Get on the MUVE with Multi-User Virtual Environments

# Case Study #1

Department of Every Thing (DET) is looking for new ways to present its annual harassment awareness training. They traditionally deliver training annually during May via webinar. Sessions are delivered Tuesday – Thursday in 2-hour sessions to rather large regional audiences of 200 to 300 participants. The training department has been using a commercially available course with videos that are a bit dated, and they want to update the content and have it reflect the Agency’s brand. It’s important that every employee receives the same training and, since this is required training, attendance must be tracked.

 Would you recommend MUVE?

# Case Study #2

The Federal Underwater National Divers Society’s (FUNDS) Information Security Officer (ISO) has decided that the Society needs to provide cyber security awareness training to their entire agency population of approximately 100,000 employees who are located throughout the United States. While the agency has no reports of direct threats such as Phishing, the ISO wants employees aware of types of possible threats and the appropriate response if employees suspect they are being targeted. It is important that the training is consistent from delivery to delivery, but more important that students can share their experiences. This way, the ISO can determine if there are hidden issues that employees simply didn’t know should have been reported and increase awareness of what is going on in the agency. The training will not be mandatory, but the ISO wants to offer it in such a way that encourages participation.

 Would you recommend MUVE?

# Advanced Training Methods Decision Model for VILT in MUVE

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| **#** | **Question** | **Response** | **Recommendation** |
| 1 | Is group interaction or collaborative activity required to meet the learning objectives? | **Yes** | Continue to question 2. |
| **No** | Consider presentation or webinar. |
| 2 | Does the delivery of the content need to be tailored to individual sessions or participants? | **Yes** | Continue to question 3. |
| **No** | Consider WBT. |
| 3 | Does feedback to participants require a level of complexity that must be tailored using the subject matter expertise of the instructor? | **Yes** | Continue to question 4. |
| **No** | Consider WBT. |
| 4 | Are there technical support resources available, or technical support staff on-site, for troubleshooting? | **Yes** | Continue to question 5. |
| **No** | Consider WBT. |
| 5 | Are the instructors and moderators proficient with technologies that may be used to deliver the training content? | **Yes** | Continue to question 6. |
| **No** | Consider WBT. |
| 6 | Are the participants proficient with technologies that may be used in the course? | **Yes** | Continue to question 8. |
| **No** | Continue to question 7. |
| 7 | If participants are not already proficient with technologies that may be used in the course, is there a high technology learning curve that has to be overcome before the participants can complete this course? | **Yes** | Consider WBT or traditional ILT. |
| **No** | Continue to question 8. |
| 8 | Will this delivery method be accepted by the target audience? | **Yes** | Continue to question 9. |
| **No** | Consider WBT or traditional ILT. |
| 9 | Will instructors and other organizational stakeholders accept this delivery method? | **Yes** | Continue to question 10. |
| **No** | Consider WBT or traditional ILT. |
| 10 | Are participants all located locally? | **Yes** | Consider traditional ILT. |
| **No** | This will likely be a good candidate for VILT. |