

Checklist for converting face-to-face trainings to distance trainings in the workplace

Ready	Step	Rationale/Explanation
Preparation stage		
<input type="checkbox"/>	Ascertain management support for the move from face-to-face to distance learning	A change of this type, however positive for the organization, will not move forward without management support. Gather this first to avoid wasting time.
<input type="checkbox"/>	Does the technology exist at the company level to support a CMS and distance learning strategies?	Network connections, telecommunication devices, computers and other hardware, and company intranet will need to be analyzed for strengths and potential problems. (Simonson, Smaldino, & Zvacek, 2015) Will the resources be able to support a CMS and distance learning strategies? If there are problems is the company willing to spend money to repair or replace in order to move forward with the project?
<input type="checkbox"/>	Is the above technology available for all employees on all shifts?	If only employees that have office jobs (or on first shift, etc.) have the technology available to complete online training, this will need to be addressed so that all employees can access the training. Perhaps a training kiosk will need to be created.
<input type="checkbox"/>	Are trainees trained and able to use technology and trained on distance learning techniques? If no, how will they obtain the training that they need?	Employees new to distance learning will probably need some extra training and some help with readiness for using the new technology and this introduction and training will need to be planned and prepared. (Simonson, Smaldino, & Zvacek, 2015)
<input type="checkbox"/>	Will trainees have time available on their shifts to complete training? If no, where and when will training be completed and how will they be paid for training?	The Fair Labor Standards Act requires that people be paid to attend training anytime that it is required and job related. (Hours worked under the Fair Labor Standards Act (FLSA), 2008)
<input type="checkbox"/>	How will you create enough time in your schedule to move these trainings?	It is highly unlikely, even with management support, that this project will be your only project. Planning how to balance everything on your plate will help you to be successful.
<input type="checkbox"/>	What is your timeline/deadline?	As above, knowing the expected schedule in advance will help you to plan accordingly and be successful.

Creation stage		
<input type="checkbox"/>	Detailed training agenda created for each course with course policies and procedures, activities, and assignments highlighted.	In distance learning, the syllabus (training agenda) is much more specific and complete as it is one of the most important documents for the course. (Simonson, Smaldino, & Zvacek, 2015)
<input type="checkbox"/>	Does all media, learning materials, and activities support stated objectives and collaborative learning and deliver the appropriate and expected message?	There should be a variety of teaching methods used and each one should be well designed. Also take into account the resources available and already used and what ability there is to produce new material. Any material that does not support the learning objectives is extraneous and not needed. (Simonson, Smaldino, & Zvacek, 2015)
<input type="checkbox"/>	Ensure online access to resources for each course (i.e. working links).	Making sure that there are content links to external resources helps make the course more user friendly.
<input type="checkbox"/>	Are discussion questions specific and targeted to support the learning objectives?	Questions should be thought provoking and encourage higher-level learning. (Simonson, Smaldino, & Zvacek, 2015)
<input type="checkbox"/>	Is the course set up in the CMS so that completion and success can be tracked for each employee?	A CMS should have the ability to allow instructors to manage their classrooms, grade assignments, and monitor completion and progress. (Simonson, Smaldino, & Zvacek, 2015)
<input type="checkbox"/>	Do managers have a way of reviewing and reinforcing the learning material in a hands-on way with the trainee?	In a business environment, the trainer is not usually working side-by-side with the trainee after the training. Creating a method for his or her supervisor to be able to evaluate and reinforce the new learning will reinforce the skills that the employee was taught.

Implementation stage		
<input type="checkbox"/>	What methods will you use to ascertain understanding without visual clues?	In a face-to-face environment, verbal clues show confusion or frustration but these clues can't be seen online. Encourage student contact with questions, steer learning during the discussion questions, and engage learners in conversations to determine understanding.
<input type="checkbox"/>	How will you facilitate discussions to ensure that the course objectives are met?	Set clear guidelines for participation early in the class with the training agenda. (Simonson, Smaldino, & Zvacek, 2015)
<input type="checkbox"/>	How will you facilitate class participation (once started)?	Again, set clear guidelines from the beginning of the course. Make sure that students understand the time commitment required for the course. Offer suggestions on how to find time to do the work. Contact learners directly if they appear to be struggling. (Simonson, Smaldino, & Zvacek, 2015) Supervisors may also need to be contacted depending on business requirements.
<input type="checkbox"/>	How will you encourage course completion (before starting)?	There are several ways this can be done, such as email, a training board, supervisor notification, or an annual training calendar.
<input type="checkbox"/>	How will you track and report course completion and success?	Hopefully the CMS will do this tracking for you; if not, you may need to do it. You also may need to prepare a recurring report for management that shows these numbers.
<input type="checkbox"/>	What method of ongoing evaluation and feedback will you use for continuous improvement?	Kirkpatrick, Kirkpatrick, and Phillips give 5 steps of evaluation. Methods will need to be incorporated to account for each form of evaluation. <ul style="list-style-type: none"> • Did the students like the training? • Did they learn from it? • Were they able to transfer the skills to their work area? • What were the end results of the training? • What was the return on investment for the training? (Simonson, Smaldino, & Zvacek, 2015)

Sources:

Hours worked under the Fair Labor Standards Act (FLSA). (2008, July). Retrieved June 21, 2015, from United States Department of Labor:

<http://www.dol.gov/whdregs/compliance/whdfs22.htm>

Simonson, M., Smaldino, S., & Zvacek, S. (2015). *Teaching and Learning at a Distance.* Charlotte, NC: Information Age Publishing, Inc.