

Media Selection Analysis for Training

TWO MAJOR FACTORS TO CONSIDER:

- Cost
- Instructional/Student Factors

MEDIA ANALYSIS RATING SCALE

The media with the highest-weighted averages are probably the most appropriate media for your solution.

Rating Scale

- 5 = Very Important Consideration
- 4 = Important Consideration
- 3 = Neutral Consideration
- 2 = Unimportant Consideration
- 1 = Not a Consideration at All

Instructional/Student Factors Rating Sheet

Instructional/Student Factors	Considerations	Suggested Media
1 2 3 4 5 Content requires interactivity (computer)	Does the content involve computer software, simulation, or practice?	Computer-based Web-based
1 2 3 4 5 Collaborative learning is desired	Do group learning experiences, including opportunities to build relationships or share information, need to occur?	Instructor-led Satellite broadcast Video conference Web-based
1 2 3 4 5 Content requires interactivity (human)	Will participants gain inter-personal and communication skills from immediate observer feedback about their performance?	Instructor-led Satellite broadcast Video teleconference
1 2 3 4 5 Audience requires motivation	How motivated are the learners? (Self instruction or distance learning requires higher intrinsic motivation for successful learning.)	Instructor-led Video tapes Web-based Satellite broadcast

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Instructional/Student Factors	Considerations	Suggested Media
1 2 3 4 5 Audience requires convenience – training at or near the work site	Is time away from work not possible because of work schedules, project requirements, variable shifts, or time-sensitive performance? Are participants dispersed, requiring decentralized training?	Computer-based Video teleconference Performance support Web-based
1 2 3 4 5 Audience has limited access to required technology	What technology is available? Is there a barrier to technology?	Audio teleconference Instructor-led Computer-based
1 2 3 4 5 Audience has limited access to required expertise	Is there limited expertise that must be leveraged across the organization?	Computer-based Satellite broadcast Video tapes
1 2 3 4 5 Students are resistant to new media	How receptive is the audience to using a new medium? To what extent do attitudes toward lecture style help or hinder learning? Move toward technology whenever possible.	Computer-based Satellite broadcast Video tapes Web-based Video teleconference
1 2 3 4 5 Employees must review the information frequently	Will reference materials be required? Is there a need for “look-up” capabilities?	Performance support Web-based
1 2 3 4 5 There is an immediate need for application of expertise to the job	How critical are the knowledge or skills to the performance of job-related tasks?	Performance support
1 2 3 4 5 Wide variation in entry-level background knowledge	How wide is the gap in entry-level knowledge? (CBT provides the ability to branch users off to different levels of training.)	Computer-based

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COST FACTORS RATING SHEET

Cost Factors	Considerations	Suggested Media
1 2 3 4 5 Content has a short shelf-life or changes rapidly	Is the content stable? Is it still under construction or development? How does the stability of the content affect the frequency of revisions? How difficult is it to make revisions using this medium?	Video teleconference Audio teleconference Web-based Satellite broadcast Instructor-led Webinar
1 2 3 4 5 Global audience – Multiple cultures or languages	Will reading, hearing, or understanding English be difficult for audience members? Are varying levels and types of information needed?	Computer-based Satellite broadcast Video tapes Webinar
1 2 3 4 5 Materials must be available in a variety of formats	Will it be necessary to re-purpose materials? Electronic media can be delivered in a variety of formats.	Video tapes Satellite broadcast Video teleconference Computer-based Webinar
1 2 3 4 5 Audience level – how many?	How many learners are in the target audience? What is the size of the audience over the expected shelf-life?	Performance support Instructor-led Video teleconference Audio teleconference Webinar
1 2 3 4 5 Must train <u>large</u> numbers quickly	How quickly? How much time is there to build, buy or revise? Consider buying or revising existing products.	Video teleconference Audio teleconference Instructor-led Satellite Computer-based Webinar
1 2 3 4 5 Requires compression of training time	Is it important to reduce the time spent in training? CBT has 50-70% compression ratio.	Performance support Computer-based Satellite broadcast Self-paced workbook Webinar
1 2 3 4 5 Keep development costs per hour of instruction low	What is the cost per learner for developing or acquiring?	Video teleconference Audio teleconference Satellite broadcast Webinar

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Cost Factors					Considerations	Suggested Media
1	2	3	4	5	<p>Is travel a barrier due to budgets, distance, or business considerations?</p> <p>How can travel expenses be reduced?</p>	<p>Performance support</p> <p>Computer-based</p> <p>Webinar</p> <p>Satellite broadcast</p> <p>Self-paced workbook</p> <p>Video teleconference</p>
1	2	3	4	5	<p>What are the means of distribution?</p> <p>How will changes be accomplished? Can they be made quickly and easily?</p> <p>Will changes make previous distributions out-of-date?</p>	<p>Performance support</p> <p>Video teleconference</p> <p>Audio teleconference</p> <p>Self-paced workbook</p>
1	2	3	4	5	<p>Can the assessment be self-scored?</p> <p>Is certification necessary?</p> <p>Assessing of interpersonal and communication skills requires observation (perhaps by a trained expert).</p>	<p>Self-paced workbook</p> <p>Computer-based</p> <p>Satellite broadcast</p> <p>Instructor-led</p>
1	2	3	4	5	<p>Can the media assess course completion?</p> <p>Is an LMS necessary?</p>	<p>Computer-based</p> <p>Satellite broadcast</p> <p>Instructor-led</p>