



# **Learning and Performance Series**

## **21A2001B: How Do I CONVERT ILT TO VILT?**

### **LEARNER WORKBOOK**

### **WEBINAR SERIES**



**VERSION #1 - 2021**

## National Institute of Corrections Contact Information

### Washington, DC, Offices

320 First Street NW  
Washington, DC 20534

Telephone: 202–307–3106

Toll-free: 800–995–6423

Fax: 202–307–3361

Web address: <http://nicic.gov>

Shaina Vanek, Acting Director

Robert M. Brown, Jr. Senior Deputy Director

Holly Busby, Chief

Community Services

Ronald Taylor, Chief

Prisons Division

Stephen Amos, Chief

Jails Division

### Aurora, Colorado, Offices

National Corrections Academy  
11900 E. Cornell Avenue, Unit C  
Aurora, CO 80014

Toll-free: 800–995–6429

Fax: 303-338-6601

Jeffrey Hadnot, Chief

Academy Division

### NIC Information Center

National Corrections Academy  
11900 E. Cornell Avenue, Unit C  
Toll-free: 800–877–1461

Fax: 303-338-6645

Web address: <http://nicic.gov>

E-mail address: [http://infocenter@nicic.gov](mailto:infocenter@nicic.gov)

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For more information, please contact The National Institute of Corrections.

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# CONVERTING ILT TO VILT: THE BASICS

## LEARNER WORKBOOK

### WEBINAR PERFORMANCE OBJECTIVES

By the end of this interactive session, participants will be able to:

- Compare and contrast agency conversion examples demonstrating best practices; and
- Describe initial steps to begin converting a segment of their agency training from in person or Instructor Led Training (ILT) to live Virtual Instructor Led Training (VILT).

### COURSE STRUCTURE

This webinar is a part of NIC's **21A2001 Where Do I Start? *The Basics of Converting Instructor Led Training (ILT) to Virtual Instructor Led Training (VILT) Webinar Series***

<https://nicic.gov/series/converting-instructor-led-training-virtual-instructor-led-training>

- Each webinar in the series is 1.5 hours in duration.
- This participant workbook supports webinar two of the series, **21A2001B – What's Next? *Converting ILT to VILT: The Basics.***
- Webinar one, **21A2001A - Where Do I Start? Using ADDIE as a Roadmap for Conversion** can be accessed here <https://nicic.gov/where-do-i-start-using-addie-roadmap-conversion-1-3>
- Webinar three, **21A2001C - How Do I Design / Add Engagement, Interaction and Collaboration Tools?** will be delivered on February 3, 2021.

All webinars in the series will be available after captioning on the NIC website at <https://nicic.gov>

### HOW CAN I USE THIS WORKBOOK?

This workbook is designed to be a companion to the live webinar delivery, as well as a place where you can note your own thoughts, ideas and learnings along the way! Be sure and have the workbook handy during the webinar, as your Facilitators and Producers will refer to it.

It contains handy resource citations and links, as well as personal reflection activities that you can perform prior to or during the webinar.



When you see this icon, you'll know it's time for you to answer some questions in your workbook 😊

## RESPONSIBILITIES

Consider your fellow webinar participants as your learning community of practice. We are here to help and support each other through the learning experience. Each of us brings strengths, and each of us has areas we need to improve. Learning occurs when individuals feel safe to express themselves. It is important that we discuss the behaviors and attitudes needed to create a safe learning environment during the webinar series.

### **Leader/Facilitator responsibilities include:**

1. Being a learner as well as the facilitator.
2. Answering inquiries in a timely manner.
3. Providing relevant learning experiences.
4. Providing constructive feedback as appropriate.

### **As a learner in this course, your responsibilities include:**

1. Assisting others in the learning process.
2. Participating fully in webinar interactions and engagements, such as polling, Chat and Q and A.
3. Sharing your expertise in Chat.
4. Providing ideas and considerations from the lessons of your own experience during the webinar series.

## ACKNOWLEDGMENTS

The National Institute of Corrections wishes to acknowledge the time, efforts, and virtual conversion expertise and experience of the following individuals. They have contributed their own and their agencies’ experiences as a means of building the corrections Learning and Performance Community of Practice.

**Elizabeth (Beth) Kreger, M.A., CPM**, Assistant Director Adult Options, Center for Teaching, Leading and Learning, Ohio Department of Education

**Ashley Kerr**, Training Officer, Ohio Department of Rehabilitation and Correction

**Jim Wiseman**, Past President, International Association of Correctional Training Personnel (IACTP)

**Jeff Hadnot**, Chief, NIC Academy Division

**Archie Weatherspoon IV**, Correctional Program Specialist, NIC Academy Division

**Leslie S. LeMaster**, Correctional Program Specialist, NIC Academy Division

## WELCOME TO THE WEBINAR!

The webinar will start on time and will be recorded.

As a registrant for the webinar series, you will receive notification via email from your webinar host when the session recording is available for viewing and/or download on the NIC website.



Welcome to the second webinar in the series!



Please [Chat to All Participants](#) where you are joining us from and what is interesting you about today's webinar!

## WELCOME AND INTRODUCTIONS

Meet your Facilitators and NIC Producer Team!

### Your Facilitators



**Jeff Hadnot**  
Chief  
NIC Academy Division



**Ashley Kerr**  
Training Officer  
Ohio Department of Rehabilitation & Correction

### Your Facilitators



**Archie Weatherspoon IV**  
Correctional Program Specialist  
NIC Academy Division

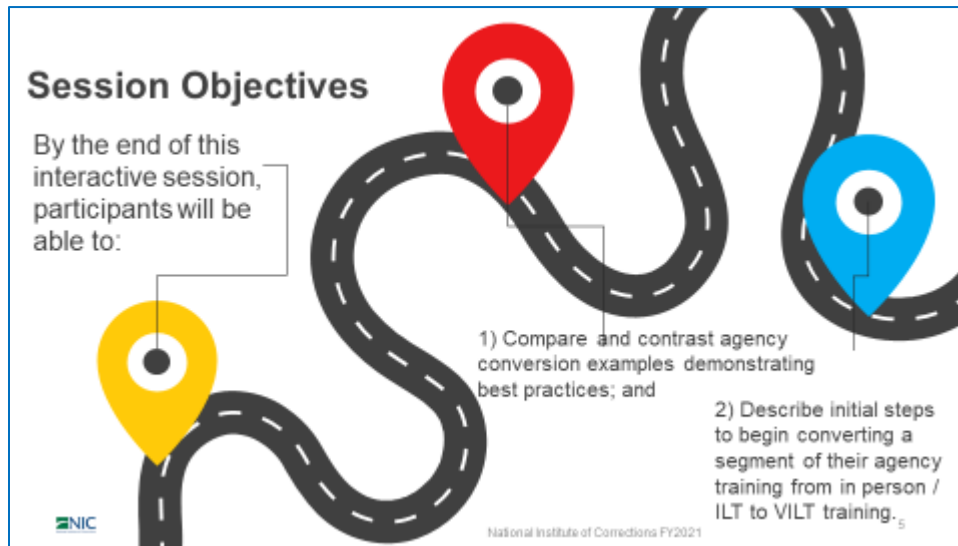


**Leslie LeMaster**  
Correctional Program Specialist  
NIC Academy Division

The NIC Producer Team is here to help you in the event you experience technical issues after joining the webinar. Just send your Chat to “All Participants” and one of our producers will get back to you via private Chat😊



