTE TRAINING

0%  100%



Exercise 2:

Content

to

Methods

Content to Tools, Methods and Technologies - Exercise # 2

Content Types

The content types are means of delivering learning. In some cases they evolved and were used as methods of learning. The list below are classified as "Human Element", "Technical Knowledge", and "Experience." For our purposes we think of the content types as medium of learning. Select a content type or types below that represent or describe your content (in yellow background).

- | | |
|---|--|
| <input type="checkbox"/> Inspiring | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Empathy |
| <input type="checkbox"/> Company culture | <input type="checkbox"/> Crucial conversations |
| <input type="checkbox"/> Discipline | <input type="checkbox"/> Performance |
| <input checked="" type="checkbox"/> Beliefs | <input type="checkbox"/> Values |
| <input type="checkbox"/> Culture | <input type="checkbox"/> Statistics |
| <input type="checkbox"/> Formula | <input type="checkbox"/> Skills |
| <input type="checkbox"/> Things | <input type="checkbox"/> How things work |
| <input type="checkbox"/> Process, steps, procedures | <input type="checkbox"/> Technique |
| <input type="checkbox"/> Equipment, tools | <input type="checkbox"/> Products |
| <input type="checkbox"/> Software | <input type="checkbox"/> Experience Content |
| <input type="checkbox"/> Interpretations | <input type="checkbox"/> Understandings |
| <input type="checkbox"/> Recollections | <input type="checkbox"/> "How I do it." |
| <input type="checkbox"/> "How it works for me." | <input type="checkbox"/> Reactions |
| <input type="checkbox"/> Reconstructions | <input type="checkbox"/> Insights |
| <input type="checkbox"/> Analysis | <input type="checkbox"/> Own stories |
| <input type="checkbox"/> Own experiences | |



Methods, Tools and Technologies

The methods, tools and technologies are enablers to deliver remote training and learning. The list consists of the facilities, features and functions that the methods, tools and technologies support. You may select multiple methods, tools and technologies to match the type of content in your programs.

- | | |
|---|--|
| <input type="checkbox"/> Conversations | <input type="checkbox"/> Sharing |
| <input type="checkbox"/> Questions | <input type="checkbox"/> Synthesis |
| <input type="checkbox"/> Insights | <input type="checkbox"/> Thinking |
| <input type="checkbox"/> Events / Stories | <input type="checkbox"/> Exercises |
| <input type="checkbox"/> Tests | <input type="checkbox"/> Socialization |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Interactions |
| <input checked="" type="checkbox"/> Documents | <input type="checkbox"/> Video |
| <input type="checkbox"/> Audio | <input type="checkbox"/> Images |
| <input type="checkbox"/> Surveys/polls | <input type="checkbox"/> Assessments |
| <input type="checkbox"/> Slideshows | <input type="checkbox"/> Lectures |
| <input type="checkbox"/> Co-cohorts | <input type="checkbox"/> Breakouts |
| <input type="checkbox"/> Chatbots | <input type="checkbox"/> Labs, sandboxes |
| <input type="checkbox"/> Thinking tools | <input type="checkbox"/> Special databases |
| <input type="checkbox"/> Special facilities | <input type="checkbox"/> Special software |
| <input type="checkbox"/> BetterUp | <input type="checkbox"/> WalkMe |

Content to Methods

Exercise 2 - “Content to Methods”

Introduction

In this exercise, you will review a lesson or lessons from your content and explore the different methods that you can select as a format for delivering it in remote training. Complete the exercise, save a copy of the PDF file as Exercise 2_Complete Name, view the exercises of other participants and share comments.

Key Ideas in Videos

1. [3 types of content](#)
2. [Watch out for changes](#)
3. [Multifaceted methods](#)
4. [Recombination of content](#)

Instructions

In this exercise, we shall review the type of content and the best possible methods you can use for remote training.

There are three types or forms of content:

1. Human element content
2. Technical content
3. Experience content

In this exercise, we will ask you to:

1. Review some of the elements of your current content then beside each, note the practices, tools, and methods in remote training or virtual training.
2. What will match? How will I transform all of these types of content into the area of appropriate tools, methods, and technology? The net effect of this exercise is to allow you a feel of how the transformation process is started.
3. Spend more time in terms of coming up with a very specific example. Example, I have a coaching component in my session.
 - How do I transform it online?

Content to Methods

- How do I transform it into virtual training?

