

More Lies About Learning

Larry Israelite

Chief Learning Evangelist

Pluralsight

Your Host

Larry Israelite Chief Learning Evangelist - Pluralsight

Larry was born and raised on a small chicken farm in Upper Black Eddy, Pennsylvania. Since moving to the big city, he has spent more than 30 years trying to answer this simple question: how can we improve business results through learning?

Currently, Larry is the Chief Learning Evangelist at Pluralsight, the leading provider of online learning for technology and creative professionals. He has held senior learning and talent management positions at several large organizations, including Liberty Mutual Insurance, Pitney Bowes, John Hancock Financial Services, and Oxford Health Plans. He holds a bachelor's degree in theater from Washington College, as well as a master's degree in instructional media and a doctorate in educational technology from Arizona State University.



Our Agenda

- A Word of Thanks
- About You
- Why Write the Book(s)
- Some Lies
 - Old and New
 - Most Interesting
- The End

A Sincere Thank You to My Contributors

- Michael W. Allen
- Tina Busch
- Mindy Jackson
- Doug Lynch
- Elliot Masie
- Annmarie Neal
- Daniel Sonsino
- Terrence Trout
- Edward A. Trolley
- David Vance

A Little About You

Where are you in your career arc?

1. Just starting out...
2. A few years in...
3. Well along the way...
4. The end is in sight...

A Little More About You

How did you get here?

1. I am an *intentional* talent development professional.
2. I am an *accidental* talent development professional.
3. Not really sure how I got here.
4. Other.

And, Finally

Are you...

1. A cynic?
2. A victim?
3. A bystander?
4. A little of all of these?

Why?

Groundhog Day

He's having
the day
of his
life...

over and
over
again.



Soundtrack Available
Including
"Sunny & Cleo"
"I Got You Babe"
"McClintock"
"Smoochy"



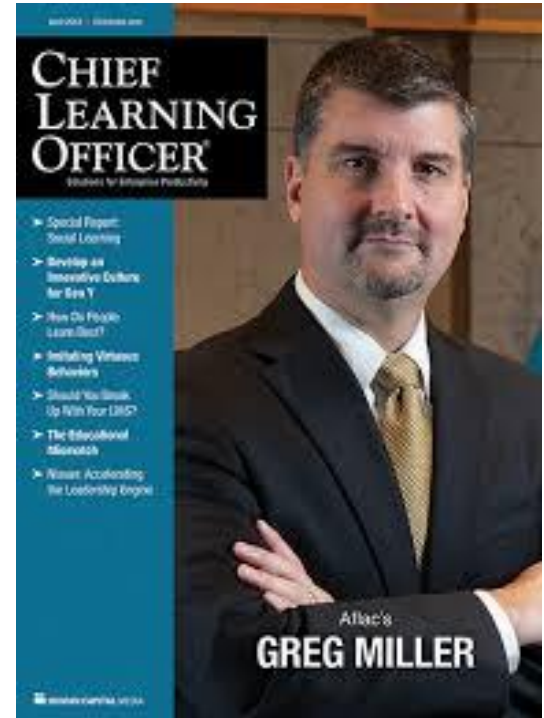
The Central Dilemma



Pundits



Journals



Vendors



Management



Clients



And Here We Are...



The Primary Goals

Help talent development professionals...

- Ask better questions
- Make better decisions
- Deliver more value to their customers
- Learn from the experience of others

The Lies

Part 1: Lies About Learning in General..... 1

- 1. Lies About Learners 3
Annmarie Neal and Daniel Sonsino
- 2. Lies About Learning Research..... 17
Doug Lynch
- 3. More Lies About Instructional Design 37
Mindy Jackson

Part 2: Lies About the Business and Management of Learning..... 49

- 4. Lies About Managing the Learning Function..... 51
Ed Trolley
- 5. Lies About Learning to Lead..... 69
Terry Traut
- 6. Lies About Learning Strategies 83
Tina Busch
- 7. Lies About the Return on Learning..... 99
David Vance

