LTSF20 D4S3: Evidence-Informed Building Blocks for Learning Design: From Fake to the Cherry on the Cake

Mirjam Neelen – Questions

Ineffective Design

Martin: no coaching

Caroline Singleton: Set SMART objectives

Anita: Those things don't happen in isolation of each other- they will often happen within the same moment

rjh: still needs more detail around the LOs

Antonio Palacios: Still don't know what is causing accidents

Marla: No interactive participation

Astrid: what is the actual process?

james poletyllo: why would they do it

Tom: Visually 'noisy'

Kathryn Kelly: Doesn't explore why people are not using ladders correctly

Göran Bolinder: We don't know what they actually are trying to achieve.

Bea: too generic objectives

AndrewJacobsLnD: Ineffective because it's not a training problem. It's a systems, process, culture problem.

Brian: May appear as disjointed and not a 'story'.

Manisha Parmar: too much information it is hard to follow

Laura Watkin: No defined success criteria (activity focussed)

Alina: seems it doesn't have practice

Caroline Singleton: Interaction; activities

Akshi: No clear instruction on what they are actually supposed to do

Gemma: It doesn't replicate real life decision making and the objectives are too small

Stevie: Not holistic, doesn't cover risks or emotions which will promote recall

Sue: LOs not clear. Assessment?

Kevin R: What is the impact of not following the instructions?

Sam Hanley: How do you measure success

Tom: doesn't actually display the information clearly

Les: no rationale given

Sandi Rodman: when does the learner get to practice?

Robyn: not assessing them doing anything

Harald Sprengel: no practice

Harri: assumed that everyone has the same knowledge gaps

Liz: Not clear

Rachel Hanson: Some objectives are not detailed enough -

Mike Gray: visually boring

Tom: you can learn everything at a glance

   Christine Locher: could well be a procurement problem, what sorts of ladders are they buying?
   Peter Visser: not effective, on #3, there is no real activity from the learner there, doing and learning behaviour
   Nik Mckiernan: What does "safely" mean - what does good look like?
   Robyn: only simulations
   Harri: no "what's in it for me"
   Michael Main - D2L Brightspace: Objectives need some more context - what is using a ladder safely?
   Tom: can't*
   Laura Bignell: Wondering what user research was done before coming up with the objectives - are they fit for purpose?
   Julie Wedgwood: not effective as it does not address the elephant in the room, i.e. you need to take the right precautions when using a ladder or else you could heart yourself or others
   Reena: bit confusing when all shown and two arrows?
   helen 2: ideally the activity should cover multiple objectives like in real life
   Kate: more detail need
   Diane: Not very stimulating
   Nicki: measurement
   rhoda: output/achievement missing
   Astrid: doesn't involve discussions with participants (as regards activities)
   Rachel Hanson: How do they decide what is 'safely'?
   Krys Gadd: What are the parameters for success?
   Else: Important to integrate feedback form learners
   james poletyllo: this assumes that they don't know how to use ladders but understand they should that is very rarely the case
   Sandi Rodman: the learner doesn't know why
   Katherine: Visually doesn't sit well with me
   Kim Hall: visually boring not engaging for learner
   kirstin: scenarios could mean several activities

Effective design
Aly: Structured, clear
   MaggieH: activities relate to objectives
   Krys Gadd: Clear objectives
   Peter Visser: not effective, on #3, there is no real activity from the learner there
   Noel Read: I know what I need to achieve, and how I am going to achieve it
   Davina: depends on the people being trained
   helen 2: matching objective and activity eliminates unnecessary information
   Rachel Hanson: First objective is really clear - what they would actually do on the job - great.
   Krys Gadd: Measurable
   Dorothy: Clearly details the activities to support the objective
   Harri: demonstrations should be showing best practice so gives a clear idea of

