STRUCTURAL BUILDING COMPONENTS MAGAZINE

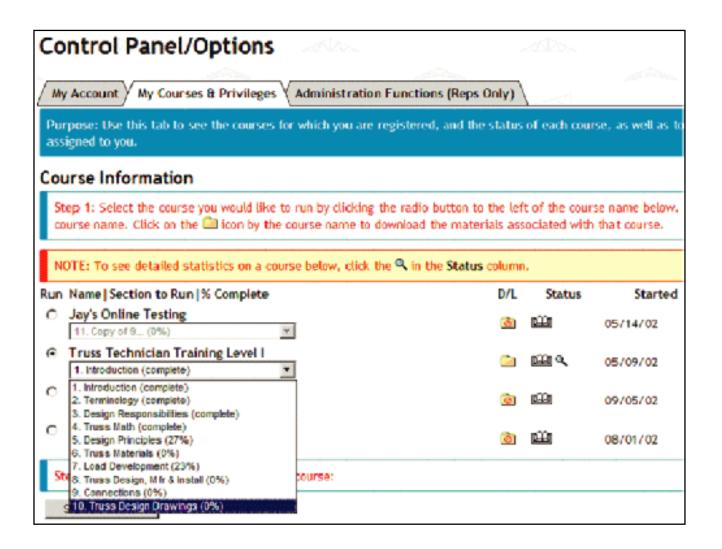
November 2002

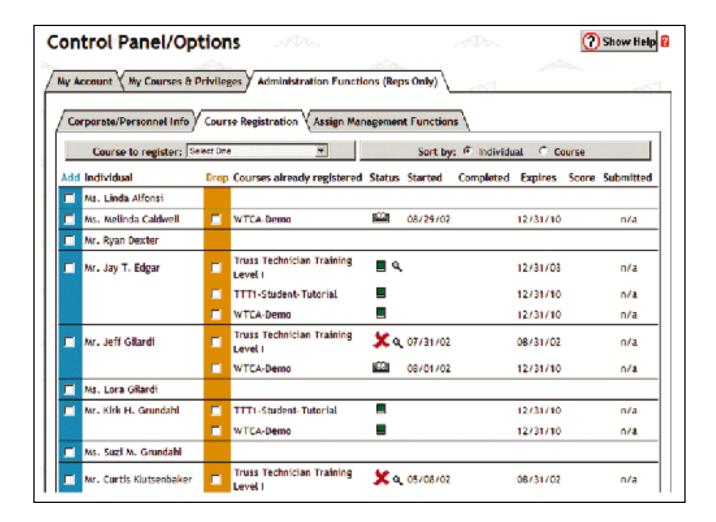
Web Based Education — A New Paradigm (Part 3) by Rick Saindon

During the pilot test, we discovered that even professionals, who are motivated to advance their careers through continuing education, need varying amounts of encouragement and feedback to keep on track. We are all too busy and need a gentle nudge to overcome procrastination. The need to keep web-based online students connected to the content expert (instructor) and the corporate training coordinators became our greatest challenge. This was also the most significant concern raised against the idea of self-paced web based training. Our goal was to analyze the traditional classroom environment and provide a hybrid solution that provides the best advantages from both: classroom and online training. We also discovered that since the students' progress was being tracked within our database, we could provide a level of feedback to instructors and corporate training coordinators seldom available for classroom students.

To address this critical challenge, we developed the following features within the WTCA Web Training System:

- Detail Course Statistics made available to the student, the instructor and the corporate training coordinators.
- An automatic Student Status Report emailed to training coordinators on a periodic basis.
- A Frequently Asked Question (FAQ) function that allows any student to easily add their own questions.
- A course-focused forum that would allow students to interact with each other, the instructor and the training coordinator. This private forum is intended to be moderated by the course instructor.
- Live instructor-led chat sessions to provide some of the key elements of a classroom environment.





The Corporate Training Rep. Assistant Training Reps and Training Coordinators will have access to the detail Course Statistics pages for all of their students and each course they are enrolled in.