## SESSION OBJECTIVES



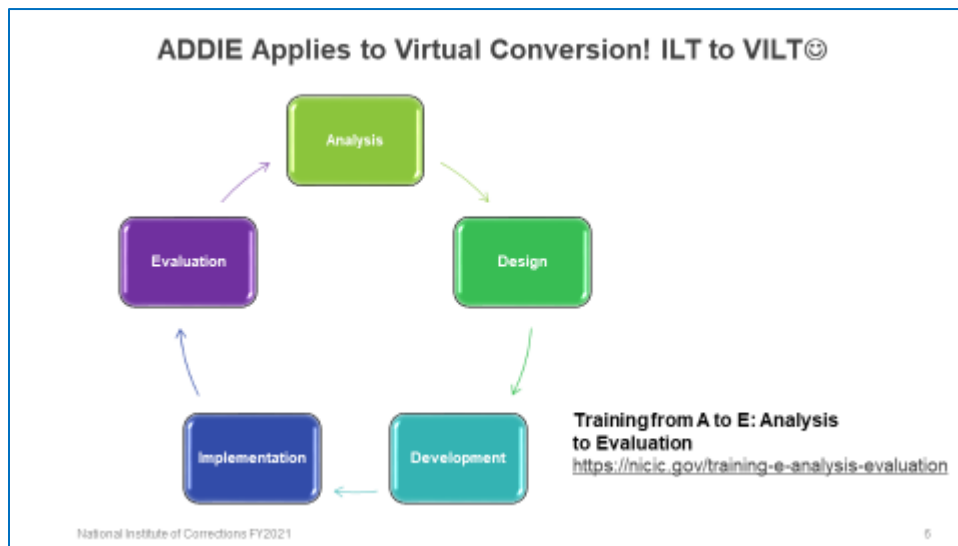
***Jot down your personal expectations of the webinar here.***

What do you want to learn during this session? What skills and knowledge are you hoping to acquire as a result of your participation in this webinar?

Who can serve as resources to me?

What am I going to need to do to meet or exceed my personal learning expectations?

## ADDIE APPLIES TO VIRTUAL CONVERSION! ILT TO VILT 😊



NIC's Training from A to E: Analysis to Evaluation <https://nicic.gov/training-e-analysis-evaluation>

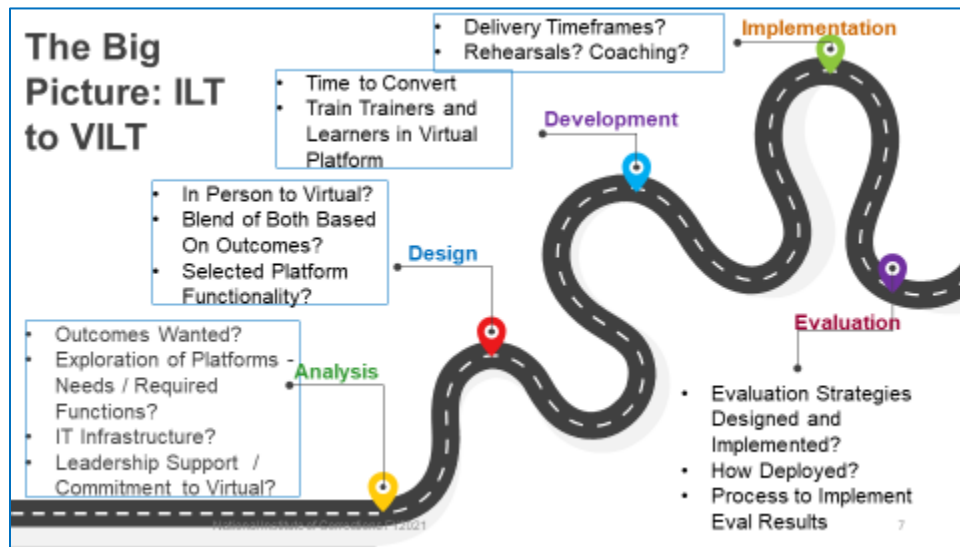
The **ADDIE** framework (**A**nalysis, **D**esign, **D**evelopment, **I**mplementation and **E**valuation) applies to the conversion of Instructor Led Training (ILT) to Virtual Instructor Led Training (VILT).



Jot down your familiarity with the ADDIE framework.

If you don't know about ADDIE, what will you do to learn about it?

## THE BIG PICTURE: ILT TO VILT



NIC's **21A2001A - Where Do I Start? Using ADDIE as a Roadmap for Conversion** (webinar one in this series) can be accessed here <https://nicic.gov/where-do-i-start-using-addie-roadmap-conversion-1-3>



Jot down your collective reflections from webinar one.

What have you implementing in your agency as you seek to convert your curriculum / training from ILT to VILT?

## WHAT ARE THE BASICS OF CONVERTING ILT TO VILT? – POLL ONE



Today we will go deeper into the basic nuts and bolts of converting. And just like we did in webinar one, we will begin with the end in mind ☺

**Poll** 

**My Agency / I Am familiar with / apply best practices for conversion of ILT to VILT training.**

- a) Yes, and I / we were already familiar with / practicing them pre-pandemic.
- b) Yes, and we had to educate / get trained in these prior to applying them.
- c) Yes, we knew of them but only design / deliver in person training.
- d) No, though I / we'd like to learn them and how to apply them.
- e) No, I / we were not aware of best practices related to virtual training / learning.

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Things I want to remember from this polling activity . . .

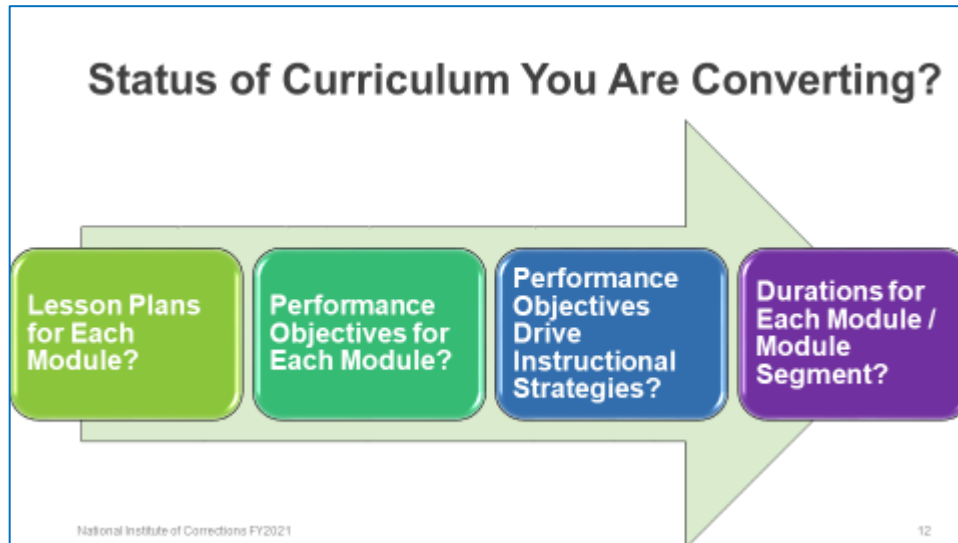
## ARE THERE BEST PRACTICES FOR ILT TO VILT CONVERSION?



