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Making Effective Decisions About Developing E-Learning Content

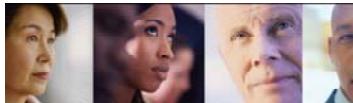
Roelf Woldring

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The Question

Do adult education principles apply to the e-learning:

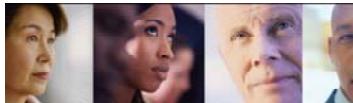
- **used for professional development,**
- **developed to support major organizational change?**



The Answer

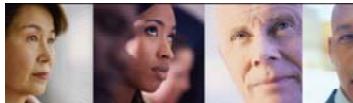
Yes

but . . .



By the end of this session, you will ...

- Understand how
 - **each of three key** adult learning decision making frameworks apply to
 - **making decisions** about developing e-learning content



Click on the arrow to
go directly there

Use this Switchboard
to control your movement
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The Switchboard

 The Question

 3 Core Adult Education Decision Making Frameworks

 What is E-Learning, Knowing, Learning and A Skill?

 The E-Learning Content Development Decision Space

 The Need for Learning Objectives

 Example of a Learning Objective

Making Business Decisions About E-Learning

 What do we need participants to do in order to be more effective back on the job?

 How do we maximize the learning experience for each participant?

 How much do we invest?

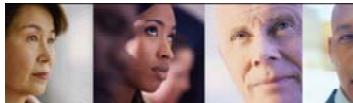
 A Project Framework for Custom E-Learning Content Development



Do adult education principles apply to the e-learning?
1 of 3

1. Is the “**knowing that**”, “**knowing how to**”, “**knowing why**” learning typology distinction relevant?

- “**knowing that**” = **factual** knowledge
- “**knowing how**” = **capability to do** (intellectual / psycho-motor / emotional / full body)
- “**knowing why**” = **motivation** / reasons **to do** or **not to do**



Do adult education principles apply to the e-learning? 2 of 3

2. Are **learning styles** relevant?

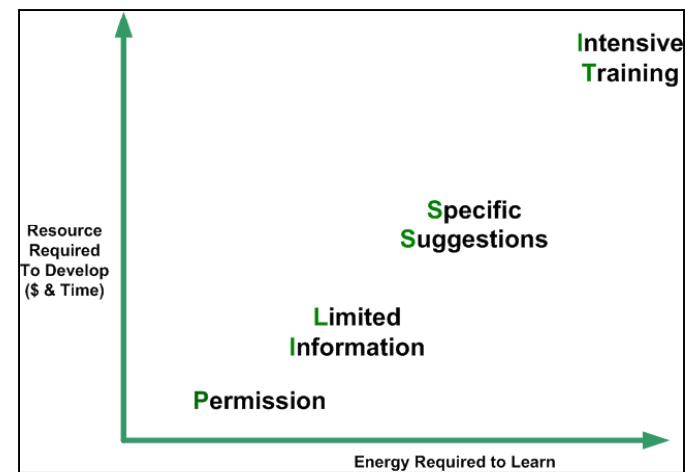
- Learning by **trying: trial and error** = getting immediate feedback from personally trying it out
 - David Kolb's **Active Experimentation** learning style
- Learning by **guided doing** = being taken through the steps by a watching / directing coach
 - David Kolb's **Concrete Experience** learning style
- Learning by **observing and reflecting** = observing others as they apply / problem solve and learn
 - David Kolb's **Reflective Observation** learning style
- Learning by **integrating principles and concepts** = comprehending the concepts and ideas and seeing how they relate to other conceptual models / approaches / frameworks
 - David Kolb's **Abstraction Conceptualization** learning style



Do adult education principles apply to the e-learning?
3 of 3

3. Is the **PLISSIT cost / benefit model for learning investment** relevant?

- **P = Permission** = ensuring that the individuals know they are allowed to / will be rewarded for applying the new behaviours on-the-job
- **LI = Limited Information** = providing basic information about what to do (that = facts, how to = examples of techniques, why = reasons to do) to each individual
- **SS = Specific Suggestions** = providing specific instructions on what to do and when to do it in relevant on-the-job situations
- **IT = Intensive Training** = providing each individual with opportunities to practice the new behaviours in “safe environments”, so each person engages in personal practice and gets customized personal feedback on how she/he is doing and what he/she needs to upgrade his/her personal skill level





What is E-Learning, Knowing, Learning and A Skill?



