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# Making Effective Decisions About Developing E-Learning Content

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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 through this session

## 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

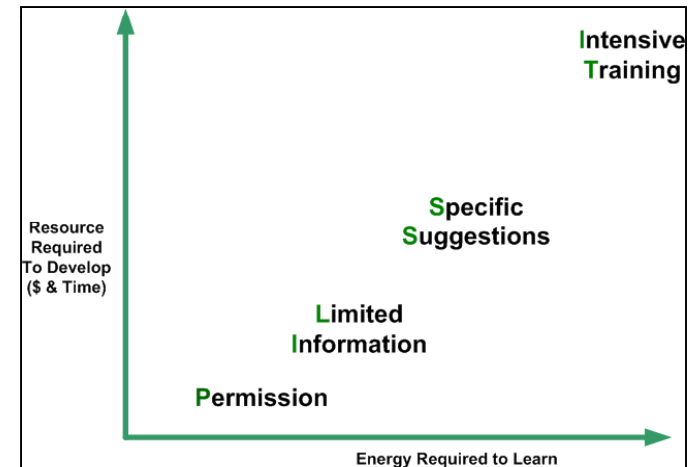
### 2. Are **learning styles** relevant?

- 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:

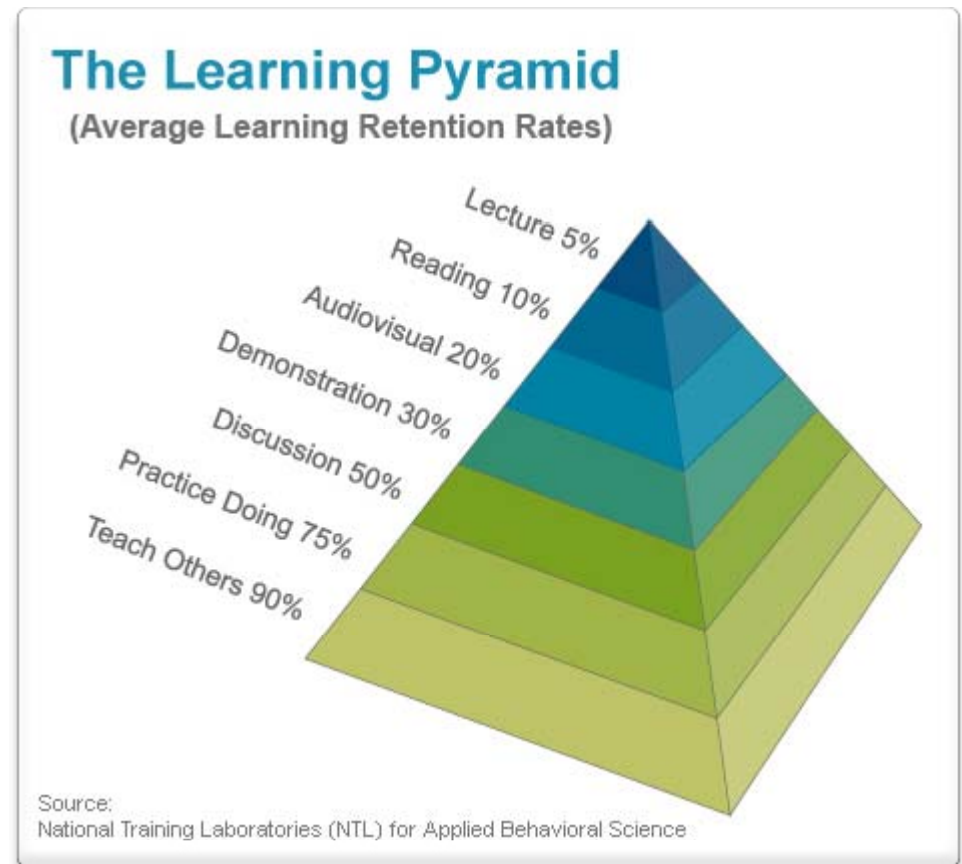
Increases what the individual **knows** (facts, concepts, ideas)

