

# E-Learning Instructional Design



An Education Unit of



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E-Learn Workshop in Hyderabad 2003



Primary School in Bangalore 2006



National ID Workshop, Bangalore, 2006

## Welcome to McWeadon Education

With the emergence of the Internet's Web — many traditional higher education institutions which were primarily organized around serving the needs of campus-based students saw a great lucrative business opportunity. With fast revenues in mind and without much research on the capability of the new delivery technologies, many institutions using a "factory model" digitized their existing traditional classroom lectures and offered them as online education courses to unlimited numbers of students world-wide. Online education is an "open" learning environment which extends the boundaries of learning providing increased flexibility for learners in terms of what, when, where, and how they can learn. Open e-learning should be appropriately designed.

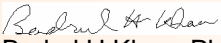
At McWeadon, we developed a Flexible Learning Framework that guides us in the design of our learning environments. We use a mix of traditional and new learning approaches and technologies in our strategies to get the right content, in the right format, to the right people, at the right time. We provide the flexibility you need.

McWeadon provides learners the ability to use learned techniques from workshops and courses towards their projects at work or elsewhere. *We offer true application of course work to "real" work-related tasks through class projects.* McWeadon takes this one step further by engaging in "house-calls" either in person or online at the place of the projects.

Since 2003 we have been closely following the e-learning developments in India. Through my invited talks and workshops in several cities in India I had the opportunity to meet many professionals in the field who expressed the need for quality instructional design training in e-learning. Since then our Team has developed e-learning workshops and courses in conjunction with our facilitators in India. I had the privilege to announce our offerings of an E-Learning Instructional Design Program during my November 2, 2006 keynote speech at the [National Instructional Design](#) Workshop held in Bangalore.

It is with great pleasure I invite you to enroll in our E-Learning Instructional Design workshops and courses. We have put together the very best program, taught and facilitated by highly qualified instructors and facilitators from the USA and India; with whom I have personally worked on e-learning and instructional design projects.

Sincerely,

  
 Badrul H Khan, Ph.D.  
 Founder and President



## At McWeadon

### We Care

Our instructors and facilitators work around the learners' schedule facilitating online content, face-to-face classes or even "house-calls"—meeting the student in person or online at work, home, or cafe. McWeadon puts your learning, theory and real-world application, at the very top of our priority!

### We Provide A Practical Learning Experience

Our facilitated learning environments are designed with our Flexible Learning Framework. We identify critical issues by putting each stakeholder group (such as learner, facilitator, support staff, etc.) at the center of the Framework raising issues along the eight categories of the learning environment. We address these learning issues in our course design, creating a vastly improved learning environment. Based on our students needs we offer a variety of learning opportunities: Workshops, Individual Courses, and programs.

***Join us today - at a Workshop, Course, or our E-Learning Instructional Design Program - learn with our experienced professionals and apply your coursework in your work environment.***

### We Help

McWeadon focus is on relevancy and dialogue for student success. We encourage our students to use courses to complete relevant professional projects, demonstrating an immediate return on investment. Our dedicated facilitators work closely with students to develop a personalized Learning Plan. Facilitators negotiate flexible course completion dates that work for the student. Facilitators may even visit the students' worksites as mentors, professional coaches, and consultants. What we do for our students is unique and no other program in the world is using this approach. McWeadon exists to support our students acquire skills that will move them ahead.



### We have Experienced and Qualified Facilitators

McWeadon instructors are graduates of prestigious United States universities and offer a broad range of expertise. Local qualified facilitators and a cadre of consultants work with the students in our facilitated educational model, which helps students advance their careers on their schedules.

# Opportunities In...

## E-Learning Instructional Design



**Once again, we found that e-Learning remains a rapidly growing practice with a bright future in the vast majority of our respondents' organizations — indeed, 75% believe the term “e-Learning” serves a useful purpose and is here to stay for the foreseeable future.**

*Pulichino, J. (April, 2006). Future Directions in e-Learning Research Report 2006: Analysis and Commentary. The eLearning Guild. P. 1.*

The world market place has changed with the emergence of e-learning technologies. Today, with e-learning students can learn from any location that they have a computer. As a result industry, governments, corporations, and academic institutions have embraced e-learning.

