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By **Jacopo Mauri**
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8 Steps To Launch A Mobile Program In Corporate eLearning

Here is how to develop a mobile strategy that aligns with your Learning and Development goals.





Enterprise Mobility In Corporate eLearning: How To Launch A Mobile Program In Corporate eLearning

While it never hurts to start exploring mobile opportunities in eLearning that are essentially quick wins, there's enormous value in developing a comprehensive mobile strategy that aligns with L&D goals and broad business goals as well. So, certainly, play around with mobile options to test the waters, but for the long game, plan to launch a comprehensive mobile program that incorporates some of the following elements:

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Mobile learning is not an option, it is a prerequisite for every corporate eLearning program.

1. Build A Mobile Strategy

Build out a “single-source-of-truth” mobile strategy document that covers all aspects of the mobile plan, including a needs assessment, implementation plan, vendor analysis, resource allocation, goals and performance KPIs, and so on. This document will help you measure the success of your program as it is implemented and adopted.

2. Align Mobile Strategy With L&D Strategy As Well As Overall Business Objectives

The mobile strategy cannot live in isolation. As a recent Brandon Hall Group paper revealed, too often L&D program objectives are not mapped to overall business performance objectives. All three elements –mobile, L&D, and overall business– need to be aligned in order to achieve holistic performance objectives and continual improvement.

3. Assess Prospective Vendors’ Mobile Offering

There’s a wide disparity in terms of the maturity of LMS vendors’ mobile solutions presently. Some have robust offerings, some have grand ambitions and sound plans, and some have no mobile offering or vision as yet. Get a good sense of your (existing or prospective) vendors’ own mobile strategy before developing (or continuing) a relationship with them.

4. Establish Whether Offline Functionality Is Part Of The Offering

As they say, offline is the new online. In many mobile learning circumstances, learners simply can’t access their LMS and need to take information offline then have their progress synchronized with the centralized learning repository once they achieve connectivity again. Solutions today need to feature clear offline/online capabilities to ensure learner progress is properly tracked and recorded.

5. Determine Whether Company Mobile eLearning Policy Will Use A BYOD Approach Or Provide Users With Devices

The whole Bring Your Own Device (BYOD) issue has been a bit of a quandary for companies when it comes to mobility, because on the one hand it makes sense to invite users to use eLearning applications on their own devices, and on the other hand there can be privacy and ownership concerns that may drive companies to provide users with work-sanctioned

devices. It's a church-and-state dynamic, and there is no clear answer to it. But as your organization pursues a mobile eLearning strategy, it is important to answer this question out of the gates.

6. Use Data To Improve The Mobile Learning Effectiveness Over Time

Between SCORM and xAPI data capabilities and the Big Data opportunities that flow from them, we have so much potential to learn more about our learners behaviors, habits, and accomplishments than, say, course completions. Mobility presents great opportunities for us to open the floodgates of Big Data analytics and break that information down accordingly to improve our mobile learning approaches and effectiveness.

7. Assign A Champion (Or A Champion And A Mobile Team) To Own The Mobile Strategy

Going back to the mobile strategy component of this whole approach, it is important to have someone or even a leader and a team, depending on the size of your organization, drive the mobile strategy, keep it alive, monitor its performance, and ensure its continual improvement. This can be the CLO or even a dedicated role, but what's important is that, after putting all of the pieces in place, someone or some team is there ensuring its continued survival and success.

8. Design To Counter Distractions

Finally, mobile devices, by their very nature, are designed to deliver distractions. Between notifications, texts, emails, phone calls, and other distractions, learners using mobile devices for learning can be tempted to turn away from the lesson or task at hand to shift their attention –a precious commodity in this information age– away and towards whatever else arises. Determine a plan to combat distractions as your learners engage with their mobile LMS platform in order to achieve optimal focus and learning success.

Final Word

What is becoming clear is that mobile is not only relevant and useful; it's here to stay and only projected to grow in importance. Mobility in Learning and Development began as a nice-to-have, but has since evolved to become a virtual necessity for a best-in-class eLearning program. To know more about the mobility game, download the free eBook

Embracing The Mobile Future: Aligning L&D With The Rise Of Enterprise Mobility In Corporate eLearning.

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Corporate eLearning Best Practices Corporate Learning And Development Corporate Training
Online Training Strategy



By Patti Shank, PhD
December 7, 2017

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INSTRUCTIONAL DESIGN

Using Readable Fonts And Type Sizes: How To Write And Organize For Deeper Learning (Part 2)

With hundreds of fonts available, choosing the right one for making your content readable may be a daunting task. In the second and final part of this article we'll solve this problem.



Writing And Organizing Deeper Learning: Use Readable Fonts And Type Sizes

Patti Shank, PhD, author of the Make It Learnable series, is allowing our readers to read portions of her new books. This article comes from [Write And Organize For Deeper Learning](#).

In the [first part of this article](#) we talked about testing readability. Let's now discuss about the type of fonts you need to use for improving your content and making it readable.

1. Use Readable Fonts

Font fanatics and readability experts debate the legibility of serif fonts (fonts with small decorative embellishments, such as Times) versus sans serif fonts (fonts without those embellishments, such as Arial).

