

# The 60-minute masters: Script for introduction

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## 1.1 Why speed matters

### Screen 1.1.1

*Graphic/animation:* Justin sitting at his desk looking perplexed.

*Narration or text:* Meet Justin. He's a product manager for a multinational electronics manufacturer and he needs your help. In just ten days, Justin will be launching a new product onto the market. Now normally he gets more lead time, but this one just has to go out quickly to take advantage of a window of opportunity before competitive products are launched. This product is not run-of-the-mill - it has some unique features and benefits that are tricky to convey. But convey them he must, to 900 salespeople around the world. They in turn have to be able to identify when the new product is the right solution for the customer, and be able to clearly communicate the new product's benefits. Nothing can be left to chance - Justin simply *has* to be sure they're up to it.

### Screen 1.1.2

*Graphic/animation:* As screen 1.

*Multi-choice question:* What would you advise Justin to do?

*Options and feedback:*

1. Run a series of face-to-face seminars [Great idea if he had the time. There's absolutely no way that Justin can run seminars for 1500 people in 10 days. First he has to prepare the seminar. Then somebody has to travel - he to them or them to him. This isn't realistic - pick another option.]
2. Post a full product specification on to the company's intranet [Not a bad idea, because this is practical in the time available. The trouble is that, although a document on the intranet may be a useful reference source, it's not really training. There's a chance they'll never access it and that, even if they do, none of it will stick. Either way, Justin will never know, because there's no tracking. Pick another option.]
3. Create a short e-learning module [I know, this is bound to be our favourite option - after all, that's what this course is all about. Nevertheless, it does make sense. Justin has to reach a large, geographically dispersed audience very quickly and he needs to be sure that his message gets across. No other option here can achieve that.]

4. Bring in the managers for training and then let them in turn train their direct reports locally [OK, reasonable idea, but with two snags. First, it's highly unlikely that this process could be completed in two weeks. Secondly, there's a risk that the message will be diluted as it is cascaded through the ranks. I'd pick another option.]
5. Do nothing - let them pick it up of their own accord [Could work, but we know that this product has some features and benefits that are tricky to convey - Justin really can't take the risk. Pick another option.]

### Screen 1.1.3

*Graphic/animation:* Another angle on Justin.

*Narration or text:* Justin decides that his only practical option is to create an e-learning module. The next problem is deciding how.

*Multi-choice question:* So, how should Justin go about creating this e-learning module?

*Options and feedback:*

1. Put the work out to a contractor [This might be possible, if Justin already had a relationship with a suitable contractor, the purchase order could be arranged in a hurry, and the contractor was able to both learn what they needed to about the new product and turn the job round in such a short time. Justin's not in this happy position (although you weren't to know). So what else?]
2. Use the in-house training team [This might be possible, if the training team had the necessary skills, was available to do the work and was capable of both learning what they needed to about the new product and turning the job round in such a short time. Unfortunately they fall down on all these counts (although you weren't to know). So what else can Justin do?]
3. Do it himself [Passing this job on to an external contractor or an in-house team is only feasible if those resources are in place and can be deployed in a hurry. Justin doesn't have this luxury, so he's on his own.]

### Screen 1.1.4

*Graphic/animation:* As screen 3

*Narration or text:* Justin doesn't have an awful lot of choice in this situation - he simply has to try and get this e-learning module completed by himself. But what are the factors that will have the most impact on the success or failure of this project?

*Multiple answer question:* Select four options from this list that you believe are the most critical to Justin's success in getting this module out.

*Options and feedback:*

1. Plenty of enthusiasm on his part [Agreed - this is essential.]

2. Years of experience in instructional design [Well, he hasn't got it, and he can manage without it. There are more important factors.]
3. Bucket loads of cash [Nice to have but certainly not essential in this timeframe. There are more important factors.]
4. An easy-to-use rapid e-learning development tool [Yep, that's vital.]
5. A team of creative and technical specialists [Useful, but the more people involved the more management time gets taken up. There are more important factors.]
6. Knowledge of the new product [Yes, he clearly needs that.]
7. Thirty minutes to spare to learn the essentials of good e-learning design [You got it. Not that this was a leading question of course.]