As a result there is a tremendous need for qualified e-learning instructional designers. To grab this opportunity and have a sustainable profession you need training in e-learning instructional design.

McWeadon is founded by a world renowned e-learning expert. With this foundation we bring you the very best education in e-learning. You will acquire the necessary skills at McWeadon that will be recognized as the best in class in the industry and will assist you working with:

- E-Learning Companies
- Multinationals and other corporations
- Governments
- Universities
- Colleges
- Schools

All you need to do is a search on the Internet for e-learning instructional design, e-learning developer, e-learning designer, etc. and you will see the need for e-learning professionals.

Receive the best education that will enable you to realize the endless opportunities. **Start Today!**

# Workshop In...

## E-Learning Instructional Design

### You Will Learn How To

- Plan for an e-learning course in compliance with SCORM and Section 508.
- Write clear objectives and test questions.
- Design a unit of instruction using instructional design principles, strategies, and models.
- Select the appropriate development and graphic tools.
- Develop the unit of instruction using industry standard tools including Web2.0 technologies

### Workshop Benefits

This hands-on workshop provides utilization of the popular Analysis, Design, Development, Implementation, Evaluation (ADDIE) Model providing skills to develop e-learning materials that are SCORM, IMS, and 508 compliant. This is a fast-paced, structured workshop that uses a proven methodology known as the E-Learning Framework that guides you through the accomplishment of the workshop goals.

### Who Should Attend

This workshop is valuable for anyone who would like to learn more about planning, managing, and/or developing e-learning instructional materials. It is an excellent workshop for beginners, as well, as experienced individuals as there is something to be learned at all levels.

Receive the best workshop that will enable you to realize endless opportunities. **Contact Us Today!**



**McWeadon Workshops are offered in Convenient Locations with Flexible Schedules for a workshop near you please visit [McWeadon.com](http://McWeadon.com)**

**Contact us at [workshop@mcweadon.com](mailto:workshop@mcweadon.com)**



*We are in India... currently offering facilitated courses in Bangalore, Hyderabad, Mumbai other locations coming soon.*



**“India has the capacity to become a major E-Learning hub with its IT prowess and strong education systems,”** said Khan, a Bangladeshi teacher who migrated to the US in the 80s.

**THE TIMES OF INDIA**

18 Nov 2003, 0214 hrs IST, TNN

<http://timesofindia.indiatimes.com/articleshow/288661.cms>

## Courses & Program In...

### E-Learning Instructional Design

With the advent of information technology, learners demand high-quality flexible learning environments supported by well-designed resources. A mix of traditional and new learning approaches and technology can be appropriately utilized for developing flexible e-learning.

*Instructional Design* is the critical skill one must have for designing flexible e-learning. Our E-Learning Instructional Design Program provides individuals with an in-depth knowledge and experience in creating and producing a variety of online materials appropriate for a blended approach to teaching and training.

McWeadon's project-based approach with 9 credit hour program is designed with core issues of the acclaimed **ADDIE** (**A**nalysis, **D**esign, **D**evelopment, **I**mplementation, and **E**valuation) instructional design model. Using this model we develop our courses to ensure that they are well designed as well as incorporate all elements of instructional design.

This program was announced by Dr. Khan when he visited India in 2006 and was interviewed by “digital LEARNING” see full article at our website <http://McWeadon.com/images/dl.jpg>

McWeadon has designed courses for individuals involved in or interested in designing, developing, implementing, and evaluating instructional training materials for educational institutions, corporations, governments, hospitals, and industries.

Whether you are new to instructional design or an experienced professional, this program has something for you!