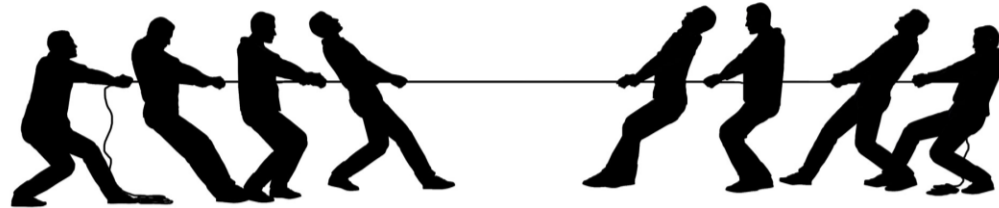
Part 3: Lies About Technology and Learning..... 117

- 8. Lies About E-Learning..... 119
Michael Allen
- 9. Lies About Learning Technology..... 133
Elliott Masie

Generational
Differences

Mobile

ROI



70/20/10

Learning
Styles

ADDIE
ADDIE

‘Old’

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**EVERYTHING OLD
IS NEW AGAIN**

Digital 'Nativeness'

Changing Expectations

- Where
- When
- Why
- From Whom

Changing Environment

- Influences
- Technology
- Models and Methods
- Myths

'New'

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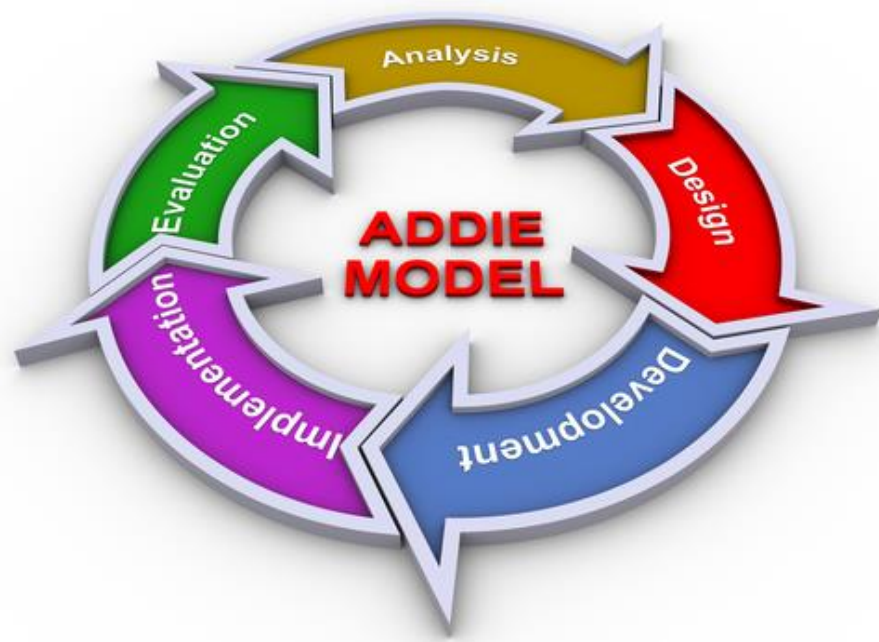
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*'Didn't See
That Coming'*
Award





Learning Strategy



‘Most Interesting’

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Most Interesting...

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Why?

Research is the Basis of
All Good Decisions

Let's Explore

Designing to accommodate different learning styles increases program effectiveness?

1. Proven through research
2. Makes intuitive sense
3. No evidence to support the statement
4. Specific evidence exists that refutes the statement

The Author Says...

Designing to accommodate different learning styles increases program effectiveness?

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2. Makes intuitive sense
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4. **Specific evidence exists that refutes the statement**

The Facts

“There have been more than 100 peer-reviewed studies investigating this hypothesis, and they **all** found no evidence of differences in how people learn.”

Doug Lynch, More Lies About Learning

Why?

1. It's become 'conventional wisdom.'
2. Our clients want it to be true.
3. We want it to be true.
4. It provides a convenient *explanation* if we didn't learn something we were supposed to have learned.
5. All of the above.

Let's Explore

Ninety percent (90%) of learning happens informally (the 70 + 20 of the 70/20/10 rule)?

1. Proven through research
2. Suggested through research
3. Makes intuitive sense
4. No objective, quantitative research to support the statement

The Author Says...

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The Facts



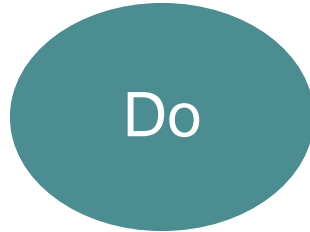
More Facts

“Please identify at least three key events in your career, things that made a difference in the way you manage now: 1) What happened? 2) What did you learn from it (for better or worse)?”

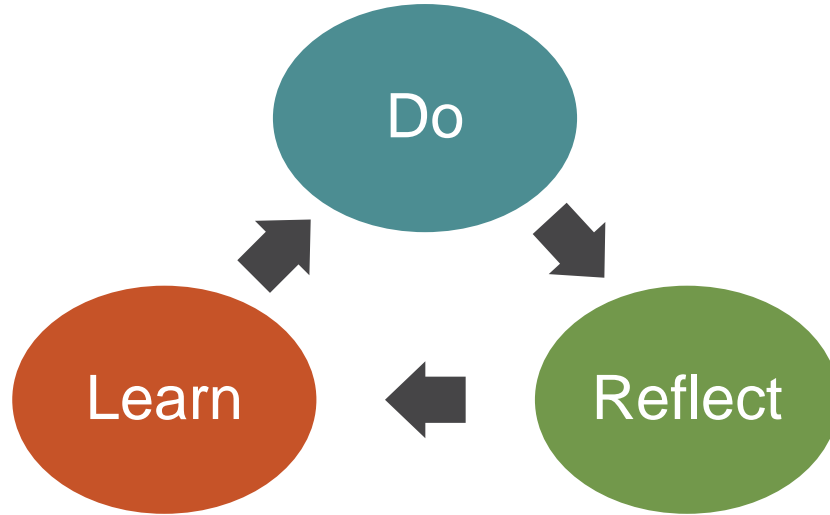
Lessons learned by successful and effective managers are roughly:

- 70 percent from tough jobs
- 20 percent from people (mostly the boss)
- 10 percent from courses and reading

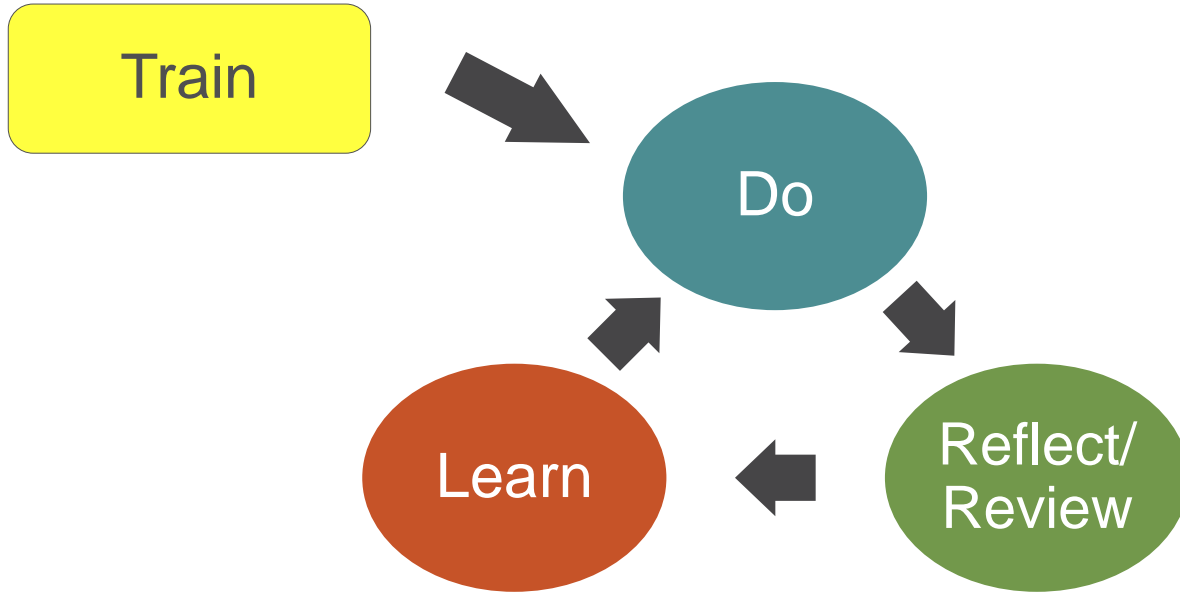
If It Were True



A Better Approach



An Even Better Approach



Let's Be Honest

Have you (or anyone you know) made meaningful business decisions based on one or both of these talent development *legends*?

