Chapter 9
Implementing eLearning in a Global Organization: Pitfalls, Successes, and Considerations

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ABSTRACT
This chapter provides a practical guide on the process of translating learning and training materials with a focus on eLearning in a corporate setting. The information shared was gained from years of experience creating learning materials for students from different cultures and countries and with different learning abilities. The translation process can be complex, particularly if there are a number of materials to translate as well as a variety of material types. Since the translation process is the last piece in the material creation process, it is important that the process run smoothly to ensure deadlines are met. This chapter provides detailed guidelines for creating and translating learning materials that assist in effective knowledge transfer to a diverse audience.

INTRODUCTION
The evolution of new technologies has had a substantial effect on the way people from all over the world live, work, and play. New and evolving technologies challenge the traditional process of teaching and learning, as well as the way education is
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delivered (Cervenanská, 2013). Furthermore, technology has made the world a smaller place, creating a truly global culture for learning and communication. The ability to be physically present in a classroom is no longer considered a barrier to students or workers. This means creators of learning materials for classrooms or work environments such as teachers, professors, trainers, and instructional designers must consider a broader, more diverse audience of learners. As creators of materials translated for diverse audiences across many countries and cultures, the authors provide practical guidelines to create learning materials that are effective in their original format and their translation. These guidelines were created through the trial and error of first-hand experience and are presented here to assist instructional designers, instructors, training professionals, and others in their efforts to create materials and transfer knowledge across all audiences and cultures. The objective of this chapter is to share information and best practices gained through these experiences and to provide practical guidelines gained through years of practice in creating translatable learning materials, analyzing translation costs versus benefits, choosing a translation vendor, and executing the translation process.

CONSIDERATIONS FOR CREATING MATERIALS FOR MULTIPLE CULTURES, SKILLS, AND ABILITIES

Merriam-Webster (Culture, n. d.) defines culture as behaviors and beliefs characteristic of a particular social, ethnic, or age group. These behaviors and beliefs have a direct impact on a person’s approach to learning. In some cultures, education is not available to everyone; therefore, all forms of learning are valued.

Pre-requisite skills of the intended learners are also an important consideration and should not be overlooked. One particular project involved delivering eLearning to factory workers. In this case, it was critical that the learners first knew how to turn on and log into a computer, use a mouse to select content and navigate the eLearning module. A common error is to assume everyone understands basic computer operations. If computer skills are part of the educator’s lesson delivery, he or she must confirm that students have the necessary skills required to execute the lesson. Assuming and not analyzing the current learning situation may not be ideal as pointed out by Girard (2008) who stated that assumption in lieu of assessment can lead to unsuccessful results.

In addition to skill level, a learner’s physical disabilities may impact the way information is read, heard, or interpreted. The US Department of Labor provides resources to organizations who hire people with disabilities (see https://www.dol.gov/general/topic/disability). In corporate training and development, learning support may take the form of providing closed captioning video content or large print on
Malaysian University Students' Preferences of Social Media and LMS in Academia

An Analysis of European Megaproviders of E-Learning: Recommendations for Robustness and Sustainability
[www.igi-global.com/chapter/analysis-european-megaproviders-learning/23887?camid=4v1a](www.igi-global.com/chapter/analysis-european-megaproviders-learning/23887?camid=4v1a)