Course Statistics by User Mr. Rick Saindon Truss Technician Training Level I Quizzes Pages Questions Points (of those answered) % viewed* Avg # times Section Total # Answered (%) Possible First time Last time answered Total once repeats Introduction 100% 101% 428% 2. Terminology 2 2 2 1 65% 101% 100% 1 159 1.0 3. Design Responsibilities 5 5 100% 5 1 1 34 21% 50% 1.0 4. Truss Math 57 57 100% 57 16 16 1.0 114 11% 18% 5. Design Principles 4 2 98% 15 4 27% 3 1.5 56 36% 6. Truss Materials 11 0 0% n/a n/a 0.0 79 51% 63% n/a 7. Load Development 2 28% 22 5 23% 5 2 1.0 111 13% 8. Truss Design, Mfr & Install 8 0 0% n/a n/a n/a 0.0 173 8% 18% 9. Connections 4 O Q% n/a 0.0 7% 19% n/a 75 nva 93% Truss Design Drawings 13 Ö 0% n/a n/a n/a0.0 40 148% 75 139 75 5.4% 24 22 1.1 936 37% 90% Summary: 'Please note: Statistics in these two columns are subject to some error.

(2) To	TrannoCoordinator GAnyWTCACompany.com				
63 cc					
Subject:	Autometic WTCA Student Status Report				
3	1	-3	4 1	-5	5 1
The follow	ing Student Status Report was gene	rated for your conv	enience by the	WTCA Web Traini	ing System.
Student I	Name: Course	Complete%	Correct%	Time Spent	Pages Viewed
Ann-S:					
	russ Technician Training (level-1)	54%	82%	152 minutes	945
Jeff-B:	iuss Technician Training (level-2)	20%	87%	114 minutes	569
200 200 20	luss Technician Training (level-1)	54%	82%	152 minutes	945
	russ Technician Training (level-2)	20%	87%	114 minutes	569
Fred-W:	3				
T	russ Technician Training (level-1)	54%	82%	152 minutes	945
T	russ Technician Training (level-2)	20%	87%	114 minutes	569
If you are	Course Statistics (by section), click not the appropriate person to be recong WoodTruss.com			VTCA to let us kno	ow.

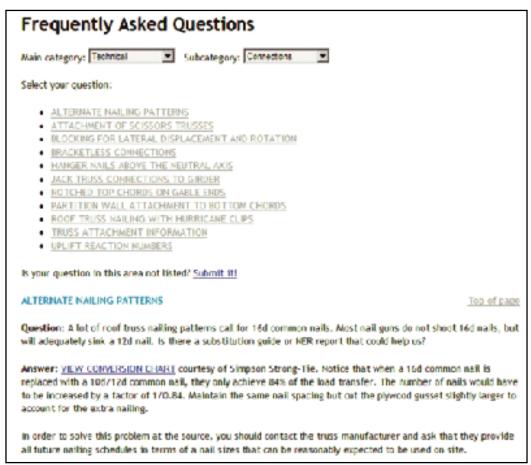
The "Course Statistics by User" page provides a detail (section level) analysis of student progress for each course they are enrolled in. This information is also available to the Corporate Rep, Assistant Reps, Training Coordinators and the course instructor. The student can access this information from the "My Courses & Privileges" tab by clicking on the small spy-glass in the "Status" column. Non-students who are authorized can view student progress

from the "Course Registration" tab within the "Administration Functions."