### Screen 1.1.5

*Graphic/animation:* [Left] Rosette to signify winning award. [Right] Rubber stamp to represent getting the job done.

*Narration or text:* Rapid e-learning is not about winning awards, it's about getting the job done. Just enough content, delivered just-in-time.

If you have the time, the money and the skills, you can achieve a huge amount with e-learning. Justin may not start with all these advantages, but he's still capable of achieving his goals without significant compromise. And if Justin can, so can you.

## 1.2 Why quality matters

### Screen 1.2.1

*Graphic/animation:* Someone studying with some books.

*Narration or text:* With the latest tools, it's not hard to produce e-learning materials in a short space of time. But that doesn't mean that some care and attention isn't needed. Think back to some of the learning materials that you've experienced.

*Multiple answer question:* Which of the following are familiar to you? Select as many options as apply in your case.

*Options and feedback:*

1. Learning materials which seem to have no relevance to your job [Right. What a waste of your time.]
2. Learning materials which are so slow-paced or dull that you lose interest (if not the will to live!) [Yep, been there.]

3. Learning materials that are so dense and complicated that you become overloaded with information [Sounds familiar. Not a pleasant experience.]
4. Learning materials that you can't remember long enough to apply to your real work [So all that effort wasted then.]

## Screen 1.2.2

*Narration synchronised to animation or stepped graphic build and text:*

Brains are wonderful things but: [image of the brain]

- of all the sensory information that the brain receives, it is only able to focus on a small proportion; [diagram builds to show a funnel leading from the senses into the brain]
- and of the information to which it does pay attention, little gets stored in long-term memory; [diagram builds to show some information going into LTM]
- and even when information does make it into long-term memory, not all of it is easy to retrieve when you really need it. [diagram builds to show an even smaller amount coming back the other way]

## Screen 1.2.3

*Narration synchronised to animation or stepped graphic build and text:*

The information contained in *the 30-minute masters* will help you to: [image of the brain as before]

- attract the learner's attention to the information that you believe they really do need to know; [build to illustrate this]
- present this information in a way that is easy for them to learn; [build to show transfer]
- design your materials to increase the chances that the information will be applied back on the job. [build to show retrieval]

And when we're talking learning materials, this is what we mean by **quality**.

## 1.3 Making the most of your 30 minutes

### Screen 1.3.1

*Graphic/animation:* Digital stopwatch with 30 minutes showing. Or a cheque (US: 'check') with the amount payable shown as 30 minutes.

*Narration or text:* Thirty minutes may not seem like so long, but when you're a busy person and the design of e-learning modules is not your major life interest, then it's still a significant investment. To make sure this investment pays off, we've got four quick tips for you.

## Screen 1.3.2

*Text:* Tip 1: Have a project in mind

*Graphic/animation:* Figure with eyes looking up to the right and 'thinks' bubble

*Narration or text:* Have a project in mind. Relate the ideas presented here to some learning content that you're going to have to put together sometime soon.

## Screen 1.3.3

*Text:* [Build from 1.3.2] Tip 2: Take it 10 minutes at a time

*Graphic/animation:* Pie chart with three equal segments labelled 1, 2 and 3.

*Narration or text:* Take it 10 minutes at a time. Complete each of the three 10-minute modules in separate sessions, taking time to reflect on each module before moving on to the next.

## Screen 1.3.4

*Text:* [Build from 1.3.3] Tip 3: Do the exercises

*Graphic/animation:* Person doing star jumps

*Narration or text:* Do the exercises. We've included some questions and activities that we think will help you to make sense of the material. Skip them if you're in a hurry, but doing them will probably take you further in the long run.

## Screen 1.3.5

*Text:* [Build from 1.3.4] Tip 4: Take notes

*Graphic/animation:* Notepad and pen

*Narration or text:* Take notes. Not because you'll necessarily refer to them later, but because the process of note-taking will help you both to remember and to understand the ideas.