



E-Learning Symposium 2010: The Art of E-Learning

Captain SMEID and the Wayward Learner

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Instructional Topic 1: Evaluation

In the presentation, Captain SMEID misunderstood the meaning of “E” in ADDIE (Analyze, Design, Develop, Implement and Evaluate). List at least 5 characteristics of an effective evaluation.

From the audience:

- Measurable
- Reveals if the learner learned what the training was designed to accomplish
- Reveals whether the learner's performance has improved as a result of training
- Enables the trainer to gauge presentation effectiveness and determine needed changes
- Identifies future training needs
- Allows management to evaluate overall effectiveness of training for both learner and training department (trainer and materials)
- Identifies gaps in training
- Identifies compliance issues
- Is relevant
- Enables the learner to apply what is learned
- Meets the organization's goals
- Leads to an appropriate change in behavior
- Shows a measurable return on investment
- Gathers participant feedback on survey or form
- Requires the learner to analyze and apply data
- Well-worded question and answer choices
- Should not be so easy it can be passed without taking course
- Aligned with both the learning objectives and content

Other considerations:

Donald Kirkpatrick is a well-known authority on learning evaluation. He identifies four evaluation levels:

1. Reaction of the student - what they thought and felt about the training
2. Learning - the degree to which there is an increase in knowledge or capability
3. Behavior - the extent to which behavior and capability improve (demonstrated through implementation and application)
4. Results - the improvement in business performance as a result of training (considers return on investment)

References: http://en.wikipedia.org/wiki/Donald_Kirkpatrick
<http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>

In addition to these four levels of evaluation, some organizations consider a fifth level.

5. Impact of the organization on external clients and society

Training can measure learning in all three learning domains. Kirkpatrick's model evaluates cognitive and psychomotor learning in levels 2 and 3.

However, affective learning is much more difficult to measure and it can be revealed in Kirkpatrick's level 4. Affective learning is often overlooked and is an important part of training. It goes beyond what the learner thinks of the training and addresses how the learner feels about the job, responsibilities, and the organization.

Instructional Topic 2: Engaging the Learner

In the presentation, Captain SMEID may be using questionable techniques for engaging the learner (i.e., puppies, bunnies, kitties and clanging monkeys). List at least 5 techniques for creating engaging learning.

From the audience:

- Ensure training/content is relevant to the learner
- Give the learner some control over the learning
- Get the learner to reflect on what is learned
- Ask questions that stimulate discussion
- Provide short scenario - decision tree
- Interactivity - avoid passive learning and require the learner to interact with the content and develop a sense of ownership
- Provide opportunities to apply what is learned
- Answer the question, "What's in it for me?"
- Pilot test the training with the target audience
- Chunk the content into manageable sections
- Make sure the overall training is an appropriate length
- Focus on the learner's needs - know your audience
- Provide additional resources
- Use multimedia (appeal to multiple learning senses/modes)
- Ask questions frequently (five alive)
- Allow learner to control pace and direction of learning
- Make sure content is current - use appropriate popular culture references

- Do a gap analysis and train on what the learners don't know
- Make the learning challenging - but not too difficult
- Make the learning visually appealing
- Create content that mentally engages the learner (use Bloom's taxonomy for a reference)
- Invite learner feedback
- Humor
- Make the learning entertaining
- Provide a cheat sheet for reference information
- Provide feedback as learners build knowledge
- Role playing
- Test for and resolve technical glitches before launching the training
- Use games
- Use high quality voice over and music
- Make sure there are no barriers to accessing the training
- Use chats and forums
- Show the learner's score in a game (create competition - could be internal or external competition)
- Create an alternate reality
- Create assignments that allow learners to apply what they are learning
- Require the learner to do research
- Shake up the student
- Use relevant terms
- Have an effective moderator

Other considerations:

Symposium participants have many excellent ideas for making learning engaging. We think one of the most important things to do is know your audience. In order to create engaging learning, you need to know what will resonate with them - what interests them, what they don't like, how they are accustomed to learning, what visual style is appealing, what music they like, what prior knowledge they have, how technologically savvy they are, what limitations they have. When you know all of these things (and more), you can create a pilot lesson and get feedback from the target audience.

When an audience has physical, visual, and/or auditory limitations, it is still possible to create engaging learning. You should always write in the active voice and use "plain English." As many people mentioned, ask questions to keep learners engaged. Use stories to get your point across. Stories are engaging and memorable. When possible, use images to enhance your stories. People have strong visual memories and when recalling information often think of what they know in visual terms.

Instructional Topic 3: Objectives

In the presentation, Captain SMEID never clearly states the object of the learning in spite the Wayward Learner's repeatedly stated NEED! List at least 5 things that you should do to ensure training meets your business goals.

From the audience:

- Determine your business goals, objectives, and strategies
- Determine if the issue is really a training problem
- Perform a gap analysis
- Do a needs assessment
- Identify who the audience is (who needs training)
- Know your audience and what they know and can do
- Identify how the training relates to the business
- Consult target audience/do market research
- Periodically review objectives and update
- Determine the best delivery method
- