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Let's Start Socializing!



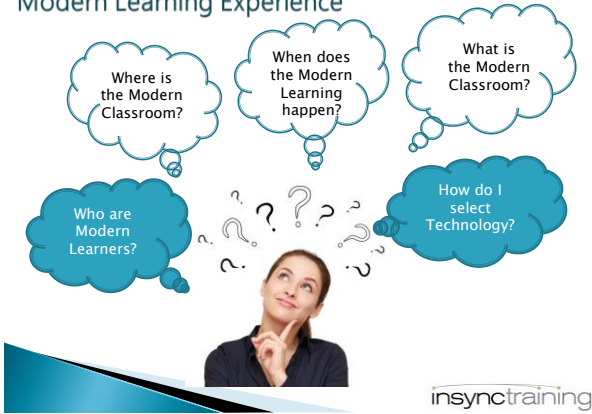
@InSyncJennifer
 @ATD
 #BlendedLearning

I don't tweet, don't ask me!

If chatting distracts you or if you don't Tweet, don't worry
 - we'll summarize on our BLOG next week
 (blog.insynctraining.com)

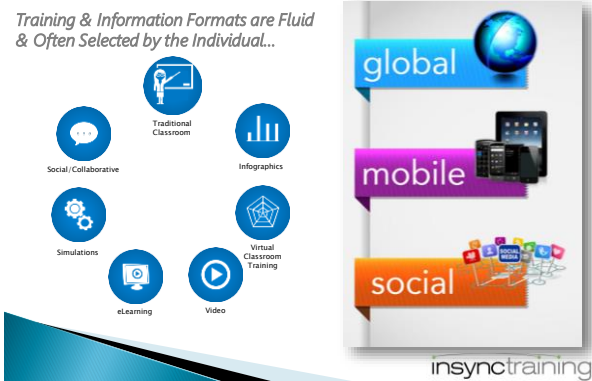


Modern Learning Experience



What is The "Modern Classroom"?

Training & Information Formats are Fluid & Often Selected by the Individual...



Who Are Modern Learners?



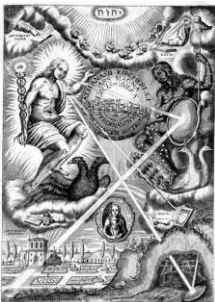
Where do Modern Learners... "Learn"?



When do Modern Learners... "Learn"?



Re: Authenticity of Environment



Learning is in the doing.

*Giambattista Vico
Principi di Scienza Nuova, 1764*



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How to I Deliver Content?

- ▶ Media Selection – A Definition
 - Not picking graphic versus animation versus video (although that's part of it)
 - It is picking the right treatment for the learning to occur
- ▶ Traditional Approaches
 - Objectives & assessment drive operational selection of the media format, subject to its limitations
 - Can the Format (the How) Support the Delivery of Content (the What) to Achieve Objectives
 - Focus is on:
 1. Type of Content
 2. Capabilities of a Particular Technology/Format



That's Great, But...

- We're Missing a Big ELEMENT of Learning
- ▶ Our unit of Analysis is INCOMPLETE
 - ▶ Focus should be on the Learner + Environment TOGETHER
 - ▶ Why?
 - 70% attrition on self-directed learning
 - HUGE gaps in transition from learning to performance
 - Poor assessment methods & unrealistic rubrics (Clark, et al.)
 - ▶ Better Approach – Does the Format (the How) provide *Authenticity* to a LEARNER in a particular ENVIRONMENT to facilitate learning?
 - More likely to Engage



A Quick Case Analysis

Task: Negotiation & Closing a Sale



eLearning

- ▶ Not talking about part-task & immersive simulation
- ▶ Keep it directed - Just the facts
- ▶ Anticipate learner needs & questions & provide an outlet for them
- ▶ Moderate the experience
 - Sliding scale of costs for "branching" & extra information/practice vs. making a live SME available (an instantiation of the flipped classroom technique)
- ▶ Assessment can be formative
 - Use results to drive other processes (systems engineering, buttonology, EPSS, etc.)



Microlearning - Key Concepts

- ▶ A Method of Treatment – A "How"
- ▶ The Aim is to teach content in the most efficient and effective manner possible
- ▶ 2-10 min. in length
- ▶ Discrete & Stand-alone
- ▶ Learners can consume as a single unit and/or within a larger learning sequence
- ▶ Multiple Uses:
 - Initial Training Method
 - Follow-on Job-Aid & Reference





Social Collaborative Learning

- ▶ UNIVERSAL
 - Think of the process you used in acquisition and use of "jargon" at your job, or slang as a teenager...
- ▶ PARTICIPATORY
 - Input from peers and perceived experts
 - Developing relationships amongst people in the process of learning
- ▶ Social collaborative does NOT (necessarily) use Social Media, but it can.
- ▶ Workers are increasingly turning to social collaboration to solve their own performance challenges
- ▶ AUTHENTIC when used for teaching tasks that will be done in groups after the instructional experience
- ▶ Also a COMPETENCY





One Last Question to Answer

Why should the Learners Care ?

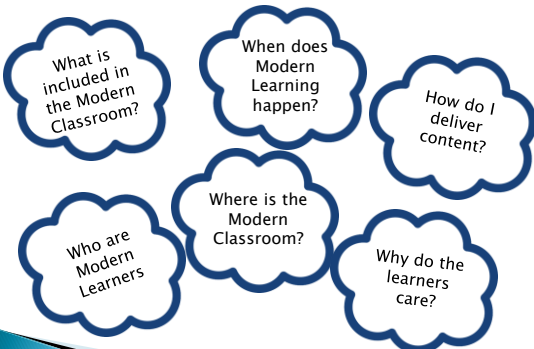


The Underlying Narrative

- ▶ The "story" being told needs to align with:
 - Organizational Goal
 - Individual Learner Intention
- ▶ Learners need to INTERNALIZE the narrative and make it their own
- ▶ Use Course Maps, etc.
 - TELL THE STORY
 - Set EXPECTATIONS
 - Let adults PLAN and ANTICIPATE their learning and make the best plan for them



Conclusion



Questions? Comments? Need More?



<http://info.insynctraining.com/atd-what-fits-where-maximizing-blended-learning-by-choosing-the-right-tools>



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