What is E-Learning?

E-Learning programs which:

1. Must be capable of being **delivered to a Learner over the Internet**
 - even if at times it is delivered on some other media like a DVD or CD
2. Allows the Learner to control the time, the place and the pace in which the learning occurs
 - Electronic educational material that is delivered under the time and space control of the “teacher” is explicitly EXCLUDED
3. Requires **the use of some “computing device”** controlled by an operating system for delivery
 - e.g. a microcomputer, a smart phone, a tablet computer ...



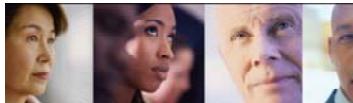


What is Knowing?

- "knowing that" = knowledge of facts, concepts or ideas
- "knowing how to" = having the capability to do

| | Done by self | Done with others |
|-----------------|--------------|------------------|
| Use brain to do | | |
| Use body to do | | |

- Not mutually exclusive, i.e. a capability could in some situations fit into one of the cells and in others fit into all four
- "knowing why" = knowing why to do or not to do activities



What is Learning?

An increase in the stock of knowledge or capability of an individual, which:

Increases what the individual **knows** (facts, concepts, ideas)

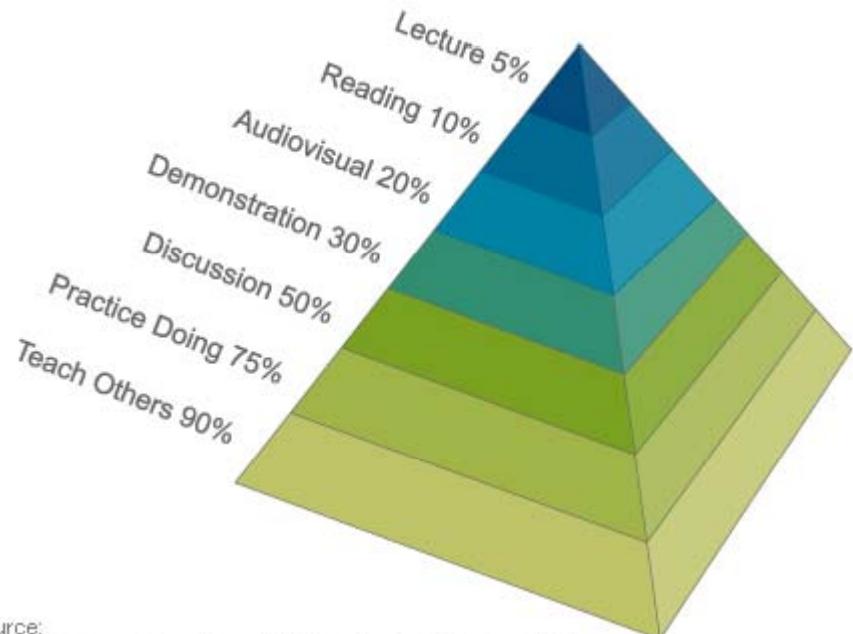
or

Increases what the individual **is capable of doing** (how to)

