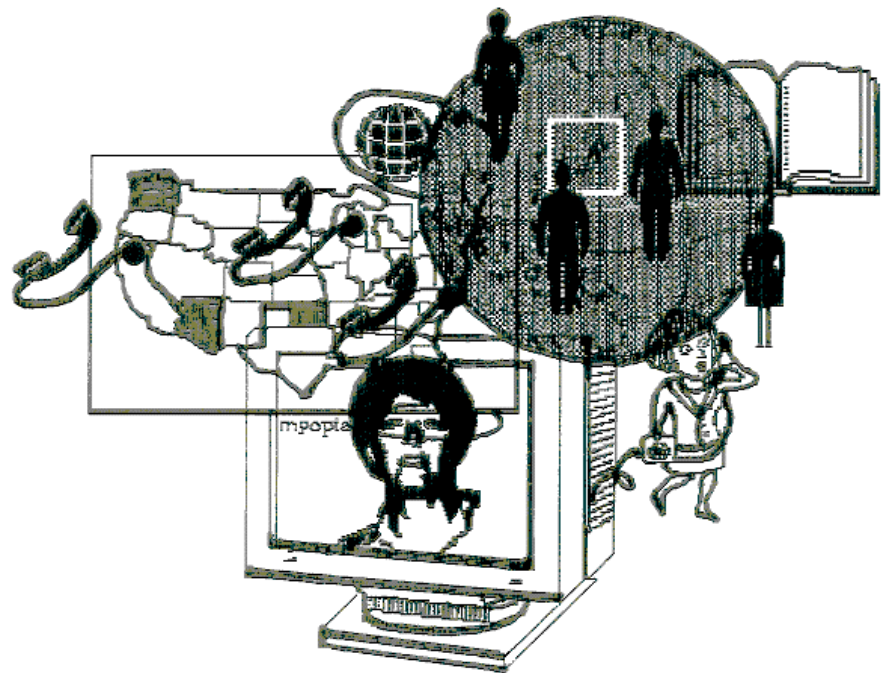


# INTRODUCTION TO DISTANCE TRAINING

Technology, Implications for  
Instructional Design, and Resources

by Harryl  
Hollingsworth



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***About the Author***

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**Contact Information:**

JSI Research & Training Institute  
1738 Wynkoop Street, Suite 201  
Denver, Colorado 80202-1116  
*telephone:* (303) 293-2405  
*fax:* (303) 293-2813  
*e-mail:* denver@jsi.com



## About the Author and JSI Research & Training Institute

**Harryl Hollingsworth, M.A.**, author of the *INTRODUCTION TO DISTANCE TRAINING: Technology, Implications for Instructional Design, and Resources*, published by JSI Research & Training Institute, Inc. (JSI R&T), is an instructional design specialist and writer whose areas of expertise include needs assessment, training design and development, training evaluation, development of computer-based training/multimedia applications, and distance training.

Ms. Hollingsworth is a Magna Cum Laude graduate of the University of Colorado at Denver, where she majored in both Psychology and General Writing. She earned her M.A. degree in Administration, Supervision and Curriculum Development, with an emphasis in Instructional Technology/ Corporate Training and Development. Presentations include *Distance Education: An Introduction*, Charting a New Course/Telecommunications Cooperative for Colorado (1997) and Teaching for a Change Conference - Colorado (1996); *Step-by-Step: From Classroom to the Internet*, Teaching for a Change Conference - Colorado (1998); and *Teaching Without Limits: An Introduction to Teaching Online*, Teaching for a Change Conference - Colorado (1999).

Ms. Hollingsworth is currently enrolled in the Certificate of Professional Development in Distance Education program through the University of Wisconsin-Madison. Now an independent consultant, Ms. Hollingsworth began her work in instructional design as an employee of JSI R&T. Her interest in distance learning was sparked in 1995 by the desire to more effectively provide training across the six states served by JSI R&T, in its role as the Region VIII Family Planning Training Center.

**JSI Research & Training Institute, Inc. (JSI R&T)**, publisher of the *INTRODUCTION TO DISTANCE TRAINING: Technology, Implications for Instructional Design, and Resources*, is a not-for-profit healthcare consulting firm. Since its inception in Boston, Massachusetts, in 1978, JSI R&T has developed and delivered training and provided technical assistance to professionals worldwide. The Denver office of JSI R&T was established for the purpose of serving the Midwestern and western regions of the United States and has been the Region VIII Title X Regional Training Center for Family Planning since 1982. JSI R&T develops, markets, coordinates, implements and evaluates training events (workshops and conferences) throughout the year for healthcare administrators and providers of healthcare services. Specific course offerings change each year to accommodate new initiatives, medical technology updates, policy changes and participants' educational needs. In addition, JSI R&T provides technical assistance and project management in the healthcare field.