## Students share their learning experience with one of our faculty ...



**Gene Esposito**, Prince Georges County, Maryland, USA says:

*In my 32 years in education I have seen the rapid development of information access and sources overburden school-based administrators. Having been mentored and taught by Dr. Khan I have been able to quickly assimilate the information and prioritize the data. My studies have also allowed me to make important, relevant decisions based on what is best for the students involved. I now have practical solutions to problems that arise thanks to Dr. Khan.*

**Ruth Bennett**, Fairfax County, Virginia USA, notes:

*While a student of Dr. Khan I was able to apply what I learned directly to my work. Both my employer and I benefited because I was able to complete projects in the real-world using concepts and skills learned in the classroom, from Dr. Khan, and from other students in the program.*

**Dr. Marvin Rodriguez**, Fairfax County, Virginia, USA, notes:

*As a school-based administrator for a large suburban school system, information is relayed in rapid doses with the expectation of quick assimilation and dissemination. Through my graduate studies under Dr. Khan, I have found practical solutions for a plethora of complex information challenge.*

## Learning Environment

McWeadon is founded on the principle of “*learning without boundaries.*” This foundation allows our students to learn without the obstacles of location, access, and learning formats.

Our students come from all over the world wanting to advance their skills, careers, and personal knowledge in an online facilitated learning environment that is accommodating to their needs.

Our courses are offered in the English language. Students are required to have English proficiency in order to complete the course.

Courses are delivered in a highly interactive learning environment that incorporates both synchronous and asynchronous delivery methods. Courses are delivered online using McWeadon’s Learning Management System (LMS). During the course you will read, enjoy interactive lectures, engage in discussion forums, and complete assignments with continual instructor guidance and facilitation. To experience the format of our courses enroll in our Free Course Demo at <http://McWeadon.com>.

Courses are taught by instructors from the United States and facilitated by our qualified local Indian based facilitators.

Our instructors have years of experience teaching at prestigious United States Universities in their Instructional Design and Technology Programs.

Our facilitators are well connected within the United States and India’s e-learning and instructional design communities. They have years of professional experience to share with our students. They will meet with students in a class and then individually by appointments. Our facilitators will introduce students to local industry.



## Individual Courses & Program

We offer a three course curriculum designed with core issues of the **ADDIE** (**A**nalysis, **D**esign, **D**evelopment, **I**mplementation and **E**valuation) instructional design model. To ensure that our courses are of an academically high quality and address current, critical and e-learning related issues, we convened an Advisory Panel that provides insights and guidance for the most actionable, practitioner-led program in the industry.

*For more detail about our program please visit our website at <http://McWeadon.com>*

<b>E-LEARNING INSTRUCTIONAL DESIGN</b>	<b>Analysis</b>	<b>Design</b>	<b>Development</b>	<b>Implementation</b>	<b>Evaluation</b>	<b>COURSE DURATION</b>
<b>ET601:</b> E-Learning Planning and Management	✓			✓	✓	4 Weeks
<b>ET602:</b> E-Learning Instructional Design	✓	✓			✓	6 Weeks
<b>ET603:</b> E-Learning Production and Delivery			✓	✓	✓	4 Weeks
<b>Other Course Offerings</b>						
<b>ET604:</b> E-Learning Program Evaluation					✓	4 Weeks
<b>ET609:</b> E-Learning Independent Study	✓	✓	✓	✓	✓	Negotiated with Admissions Office



## Admissions, Schedule, and Tuition

### Admissions

Our courses are offered in the English language. Students are required to have English proficiency in order to complete the course. The course size is 20 students only. Admissions will occur on a first come, first serve basis.

### Schedule

ET601, ET603 and ET604 are both 4 weeks in length. ET 602 is a 6 weeks course.

- ET 601 will start in October 2007
- ET 602 will start in November 2007
- ET 603 will start in December 2007
- ET 604 will start in January 2008
- ET 609 can be taken at anytime.

***For more detail about our program please visit our website at <http://McWeadon.com>***

### Tuition Fees and Payment

Tuition fees for an individual course and the 3-course program, please contact us via e-mail at: **registration@mcweadon.com**.