Like we did in webinar one, we are going to perform **Analysis** as the first step of our road trip while sharing best practices for converting ILT to VILT.

Our first step is to take a look at the curriculum you are going to convert.

## BEST PRACTICE ONE: STATUS OF THE CURRICULUM YOU ARE CONVERTING?



**Chat** – What is the status of the curriculum you are converting?

In what state are lesson plans, participant guide, handouts, slide show, job aids, performance objectives, etc.

*Are they ready to convert or do they need work?*

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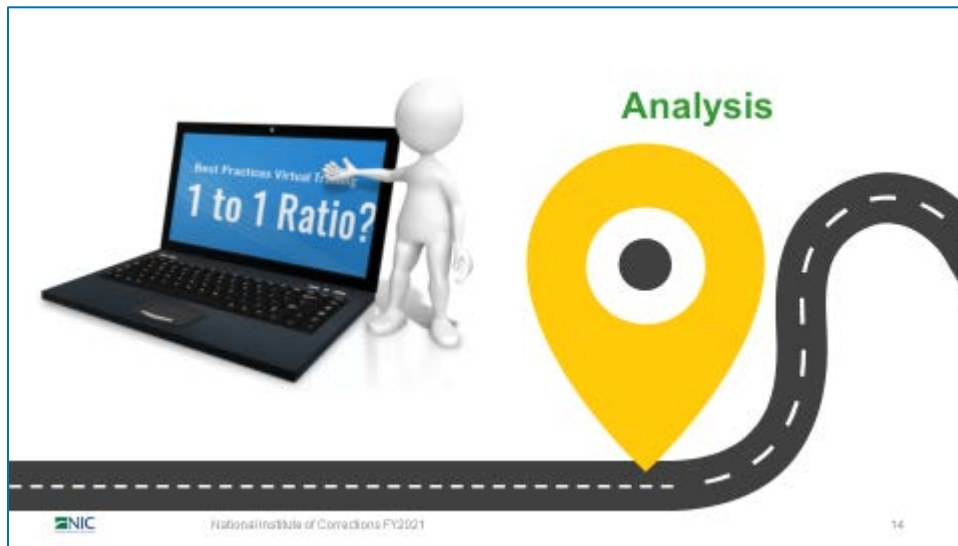
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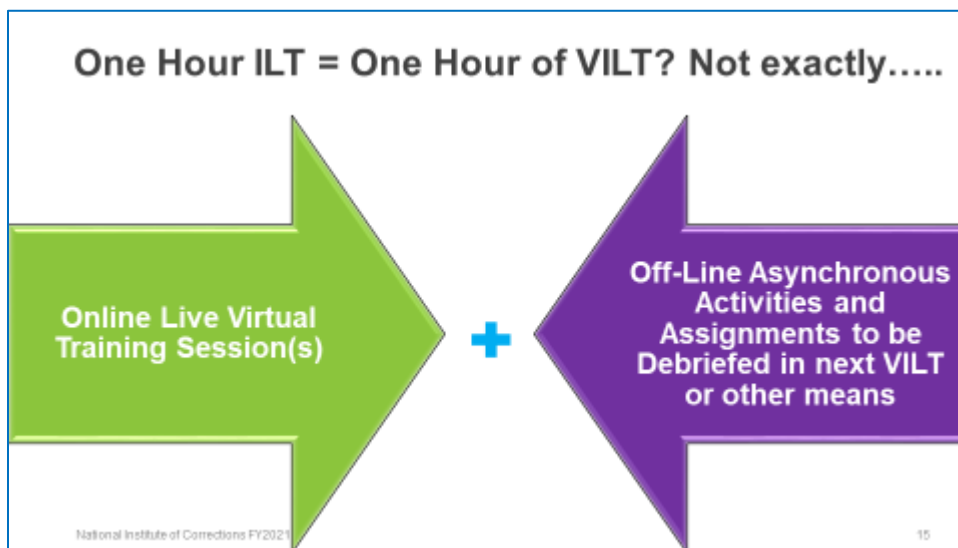
What is the status of each component part of the curriculum you are converting?

What is your role in the curriculum conversion? What part will you play in the curriculum conversion or some of these component pieces and parts?

## BEST PRACTICE TWO: IS IT A ONE TO ONE RATIO WHEN YOU CONVERT ILT TO VILT?



What about the number of live hours of ILT versus live online VILT hours? Is it a one to one ratio when you convert?



When you convert it’s not a one hour to one hour ratio, due to how people learn, how they process content and activities, attention spans, and all kinds of other cool learning and performance research into practice!

What we do here is a dynamic combination of live virtual sessions, with vibrant, engaging and interactive content delivery strategies **plus** off-line, asynchronous activities and assignments. We at NIC call it **“The Digital Blend Contact Hours Equation”** 😊

## THE DIGITAL BLEND CONTACT HOURS EQUATION



Behold a veritable laundry list of ingredients for your Digital Blend ☺ Lots of ideas here in addition to VILT and virtual sessions.

**Asynchronous** learning involves participant-centered learning similar to self-studying approach with necessary online learning resources like e-courses, or lots of the instructional strategies / activity ideas, above.

**Synchronous learning** is what we are doing now in this webinar. Synchronous learning involves a group of participants engaged in learning at the same time like this webinar, a live VILT session or in person / ILT sessions ☺



## WHAT ARE YOUR INITIAL IDEAS ON THE DIGITAL INGREDIENT BLEND?



**Chat** – What are your initial ideas on live virtual training hours + off-line assignments / activities in terms of your curriculum you are converting?

Ideas you are having on ingredients for your virtual training blend?

