

## **LTSF20 D3S4: Pre-diagnosis, assessments and microlearning in a time of rapid e-Learning transformation**

Magdalena Mos – General chat

Michelle Parry-Slater: Please drop your questions here

Isaac: How is Webex for training? Do you find it's functionality helpful to deliver online learning sessions?

Michelle Parry-Slater: @Isaac AT CIPD we use webex events, which has great functionality for online learning.

James Booth: Do you use pre-assessments in EVERY learning intervention? or just longer / more formal ones?

Laura 2: What do you think about Google Meet as a training tool for students or professors?

Isaac: @Laura it can work well. No in-built breakout rooms but you can get around this making several concurrent meetings. Also integrates well with Jamboard (virtual whiteboarding)

Anne Leiser: Do you also teach intercultural training? If yes, how do you deliver empathy in a virtual setting?

Laura 2: Thanks @Isaac

Seynabou: Very good, interesting and relevant question, Anne Leiser

TG: What are some examples of content that is best suited for microlearning (in your context) and some topics that may not work well with microlearning?

Wojciech Bednaruk: What's more important driver behind microlearning: lowering attention span or lack of time that can be dedicated to learning?

Chrissy: Does the animation work with adult learners? Do they engage more with the content if you are using characters?

Anna: how did you decide whether it is appropriate

Jonathan: microlearning is a time-intensive and expensive investment. how do you measure & show success?

Christine: What is the right equipment for power point videos?

Anna: how did you decide where it is appropriate to use humour / animations? did you get any feedback from learners and how do you measure the impact of e-learning?

Matt James: How do you define when learning is 'micro'? How short does it have to be? How often is it best delivered?

Robin: Are these assessments in anyway validated or given credits via a university or the like?

Anna: can you assess soft skills in online training or is it only quizzes on knowledge?

Lisa 2: is the assessment only on hard skills?

Sindhu Radhakrishnan: Yes scenario based assessments link to learning outcomes for soft skills work

Laura Watkin: Do you experience any tension between tactics needed to engage/motivate learners and evidence-informed principles e.g. cognitive science of learning?

Lisa 2: how to you measure soft skills?

Sindhu Radhakrishnan: Stories that provoke learners to think and act will work - from my experience

chloe: Can you give examples of before and after assessment questions? Maybe do you feel confident to....then after so you can say the training enabled confidence?

Sindhu Radhakrishnan: provoke

Wojciech Bednaruk: What is Covid real impact on this transformation ... it wouldn't happen without Covid?

Jonathan: @Wojciech it depends, my thoughts at least... a lot of research on training still shows face-to-face as both the preferred and most effective method. perhaps it isn't a priority in most industries. This has suddenly had to shift, right: -)

Wojciech Bednaruk: @Jonathan ... I think we need to popularise a series of metastudies that show that modality has no impact on the effectiveness, only the method counts

Donald H Taylor: Wojciech - that was pretty much the impact of Kevin's session yesterday

Carol Jamieson: How did you actually make Frontie?

Adele: What do you use to add subtitles?

Alex H: The business I work in have been invested in "bite sized" learning for a while now, but c-19 has certainly sped thing up with development time

Caroline Singleton: The eLearning application can create the subtitles automatically

Brenda Duffy: Do you ever display a pre-recorded video alongside your PowerPoint slides rather than using in PowerPoint recordings? If so, how did you do it (software?)

Linda Orru: Did you use pass rates to ensure knowledge and understanding