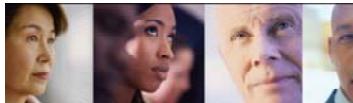
or

Increases the reasons that the individual **avoids or does things**

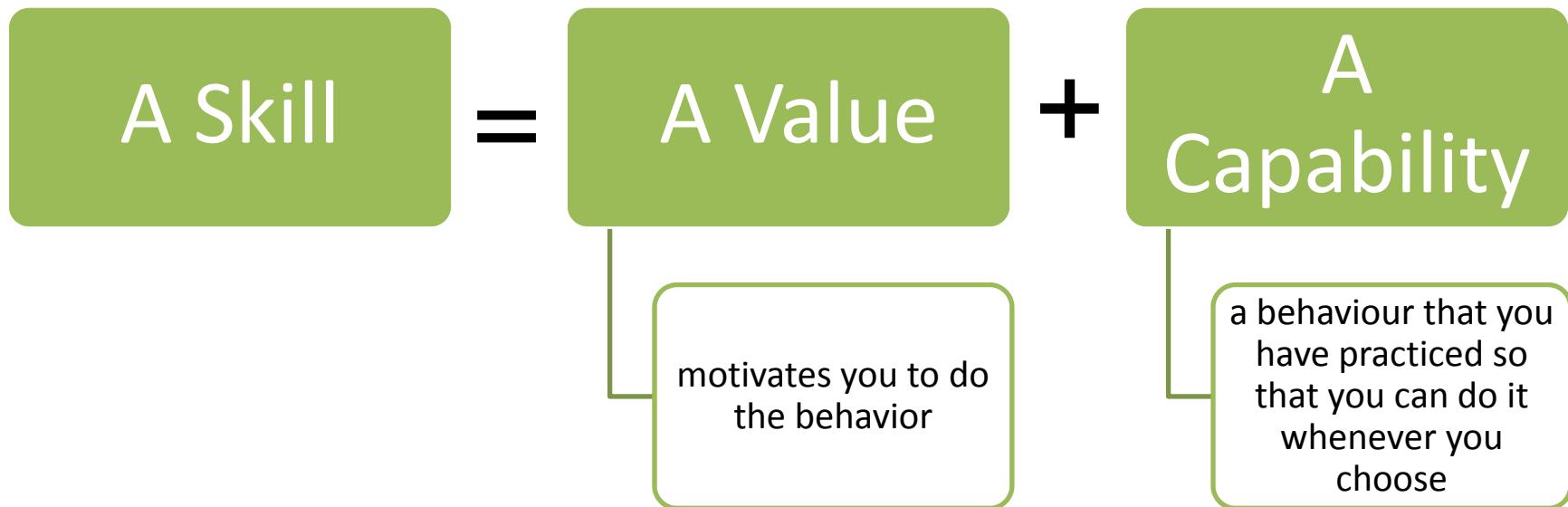
The Learning Pyramid
(Average Learning Retention Rates)



Source:
National Training Laboratories (NTL) for Applied Behavioral Science



What is a Workplace Skill?



Without the value, you will not exercise the capability, even if you have it.

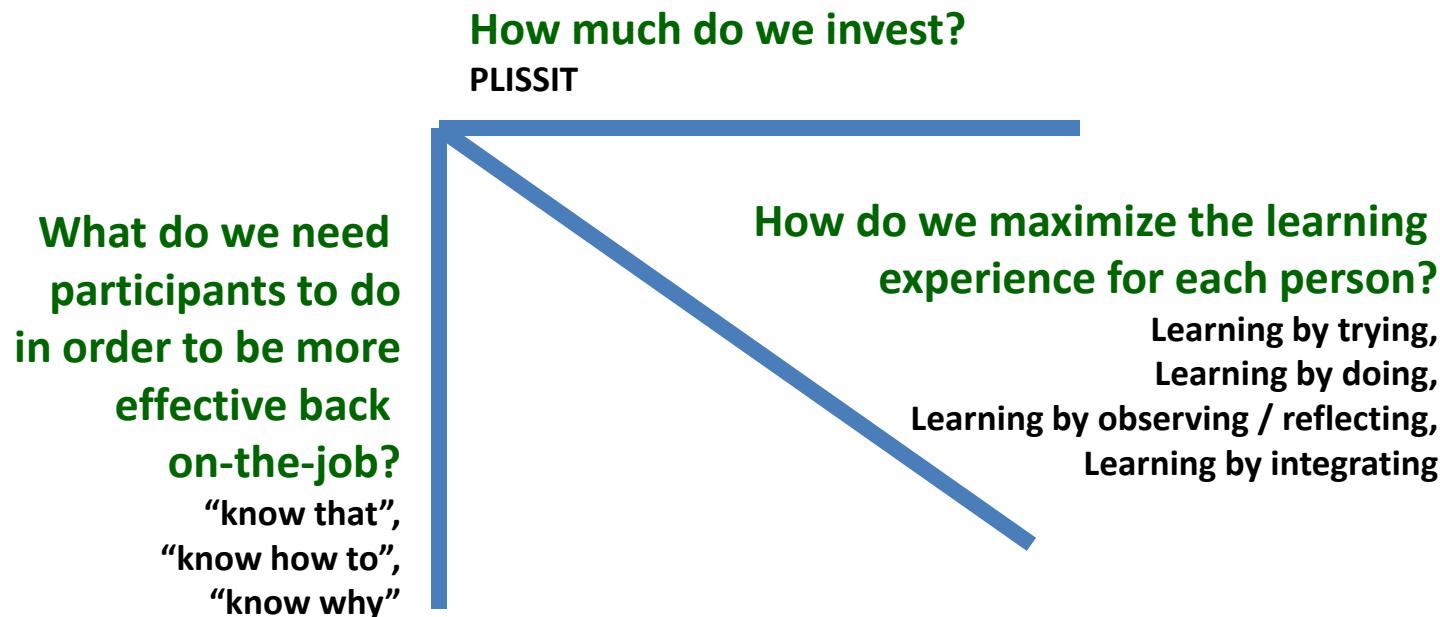
Without the value, you will not work at acquiring the capability, even if this is a new skill.