*Share your ideas now!*

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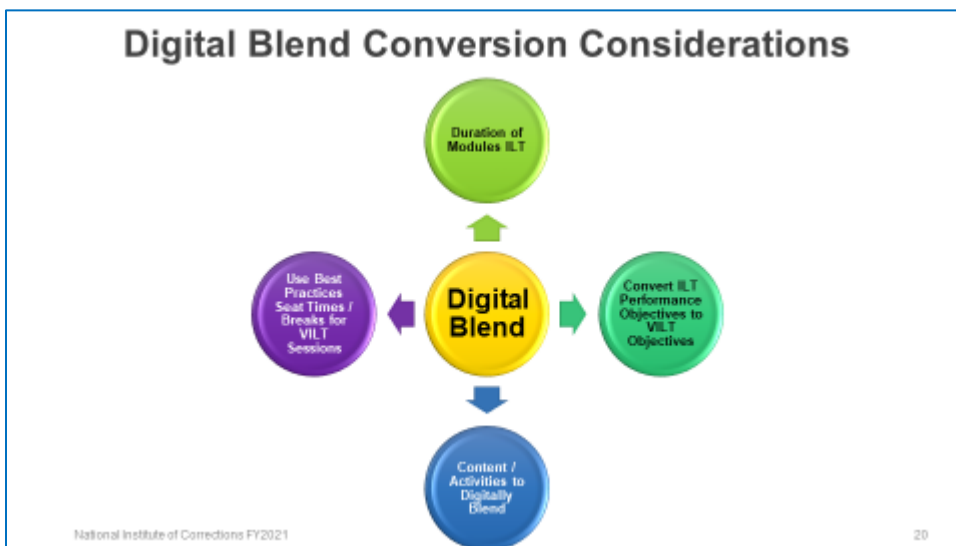
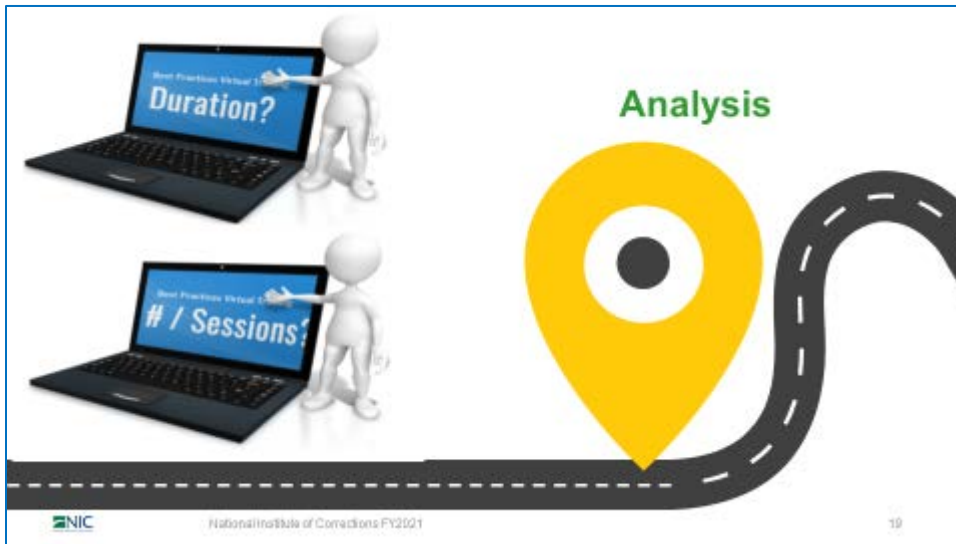
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What are your initial ideas on using the **Digital Ingredient Blend** as you analyze the curriculum that you are converting?

What will you do to become familiar with and use these digital blend instructional strategies / ingredients?

## BEST PRACTICE THREE: DURATION / LENGTH OF LIVE VILT SESSIONS, NUMBER OF SESSIONS AND USE OF BREAKS



- What is the duration of existing ILT modules and curriculum?
- Have you converted your ILT performance objectives from ILT objectives to VILT objectives? This will help you figure out what content and activities to do live online versus off-line.
- What content and activities will be a part of your digital on and off-line blend?
- Have you applied best practices for seat times for live VILT sessions?

## LIVE SESSION DURATION? NUMBER OF SESSIONS? USE OF BREAKS?



What are you planning for your session(s) duration / length?

Number of sessions to meet and / or exceed performance objectives?

Digital blend ingredients / instructional strategies to use offline you will need to incorporate to meet and / or exceed performance objectives and curriculum outcomes?

## REMEMBER: DIGITAL BLEND INGREDIENTS / CHAT ACTIVITY



Remember our second best practice – it's a digital blend between live online sessions with content and activities and off-line assignments and activities. It's the digital blending equation in practice as we look at session duration or length, the number of live sessions needed, with our virtual performance objectives driving this for us.

The duration of live online sessions are dynamically connected to off-line assignments /activities, which are all connected back to our performance objectives. Our performance objectives help us decide what content / activities are needed for live online sessions and off-line assignments and activities.

**Chat** – What are your thoughts on live virtual session duration regarding what you are converting?

What about your digital ingredient blend for off-line assignments / activities?

**Share your thoughts now!**

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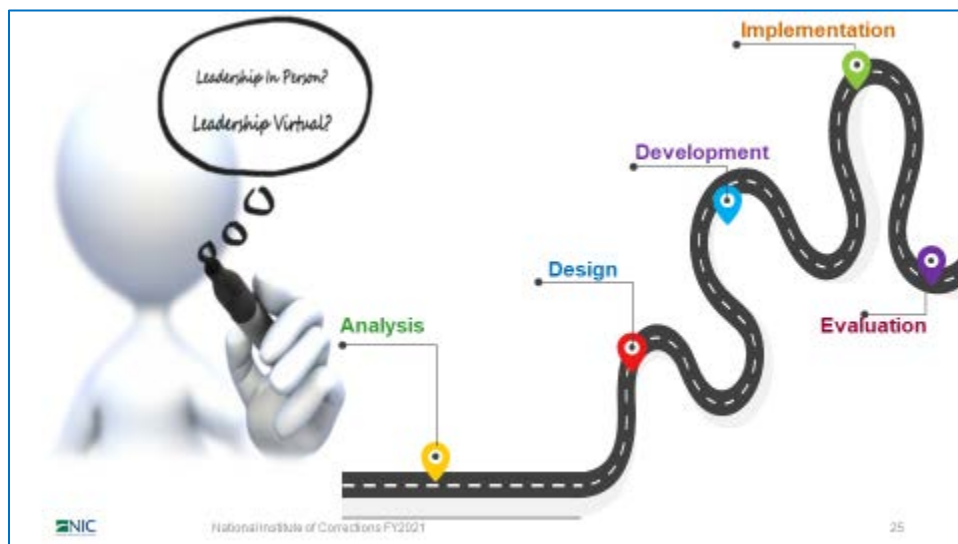
Join your ideas here on live virtual session duration and the digital ingredient blend for off-line assignments and activities . . .

## THREE ILT TO VILT CONVERSION STORIES



We'd like to share three ILT to VILT conversion stories with you, two from NIC and one from the Ohio Department of Corrections and Rehabilitation. Each story has a unique curriculum to convert and there are lots of lessons of experience to share with you!