Tuition Fees must be paid in advance at the time of admissions.

# ET 601: E-Learning Planning and Management

## Overview

In this course, students are expected to develop a comprehensive blended e-learning plan for their own hypothetical (or real) learning enterprise. In developing the plan, students will learn and apply the elements of needs assessment, e-learning readiness, change management, industry awareness, strategic planning, financial planning, project management, marketing & promotion, learner support services, staff development, delivery systems, and technology infrastructure.

## Goals and Objectives

The purpose of the course is to increase understanding of implementation of e-learning solutions. After completing this course, participants should be able to:

### Introduction, Trends and Issue

- Identify dimensions of an open and distributed learning (i.e., e-learning) environment.
- Articulate issues that differentiate e-learning from traditional classroom.
- Understand the current and future trend of an open and distributed learning environment.

### Institutional

- Develop e-learning needs and readiness assessment strategies.
- Articulate change management strategies for the adoption and diffusion of e-learning.
- Identify administrative, academic, and student support services for e-learning.
- Develop budgeting and return on investment strategies
- Identify staff development activities.

### Pedagogical

- Articulate content analysis strategies
- Develop audience analysis, goal analysis and media analysis guidelines
- Select instructional approaches for e-learning.

### Technological

- Assess the instructional setting to define technology infrastructure and hardware-software requirements. .
- Identify the cost, benefits, and social impact of e-learning technologies.

### Interface Design

- Establish interface design principles for open and distributed learning.

### Management

- Plan course maintenance and updating of e-learning materials.

### Resource Support

- Plan for resource support services for e-learning.

### Evaluation

- Articulate evaluation and assessment strategies.

### Ethical

- Recognize cross –cultural diversity, geographical diversity, learner diversity and information accessibility in e-learning.

## Text and Resources

### Required Text

Khan, B. H. *E-learning QUICK Checklist*. Hershey, PA: Information Science Publishing.

### Free Supplemental Resources

McWeadon Digital Library's E-Learning Section hosts various scholarly and research materials which will be used as reference and reading materials for this course.

# ET 602: E-Learning Instructional Design

## Overview

In this course, you will learn how to plan, develop, evaluate, and manage a highly effective lesson or a unit of instruction. The course covers various elements of the instructional design (ID) process, including project management, needs assessment, instructional problems, task analysis, learner characteristics, instructional objectives, instructional resources (media selection), content sequencing, instructional strategies, instructional delivery, evaluation instruments, formative evaluation, and summative evaluation. You will gain a blueprint for designing well-structured and compelling blended e-learning experiences.

## Goals and Objectives

The purpose of the course is to increase understanding of designing instructional solutions. After completing this course, participants should be able to:

### Instructional Design Models and Analysis

- Analyze systematic approaches to instructional design
- Identify the general characteristics of a target population
- Examine the components of a needs assessment
- Identify performance gaps based on a needs assessment

### Design

- Construct goals for an instructional plan
- Create performance-based objectives that align with instructional goals
- Describe a summative assessment to support learner outcomes
- Analyze the impact of learner characteristics and learning context on instructional design
- Examine the components of a properly written performance objective.
- Design content and course instruction clearly and logically.

### Development

- Apply effective instructional strategies that meet the needs identified in the analysis phase
- Identify development tools for Web-based courseware-authoring applications.
- Compare and contrast development tools for Web-based courseware-authoring applications.
- Develop course materials.

### Implementation

- Create an implementation schedule for the instructional plan
- Analyze different instructional functions within the selected courseware.
- Examine different approaches that stimulate learner interest.
- Identify different approaches that increase learner engagement.
- Analyze the purposes of formative evaluations

### Evaluation

- Examine strategies for evaluating a systematic approach to instructional design
- Identify criteria for determining that design goals, performance-based objectives, and learning outcomes were achieved
- Compare and contrast assessment tools in courseware-authoring applications.
- Compare and contrast traditional assessment with alternative assessment.
- Analyze possible recommendations for future use

### **Trends and Issues in Instructional Design**

- Describe issues and trends in various instructional settings
- Analyze issues and trends in the use of various instructional modalities
- Predict how current issues and trends will impact the future of instructional design

### **The Role of Internet in Learning**

- Analyze the effectiveness of on-line resources in the classroom.
- Describe best practices in the use of web-based training.

