LTSF20 D3S2: Qualitative Analytics – Turn feedback in to action

Derek Mitchell – Questions

James Booth: Colin Welch: What guitar is that behind you Derek?

  James Booth: Please questions here, we use this box to avoid questions getting lost in the chat box

  justin: what are the best analytical tools available in the market? standalone and in a suite?

  Honza Slozil: How do you motivate learners to give you a relevant feedback?

  James Booth: what % of a course project budget should be allocated to analytics?

  James: Currently researching tools for analytics - MTM Metrics that Matter have a good offering

  Natasia Hieber 2: How do you measure the impact Derek?

  Sindhu Radhakrishnan: So an open question?

  Rob Alcock: What's the best technology for asking questions and getting feedback?

  Honza Slozil: Do you share the feedback on courses / trainers / ... within the company? Do you make it public?

  Mark: It's quite a reductive question, though.

  James: explorance.com

  David 2: what about second language issues - you will not nec have consistency

  David 2: feedback could end up as very bland

  Anja: how do we know how to act on this?

  Andy Wooler: NPS is most often used immediately post course - at a point in time when it cannot yet be known if there was real business impact. In your work to date, has there been a direct correlation between NPS (or sentiment analysis) and business improvement further down the line?

  Paulette: :)

  Melinda 2: This is what we do. Where we have a problem is in analysing the words as we need a means of easily sorting through them to find the %.. we now have nearly 1000 of words but don't wish to manually count them how do you do this

  James: Rather than just gather feedback about the training - how do you measure impact in terms of actionable and observable actions when back on the job?

  James: As we move more to virtual learning and further away from face to face questions - do we need to ask different questions? How is the impact measured here?

  Sindhu Radhakrishnan: I think we need to find out the 'why' factor of each of their responses? A simple Excellent or Bad response not enough.

  Miriam Speidel: James - listen to the recording from yesterday's session with Kevin Yates

  Neena: @James Agreed. I want to know how can we measure the impact of Learning on business performance not whether people liked the training or not

  Kem: How do you minimise the impact of bias from the specific sentiment lexicon

  Antonio Palacios: In your experience, how much of an effort is to maintain the sentiment lexicon?

  Melinda 2: Ditto Antonio question...and is there a source for this that you can share

  David 2: this is surely just participant sentiment - level1 on your triangle...what about addressing ROI?

Carole: People don't always following instructions. How to you handle responses where more than one word is provided?

Sonya: What about how to apply this with user research data?

Wendy Arrowsmith: Agree with David 2, we would be gathering feedback on learning experience/enjoyment of the learning event but not gauging whether the training has delivered behaviour change, etc. How could we be gathering feedback perhaps from managers or colleagues to prove effectiveness of training?

Jonathan P: Is the data likely to be more or less useful if you gave the respondents a choice of ten (or so) words to avoid some less actionable adjectives?

Christina 2: How big is the problem of typos? Do you just ignore words that aren't found in the lexicon and don't produce many hits and write them off as 'spelling mistakes'?

Linda: Could the trainer influence what is put, e.g. telling learners "Put one word such as Interesting, Good, Inspiring"?

Rob: if someone puts "great" that could, in their mind, mean that the session was informative, enjoyable, meaningful etc....How does this method help us understand that was the case??

James Booth: is it possible to have a negative learner feedback about a course ./ training experience, but, still have positive business outcome / impact?

Melinda 2: As said we switched to this but then followed it with a why did you say that

Kem: how long does this take? In terms of time?

James: But how does using a lexicon and proportion tell me what was positive or negative about the training - how do I know what we should do more of/less of in the session

Nadia: Can we get a recording of this webinar please? and how do we access the templates you mentioned please?

Donald H Taylor: The recording, slides, chat and other supporting documents will be available from next week at: https: //www.learningtechnologies.co.uk/digitalhub

Donald H Taylor: Templates available from Derek at https: //www.learningmeasurementcompany.com/

Melinda 2: This looks helpful but did I miss how you do this?..

Isla: how do you deal with Data Privacy?

Linda: How many people do you need to get meaningful results?

john faulkes: How common do you find it that clients' L&D people can map training data to performance data?

Dorothy Miller: If qualitative data has been captured already, could it be converted to use a lexicon model?

Rob Purbrick: How will the lexicon be available

Valerie: Isn't sentiment analysis just level 1 of Kirkpatrick? I agree with the disconnect between this and ROI

Marie Andervin: What about planning responses during the learning experience - any examples of that?

Colin Welch: It does - nice!

john faulkes: Valerie I agree, much of this seemed rooted in analysing data within he bottom level of the pyramid shown at start

Grant: IS it a good idea to monitor % of audience response?

Sandrine Soubes: what are the best free apps for word clouds?

Lisa Costello: Could you provide a lexicon to participants to avoid mis-spellings etc.?

Fiona Odame-Adjei: When is the best time to ask for feedback? Straight after a session or...

D Calbraith: @valerie - how you used Kirkpatirck? What do you think?

Vicky Keith: What happens if you data set is really small?

Phill Ching: There is a lot of theory that you can go too much in depth with analytics especially within a Business case, how much analytics would you recommend when producing business cases

Andy Wooler: Good point - I used Derek's base lexicon and translated into German, increasing the size of the base lexicon. This worked well in testing

Kem: will you attach the word list at the end of this session as a download file please?

Donald H Taylor: Kem - yes, the words are available to download at the end

Sam: How about asking what they liked the best and what the least. Or ask them if they would have liked to have covered a specific feature (that was missed in the training)

David 2: I'm still not getting how this all connects to the Kirkpatrick model you showed at the beginning

Nick: Feels to me it's about identifying patterns, sometimes not obvious, between L&D activity and the rest of the business. How do we get better than that when data is siloed?

Jonathan P: Do you favour anonymous feedback?

Nick: To add...we don't all have licenses/permission to Tableau SQL etc to interrogate.

David 2: OK, it would add some useful background information - but has too connect with other stuff

john faulkes: how far are we away from a cross-industry data resource re L&D - that would identify trends about how various modalities, techniques work?

Karen 2: Surely we need to share our one word summary!!

D Calbraith: @david 2 - the impact it has is how it connect to Kirkpatrick levels

Dom Fry: Karen 2: Surely we need to share our one word summary!!

Samantha Hanley: Thanks