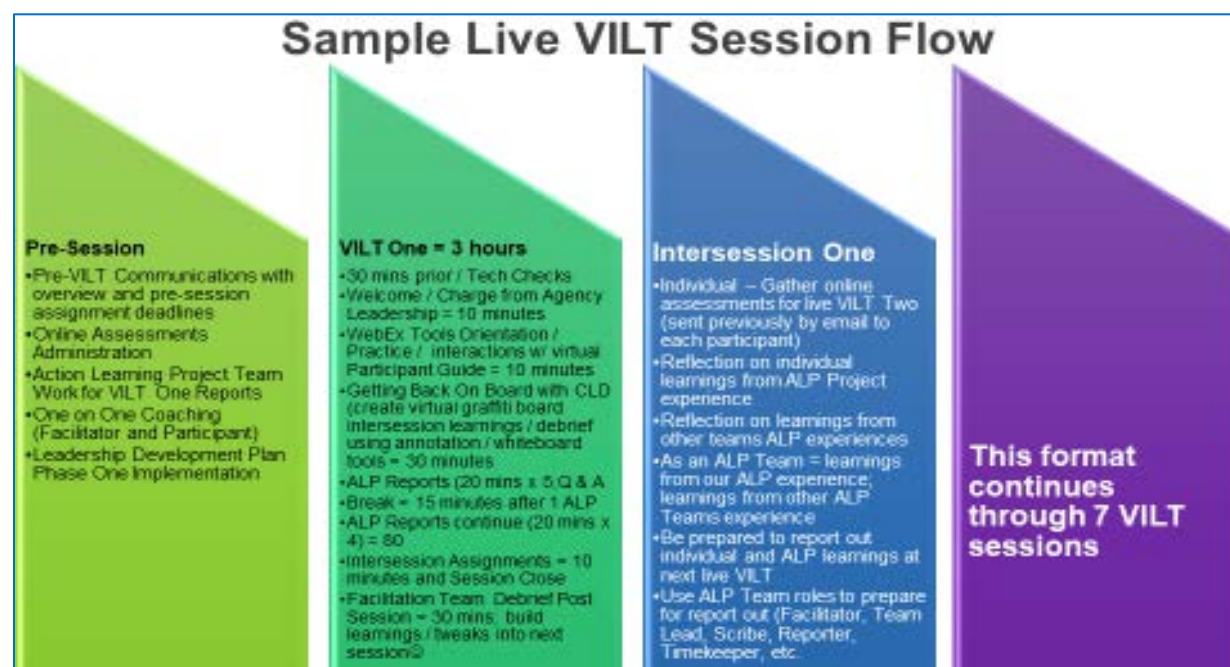
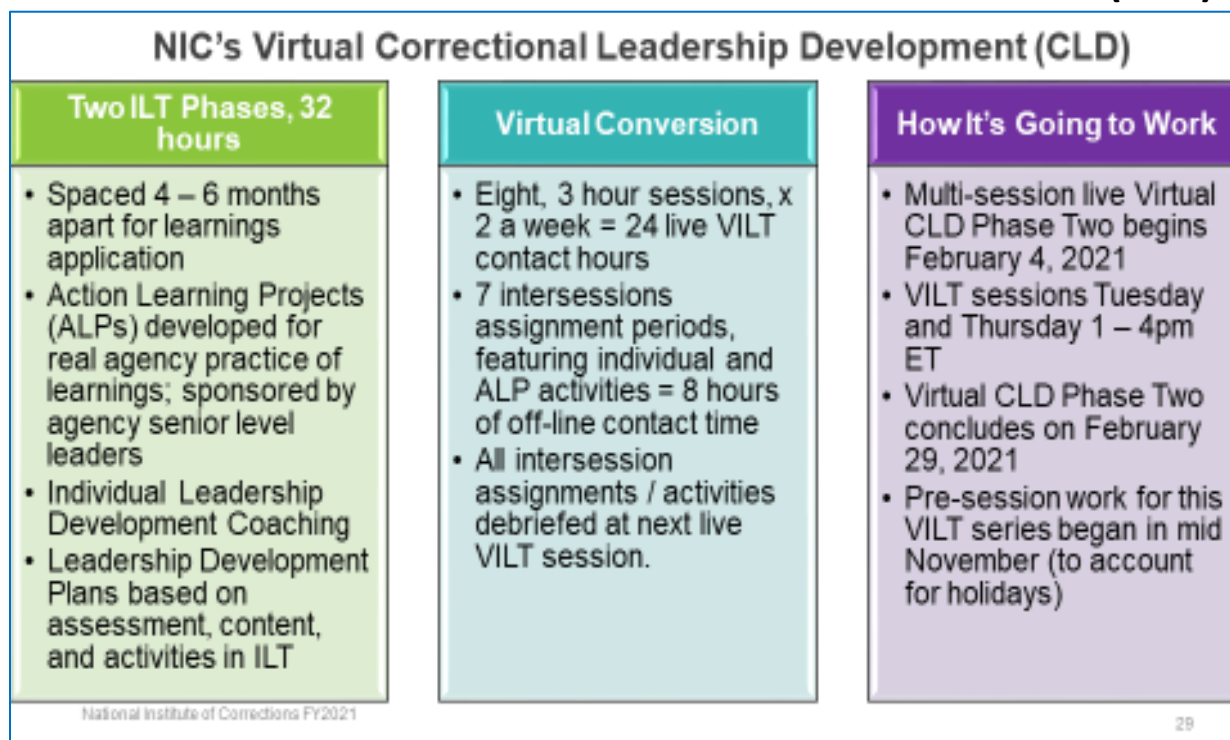
First up, let's take a look at how NIC converted its Correctional Leadership development Training Series from ILT to VILT 😊



Can you convert an in person, blended leadership development to a digital VILT / off-line blend?

Yes you can!

## STORY ONE: NIC’S CORRECTIONAL LEADERSHIP DEVELOPMENT (CLD)



NIC’s **Correctional Leadership Development** traditionally has been a blended ILT /VILT training series. Due to the pandemic, we converted it to a complete digital training series!

## NIC’s CLD CONVERSION STORY – CHAT ACTIVITY



**Chat** – What did you learn about ILT to VILT conversion from the CLD story and framework?

What will you apply from this example to the curriculum that you are converting?