1. Absolutely
2. Yes, but I am loathe to admit it in public
3. Maybe
4. Never

Why?

Because...

“When the legend becomes fact,
print (or act on!) the legend”

From *The Man Who Shot Liberty Valence* (1962); words in parentheses added

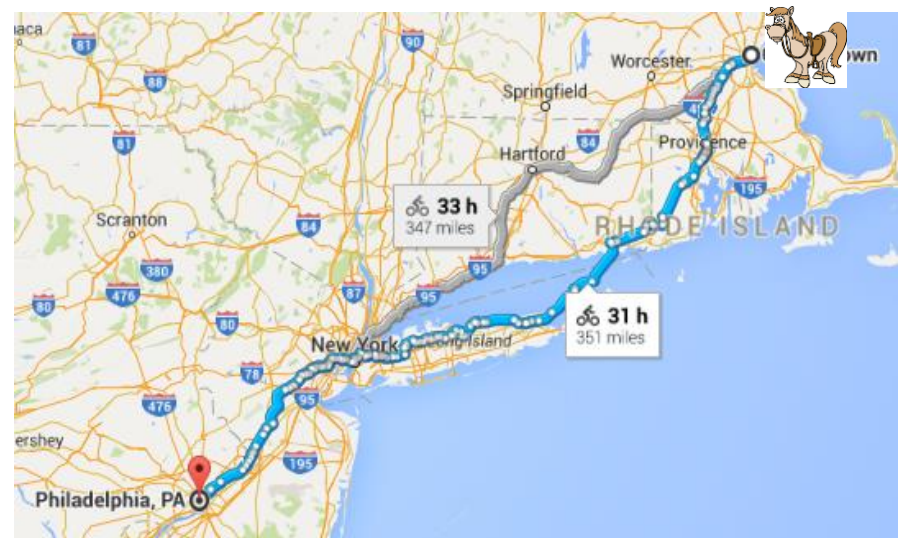
Starting On April 13, 1775...



Starting On April 13, 1775...



From Watertown, MA



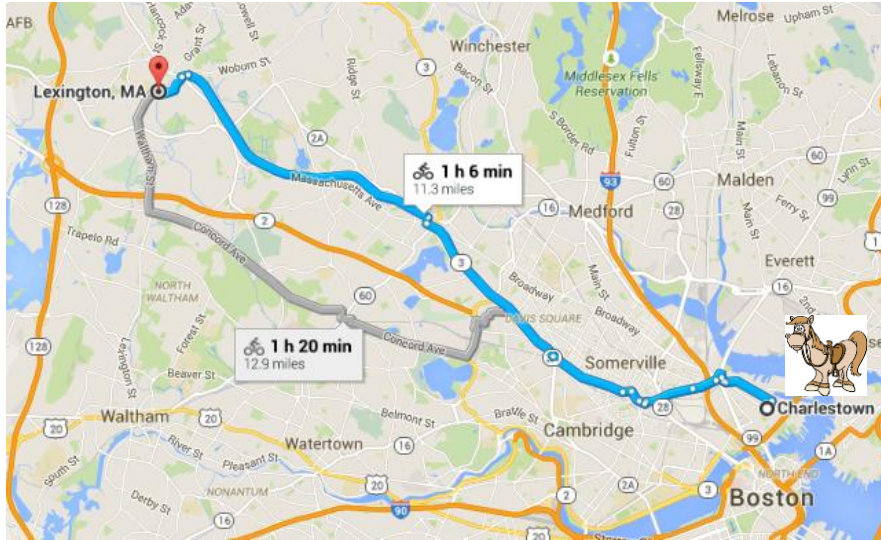
To Philadelphia, PA

And On April 18, 1775...



And On April 18, 1775...

From Charlestown, MA



To Lexington, MA



“Listen my children and you shall hear
of the midnight ride of Paul Revere”

Henry Wadsworth Longfellow (1860)

“Over the hills and through the thistle
rode the brave young patriot Israel Bissell”

????