or

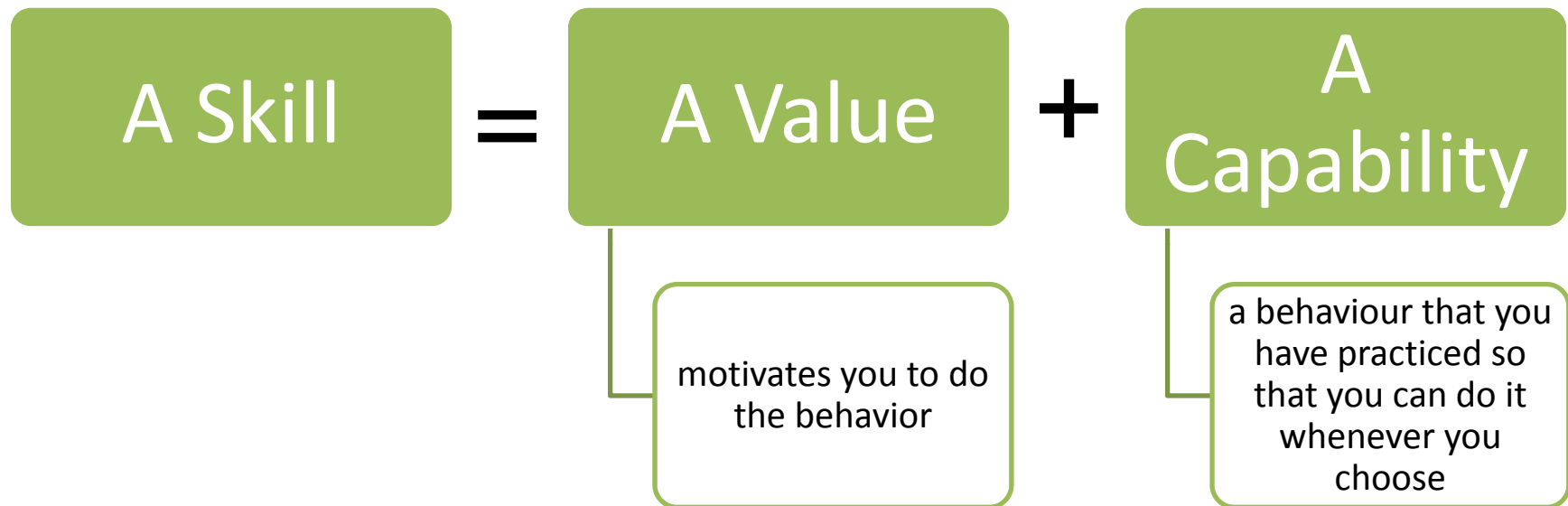
Increases what the individual is **capable of doing** (how to)

or

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



# What is a Workplace Skill?



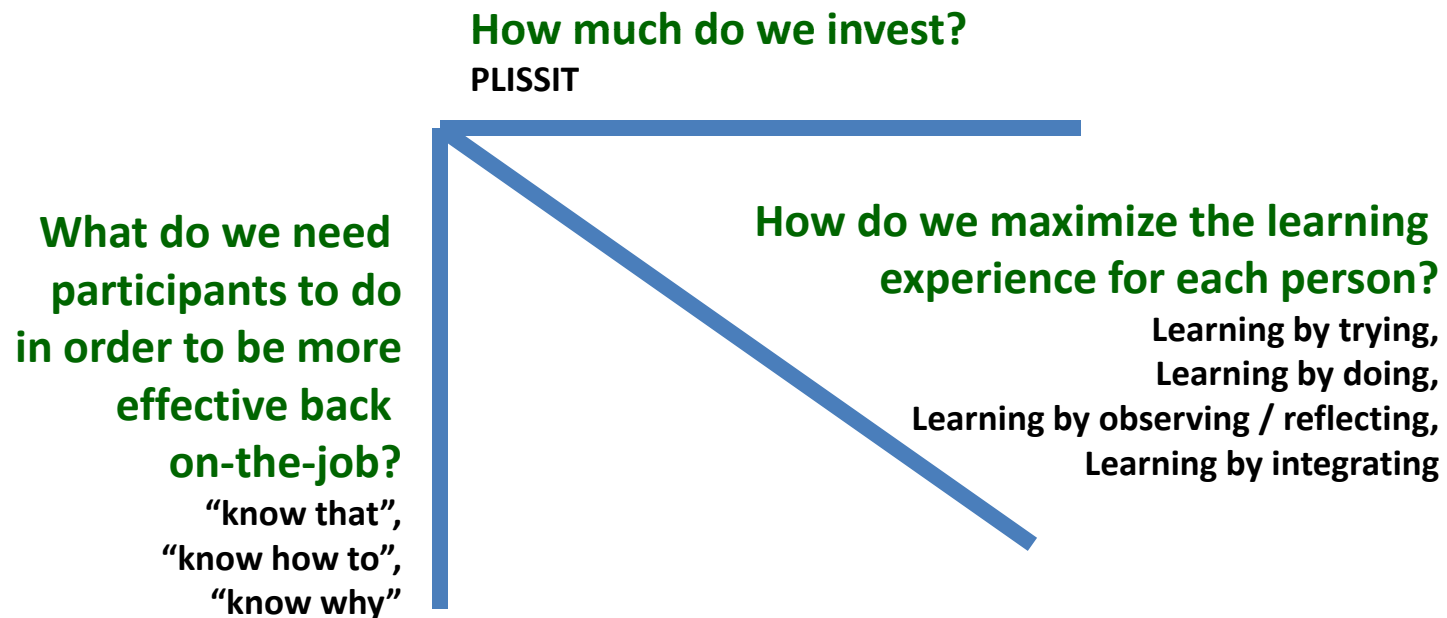
**Without the value**, you will not exercise the capability, even if you have it.

**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)
<b>Know That</b>	<ol style="list-style-type: none"> <li>1. Mini-lectures</li> <li>2. Samples of effective behavior (possibly animated or video)</li> <li>3. Samples of ineffective behavior (possibly animated or video)</li> <li>4. Learning quizzes and games to test application</li> <li>5. Explanations in response to “incorrect” answers to increase learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Lowest</li> <li>2. High if video, low to medium if animated</li> <li>3. High if video, low to medium if animated</li> <li>4. Low if using tool like Articulate Presenter or equivalent</li> <li>5. Low if using tool like Articulate Presenter or equivalent</li> </ol>
<b>Know How To</b>	<ol style="list-style-type: none"> <li>1. Problems to work through</li> <li>2. Mini-cases to analyze</li> <li>3. “Video-taped” typical simulations to response to</li> <li>4. Practicums to apply know in “as close as possible” back on-the-job conditions</li> <li>5. Feedback and coaching by “experts” during and after practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Low if using tool like Articulate Presenter or equivalent</li> <li>2. Low if using tool like Articulate Presenter or equivalent</li> <li>3. High if video, low to medium if animated</li> <li>4. High requires “experts” during development to increase realism</li> <li>5. High requires trainers who both know area and are good “in the moment coaches”</li> </ol>
<b>Know Why</b>	<ol style="list-style-type: none"> <li>1. Inspirational talks or videos by credible leaders</li> <li>2. Facilitated case discussions with “credible” peers</li> <li>3. Dialogue with “credible” mentors / coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. High both video development and opportunity cost of leaders’ time</li> <li>2. High requires expertise during development / delivery requires facilitators who both understand content and are good coaches</li> <li>3. High – requires access to credible mentors and coaches</li> </ol>