***Share your ideas now!***

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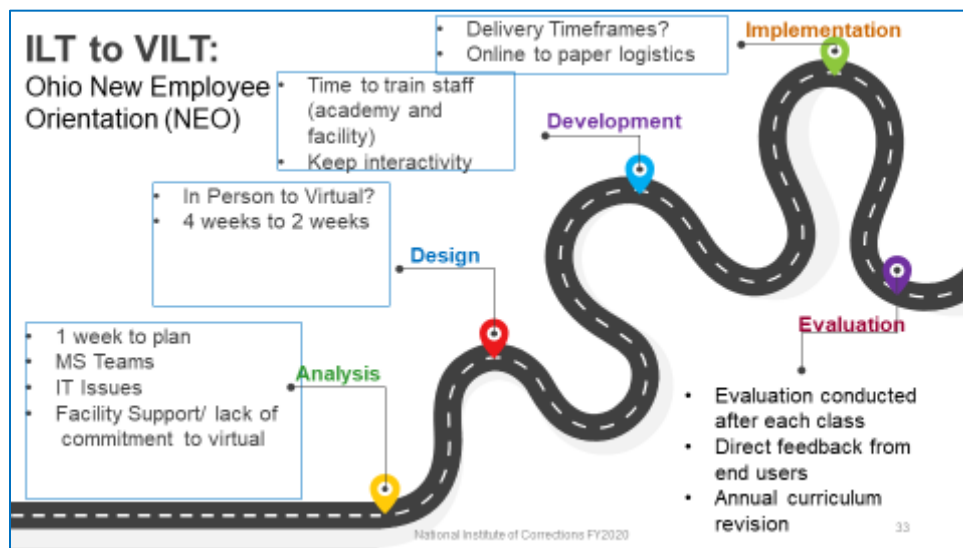
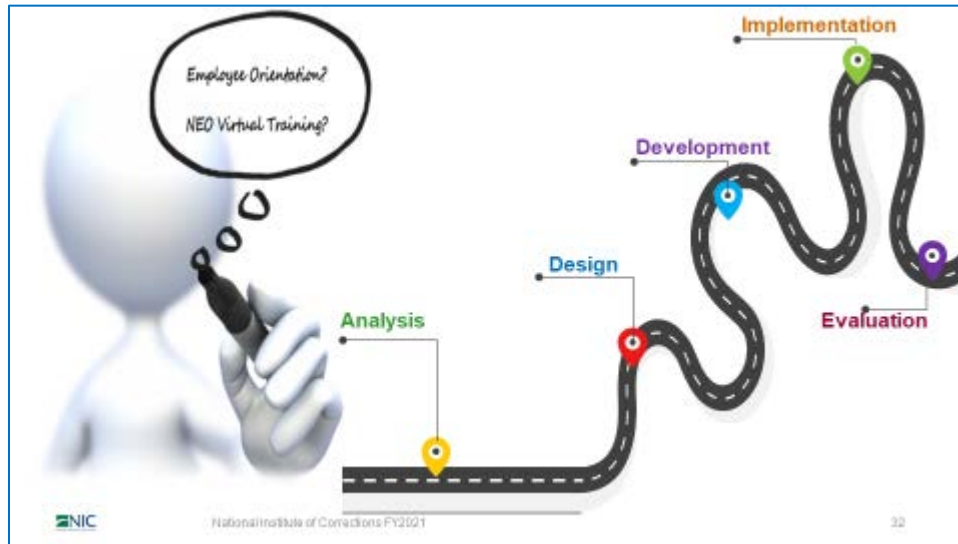
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Jot your take-aways from NIC’s CLD conversion story . . . what will you apply to your conversion project?



## STORY TWO: OHIO'S NEW EMPLOYEE ORIENTATION (NEO) CONVERSION



Notes to myself regarding Ohio's NEO conversion story . . .



## OHIO'S NEO STORY – CHAT ACTIVITY



**Chat** – What did you learn about ILT to VILT conversion from the Ohio New Employee Orientation story and framework?

What will you take away from this example and apply to the curriculum that you are converting?

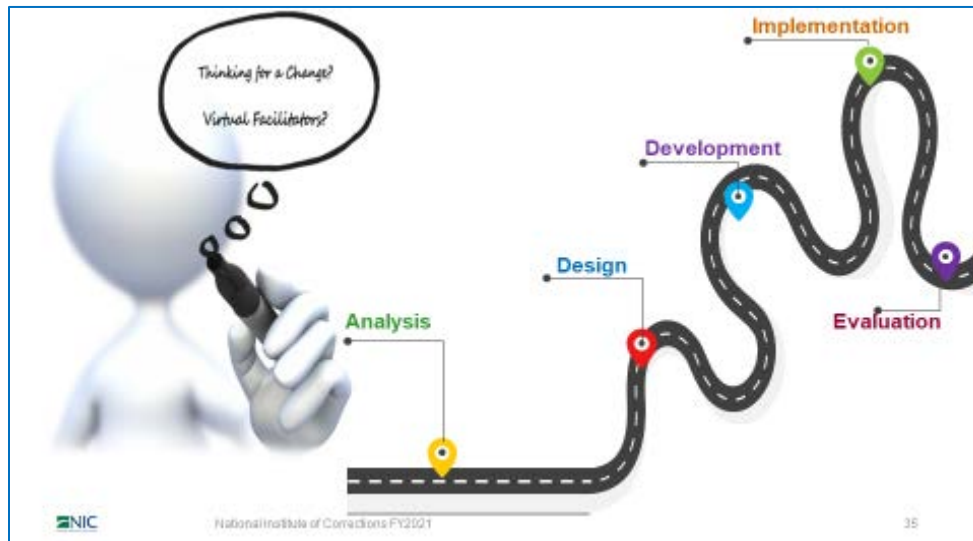
*Share your ideas now!*

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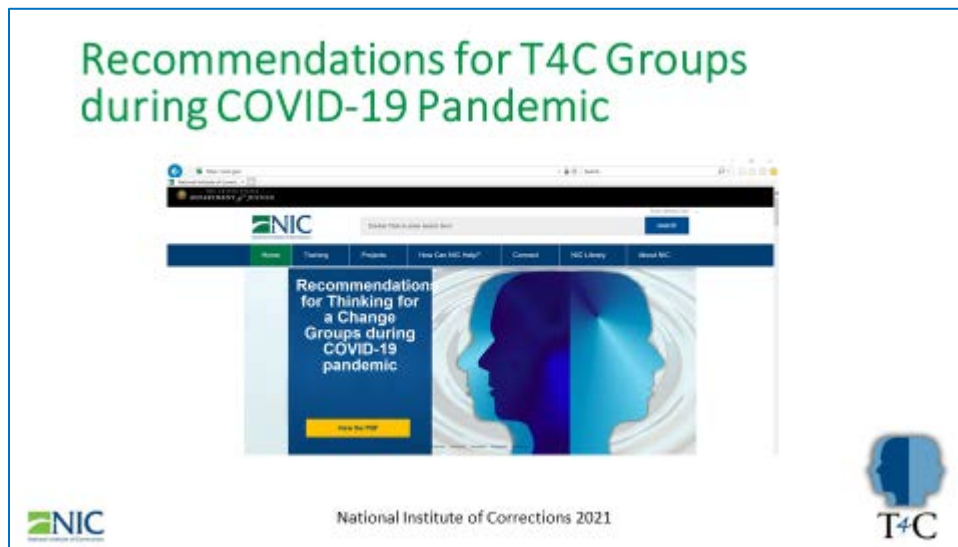


Your take-aways from the Ohio NEO conversion story . . .



Can you convert a soft skills training program to all virtual? Yes you can!

## STORY THREE: NIC'S THINKING FOR A CHANGE (T4C) FACILITATOR TRAINING CONVERSION STORY



It all started with the pandemic . . .

### Convert Blended Learning into Full Virtual Training

- March 12 – Announced T4C Facilitator Training Host Site Partnerships
- March 13 – BOP announces 30 day Travel Ban
- April 1 – Cooperative Agreement for year Two with Kmodity Corp.
- April 23 – Finalized Full Virtual Training Delivery
  - VF2F (Virtual Face-to-Face)
- May 5 – 1<sup>st</sup> T4C Facilitator Training began

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Things I want to remember about NIC's **Thinking for A Change** (T4C) Facilitators training from blended (VILT / ILT blend) to fully virtual . . .

