Freeman Consulting & Development
(916) 284-0520 / www.FreemanCD.com
info@FreemanCD.com

Freeman Consulting & Development, LLC. (FreemanCD) is a California Certified Small Business based in Sacramento, California, that specializes in the development and delivery of eLearning products and services, multimedia communications, technical assistance, webinars, conference management, and learning management systems to nonprofit, tribal, private and public organizations.

FreemanCD's mission is to bridge the knowledge, skills and abilities gap between employees and their workplace through effective knowledge transfer, using culturally-competent, evidence-based, learner-centered strategies. FreemanCD has successfully managed over 50 national, state and local training eLearning projects. Selected examples include: Understanding Student Mental Health at Community Colleges; Improving Substance Use Disorder Service for Clients with Developmental Disabilities; and Pandemic Flu Preparedness at Schools.

Product Development

- Rapid E-Learning Course Development
- Live Webinar Management
- Blended Learning Curriculum Development
- Training of Trainers Development

Production Services

- Video and Photography Production
- Workshop Development
- Credentials, CEUs and Badges Management
- Online Course Hosting

Development and Design Capabilities:

- Articulate Storyline
- Articulate Studio
- Captivate
- Camtasia
- Moodle
- WordPress
- LearnDash
- Adobe Premiere Pro CC
- Adobe Audition CC
- Adobe Photoshop CC

- Microsoft Office
- FileMaker Pro
- BranchTrack
- FacadeSignage Projection Mapping
- Videography
- Photography
- Audio Recording
- AV Studio/On-Site Management
- Keying/Green Screen Recording & Editing
- Live Content Streaming

Selected Clients

- WestEd
- My Sister's House
- California Alta Regional Center
- Women Escaping a Violent Environment (WEAVE)
- Sonoma County Department of Health Services
- California Department of Health Services (via sub-contract)
- California Department of Education (via sub-contract)
- California Community College Foundation (via sub-contract)
- Tennessee Department of Health Services (via sub-contract)

Mark Freeman, Lead Production Designer

Mark Freeman is President and Lead Production Designer for the firm and has over 15 years' experience in workforce compliance, community-based talent development, learning technology planning and training center management. Mr. Freeman's ability to manage highly competent technical teams simultaneously translating business goals into technical tasks has won him praise between clients and sub-contractors alike. In addition, Mr. Freeman is also competent in synchronous and asynchronous communication tools, rapid elearning authoring tools, video production, and photography.

Mr. Freeman studied at Sacramento State University and received certification in Instructional Design for eLearning, is a Senior Fellow with the American Leadership Forum, and is a member of the National Association of Talent Development. Mr. Freeman previously worked at Evaluation, Management and Training Associates as their Senior eLearning Manager.

Mr. Freeman's is a respected leader in talent development and has provided board guidance in the nationally recognized Nehemiah Emerging Leaders Program, the 100 Black Men Mentoring Program and the MLK365's Social Justice Leadership Program. In addition, Mr. Freeman provides many hours of pro-bono consultation and services to grassroots community-based organizations who have limited funding options.

Charles Doolittle, Lead Instructional Designer

Charles Doolittle is the Lead Instructional Designer for Freeman Consulting & Development (FreemanCD). Mr. Doolittle plays a key role in the content development phase of course development as well as the quality control aspects of ELearning projects and processes.

As the Lead Instructional Designer, Mr. Doolittle has the ability to understand and work with a variety of source materials in developing eLearning course content as well as the ability to conduct research and information gathering related to course content and learning objectives. Mr. Doolittle has strong technical writing skills, in addition, has working knowledge of eLearning development tools such as Adobe Captivate in order to specify the presentation of course content in software-tool page templates.

Charles Doolittle has over 30 years of professional experience including nine years of experience in developing eLearning courses. As a Senior Technology Analyst at EMT Associates (a Sacramento-based consulting firm), he played a lead role in selecting the eLearning development platform, developing curriculum for eLearning courses, and building workforce development courses. Mr. Doolittle has authored about 30 courses across a range of fields including mentoring and youth development, substance abuse prevention and treatment, school emergency management, school climate, and mental health.

As a Senior Technology Analyst for EMT Associates, Mr. Doolittle engaged in online training course development, technical writing, information systems analysis and development, data management, and information technology consulting services.

Philosophy and Approach to eLearning and Behavior Change in Adults*

Freeman Consulting and Development embraces a philosophy and approach to eLearning instructional design that recognizes established adult learning principles, understands the target audience, clearly articulates the learning objectives for that audience, and reflects the principles of performance support.

Motivation

Adults are motivated to learn if they believe the training will benefit them. It is important to develop a "need to know" in adult learners at the outset of the course. Learning objectives for the course should be articulated in the course introduction. At the beginning of each course lesson, there should be an explanation of how the topics covered in the lesson pertain to the learning objectives.

Practicality

Adults are practical. It is easier for learners to retain information in long-term memory when there are links to personal experience and knowledge. One way of making this connection is to ask questions about previous experiences, an understanding of previous concepts, or a body of content. Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities and previous education. They need to connect learning to this knowledge/experience base. Experience is a source of an adult's self-identity.

Capturing Attention

For any learning to take place, the eLearning course must first capture the attention of the learner. For example, starting each lesson with a thought-provoking question or interesting fact can stimulate curiosity and motivate the adult to learn more. Also, adults want to be active in the learning process. ELearning interactions, learning reinforcement questions, and case study exercises are examples of engaging the adult learner in an active manner. Education is subject-centered, but adult training often should be task-centered.

Practice

Adults benefit from practicing what they have learned, especially if it involves the application of new knowledge or skills. Upon completing instructional modules, it is often useful to give adult learners an opportunity to apply what they have learned. An exercise that asks the learner to make decisions in the context of a scenario is one example of this.

Connection to Job Performance

In a workplace setting, training is typically intended to tie directly to improving job performance. Within the field of training and development, considerable attention has been paid recently to how training can better connect to performance improvement. The idea of "performance support" in instructional design reflects this interest. Simply defined, performance support seeks to provide task guidance, relevant information, and productivity enhancement to the learner at the moment of need. ELearning, which is accessible, flexible, and modular, can be an important training delivery channel for performance support. With eLearning, it is possible to consider the context of the learning scenario and the level of experience of the learners.

*Ideas presented in the above subsection reflect the work of Malcolm Knowles and Robert Gagne.