While JSI R&T activities often involve highly innovative approaches to problem-solving, the guiding mission is to ensure that the design and implementation of improved processes and systems increase effectiveness, quality and efficiency of the client's organization. JSI R&T strives to ensure that its staff combine cutting-edge academic and scientific knowledge with direct community or healthcare experience. Maintaining this balance enables JSI R&T to provide clients with results which are forward-thinking and rigorous, yet attuned to the realities of the environments in which clients work. In pursuit of JSI R&T's mission, there has always been a portfolio of projects, which touch upon a wide range of healthcare issues, including work in the areas of HIV and AIDS, maternal and child health, managed care, health care to underserved populations, sexually transmitted diseases, primary care delivery, women's health and family planning, domestic violence, and substance abuse. Staff and consultants bring to the healthcare field a diversity of experience that includes survey research methods, data analysis, training, health education materials development, communication of information, along with management consultation and technical assistance on program delivery.

## ACKNOWLEDGMENTS

I gratefully acknowledge the support and assistance of JSI Research & Training Institute, throughout the past four years, as I immersed myself in distance learning literature and training. JSI R&T provided encouragement, as well as financial support, as I attended numerous conferences and seminars, and continued my formal education.

I also owe a debt of gratitude to Dr. Christine Olgren, who has guided me through the Certificate of Professional Development in Distance Education program at the University of Wisconsin-Madison. Along with Chris, I would like to express my appreciation to Thomas Cyr, Chere Campbell Gibson, Greg Kearsley, Brent Nelson, Virginia Ostendorf, and the many other individuals who have taken the time to write and teach others about this exciting field. Additionally, I want to thank Colleen Donnelly, Scott Grabinger, David Jonassen, Marty Tessmer, Chuck Weaver, Brent Wilson, and other truly competent (yet mildly eccentric) faculty at the University of Colorado-Denver. Their teaching and guidance in the fields of instructional design, message design, cognitive psychology and writing prepared me for this endeavor to create a user-friendly guide to distance training.

At present, I could not possibly list all my resources and references, as I seemed to learn a great deal by osmosis, but Patrick Portway and Carla Lane, with their *Guide to Teleconferencing & Distance Learning* (Applied Business TeleCommunications: San Ramon, CA. 1994), and Virginia Ostendorf, with her *Technology* (a text used in the distance learning certificate program), set the standard in disseminating valuable information via the written word. I thank the product vendors who have spent time demonstrating equipment and answering my questions and I am grateful for the educators, writers, and instructional designers/developers who unselfishly post their ideas and examples on the Web.

I thank my family and friends for their love and patience. Ultimately, I thank Christy Crosser, at JSI Research & Training Institute, for her expression of belief in my capabilities and the willingness to support my passion for learning.

~ Harryl Hollingsworth

# PREFACE

The purpose of the *INTRODUCTION TO DISTANCE TRAINING: Technology, Implications for Instructional Design, and Resources* is to achieve three objectives : 1) to establish a **shared foundation of knowledge** among administrators and training professionals who are entering the engaging world of teleconferencing and enhanced computer technologies; 2) to provide enough information to enable these individuals to **converse knowledgeably** with technology service providers, instructional designers, graphic artists, clients, and others who might be involved in the development and implementation of a distance training program; and 3) to encourage anyone interested in distance training to **take the first steps** — and give it a try.

The *INTRODUCTION TO DISTANCE TRAINING: Technology, Implications for Instructional Design, and Resources* is divided into six sections:

- I. Meeting the Needs of Remote Trainees
- II. Implications for Instructional Design, Development and Implementation
- III. Getting Started
- IV. Technology: Selecting and Combining Communications Media
- V. Technology: Teleconferencing, Online Technologies, and Supplemental Equipment
- VI. Resources

Section I: *Meeting the Needs of Remote Trainees*, discusses the challenges of training staff in scattered and remote sites, the reasons for using distance training technologies, and definitions of the most commonly used terms in the field of distance training. Section II: *Implications for Instructional Design, Development and Implementation*, identifies components of design, development and delivery that must be addressed when considering training at a distance. Section III: *Getting Started*, identifies issues that must be addressed when setting up a distance training program. Section IV: *Technology: Selecting and Combining Communications Media*, examines factors that affect communications media selection and discusses the value of combining technologies. Section V: *Technology: Teleconferencing, Online Technologies, and Supplemental Equipment*, describes diverse technology options — audioconferencing, business television, two-way interactive videoconferencing, online technologies, and supplemental equipment. Each communications medium is described, as follows:

- ◆ Basic description of each communications medium and how it works.
- ◆ Strengths and challenges of using the technology.
- ◆ Equipment and services needed.
- ◆ Cost of equipment and services.
- ◆ Applications for use of the technology.
- ◆ Tips for success in using the technology.
- ◆ Discussion of my experiences and opinions regarding use of the technology.

Section VI: *Resources*, lists resources, including organizations, publications, Web sites, and other resources that may be of benefit to you as you develop distance training.



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