Or, I have very limited technical training on safety.

- How do I move it online?

And then finally, I have to inspire them to be good leaders.

- How do I translate this online?

Have fun with this exercise. It will be enlightening for you. Let's have group discussions with your mentors and of course, your peers as well.

Activity

Checklist:

- Example of Content
- Methods of Learning

Main Image

Content to Tools, Methods and Technologies - Exercise # 2

Content Types		Methods, Tools and Technologies
<p>The content types are means of delivering learning. In some cases they evolved and were used as methods of learning. The list below are classified as "Human Element", "Technical Knowledge", and "Experience." For our purposes we think of the content types as medium of learning. Select a content type or types below that represent or describe your content (in yellow background).</p>		
<input type="checkbox"/> Inspiring	<input type="checkbox"/> Coaching	<input type="checkbox"/> Conversations
<input type="checkbox"/> Listening	<input type="checkbox"/> Empathy	<input type="checkbox"/> Questions
<input type="checkbox"/> Company culture	<input type="checkbox"/> Crucial conversations	<input type="checkbox"/> Insights
<input type="checkbox"/> Discipline	<input type="checkbox"/> Performance	<input type="checkbox"/> Events / Stories
<input checked="" type="checkbox"/> Beliefs	<input type="checkbox"/> Values	<input type="checkbox"/> Tests
<input type="checkbox"/> Culture	<input type="checkbox"/> Statistics	<input type="checkbox"/> Collaboration
<input type="checkbox"/> Formula	<input type="checkbox"/> Skills	<input checked="" type="checkbox"/> Documents
<input type="checkbox"/> Things	<input type="checkbox"/> How things work	<input type="checkbox"/> Audio
<input type="checkbox"/> Process, steps, procedures	<input type="checkbox"/> Technique	<input type="checkbox"/> Surveys/polls
<input type="checkbox"/> Equipment, tools	<input type="checkbox"/> Products	<input type="checkbox"/> Slideshows
<input type="checkbox"/> Software	<input type="checkbox"/> Experience Content	<input type="checkbox"/> Co-cohorts
<input type="checkbox"/> Interpretations	<input type="checkbox"/> Understandings	<input type="checkbox"/> Chatbots
<input type="checkbox"/> Recollections	<input type="checkbox"/> "How I do it."	<input type="checkbox"/> Thinking tools
<input type="checkbox"/> "How it works for me."	<input type="checkbox"/> Reactions	<input type="checkbox"/> Special facilities
<input type="checkbox"/> Reconstructions	<input type="checkbox"/> Insights	<input type="checkbox"/> BetterUp
<input type="checkbox"/> Analysis	<input type="checkbox"/> Own stories	<input type="checkbox"/> Sharing
<input type="checkbox"/> Own experiences		<input type="checkbox"/> Synthesis
		<input type="checkbox"/> Thinking
		<input type="checkbox"/> Exercises
		<input type="checkbox"/> Socialization
		<input type="checkbox"/> Interactions
		<input type="checkbox"/> Video
		<input type="checkbox"/> Images
		<input type="checkbox"/> Assessments
		<input type="checkbox"/> Lectures
		<input type="checkbox"/> Breakouts
		<input type="checkbox"/> Labs, sandboxes
		<input type="checkbox"/> Special databases
		<input type="checkbox"/> Special software
		<input type="checkbox"/> WalkMe

Content to Methods

Problem Statement

- a. Transforming F2F programs to RT requires recalibrating to discover how best to convert the F2F design into RT delivery.
- b. There is no obvious method.
- c. Direct conversion of F2F to RT often means lecturing in ZOOM, Adobe Connect, WebEx, etc. which creates boredom and builds a bad reputation and credibility for RT.

Objectives

- a. Compiling a list of content types and method types
- b. Classifying F2F content into appropriate RT methods
- c. Understanding the nature and reasons for the classification

Principles, Insights and Practices

Principles

- The transformation of content into methods is a non-exclusive process.
- F2F content and methods are transformed using primary and if needed, secondary tools and technologies.
- Methods and different tools and technologies may overlap. They are also intertwined. In certain instances, they may be simultaneously used. For example, a small RT lesson may require participants to watch a video, do an exercise, answer reflective questions, and share experiences with their peers. Furthermore, the facilitator (trainer) may ask reflection and application questions, synthesizing the learning. Participants may also be asked to record their insights and experiences in a journal.