## How do we maximize the learning experience for each participant?

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

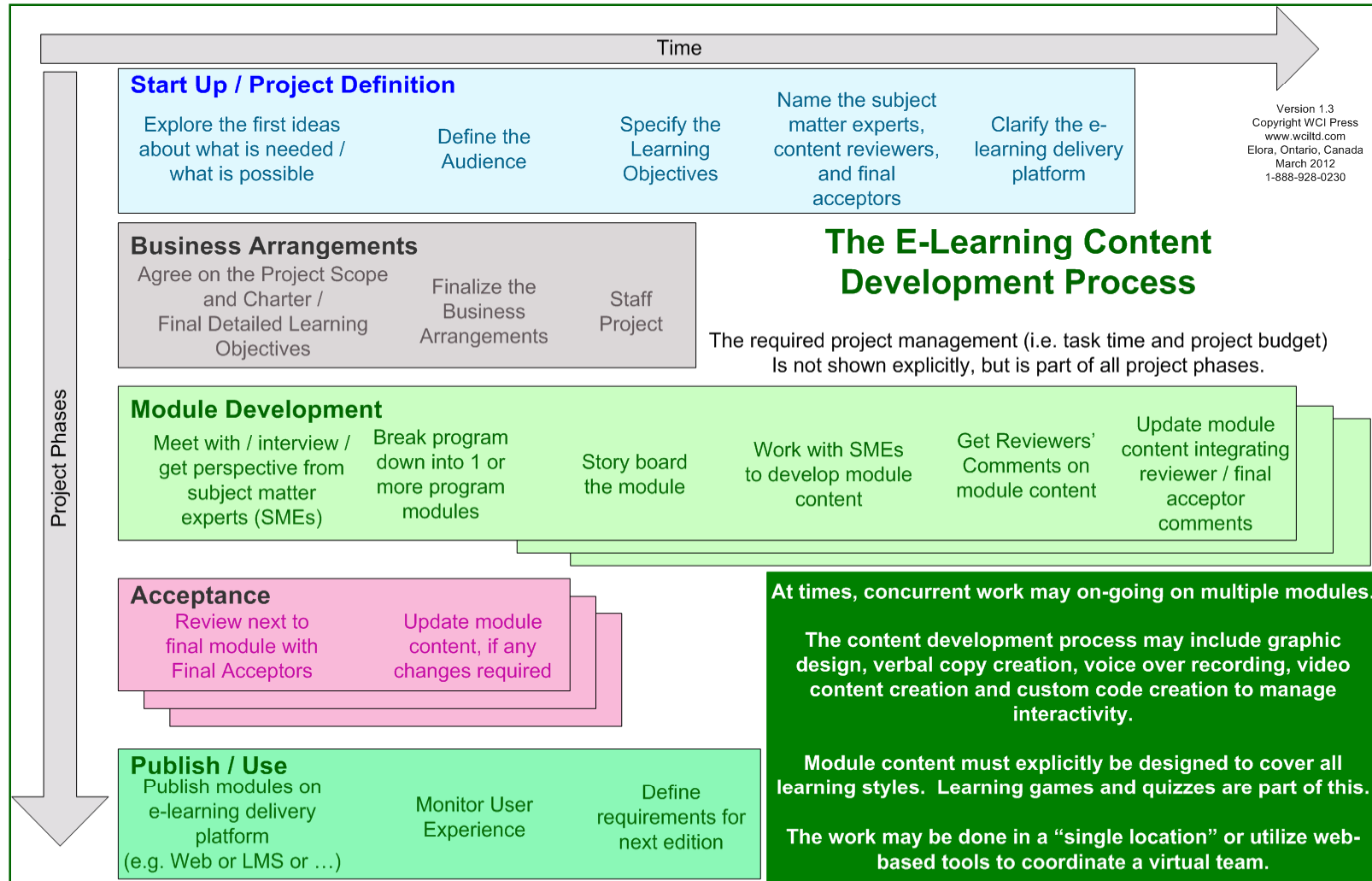


## How much do we invest?

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



# 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](#)

### Talk to us about what we can do for and with you in e-learning

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