The statistics page includes the following information for each section and summary totals for the entire course:

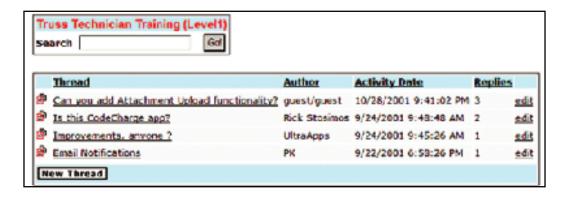
- An indication of % Complete; by displaying how many questions have been answered out of the total number of question offered.
- An indication of % Correct; by displaying how many correct answers were entered out of the questions answered (so far). The student's first answer to each question is always retained in our database to help us determine how effective the training content is and where we might need to make course improvements. The student can re-take each quiz any number of times. We then show a total count of their most recent "Last time" answers, and the average # of times they re-answered the same quiz questions.
- An indication of Time Spent; by showing the percent of training pages they only viewed "once," as opposed to "repeat" viewings. We also plan to include the total session duration time each student spent viewing each section within the course.

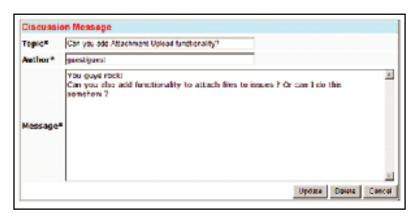
The course navigation bar will include three new options: FAQ, forum and chat.

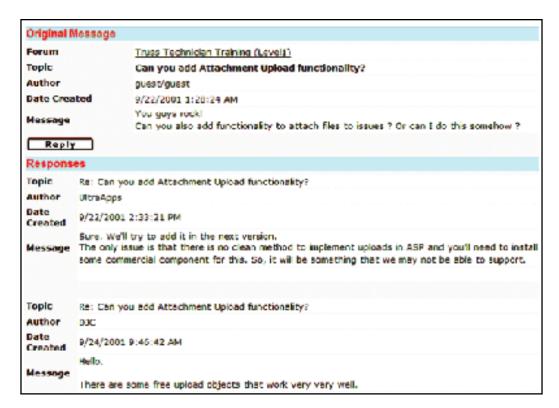


Note: The student can request new questions to be added to the FAQ database.

The forum feature, shown in part below, is a full function web based news group. It is only available to students enrolled in a specific course and is moderated by the course instructor to address questions or issues. It is a great way for students to interact with and help each other by sharing knowledge, insights and questions.







Lastly, WTCA will be pre-scheduling "live" public chat sessions for a limited number of enrolled students from any corporate subscriber on a first-come first-served basis. This will be a free service included as part of the yearly subscription fee. We will also offer private (single corporation) chat sessions for an additional fee.

A link from the scheduled chat session subject description will provide a detailed outline and

focus for that session. Based on this information, students should be prepared ahead of time to interact intelligently with the instructor and other students. The instructor will need to keep the discussion focused and on track.

A live (surveillance mode) web-cam of the instructor can be used by the instructor to share ad-hoc drawings and documents during the chat session. This could also allow the instructor to be heard by all participants.

At the conclusion of the chat session, the instructor will give students a short quiz based on the content of the session. Chat broadcast will be turned off at this point to keep student answers private. The entire chat dialog, (with quiz questions and answers) is retained in our database for subsequent on-demand replay and scoring analysis. We may also create a custom online training section for some live chat sessions, to include our standard database driven quiz sub-system.

As we pointed out in <u>Part 2 of this series (SBC Magazine Sept/Oct 2002)</u>; our primary goals were to provide an effective alternative to the traditional classroom learning experience. To do this, we needed to directly and frequently engage the student. By retaining the students' quiz results in our database, we provide a tremendous opportunity to:

- Assist the student during the training process by identifying individual learning "blindspots."
- Continuously evaluate and improve our training platform (both content and delivery)—

 * learning difficulties common to all students, should fall on the platform not the individual student.
- Provide accountability for the student to off-set a natural tendency to procrastinate.
- Help instructors track their students' progress, jump in when needed and correct content or delivery.
- Allow corporate training coordinators the ability to balance workload and priorities to maximize the learning experience.

We are convinced that the advance web based training features outlined above, will ensure that we accomplish these goals.

Look for Part 4 next month where we will explain the final set of advanced features that are designed to provide a web-based safety net of customer service and support for students and corporate reps.

SBC HOME PAGE

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