## STORY THREE – NIC’S T4C FACILITATOR TRAINING CONVERSION - CONTINUED

### Full Virtual Conversion

- 1 - Orientation VILT
  - Intersession – LMS
- 2 - Implementation VILT
  - Intersession – LMS
- 3 - Social Skills VILT
  - Intersession – LMS & Coaching
- 4 - Cognitive Self-Change VILT
  - Intersession – LMS & Coaching
- 5 - Problem Solving Part 1 VILT
  - Intersession – LMS & Coaching
- 6 - Problem Solving Part 2 VILT
  - Intersession – LMS & Coaching
- 2.5 day (20 Hour) ILT
  - Models and Teachbacks

#### Week 1

- Day 1 – VF2F
  - Morning (9am to 11am)
  - Afternoon (1pm to 3pm)
- Day 2 – VF2F
  - Morning
  - Afternoon
- Day 3 – VF2F
  - Morning
  - Afternoon

#### Week 2

- Day 4 – VF2F
  - Morning
  - Afternoon
- Day 5 – VF2F
  - Morning
  - Afternoon




### How to Make it “Work”

- Webcams, Webcams, WEBCAMS!!!
  - Firewall/Restrictions/etc.
- Maintaining Engagement in the Virtual Setting
  - Duration of training sessions, break times, how many???
- The Adjustment Period
- Practice Sessions with Training Team



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Things I want to remember from NIC’s T4C conversion story . . . lessons learned, things that surprised you . . .

## NIC’s T4C CONVERSION STORY – CHAT ACTIVITY



**Chat** – What did you learn about ILT to VILT conversion from the T4C Virtual Facilitators story and framework?

What will you apply from this example to the curriculum that you are converting?

*Share your ideas now!*

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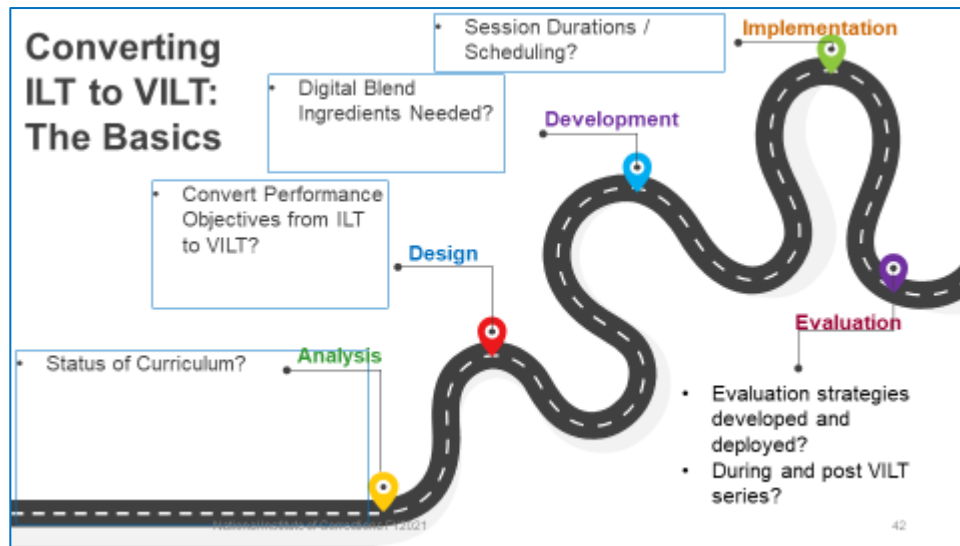


Your take-aways from NIC’s Thinking for A Change (T4C) conversion story . . .



Let’s begin to summarize our ILT to VILT road trip that we have taken during today’s webinar . . .

## PULLING IT ALL TOGETHER: OUR ADDIE / ILT TO VILT ROAD TRIP



**Chat** – Share your initial steps / ideas for converting a segment of your own training from ILT to VILT based upon our ADDIE conversion road trip?

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Your take-aways and initial steps and ideas from today's session that you will apply as you convert a segment / curriculum of your own training?

## IT'S QUESTION AND ANSWER TIME! / SELECTED VIRTUAL CONVERSION RESOURCES



### Selected Virtual **Conversion / Digital Blending** Resources

**Infographic: Digital Blended Learning Explained**, Vital Source, 12/2020.

- Retrieved 12/18/2020 from <https://tinyurl.com/y3bei7b3>

Hoffman, Jennifer. *Virtual Classroom Tool Design Basics: A Virtual Engagement Primer*, InSync Training, 2014, page 6.

- Retrieved 12/2020 from <https://blog.insynctraining.com/virtual-classroom-tool-design-basics-a-primer>

**Blended Learning Instructional Design: A Modern Approach**. InSync Training, 2014.

- Retrieved 12/14/20/20 from <https://blog.insynctraining.com/modern-learning-resource-library/blended-learning-instructional-design-a-modern-approach>

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What additional resources are you going to seeking that you will need as you convert a segment / curriculum of your own training?

**THANK YOU FOR PARTICIPATING / FACILITATOR CONTACT INFORMATION**

We hope you have added some  
*"Conversion Basics"*  
to your virtual toolkit during this session!



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**Final webinar in this series . . . registration is open!**

**21A2001C – How Do I Design / Add Engagement, Interaction and Collaboration Tools?**

February 3, 2021

**Timeframe:** 9am PT / 10am MT / 11am CT / 12pm ET for up to 1.5 hours.



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**Jeff Hadnot**  
[jhadnot@bop.gov](mailto:jhadnot@bop.gov)

**Ashley Kerr**  
[Ashley.Kerr@odrc.state.oh.us](mailto:Ashley.Kerr@odrc.state.oh.us)

**Archie Weatherspoon IV**  
[aweatherspoon@bop.gov](mailto:aweatherspoon@bop.gov)

**Leslie LeMaster**  
[llemaster@bop.gov](mailto:llemaster@bop.gov)



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## APPENDIX A – GLOSSARY OF TERMS

### A

#### **Accessibility**

According to the American with Disabilities Act, a “disability means, with respect to an individual: (i) A physical or mental impairment that substantially limits one or more of the major life activities of such individual; (ii) A record of such impairment; or (iii) Being regarded as having such an impairment as described in paragraph (f) of this section. See the American with Disabilities Act Title II Regulations located at [https://www.ada.gov/regs2010/titleII\\_2010/titleII\\_2010\\_regulations.htm#a35104](https://www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm#a35104) for more information.

#### **Animation**

The rapid sequential presentation of slightly differing graphics to create the illusion of motion. Animation can have a greater purpose in illustrating a process than a static visual, but it requires more information to be processed by the computer.

#### **Asynchronous Instruction**

Interaction between instructors and students occurs intermittently with a time delay. Examples include self-paced courses taken via the Internet or CD-ROM, online discussion groups, and email.

