

Level 1 and Level 3 Interactivity Levels: A Comparison



INFOPRO Worldwide Inc.



1. eLearning Course Levels

eLearning courses can be based on several types of content ranging from the very simple to the highly complex. Whatever the content and the complexity of the content, presentation of the content plays a major role in creating effective learning content.

Presentation of the content should be appropriate to the objectives of the course, the learners, and the content, and based on the instructional strategy and the visual strategy. The level of the course is based on interactivity level and other features of the courses.

Based on the general features of the courses, at InfoPro Worldwide, we have divided the courses into three levels. The description of the Level 1 and Level 3 courses is given below:

Features of Level 1 and Level 3 Courses

Level 1	Level 3
General Features	
<p>A <i>level 1</i> learning design consists of the following features:</p> <ul style="list-style-type: none"> ▶ The course content imparts knowledge with focus on Bloom's level 1 and 2. ▶ Level 1 aims at: remembering, retrieving, recognizing, and recalling relevant knowledge from long-term memory. Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. ▶ Most instructions and assessments are created to: acquire, define, distinguish, draw, find, label, list, match, read, record, compare, demonstrate, differentiate, fill in, find, group, outline, predict, represent, trace. ▶ The course has linear navigation (no branching). ▶ Learner has minimal control over the presentation of the content. <ul style="list-style-type: none"> ❖ Level 1 course is mostly applicable when where there is limited bandwidth or when the user's computer may not be capable of 	<p>A <i>level 3</i> learning design consists of the following features:</p> <ul style="list-style-type: none"> ▶ The course content imparts knowledge with focus on Bloom's level 3. ▶ The course aims at carrying out or using a procedure through executing, or implementing. ▶ Most of the instructions and assessments are created to: convert, demonstrate, differentiate between, discover, discuss, examine, experiment, prepare, produce, and record. ▶ The course navigation has branching. ▶ Learner has full control over the presentation of the content. <ul style="list-style-type: none"> ❖ A level-3 course utilizes leading edge technologies that allow for use of audio, video, animations, high-level interactions, and record keeping and is combined to provide trainings. ❖ A level-3 course is usually used when the content requires the learners to make use of, apply practice theory, solve problems, and

<p>supporting high-end multimedia.</p> <ul style="list-style-type: none"> ❖ Level 1 course is also used as a reference tool when the content is mostly information-based that needs to be known or remembered. The learners will: Find out and learn — terms, facts, methods, procedures, and concepts. Understand uses and implications of terms, facts, methods, procedures, and concepts. 	<p>use information in new situations.</p>
<p>Multimedia</p>	
<ul style="list-style-type: none"> ❖ Image-based static graphics: These consist of image- or photograph-based static graphics and collages. ❖ Image-based transitional graphics: These are image- or photograph-based animations. ❖ Software-based animations: These are animations of software. At this level, they consist of 2 to 3 steps only. ❖ Flowcharts, tables: These consist of simple flowcharts and tables used for classification of content. ❖ Voice over (VO): At this level, the audio or voice over for the course is same as the onscreen text. The screens with assessments and inlines do not contain voice-over. 	<ul style="list-style-type: none"> ❖ 3D models: These are objects created using 3D techniques to provide a realistic look and feel. ❖ 3D animations: These are animations containing 3D graphics to show 360-degree view of objects. ❖ Character animations: These consist of 2D character illustrations with different poses, often with lip-synching in case of dialogues. ❖ Software-based animations: These are demonstrations of software applications created using screenshots. These will consist of 10 to 12 steps of <i>how to</i> procedures. ❖ Character/host/avatar-based strategy: For this, a host, character, mascot, or avatar is created and used to teach the entire content of the course to the audience through an interactive and engaging manner. ❖ Hardware-based animations: These demonstrate the performance of any activity using hardware. These are created using images or 3D graphics. These have 10 to 12 steps of <i>how to</i> procedures. ❖ Video clips (where required)
<p>Interactions</p>	
<ul style="list-style-type: none"> ❖ Dispops or description pop-ups ❖ Rollovers ❖ Tab Tables: These are tables with 2 to 3 columns where the second and third 	<ul style="list-style-type: none"> ❖ Multi branch pages ❖ Simulations (hardware/software): These are interactive simulations of software applications created using screenshots, and interactive simulations of hardware

<p>columns are descriptions/examples of the items in the first column. Each tab is treated as a column and expands on clicking.</p> <ul style="list-style-type: none"> ❖ Simple flowcharts 	<p>created using images/graphics.</p> <ul style="list-style-type: none"> ❖ Games based: These impart instructions through a game. The tasks are timed and scored. ❖ Role-play: These mimic an interpersonal interaction.
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Inlines and Assessments