### **Design Issues on the Web**

- Compare and contrast traditional and Web-based instruction.
- Describe basic design principles as they pertain to Web pages.
- Apply criteria to evaluate web-based courses.
- List the components of effective e-learning applications.

### **Identifying Multimedia Content for Use in On-line Courses**

- Locate sources of graphics, animations, sounds, and video clips that can be used in the course development process.

### **Educational Portals**

- Locate educational portals on the Internet.
- Evaluate the effectiveness of Web pages created by educational portals.

### **Web Design Tools**

- Examine the basics of good typography.
- Demonstrate advanced tips in Web page design.
- Describe additional programs that add multimedia elements to Web pages.

### **Learning Management Systems**

- Describe the purpose and use of LMS's.
- Managing eLearning.

### **Synchronous vs. Asynchronous delivery methods**

- Compare and contrast both delivery methods.
- Describe tools and technologies for delivering training online in real-time.
- Design a scripted synchronous course.

### **Critical and Emerging Issues in Distance Education**

- Explain the emerging trends in distance education delivery.
- Identify the common perceptions and misperceptions of distance education.
- Examine ethical issues that arise in distance education.

## **Text and Resources**

To Be Announced

### Free Supplemental Resources

McWeadon Digital Library's E-Learning Section hosts various scholarly and research materials which will be used as reference materials for this course.

# ET 603: E-Learning Production and Delivery

## Overview

In this course, you will learn how to develop and deliver self-paced e-learning solutions that maximize learning experiences and performance outcomes. You will apply instructional strategies and industry-standard development practices to content development and delivery. As part of the course, you will learn how to create accessible and reusable learning objects that are compliant with e-learning standards, SCORM, 508 standards so that they are interoperable and shareable across Learning Management Systems (LMSs).

## Goals and Objectives

The purpose of the course is to provide an opportunity to produce an instructional product using instructional design principles. After completing this course, participants should be able to:

### **Instructional Design Models and Analysis**

- Perform analysis to identify problem statement
- Assess program system for the purpose of developing the instructional unit(s).

### **Design**

- Develop Terminal and Enabling Objectives
- Create High-level Design Documents and Strategies based on different delivery scenarios.
- Design Assessments in multiple authoring tools that are designed to allow for custom reporting
- Perform Media Selection for the appropriate delivery method

### **Management**

- Organize and manage the elements of production

### **Development**

- Produce an e-learning product including an Outline, Alpha version, a Beta-version, and Final using various technologies including: Internet, Synchronous and Asynchronous Technologies, Learning Management Systems
- Demonstrate knowledge of state-of-the-art electronic media in the product
- Demonstrate features of Dreamweaver and Flash.
- Demonstrate rapid development tools such as Breeze.
- Create graphic and sound elements using the advanced features of development tools.

### **Implementation**

- Field the Final product and receive user feedback

### **Evaluation**

- Evaluate the products effectiveness

### **Trends and Issues in Production of Instructional Products**

- Describe the issues and trends in the production of instructional products and the emergence of new technology alternatives

## Text and Resources

### No Required Text

### Free Supplemental Resources

McWeadon Digital Library's E-Learning Section hosts various scholarly and research materials which will be used as reference materials for this course.

## Other Course Offerings

### ET 604: E-Learning Program Evaluation

#### Overview

In this course, you will learn how to conduct a comprehensive assessment of an organization's e-learning programs and courses to determine their effectiveness and return-on-investment. The Comprehensive Approach to Program Evaluation in Open and Distributed Learning (CAPEODL) Model is used in this course that looks at the People, Processes, and Products continuum of e-learning. This model captures an organization's inventory of blended e-learning programs and provides valuable insights into what works and where improvement adjustments are needed.