The best way to decide if you have the needed value is for YOU to decide to engage in this learning program.



E-Learning Content Development Decision Space

- To make effective decisions about developing content for e-learning,
3 interacting questions must be considered simultaneously





In order to answer these questions effectively,
we need to define the learning objectives for the program

- A **learning objective (or outcome)** defines in behavioral terms what we expect each participant to be capable of doing when he/she goes back to the job

- **Behavioral / doing** = sets out the behavior the person will do once back on-the-job
 - A verbal picture - concrete
 - **TEST** = describe how this will be measured / observed by another person
- Can be arranged **as a hierarchy – an indented outline**
 - More general at top
 - More specific down below
- Ignores the **previous education and experience** level of the doer: what each person brings to the program
- Ignores the issue of **motivation** – why will the person do this?
- Ignores the **difference in performance levels between individuals**: reflects what is expected of the “normal” or “statistically average” doer
- Assumes that the person “**works” at learning** during the program



An Example of a Learning Outcome

- To have the capability to give a co-worker feedback on what that person has just done on the job
 - When both people are interacting in **normal day-to-day work conditions with no extraordinary stress or pressure** (e.g. the stress related to a rarely occurring event like a performance appraisal meeting)
 - The Feedback describes the **other person's immediate behavior**: i.e. things the person has done within the last 3 hours
 - The feedback **is not** the basis on which the first person then adds “coaching” material, i.e. suggestions / advice / ideas by which the other person can improve this behavior



Making Business Decisions

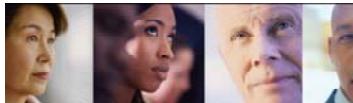
About Developing

E-Learning Content



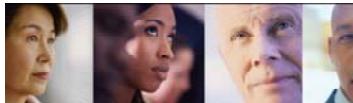
What do we need participants to do in order to be more effective back on-the-job?

