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

Mirjam Neelen – Themed comments

1. MOVING TO SELF-REGULATED LEARNING - done

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

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

2. MOTIVATING VOLUNTEERS

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

3. AN EXAMPLE PLEASE - done

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

4. RESOURCES

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?

5. GET PEOPLE ON BOARD

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?

6. SELF-REGULATED VS SELF-DRIVEN

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

7. SPOTTING FAKE RESEARCH

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

6. IF TIME: KEY ISSUE - when do you learn?

'Mirjam, there was a key discussion around the relationship between skills and knowledge. Steve said we definitely need knowledge up front in some cases. And Astrid said surely something are just a skill. Harri pointed out that learning happens by practice, even after you've had the prior knowledge. Can you explain a bit more about the relationship between skills and knowledge?'

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

Harri: @ Steve re the safety issue: for example I learn aerial 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

TRAINING THE FAKE WAY

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?

COMPLEX LEARNING

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

ONLINE DELIVERY

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?

GENERAL COMMENTS

Laura Watkin: This is SUCH an important topic - too many L&D folk have no idea of what practice is effective and why

Carrie (@CarrieAWalton): Pedagogy - to lead the child, andragogy - to lead the man, heutagogy - to lead oneself.

Laura Watkin: Liked the greyed-out text - nice balance of attention on what you want while supporting those who want to review

Antonio Palacios: Agree! First question when I am asked for training is "Why?"

Christine Locher: Right next to the "training as pizza delivery" view, where people phone in 2 days of time mgmt with extra olives and cheese

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