### ET 609: E-Learning Independent Study

#### Overview

In this course, you will pursue an independent self-study in your own area of interest in blended in e-learning under the guidance of a faculty member. The course will require a written proposal including a detailed plan of the student activities; a list of the objectives, goals, or intended outcomes; a description of the role of the faculty member; and a detailed evaluation or achievement plan.

#### Free Supplemental Resources

McWendon Digital Library's E-Learning Section hosts various scholarly and research materials which will be used as reference materials for this course.

McWeadon courses are taught by qualified instructors.  
Team teaching is heavily practiced in our pedagogical philosophy.



**Dr. Kelee Plagis**

Dr. Plagis holds a Ph.D. in Distance Education and Educational Technology, a Masters in Individualized Studies, and Bachelor of Arts in Speech Mass Communication from George Mason University. Professor Plagis developed and taught traditional and distance learning courses in the Educational Technology Leadership program at The George Washington University (GWU) and at Education and Communication Departments at George Mason University. Dr. Plagis has work experience, at the executive level of several corporations, in the areas of Distance Learning, Instructional Design, Computer Based Training, Interactive Multimedia Instruction/Production, E-learning, electronic performance support, organizational strategic decision making, and decision modeling. Dr. Plagis has developed award winning multimedia computer-based training. She advises industry and governments on instructional design, distance learning, and ADL initiatives.



**Dr. Gary C. Powell**

Dr. Powell holds a Doctor of Education in Instructional Technology from the University of Georgia, a Master's degree in Industrial/Organizational Psychology from the University of New Haven, and Bachelor of Arts in Psychobiology from Drew University (Madison, NJ ). Dr. Powell held the rank of Assistant Professor of Instructional Technology at Wayne State University (Detroit, MI) where he taught several courses in the area of interactive learning technologies. Professor Powell also taught instructional technology courses at George Mason University and several colleges and universities in the metropolitan Detroit area. Dr. Powell has work experience in the areas of Human Performance Improvement, K-12 Education, Higher Education, Instructional Design, eLearning, and CBT/Multimedia Development.



**Dr. David Ealy**

Dr. Ealy holds a Doctor of Education in Technology Education from West Virginia University, a Master's degree in Safety Management from West Virginia University, and a Bachelor of Science in Business Management from Wheeling Jesuit University. Professor Ealy taught Instructional design courses in the Educational Technology Leadership program at The George Washington University. Dr. Ealy has built an open-source SCORM-certified learning management system (LMS) that was purchased by Daimler Chrysler and lead the design, development, and implementation effort of an enterprise-level SCORM-conformant learning content management (LCMS) which is currently being used at DaimlerChrysler. Dr. Ealy worked on training and/or e-learning projects for IBM, VW, Computer Sciences Corporation (CSC), The Department of Homeland Security, Center for Medicaid Medicare Services, Department of State and the U.S. Courts.

## McWeadon instructors are practitioners with real-world e-learning project development experiences.



### Dr. Badrul Khan

Dr. Khan holds a Ph.D. in Instructional Systems Technology and Bachelor of Arts in Chemistry from Indiana University, Bloomington. Dr. Khan served as the founder Director of the Educational Technology Leadership program at The George Washington University (GWU) and the Educational Technology graduate program at the University of Texas at Brownsville (UTB). He also served as an instructional developer and evaluation specialist for the Indiana University (IU) School of Medicine. Professor Khan taught instructional technology courses at The George Washington University, University of Texas Brownsville, and Indiana University. Dr. Khan is an internationally recognized authority on e-learning and educational technology.



### Dr. Laura J. Cataldo

Dr. Cataldo holds a Doctor of in Organizational Leadership from Nova Southeastern University, a Masters in Educational Technology Leadership from the George Washington University, a Masters in Business Management from National Louis University, a Baccalaureate in Business Management from National Louis University, and a Diploma in Nursing from Framingham Union Hospital School of Nursing (now MetroWest Medical Center). Professor Cataldo teaches business and leadership courses to adult learners at National Louis University and other teaching institutions. She is experienced in curriculum development and program design for both in-classroom and online environments. Dr. Cataldo is a nurse, speaker, and educator.