| Type of Knowing | Kind of Content Required | Comparative Development Cost (\$, time to develop) |
|--------------------|--|---|
| Know That | <ol style="list-style-type: none">1. Mini-lectures2. Samples of effective behavior (possibly animated or video)3. Samples of ineffective behavior (possibly animated or video)4. Learning quizzes and games to test application5. Explanations in response to “incorrect” answers to increase learning | <ol style="list-style-type: none">1. Lowest2. High if video, low to medium if animated3. High if video, low to medium if animated4. Low if using tool like Articulate Presenter or equivalent5. Low if using tool like Articulate Presenter or equivalent |
| Know How To | <ol style="list-style-type: none">1. Problems to work through2. Mini-cases to analyze3. “Video-taped” typical simulations to respond to4. Practicums to apply know in “as close as possible” back on-the-job conditions5. Feedback and coaching by “experts” during and after practice | <ol style="list-style-type: none">1. Low if using tool like Articulate Presenter or equivalent2. Low if using tool like Articulate Presenter or equivalent3. High if video, low to medium if animated4. High requires “experts” during development to increase realism5. High requires trainers who both know area and are good “in the moment coaches” |
| Know Why | <ol style="list-style-type: none">1. Inspirational talks or videos by creditable leaders2. Facilitated case discussions with “creditable” peers3. Dialogue with “creditable” mentors / coaches | <ol style="list-style-type: none">1. High both video development and opportunity cost of leaders’ time2. High requires expertise during development / delivery requires facilitators who both understand content and are good coaches3. High – requires access to creditable mentors and coaches |



How do we maximize the learning experience for each participant?

| Learning Style | Kind of Content Required | Comparative Development Cost (\$, time to develop) |
|---|--|---|
| Learning by trying | 1. Problems and Cases 2. Simulations | <ul style="list-style-type: none">• Low if presented in words – not always most effective• Higher if they involve video animations, video tape clips, real time simulations |
| Learning by doing | 1. Step by step guidance on how to work through typical situations | <ul style="list-style-type: none">• Low if presented in words – not always most effective• Higher if they involve video animations, video tape clips, real time simulations• Higher again if it is a real practicum in as close as possible to or in actual on the job environments• Peer mentoring is a viable option if the mentoring peer has the interpersonal and content skills required |
| Learning by observing and reflecting | 1. Samples of effective behaviour 2. Samples of ineffective behavior 3. Cases / Simulations which involve both | <ul style="list-style-type: none">• Low if presented in words – not always most effective• Higher if they involve video animations, video tape clips, real time simulations |
| Learning by integrating | 1. Well done lecture material focused on principles and applications first then application 2. Cases / Simulations which involve both | <ul style="list-style-type: none">• Low when presented in words – not always most effective• Higher if they involve video animations, video tape clips, real time simulations |