Rule of Thumb

This is for emphasis. Although there are primary tools and technologies to deliver a specific method, these are usually supported by secondary tools and technologies, just as explained in the above example.

Below are the primary tools and technologies that support content transformation.

1. Human Element content are usually delivered and learned by:
 - a. Conversations
 - b. Sharing
 - c. Events / Stories

Content to Methods

2. Factual and Technical Knowledge content are usually delivered and learned by:

- a. Thinking
- b. Exercises / Activities
- c. Tests
- d. Lecture
- e. Presentations

3. Experience content are usually delivered and learned by:

- a. Questions
- b. Synthesis
- c. Insights

Types or Categories of Content

Stop for a moment and think about a recent learning event or elearning course you've experienced. No doubt you were exposed to content in video, audio, text, and graphic form. Aside from the form, the content you consumed can be grouped into three types or categories:

- Human Element Content
- Factual/Technical Information and Knowledge Content
- Experience Content

Grouping content into these types helps us in our process of conversion. It allows us to easily connect content types to specific methods and strategies (more on this later). For now, let's explore the three types of content.

Human Element Content

This type of content is best described by the effect it has on the learner. When we compare this against the three domains of learning (Bloom, 1956), cognitive, affective, and psychomotor, this type of content falls into the affective/feel domain. Content in the affective domain is primarily concerned about how the learner feels. Human Element Content includes aspects of:

- Feelings or Emotions
- Relationships
- Values
- Beliefs
- Culture

Content to Methods

Engaging learners at an affective level can be cathartic for the learner because it allows for exploration and expression of the aspects listed above. Examples of topics common to Human Element Content include:

- Listening
- Empathy
- Mentoring
- Coaching
- Company values and culture
- Crucial conversations
- Inspirational messages

For further study on Human Element Content, see these resources:

- Domains of Learning Bloom, B. (1956). Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. Longman.
https://www.amazon.com/dp/0582280109/ref=cm_sw_em_r_mt_dp_U_aSs7EbSA19CRQ
- Loss of Socialization from Face-to-Face to Remote Training
Irwin, C., Berge, Z. (2006). Socialization in the Online Classroom.
https://ascilite.org/archived-journals/e-jist/docs/vol9_no1/papers/full_papers/irwin_berge.htm
- Learner Loneliness in the Classroom
Turkle, S. (2015). Stop Googling. Let's Talk.
<https://www.nytimes.com/2015/09/27/opinion/sunday/stop-googling-lets-talk.html>
- Going Beyond Online Gaming
McGonigal, J. (2018). Gaming has Applications Beyond Training.
<https://restaurant.org/articles/news/gaming-has-applications-beyond-training>
- Tell Me a Story
Schank, R. (1995). Tell Me a Story: Narrative and Intelligence. Northwestern University Press. <https://nupress.northwestern.edu/content/tell-me-story>
- Story Impacts
Jimenez, R. (2006). Scenario-Based Learning: Using Stories to Engage e-Learners. Lulu. <https://www.lulu.com/en/us/shop/ray-jimenez-phd/scenario-based-learning-using-stories-to-engage-e-learners/paperback/product-1kv75vpm.html>

Content to Methods

Factual/Technical Information and Knowledge Content

Thinking again of a recent learning event or elearning course you've experienced, there was most likely content that is considered factual. In addition, there may have been some technical information and some knowledge around the topic. Factual/Technical Information and Knowledge Content generally comprises of the substance of what is being presented and learned. It is often the “what and how” of learning. This type of content generally fits into the cognitive and psychomotor domains of learning, in other words, know and do.

The value of this type of content for learners lies in its immediate usefulness and application. For organizations, the impacts (measurable outcomes) of the learning hold the greatest value. Oftentimes, the content is needed for people to perform their jobs and create value for the organization. The effectiveness of this type of content reveals its inherent worth.