Some say we should use serif fonts in print-based materials and sans serif fonts in digital materials. Research is unclear, so we can assume (for now) there is no significant difference between the readability of serif fonts and that of sans serif fonts in either print or digital.

Luckily, research does offer the following guidance for [choosing fonts for readability](#). We should:

- Use fonts that are non-decorative, not unusual, and unlikely to convey specific meanings.
- Make text large enough to read in the selected medium. The farther away the text will be from the reader, the larger it needs to be.
- Use sentence case (normal upper- and lowercase) because it is easier to read than UPPERCASE (Figure 5.3).
- Use UPPERCASE, **bold**, or *italics* only for emphasis, as they are harder to read, and we should not overuse them.
- Use only one or two fonts.

Figure 5.3 Body text in sentence case (top), uppercase (middle), and italics (bottom)

You cannot use this method to add a caption to lists. If you build a complex list with headings, you can put lists inside a table, remove the borders, and then add a caption.

YOU CANNOT USE THIS METHOD TO ADD A CAPTION TO LISTS. IF YOU BUILD A COMPLEX LIST WITH HEADINGS, YOU CAN PUT LISTS INSIDE A TABLE, REMOVE THE BORDERS, AND THEN ADD A CAPTION.

You cannot use this method to add a caption to lists. If you build a complex list with headings, you can put lists inside a table, remove the borders, and then add a caption.

2. Use Readable Type Sizes

We measure type on a computer screen in point sizes. Linda Lohr, who was an instructional technology professor and is the author of *Creating Graphics for Learning and Performance*, recommends that non-projected (printed and computer) text (for example, articles, job aids, and online courses) be around 12 points.

It is difficult to offer hard-and-fast rules about point sizes, however, as different typefaces in the same point size are often different sizes, as you can see in Figure 5.4. Look at how much space the different typefaces take up in the same point size. Arial and Courier New almost look too big, while Garamond looks reasonably sized for a print page (...to my eyes. How about you?).

Figure 5.4 Different typefaces in the same size: Arial 12 (top), Courier New 12 (middle), and Garamond 12 (bottom)

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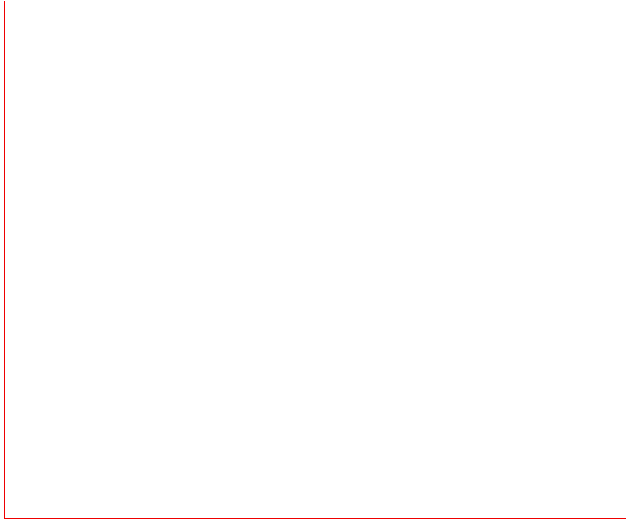
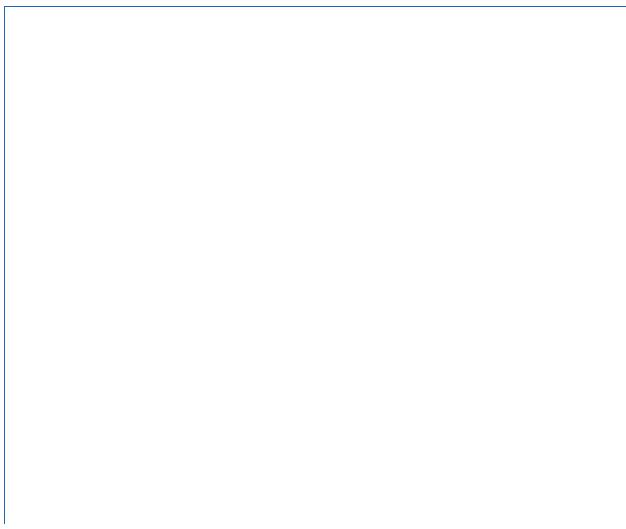
You cannot use this method to add a caption to lists. If you build a complex list with headings, you can put lists inside a table, remove the borders, and then add a caption.

Style sheets (for computer text) can allow readers to change the size of text on their screen. Consider adding the option to increase or decrease the text size for those who need it.

For projected text (such as slides on a screen), text must be much larger. Normally 18 points is the very smallest projected text size people can read; however, 18 points may be far too small from the back of a large auditorium. This means that, to know what will work, you need to test projected text at the size people will view it. And text will look quite different when viewed from either the front or back of a large room. Yes, a dilemma. Ask yourself where people are most likely to sit. In the conferences I attend, more people sit in the middle and the back.

If you want to know more about making your content readable, check my book [Write And Organize For Deeper Learning](#).

See you soon!



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