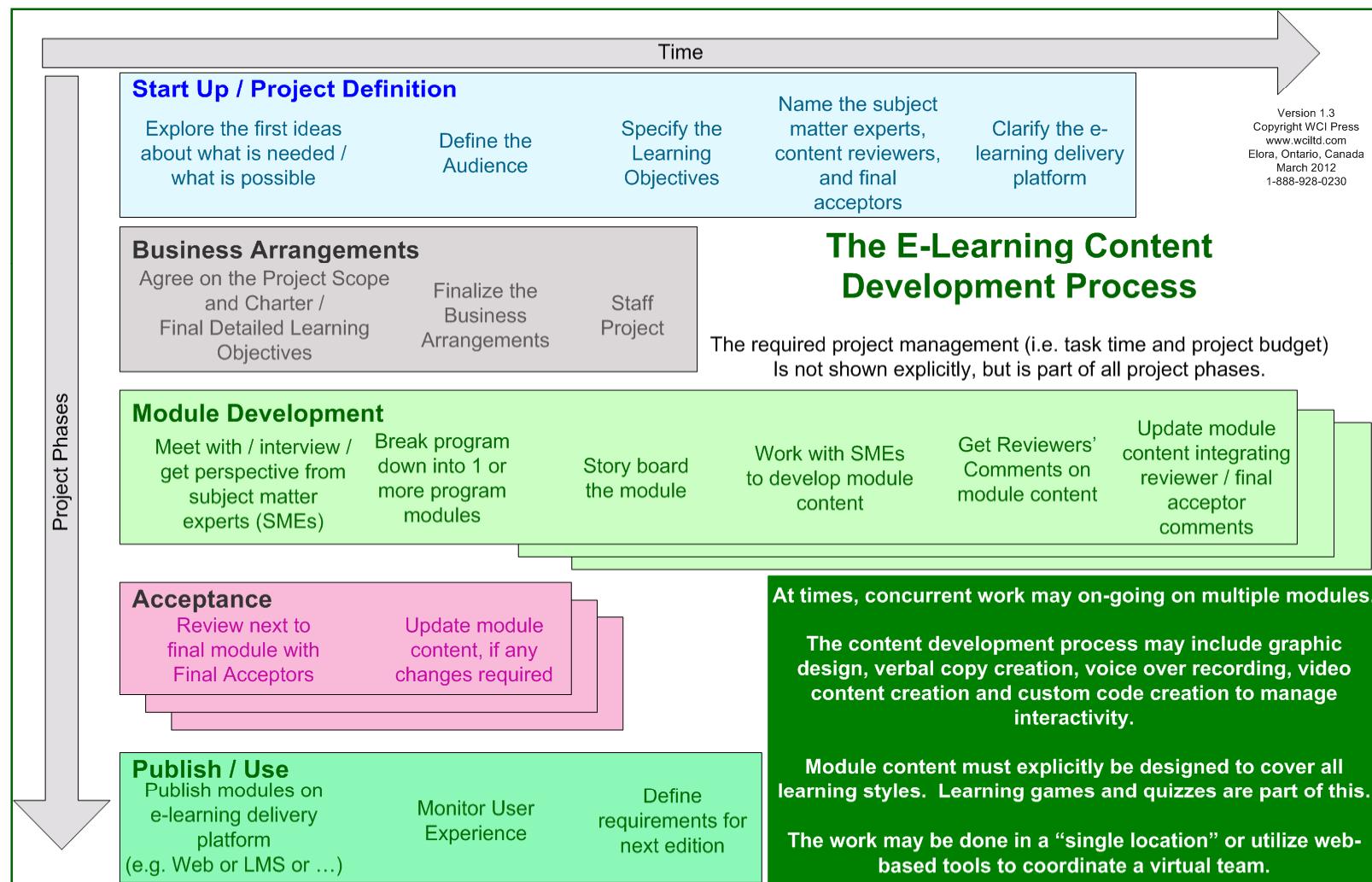


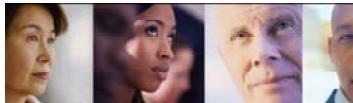
How much do we invest?

| Investment Size | Kind of Content Required | Comparative Development Cost (\$, time to develop) |
|-----------------------------|---|---|
| Permission | <ol style="list-style-type: none">Statements and Walk the Talk by senior leaders and executiveAdjustment to reward system to recognize “new behavior” | <ol style="list-style-type: none">Could be relatively inexpensive but requires INNER CIRCLE EXECUTIVE commitment and follow up modeling |
| Limited Information | <ol style="list-style-type: none">E-Learning program / video program that provides basic information / shows examples of effective behavior | <ol style="list-style-type: none">Involves a “development cost / number of deliveries” trade off – the more people who participate the lower the cost per delivery |
| Specific Suggestions | <ol style="list-style-type: none">E – learning / classroom program which show base concepts / ideas and provides a number of examples of typical use on the jobCall in program which provides coaching to specific individuals on “demand”Intensive Training for “on the job” peers who go out and model / informally coach their peers | <ol style="list-style-type: none">E-learning comparative low cost per delivery if large numbers of participants are involved, despite higher development costProvides some level of “on-demand” coaching to support a Limited Information programRequires careful selecting of “peers” to ensure that it is effective |
| Intensive Training | <ol style="list-style-type: none">Well done programs involving deep design and extensive feedbackNecessary as “training for trainers” for “on the job” peer delivery model | <ol style="list-style-type: none">Higher to develop, but has lower cost per delivery benefits when large numbers of participants are involved |



A Project Framework for Custom E-Learning Content Development





WCI / WCI Press and E-Learning

- We developed content for our own and for client's custom professional development programs for many years
- We delivered professional development programs for clients
- We helped clients structure and execute complex organizational change

Adding e-learning simply integrates our strengths with a rapidly evolving technology

- We develop custom e-learning content for clients
- We develop and deliver publicly available e-learning programs focused on interpersonal skills and team work through e-learning portals such as [the Training Library](#)

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