Factual/Technical Information and Knowledge Content lends itself beautifully for workflow learning (Ray Jimenez, PhD, 2019). Aspects include:

- Learn-on-need content - accessible to learners on the job while doing their work (such as reference materials and job aids)
- Must-learn content - includes core principles and information
- Context - provides the reasons and the appropriate setting for the content
- Application – in what ways the content is applied
- Impact/Outcomes - results when content is applied

Examples of Factual/Technical Information and Knowledge Content include:

- Products and services
- Processes and Standard Operating Processes (SOPs)
- Step-by-step procedures
- Skills and Skill Development
- How things work
- Statistics
- Formulas
- Tips and techniques

Content to Methods

For further study on Factual/Technical Information and Knowledge Content, see these resources:

- Learners scan first, and then do a deep dive into content
Jimenez, R. (2019). Workflow Learning. Lulu.
<https://www.lulu.com/en/us/shop/ray-jimenez/workflow-learning/paperback/product-1p72n7kp.html>
- Technology helps learners find answers quickly
Bersin, J. (2017). The Disruption of Digital Learning: Ten Things We Have Learned. <https://joshbersin.com/2017/03/the-disruption-of-digital-learning-ten-things-we-have-learned/>
- Memorizing versus searching
Jimenez, R. (2019). Workflow Learning. Lulu.
<https://www.lulu.com/en/us/shop/ray-jimenez-phd/scenario-based-learning-using-stories-to-engage-e-learners/paperback/product-1kv75vpm.html>
- Facts cannot be learned without context
Gerstein, J. (2015). Learning Needs a Context. <https://usergeneratededucation.wordpress.com/2015/03/21/learning-needs-a-context/>
- Google makes us stupid
Roberts, G. (2015). Google Effect: Is Technology Making Us Stupid? <https://www.independent.co.uk/life-style/gadgets-and-tech/features/google-effect-is-technology-making-us-stupid-10391564.html>
- Workflow Learning: “Workers can figure it out.”
Jimenez, R. (2019). Workflow Learning. Lulu.
<https://www.lulu.com/en/us/shop/ray-jimenez/workflow-learning/paperback/product-1p72n7kp.html>
- 3-Minute eLearning
Jimenez, R. (2009). 3-Minute e-Learning: Rapid Learning and Applications, Amazingly Lower Cost and Faster Speed of Delivery. Lulu.
<https://www.lulu.com/en/us/shop/ray-jimenez-phd/3-minute-e-learning-rapid-learning-and-applications-amazingly-lower-cost-and-faster-speed-of-delivery/paperback/product-1zmvqj6m.html>

Content to Methods

Experience Content

Experience Content is the content that is created by the learner. Thinking back again on your recent learning experience, you most likely created your own context based on your personal background and prior experiences. If you captured that in some way, such as a worksheet, participant guide, or learning journal, then you've created Experience Content. This "unique to you content" probably included interpretation, insights, and ideas for application. This content helps you in remembering your learning. This is true with all learners. Experience Content includes all three learning domains: cognitive, affective, and psychomotor.

Some aspects of Experience Content:

- Created by learners and workers
- Established from the context of their background and experiences
- Has attached meaning and memories for the learner
- Can be passed on to others through knowledge sharing

Examples of Experience Content include:

- Interpretation
- Understandings
- Recollections
- "How I do it."
- "How it works for me."
- Reactions
- Reconstructions
- Insights
- Personal stories
- Personal experiences

Content to Methods

For further study on Experience Content, see these resources in References:

- Experiential Learning

Kolb, D. (2014). *Experiential Learning; Experience as the Source of Learning and Development* (2nd Edition).

https://www.amazon.com/dp/0133892409/ref=cm_sw_em_r_mt_dp_U_0jt7EbVPV-5VFG

- Range of Expertise

Collins, H.M. & Evans, R. (2009). *Rethinking Expertise*. University of Chicago Press.

[https://www.amazon.com/Rethinking-Expertise-Harry-](https://www.amazon.com/Rethinking-Expertise-Harry-Collins/dp/0226113612)

[Collins/dp/0226113612](https://www.amazon.com/Rethinking-Expertise-Harry-Collins/dp/0226113612)

- Humbly Asking Questions

Schein, E. (2013). *Humble Inquiry: The Gentle Art of Asking Instead of Telling*. Berrett-Koehler Publishers.

https://www.amazon.com/dp/1609949811/ref=cm_sw_em_r_mt_dp_U_Dut7EbG-GC1803

- People are connected

Brown, J.S., Duquid, P. (2017). *The Social Life of Information*.

<https://amzn.to/2S1xdOC>

- 7th Annual Learning In the Workplace Survey Results

Hart, J. (2018). *7th Annual Learning in the Workplace Survey Results*.

Retrieved January 10, 2019 from

<http://c4lpt.co.uk/litw-results/>

- Workflow learning “Workers can figure it out.”