<ul style="list-style-type: none"> ❖ Multiple-choice questions ❖ Multiple-multiple choice questions ❖ Fill in the blanks ❖ True or false ❖ Drag and drop ❖ Sequencing ❖ Matching ❖ Click and explore ❖ Most assessments are based on: concepts, definition, fact, policy, principle 	<ul style="list-style-type: none"> ❖ Listen and tell: Audio based ❖ Role-play based assessment: These assessments are based on role-plays. The user has the option to select a particular role and provide answers to questions based on the selected role. ❖ Sim-based assessment: These are scored simulation-based assessments. ❖ Game-based assessment ❖ Multiple-tier based assessment: These are multi-level assessments where the question for the second tier is generated based on the response of the question for the first tier. And further, the question for the third tier is generated based on the response of the question for the second tier. There are 2 to 3 tiers. ❖ Application/analysis
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Level 1 or Level 3?

Consider a comparison of the interactions for Level 1 and Level 3 courses. Note that the level of interaction in Level 3 is **much higher, more complex**, and of **higher quality**. The interactions in Level 3 are based on **games, simulations with hands-on activity**, and **role-plays** that would require learner’s participation and response at strategic places.

In addition, learning on operation of complex gadgets and applications can be imparted using **simulation**, thereby creating a **virtual environment** where the learner can practice their skills and gain considerable experience before trying out the operations in a realistic environment.

Benefits of Level 3 Learning to the Organizations

As already established, Level 3 course leads to enhanced learning for the learner. This leads to specific and intangible benefits to the organization.



This enhanced learning has a considerable impact on the learning curve of the participants of the learning. The **learning curve becomes steeper** as the time of the learning increases, due to greater participation and better familiarity with the learning method. Since the learning is highly interactive, the **goals of the learning will be achieved much faster**, thereby reducing the time spent on training.

Other intangible benefits include **greater knowledge retention**, thereby reducing the need for retraining or refresher training.

Tangible benefits to the organization include **reduced time spent by employees away from work on training, retraining, or refresher training**.

The workforce is **better prepared for the respective job roles**. There is **reduced attrition** due to the better job preparedness.

The Level 3 training imparts practical knowledge along with the conceptual, through role-plays and simulations to bring up the workforce to the required skill level quickly and **reduce the stress of learning**.

Benefits of Level 3 Learning to the Learners

The intangible benefits of Level 3 learning for the learners are **greater learner satisfaction with the subject matter and the learning methodology**.

Using multimedia is an effective instructional strategy for online courses. A combination of rich media in the form of audio, video, animations, and simulations in Level 3 learning not only enhance the aesthetics of the course but also **creates a learning environment that enhances the learner's experience** and addresses a variety of learning styles.

The games used in Level 3 learning not only keep the learner engaged but also impart knowledge in a unique way, **enhancing the knowledge retention**.

The tangible benefits for the learner will include **better job satisfaction due to better job preparedness**, quicker access to required training, access to training at their own pace, an opportunity to practice as many times as required until one can master the content.

The highly interactive promotes enhanced **employee competence, skill level, and measurable contribution** to the organization that can lead to better career growth by procuring better scores in appraisals and even quicker role changes.

A Small Case Study on ROI

Let's calculate the ROI assuming a Level 3 training plan on Sales that includes 500 trainees who each experience a week of training. All this compared to the same eLearning scenario taking very conservative assumptions.

Heads	Level 1 eLearning (Costs)	Level 3 eLearning (Costs)
Wages of Trainees	\$ 400,000	\$ 400,000



(\$20/hr, burdened)		
Development Costs (custom training)	\$ 24,120	\$ 27,920
Delivery Systems	\$ 30,000	\$ 35,000
Totals	\$ 454,120	\$ 462,920

However, when the national sales manager reviews the quarterly sales performance with his boss, the new sales trainees recorded a sales of 78% after Level 1 training and 95% after Level 3 during their first year in the organization.

After closer measurement, it is found that the sales force utilized the sales training to the maximum extent. The sales force learnt about great sales behavior through role-plays, practiced their skills through role-play based assessments, and implemented their learning.

Therefore, while the initial costs of Level 3 learning are on the higher side initially, the cost benefits in the long run are quite high.

Going Forward....

A blended learning format can also work with Level 3 learning and provide project experience in addition to the virtual environment experience. The learners can be provided with real-life experience before they start on their job role.