what is expected
  Victoria 2: People on ladders are not always those who look at computers
  Tasmin: it is straightforward and clear
  Paula McMinn: Ensures the learning objectives are individually achieved
  Diane: Very clear. Uncluttered.
  Vicky Keith: Follows a logical progression
  Kate: each learning outcome has an activity
  rhoda: Nice blended approach
  Robyn: its broken down into the components needed
  leticia ferraro: aligning goals, both organizational and personal
  rjh: Gives a useful broad-brush approach
  Joan Keevill: Scenarios will encourage people to reflect on what they should do, but it also needs a practice element
  Alina: clear objectives
  Madhu: It shows the objective and activity clearly and mapped
  Laura Watkin: Objectives split between different tasks
  Astrid: clear objectives and specific activities
  Dan: Only focussing on the objective - not the problem!!
  Manisha Parmar: there are some icons and colours which make it interesting
  Sue: Different types of activities
  Kelley S: clear objectives, linked to activity
  Anita: Pragmatic activities
  Carol Ann: Activities may not be fully effective
  Marla: Do participant's understand why they need the training
  Joan Keevill: Scenarios can have consequential feedback to show impact!
  Ita: action based activities
  Else: Takes its point of departure in actual situations for the ones that need to learn

Virginie Chasseriau: Please ask your questions for Mirjam here
  James Booth: we ask for questions here to avoid them getting lost in the chat box
  Sarah B: is there a way to collapse the chat box? I find it distracting, I can't see how to do this.
  Antonio Palacios: Sarah B: Move the window to the right so the chat falls outside the screen
  AndrewJacobsLnD: @Sarah B - you can make the presentation full screen if on laptop/desktop
  Simon F: You can make slide full screen - hover top right of it
  Sarah B: ok thanks all, seems you have to make full screen and then lose the question box, never mind!
  James Booth: please can we use this box for questions to Mirijam
  Virginie Chasseriau: ***
  Sam Hanley: How do you educate non training professionals to the impact of using training to try and fix 'non training issues' in your experience?
  José Azorín: do you just have a definition of training as understood by you to put us in context?
  Tom: Would you say that the dilemma we face is that there's a lot of stigma around academia from the general public and how they're "dreamers" who "don't live in the real world" and, in actuality, this is just an excuse to minimise the efforts required to change?
  Steve Skarratt: I see your point, but assessment is an integral part but not yet mentioned?
  Mike Collins: One question is how do we get buy in from business leaders & managers on

this and change their view on training / learning / performance when we in the profession are still getting our heads round it

Rachel Hanson: Could you build up the objectives? So, if there was an activity that incorporated them all as well as separately?

Laura Watkin: Based on what you said about breaking down tasks being ineffective - does this mean "Deliberate practise" has no value?

Rachel Hanson: To what extent can effective learning design be delivered remotely? Do you have any advice around this? Or examples of when this has been done successfully?

Steve Skarratt: Why is it a binary choice? Why can it not be a combination?

Krys Gadd: What is scaffolding?

Christina: what would you suggest for training where the same task can be done in multiple ways?

Astrid: but doesn't having smaller components help in micro-learning?

Bea: @Astrid plus one

Aly: Doesn't it depend on people's learning styles? some people prefer to read - gain knowledge - before practising

Peter Visser: learning style are fake !

Astrid: and the KSAB also depends on the objectives themselves, if the problem at hand isn't behaviours rather only skill, then how do you go about it?

Virginie Chasseriau: @Astric, what is KSAB?

Astrid: Knowledge, Skills, Attitude, Behaviour

Peter Visser: see article on learning styles: [https: //research.ou.nl/en/publications/stop-propagating-the-learning-styles-myth](https://research.ou.nl/en/publications/stop-propagating-the-learning-styles-myth)

Virginie Chasseriau: Thanks

Steve Skarratt: I disagree that "knowledge and skills go hand in hand" You wouldn't just give a rifle to an inexperienced practitioner and expect them to muddle their way through using it without some prior knowledge?#

Aly: @Steve, agree wholeheartedly

Astrid: @Steve, I think it depends a lot on what the problem is, some things are just skill some are a combination, so I also don't fully agree with what was stated earlier, or am confused by it

Steve Skarratt: @Astrid Ditto

Harri: @Steve : I think the point is that it's ineffective to do all the theory first and all the practice after.