Jimenez, R. (2019). *Workflow Learning*. Lulu.

<https://www.lulu.com/en/us/shop/ray-jimenez/workflow-learning/paperback/product-1p72n7kp.html>

Content to Methods

Definitions

Methods of Learning

- Conversations - information, stories, experiences, etc. ideas exchanges
- Sharing - assisting, seeking help, providing specific artifacts and documents, links, etc.
- Questions - proactive, reflective and applications; not memorization test questions
- Synthesis - distillations, summarizations, conclusions, findings, etc.
- Insights - “aha moments”, realizations, connect ideas, learning moments, discoveries, etc.
- Thinking - deliberate review, analysis, investigations, problem solving, etc.
- Events / Stories - creating, sharing, and relating real-life occurrences
- Exercises - typical for processing and understanding content
- Tests - test memorization and understanding
- Lecture - a one to many imparting of ideas
- Socialization - discussion rooms, postings of content, images, videos, etc., using telephone, chat, ZOOM (etc.), social media tools, etc.
- Collaboration - deliberate group work effort to accomplish a shared task or goal. Online collaboration tools and platform examples are Sharepoint, MS Teams, Facebook Workplace, Yammer, Slack, Basecamp, etc.
- Interactions - basic exercises like drag and drop, maze games, searching, or journaling to advance use like accessing databases, tools in risk analysis, Pareto Law (20/80 rule), data analytics and accessing Python and writing programming codes, setting up server configuration, troubleshooting a tractor, surgical actions (like “Dissecting a frog” in school projects) and many others. (See 50 Thinking Tools and Interactive Learning Map.)
- Documents - PDF, Word doc, Google docs, spreadsheets, mapping tool, graphical designs, drawings, etc.
- Video - lecture by video, story-sharing, illustration, videoblogs, etc.
- Audio - same use as in videos, podcasting, etc.
- Images - includes infographics,
- Surveys/polls - conduct surveys, polls, research, opinions, data collection, etc.
- Assessments - tests to measure understanding and memory of content
- Slideshows - like PowerPoint slides, one frame at a time, whether in video, pages, etc.

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- Cohorts - A workgroup decided to collaborate and cooperate to accomplish a given task. Members usually share a common interest.
- Breakouts - An activity whether online or face to face where participants from a large group is broken into smaller groups to discuss a subject. After the breakout discussions, groups are usually called to the bigger group to share their discussion results.
- Chatbots - A software-driven application by Artificial Intelligence and Learning Machines. It stores data, like FAQs and responses quickly when users search for answers. Administrators of chatbots and authors “train” the chatbots by tracing the common questions and supplying answers. Chatbots are intelligent in the sense that they collect data in terms of usage, questions asked and others.
- Labs, sandboxes - A testing environment that isolates untested code changes and outright experimentation from the production environment or repository, in the context of software development including Web development and revision control. The general application is for prototype development, beta projects, building servers, and others.
- Thinking tools - A list of the tools to help learners and workers scale their thinking beyond the skills or knowledge into the abilities to fix, solve, and improve work. Examples of thinking tools are pros and cons, risk analysis, Pareto’s law, critical thinking, 5 Whys, data analytics, process improvements, mapping and many others.
- Special databases - An organized collection of data, generally stored and accessed electronically from a computer system. Many companies use databases of spare parts, inventory, client data, logistics software, production parts, legal rulings, rules and regulations, and many others.
- Special Utilities - Software tools and APIs that allow users to perform tasks faster. For example, FTP, the cloud, color picker, maps, search, forwarding messages, alerting, texting, and many others.



Easy

Fast

Engaging

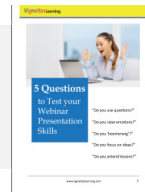
Fun

A highly interactive online workshop to help you design and deliver engaging, provocative and refreshing virtual sessions using Stories, Interactions, and Blended Methods.

Vignettes Learning



5 Questions to Test your Webinar Presentation Skills. Click to download



Webinars revolutionized training

Webinars have revolutionized training. They have become a “go-to” and “do-it-all” presentation tool for presenters, trainers, SMEs, teams, leaders and managers.

Same Tired, Boring PowerPoints

The challenge is that while webinars open up a new style of learning, most online sessions are simply extensions of boring slideshow presentations, devoid of meaningful context. These disguised data dumps are forced upon the learners and audiences. Consequently, participants multitask and pay minimal attention. These online events simply become an unproductive use of learners’ time.