### Mays Nakashima

Mr. Nakashima holds an MBA from the Wharton School of Business of University of Pennsylvania and a Bachelor of Science from Yale University. As a former Vice President and CIO of a large, publicly traded corporation, Mr. Nakashima is an experienced executive, manager, and leader with a record of proven business leadership, technology advocacy, systems development, and strong interpersonal and problem-solving skills. He has effectively managed large organizations and is an experienced instructor, trainer and facilitator with over 20 years experience managing, leading, and training others. Mr. Nakashima completed the Executive Program for Leadership for Extraordinary Performance, Out-of-the-box Thinking at the University of Virginia.

*We are blessed with our Local Facilitators in India who hold senior level positions providing networking potential for our students seeking jobs.*



### **Dr. Vinod Joshi**

Dr. Joshi holds a Doctorate and Masters in Mathematics from Osmania University, India. Dr. Joshi built, trained, and lead teams in the development of e-learning content. He has created over sixty modules of e-learning courses apart from 10 full-fledged projects. Clients include HP Singapore, VISA International, I-flex, Mercuri Goldmann Bangalore, amongst others. Presently, he holds the position of Director of Training at Knoah Solutions Ltd Hyderabad and is in charge of creating E-Learning content for their clients. Additionally, Dr. Joshi is a consultant for E-Learning and Instructional design for many organizations in India.



### **Punam Medh**

Mrs. Medh has a B.Sc in Chemistry from the University of Bombay and an advanced Diploma in Computer Systems Design. Punam Medh is a software professional with 15 years of experience in course design and evaluation-in face-to-face and technology environments. She has worked with several training and learning organizations in curriculum and instructional design. In her tenure with the Tatas, she helped create more than 500 hours of learning content for corporations. She also worked on several design solutions in the realm of K-12 education. As part of Aptech Computer Education she was involved in curriculum design and development. She heads iDesign Skills, an ID consulting and training firm.



### **Vivek Padubidri**

Mr. Padubidri has an MBA in Engineering Management from University of Dallas, USA and a BE in Electronics Engineering from Bangalore University, India. His core skills are in identifying and solving business performance problems arising from a lack of skill or knowledge. He has delivered high-quality training in various forms: Instructor Led Training (ILT), e-Learning, CBT, Webinar, Web conferencing, video and role plays. He is a practitioner of Instructional Design, Interactivity Design, Scenario-based learning and Simulation development. He headed Sun Microsystems Educational Services in India. He has expertise in multilingual e-learning solutions for reputed global brands in India, Hong Kong, China, Malaysia and USA. Developed e-learning content for ING, Azim Premji Foundation, Wipro Technologies, Rockwell International, UNICEF, Reliance Industries, IBM, Indian Navy. Presently he is the Managing Director of 4-C Learning Solutions.



### **Dr. Pradeep Krishnatray**

Dr. Krishnatray holds a Ph. D. in Mass Communication from Bowling Green State University, Ohio, USA. Dr. Krishnatray has over 25 years of teaching graduate level courses at Mudra Institute of Communications, Ahmedabad, Hyderabad Central University, Sagar Unievrsity, Madhya Pradesh, and Osmania University. He has worked with US-based E-Learning companies DigitalThink and LearningByte International. Presently, he is the President of the Centre for Research and Education and a professor of the Mudra Institute of Communications Ahmedabad.

*We make House-Calls™*  
for **meaningful learning**

Our faculty work around the learners' schedule facilitating online content, face-to-face classes, or even "house-calls" — meeting the learner at work, home or cafe.

**McWeadon** puts your learning, both theory and real-world application, at the very top of the priority list!

Please visit us at:  
**McWeadon.com**