Steve Skarratt: @harri - I think that is too much of a generalisation

Bea: @Steve I agree too, but the statement may be partially true, if we are talking about simple, physical tasks

Nick Denholm: @Astrid, completely agree. You really need to understand the business problem upfront

Harri: @ Steve re the safety issue: for example I learn aeiral silks and do drops from 20ft - I learn each one by watching the instructor first so I know what I'm trying to achieve and get the critical safety info but I don't really start "learning" until I'm working through the practices at a low/safe level and building up with a bit of practice + a bit of input

Steve Skarratt: @Bea   I agree - perhaps the more complex the task, the more blurred it becomes

Astrid: self-regulated learning it has a lot to do with the maturity of the learning culture

Krys Gadd: Is this the same as self-directed learning?

Rachel Hanson: There's a lot of talk about personalisation in learning - how can this be implemented successfully if people are bad at self-regulating learning?

James Booth: hi everyone, please can we keep this box for questions for Mirijam, otherwise they get lost in the discussion

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Mike Gray: does the 70/20/10 learning methodology still hold relevance in a post covid world?

Harri: @James : yup, sorry

Steve Skarratt: oops.   Apologies. : o)

Astrid: How can we move from directed to self-regulated learning in a young learning culture?

Sean Ryan: What about simulated environments where learners are safe to make mistakes and gain experience for themselves before moving into a live situation.

Peter Visser: be aware, there is not much research backing up the 70/20/10 learning methodology

James Booth: : -) thank you : -)

Donald H Taylor: Astrid - when you say 'young', do you mean the people are young, or the company is?

Else: Any clues on motivation for learning for people who join as volunteers?

rjh: I agree with peter: 70: 20: 10 is more of a business buzzword now.

Astrid: @Donald I mean the culture of learning in itself is - not necessarily the people nor the company, but that the understanding of what learning is, the responsibilities, expectations etc, are not very mature

Peter Visser: research on 70: 20: 10 https: //www.worklearning.com/2019/04/19/the-70-20-10-framework-gets-its-first-scientific-investigation/

Donald H Taylor: Astrid - thanks

IT: 70: 20: 10 is a kind of hoax

Astrid: Would it be possible to provide more examples of moving from highly scaffolded to independent practice?

Christine Locher: What resources do you recommend for practitioners to stay up to speed with the latest (and to clear out old stuff we might have learned that has been debunked) --- without making that a full time job?

Christina: would also be interested in this ^

Virginie Chasseriau: You'll get resources at the end, to copy

Dawn Smart: @Christine - good question - so much to stay abreast of

Peter Visser: @christine : would recommend a book about myths https: //www.elsevier.com/books/urban-myths-about-learning-and-education/de-bruyckere/978-0-12-801537-7

Michael Main - D2L Brightspace: I'm not sure it's a hoax really. I think some of the meaning has been lost along the way - the numbers themselves were only ever guidelines. GoodPractice/Emerald Works have led the way in research with practical application through Owen Ferguson and Stef Scott's reports: https: //emeraldworks.com/resources/research-and-reports/workplace-learning/the-evolution-of-70-20-10

Fiona T: Can you talk more about the difference between self-regulated learning versus self-driven learning?

Astrid: How would you suggest that we, as L&D practitioners, convey this same message to Senior managers, Board, etc to explain potential development/changes necessary in the company?

Patrick: @ Else: work with volunteers is always very different. In my experience, the enthusiasm for the theme of training must come from the trainer. In addition, a greater amount of joy should be included during the training in order to encourage attention

Harri: How do you distinguish between the real scientific research and the often-promoted fake research?

Else: @Patrick, agree. but any clues to the trainer : -)

Michelle McShortall: Most people think because they have been taught, they understand learning and the theory behind it, but a you point out there are so many flawed mental models and there seems to be natural resistance sometimes to using the evidence to support your design, and a failure on the part of the organisation to embrace them...

Anita: @Astrid- Lori Niles Hofmann yesterday talked about influencing senior managers, and suggested just doing it with a small sample and then presenting the senior team with real evidence from within your organisation. Trying to convince them with theory will often be really difficult

AndrewJacobsLnD: How does that definition of training differ from learning?

Jayadev: What is the real difference between Training & Coaching?