Exciting and refreshing

Now, with “Masterful Virtual Trainer Online Workshop” you’ll learn simple methods to convert your training and presentations into proven and tested Interactive Approaches. You’ll discover how to use Interactive Stories based on real-life events to add meaning, engagement and immediate usefulness to content. Your learners stay focused and involved. They learn and remember your ideas better. Your webinars will become exciting and refreshing.

Register today!



10 Reasons

Why You Should Attend the Workshop



Total make-over webinars

Topics covered

Session 1 - Designing Engaging Webinars

- Aiming for the high-impact moments in training technical, software, compliance and other topics
- Melding technical knowledge with episodic experiences
- Creating memorable small bites and chunks of ideas that matter
- Finding the right interactive story: incidents, trouble-shooting, problem-solving, cases, workarounds, etc.
- Adding the story types: metaphor, humor, analogy, simile, meme, etc.
- Making presentations come alive with characters and visualization
- Achieving a total make-over of long, boring, tiring, and tedious PowerPoint presentations

High-speed conversations

Session 2 - Facilitating Highly Interactive Webinars

- Hosting an engaging virtual cocktail party
- Adding your presence, despite the virtual environment
- Designing questions that provoke discussions and exchange of stories
- Setting up high-speed conversations
- Letting learners lead the conversations without their knowing
- Adding challenge, excitement and discoveries through stories
- Employing easy, fast and riveting story-based exercises
- Delivering a no-lecture webinar



Create a buzz

Session 3 - Extending the Power of Webinars

- Strategic usage of the different types of content: before, during and after webinars (examples: what is covered in each, peak points, application points)
- Raising the anticipation of learners before the webinars with a provocative story and experience sharing
- Sustaining learners' interest in recordings and post references
- Gauging learning and experience impact from your webinars
- Creating viral stories to generate pre/post webinar conversations
- Building a "story-sharing community"
- Awarding participants with certificates and badges

Who should attend the online workshop?

The workshop is intended for trainers, virtual presenters, coaches, leaders, managers and anyone determined to improve their skills in delivering and presenting webinars.

Interact, learn, apply

Structure of the workshop

1. Story Streams and Workshop Website: Before the Workshop Dates

One week before the workshop, participants will experience a Pre-Webinar Interactive Process. Daily provocative interactive stories will be sent to you as initial preparation for the workshop. Only participants will have access to an exclusive and secure website for demos, snippets, examples, references and handouts.

2. Learn, Interact and Apply: During the Workshop Dates

The workshop has three sessions. Each session is divided into:

- a. Part 1 - 2 hours - interactive presentations by the facilitator
- b. Part 2 - 1 hour - self-driven exercises and applications

3. Six Months' Access to Reference Website: After the Workshop dates

For six months after the workshop, participants will have access to the resources, references, recordings, links, demos and handouts.



Abundance of takeaways

What you will get for your attendance

1. 10 Webinar Design Models: technical, software, compliance, people skills, etc. webinar designs
2. Step-by-step guide for converting technical, compliance and complex content into webinar design.
3. 15 Best Webinar Snippets - short recordings of great virtual presentations by leading webinar presenters (sample snippets)
4. Pocket-size eBook on "Story-Based Webinars" (50 pages)
5. Certificate of completion

Advance virtual participant skills - Preparatory Session

The workshop is intended for trainers, virtual presenters, coaches, leaders, managers and anyone determined to improve their skills in delivering and presenting webinars.

About design and delivery, not software


This session is not about learning how to use the virtual tools. The workshop is about design and delivery. The sessions will use Adobe Connect. However, all ideas in the sessions are applicable using other leading virtual tools.

Contact us. We'd love to see how we can help you.

Small Group In-House Workshop

If you have a small number of instructional designers, developers, SMEs and leaders, we would love to help you apply The Masterful Virtual Trainer skills within your team.

Please contact us for more details.



The Masterful
Virtual Trainer
Online Workshop

Easy Fast Engaging Fun

**Engaging Design
Rapid Conversations
High Impact Content
Powerful Visuals
Extending Tools
*and many more..***

Ray E. Jimenez, PhD
Chief Learning Architect
Vignettes Learning

Vignettes Learning

Participants will receive a handout, plus snippets of recorded webinars featuring great examples of techniques and methods by well-known and popular webinar presenters.