Larry Israelite (2015)



PERFORMING
UNDER
PRESSURE

What's the Solution?

**Become Better
Researchers**

When Conducting Research...

1. Be clear about the goal

When Conducting Research...

1. Be clear about the goal
2. Select an appropriate research methodology

Goal	Method
To provide context and insight	Qualitative
To evaluate effectiveness	Quantitative
To ensure implementation and replicability	Both

When Conducting Research...

1. Be clear about the goal
2. Select an appropriate research methodology
3. Establish a framework for interpreting results
 - Set goals or thresholds *before* looking at the data
 - Be realistic about impacts and implications
 - Be willing to accept 'failure' and move on

**Make Better Decisions
Based on OPaR***

*Other People's (alleged) Research

How?

1. Question everything
2. Ask for (demand!) quantitative data
3. Don't underestimate the importance of context
4. Be realistic; go in with your eyes open
5. **Never** be afraid to walk away

And Most Importantly

When the legend becomes fact...

And Most Importantly

When the legend becomes fact...

...recognize the legend for what it is
and act on the facts.

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Let's Explore

I have adopted a talent technology that did not achieve the results I expected (or promised!).

1. Proudly, probably more than once
2. Yes, but I usually don't admit it in public
3. Maybe, but I chose not to investigate
4. Never!

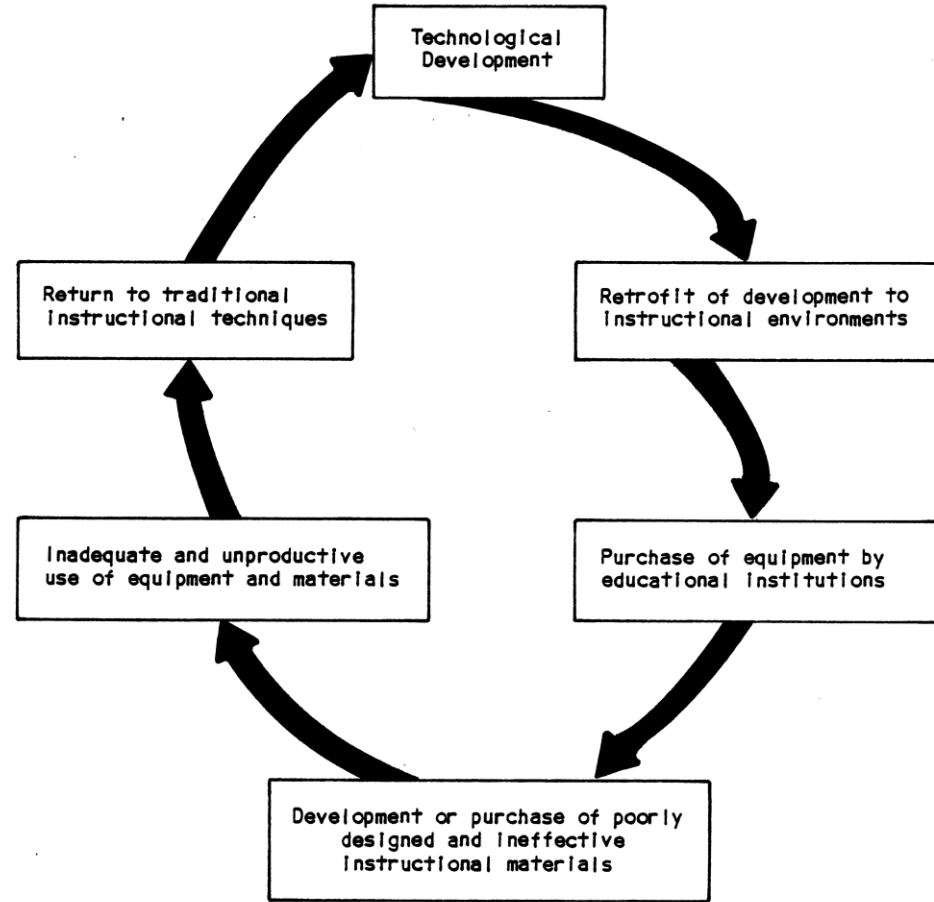
Let's Explore

I have felt pressure to adopt new technologies, even though I wasn't convinced of their value.