#### **Avatar**

In online environments, it is a virtual digital image that represents a person. In e-learning, avatars usually represent the learners. The term comes from a Sanskrit word meaning an incarnation in human form.

### B

#### **Blended Learning**

The practice of using several training delivery mediums in one curriculum. It typically refers to the combination of classroom instruction and any type of training that includes self-directed use of online resources.

#### **Blog (Web + Log)**

An extension of the personal website consisting of regular journal-like entries posted on a webpage for public viewing. Blogs usually contain links to other websites along with the thoughts, comments, and personality of the blog’s creator.



## C

### **Coaching**

A process, in which a more experienced person, or coach, provides a worker or workers with constructive advice and feedback with the goal of improving performance.

## D

### **Data Collection**

The collection of all facts, figures, statistics, and other information that are used for various types of analyses. Some examples of data-collection methods or tools are examinations of in-house and external written sources, questionnaires, interviews, and observation of trainees or jobholders.

### **Distance Learning**

The educational situation in which time, location or both separate the instructor and students. Education or training courses are delivered to remote locations via synchronous or asynchronous instruction.

## F

### **Facilitator**

A person that makes an action, process, learning easy or easier. "A true educator acts as a facilitator of learning." "A guide on the side rather than a sage on the stage."

### **Formal/Informal Learning**

Formal learning is a class, a seminar, or a self-study course. Informational learning is not formally defined learning at home, work, and throughout society, such as over the water cooler, asking the guy in the next cube to help out, collaborative problem solving, watching an expert, or sharing a terminal for e-learning.

## I

### **Instructor**

A person who teaches something. A person who has expertise in a particular subject and focuses and teaches content.

### **Instructor-Led Training**

Formal learning sessions usually taking place with a group of learners and often in a classroom setting.

## L

### **Learning Objectives**

Clear, measureable statements of behavior including a condition and a standard that a learner should demonstrate after training.

### **LMS (Learning Management System)**

Software that automates the administration of training. The LMS registers users, tracks courses in a catalog, records data from learners, and provides reports to management.

## M

### **M-learning (Mobile Learning)**

Learning that takes place via such wireless devices as cell phones, personal digital assistants (PDAs), or laptop computers

### **Mindmap**

A diagram used to represent words, ideas, tasks, or other items linked to and arranged radially around a central key word or idea. It is used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision-making, and writing.

## N

### **NIC Learning Center**

The portal through which learners in the field of corrections can access online learning courses, VILTs and recorded webinars. The Center also maintains an individual record of training completed through the center. The web address is [www.nic.learn.com](http://www.nic.learn.com)

## O

### **Online Learning Platform:**

A set of integrated tools and features used to create an online learning environment that allows for interaction as well as content delivery. Common examples are WebEx, Adobe Connect, Go To Meeting, Zoom and MS Teams.

## P

### **Performance Coach/FTO**

For those who provide Field Training to new recruits or serve as Performance Coaches or those who wish to serve in those roles in the future.

**Presenter**

A person who presents something. A person who formally gives or bestows something.

**Performance Support**

Any tool, material, process, or system to help employees accomplish their job in an efficient and effective manner. Performance support ensures transfer from formal training and increases speed to proficiency. If people are learning something new, training plus performance support will help the learner to apply new knowledge effectively.

**S****Simulations**

Highly interactive applications or exercises that allow the learner to model or role-play in a scenario. Simulations enable the learner to practice skills or behaviors in a risk-free environment.

**Social Media**

An umbrella term that defines the various activities that integrate technology, social interaction, and the construction of words, pictures, videos, and audio.

**Synchronous Training**

A situation that occurs when the trainer and the trainee interact in real time. It often refers to electronic or web-based training.

**T****Trainer**

A person who trains people usually in a specific skill.

**Training Aid**

Anything (item or device) that enhances the learning and increases the likelihood that participants will remember what they have learned after they leave the class or learning environment. Training aids may be used after training is completed and thus become performance support.

**V****Virtual Instructor-Led Training (VILT)**

Training that is delivered in a virtual or simulated environment, or when instructor and learner are in separate locations. Virtual instruction environments are designed to simulate the traditional classroom or learning experience. VILT can be conducted synchronously or asynchronously.

**VILT Facilitator**

The facilitator provides guidance and structure, as well as delivers content to the learners in the virtual classroom. Frequent interaction through use of the platform features maintains interest and attention.

**VILT Producer**

The producer works with the VILT facilitator to ensure the smooth operation of the virtual classroom environment. Generally speaking, the producer handles the technical aspects of the session, which frees up the facilitator to focus on instructional issues. The producer can also help to maintain a high level of interaction with the participants.

**W****Webinar (Web + Seminar)**

A small online learning event in which a presenter and audience members communicate via text or audio chat about concepts that also can be illustrated by online slides and/or an electronic whiteboard. Webinars often are archived for on-demand access.

**Wiki**

A collection of web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified markup language. Wikis are often used to create collaborative websites.

## APPENDIX B – SELECTED RESOURCES\*\*

### Webinar One

**How Long to Develop One Hour of Training?** Association for Talent Development (ATD)

- Retrieved 9/20/2020 from <https://www.td.org/insights/how-long-does-it-take-to-develop-one-hour-of-training-updated-for-2017>

**ATD’s Virtual Training Design and Facilitation Resource Page.** Association for Talent Development (ATD)

- Retrieved 9/2020 from <https://www.td.org/virtual-training>

**Seven Tips for Virtual Training Success.** Association for Talent Development (ATD)

- Retrieved 9/20/20 from <https://www.td.org/newsletters/atd-links/7-tips-for-virtual-training-success>

### Webinar Two

**Infographic: Digital Blended Learning Explained**, Vital Source, 12/2020.

- Retrieved 12/18/2020 from <https://tinyurl.com/y3bej7b3>

Hoffman, Jennifer. *Virtual Classroom Tool Design Basics: A Virtual Engagement Primer*, InSync Training, 2014, page 6.

- Retrieved 12/2020 from <https://blog.insynctraining.com/virtual-classroom-tool-design-basics-a-primer>

**Blended Learning Instructional Design: A Modern Approach.** InSync Training, 2014.

- Retrieved 12/14/20/20 from <https://blog.insynctraining.com/modern-learning-resource-library/blended-learning-instructional-design-a-modern-approach>

NIC’s 21A2001 Where Do I Start? *The Basics of Converting Instructor Led Training (ILT) to Virtual Instructor Led Training (VILT) Webinar Series* <https://nicic.gov/series/converting-instructor-led-training-virtual-instructor-led-training>

NIC’s 21A2001A - Where Do I Start? Using ADDIE as a Roadmap for Conversion, December 2, 2020 <https://nicic.gov/where-do-i-start-using-addie-roadmap-conversion-1-3>

NIC’s Training from A (Analysis) to E (Evaluation) - Are You Applying the Science of Learning and Performance? webinar recording <https://nicic.gov/training-analysis-e-evaluation-are-you-applying-science-learning-and-performance-webinar>

NIC’s Learning and Performance Initiative <https://nicic.gov/learning-and-performance>

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