What participants say about Ray's webinars

Provocative, engaging facilitator

When I signed up for Vignettes for Learning "Story-Based Webinars Workshop" Course I'd had no exposure to building eLearning programs; I'd been a classroom instructor and training designer for most of my professional life. Ray Jimenez was a fabulous instructor, breaking down concepts into easy to understand activities. Ray was able to engage the cross section of professionals in the program - from eLearning newbies to those already well experienced in Articulate and other software - and take each person to the next level. I've never seen anyone who could so adeptly engage people online. By the end of the course Ray had imparted everything I'd hoped to learn.

Marla Rosner, CFE
Consultant
MSA Worldwide

"The hands on, applicable exercises help me develop effective, engaging training materials. Ray is a master at engaging the learner in small, bite-sized chunks that the learner can use as needed. The right training for the right person at the right time. Great material!"

Joanne Catey
Training Manager
Allergan

"As a veteran law enforcement trainer, I had the opportunity to attend one of Ray's Story Based Webinar workshop's and I found the methodology in utilizing interactive stories approach to learning was extremely beneficial to providing critical law enforcement training based on "lesson's learned". Ray's workshop provided me with the tools and the knowledge to put what I learned to work immediately, and provide lifesaving training to our officers out in the field. I can see this method of training making huge strides in the law enforcement community. Thank you Ray!"

- Lt. Jim Gordon, M.S. Ed

"I have attended a few of Ray's webinars. These are fun engaging and interactive sessions with lots of useful takeaways to apply back in learning design. I would recommend these sessions to any one involved in the delivery of learning solutions."

Anne-Maree Hawkesworth
Sydney Australia



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Training Manager
Allergan

"As a veteran law enforcement trainer, I had the opportunity to attend one of Ray's Story Based Webinar workshop's and I found the methodology in utilizing interactive stories approach to learning was extremely beneficial to providing critical law enforcement training based on "lesson's learned". Ray's workshop provided me with the tools and the knowledge to put what I learned to work immediately, and provide lifesaving training to our officers out in the field. I can see this method of training making huge strides in the law enforcement community. Thank you Ray!"

- Lt. Jim Gordon, M.S. Ed

"I have attended a few of Ray's webinars. These are fun engaging and interactive sessions with lots of useful takeaways to apply back in learning design. I would recommend these sessions to any one involved in the delivery of learning solutions."

Anne-Maree Hawkesworth
Sydney Australia



About Ray Jimenez, PhD



Ray Jimenez, PhD

“Ray is a master webinar presenter. He makes participants alive, active, engaged, at ease, learning – never a dull moment.”

Ray is the architect and strategist of the webinar community TrainingMagNetwork (www.trainingmagnetnetwork.com). In partnership with Training Magazine, Ray’s team has grown TrainingMagNetwork to 100,000 members with hundreds of webinars.

Ray Jimenez, Ph.D., spent 15 years with Coopers & Lybrand in the areas of management consulting and implementation of learning technology solutions. Ray is the author of 3-Minute e-Learning, Scenario-Based Learning, Do-It-Yourself eLearning, Story Impacts Learning and Performance eBook and an upcoming book, Story-Based eLearning Design. Ray has worked with American Bankers Association, Neiman Marcus, the U.S. Air Force, NASA, Blue Cross, Goodwill Industries, Pixar Studios, Edison Missing Group, Dendreon, Netafim, Progressive Insurance, Bridgepoint Education, California Institute of Technology to name a few.

He is the Chief Learning Architect for www.VignettesLearning.com. Ray teaches at the University of California, Irvine, University of Texas Southwest Medical Center, Dallas, Assumption University, Bangkok and Open Learning University, Hong Kong. He is a sought-after expert and workshop facilitator for Training Magazine, eLearning Guild and ATD Conferences. Ray has authored and developed hundreds of Story-Based eLearning lessons including Story Impacts, Vignettes, Storytakes and Micro-Scenarios.

Webinar participants describe Ray as “fun,” “engaging,” “technically savvy,” “provocative,” “inspiring,” and “has depth and experience in Story-Based Webinar Design.”

Mentors and Co-Presenters



Jonathan Workman



Crystal L. Fernandes-Harris



Brenda LaRose



Delia Smola



Melissa Erceg Dougherty



Aimee Lantzy



Cara North