1. Frequently
2. Sometimes
3. Never

The 'Cycle of Failure'

(circa 1982)



**Educational
Television**

Webinars

**Second
Life**

Mobile

MOOCs

CBT/CAI
CBT/CAI

They We All Going To...

...Revolutionize (public/corporate) education as we know (knew) it!

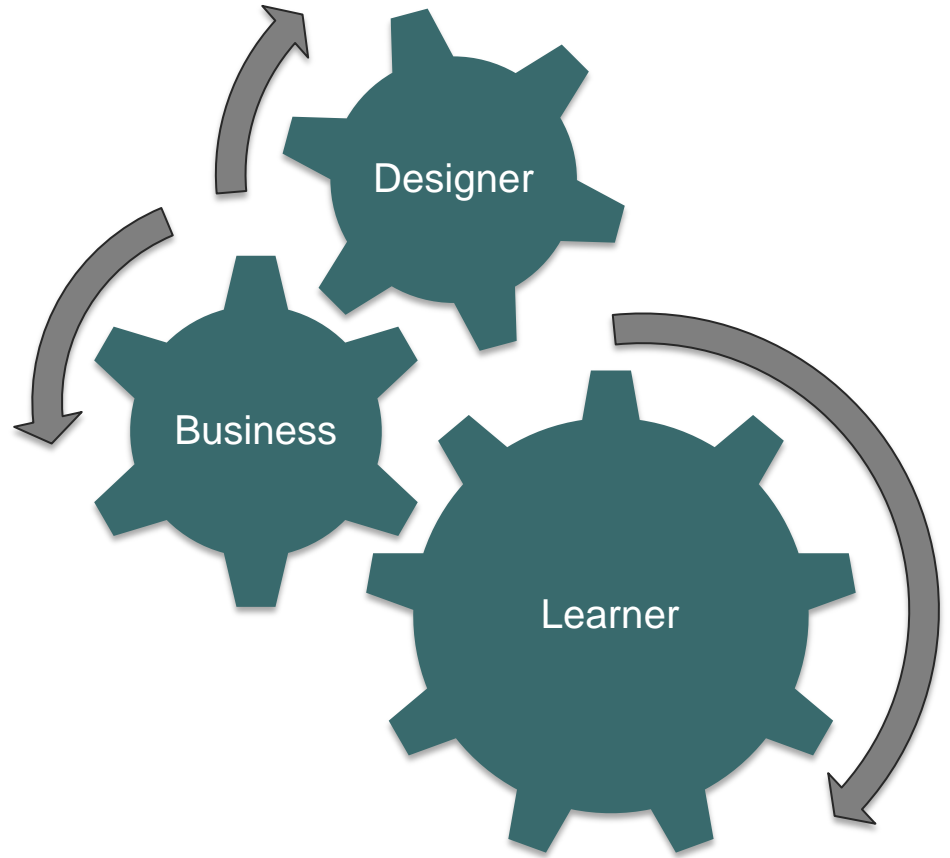
af•ford•ance

The qualities or properties of an object that define its possible uses or make clear how it can or should be used.

The Problem

We Don't Work in A Vacuum

Affordances in Learning and Development



Business Affordances

- Does it help develop, deliver, assess or manage learning more effectively or efficiently?
- Does it make learning more manageable, more responsive, less costly, more enterprise ready, more easily updatable, or more learner adaptive?
- Does it yield a clear, quantifiable benefit to the organization?

Designer Affordances

- Does it make the design process faster, more agile, more adaptive or more responsive?
- Are learning products we create more reusable, user friendly or shareable?

Learner Affordances

- Will it increase learner engagement, motivation or commitment?
- Will it make the learning faster, easier, deeper, more rigorous or more portable?
- Does it enable rapid reference, performance support or access to experts?

What Can We Do

- Be proactive
- Make no promises
- Experiment
- Be creative
- Provide evidence

Final Words

- They aren't really lies
- It is (should be) about the learner (most of the time)
- Design matters
- Methods and tools are methods and tools

Final Words

“...From ourselves we must demand more rigor. We must work harder to uncover the truths about learning that will free us to make the contributions we all want to make, that our clients expect us to make, and that, deep within ourselves, we know we are capable of making.”

Questions?

Thank You

PLURALSIGHT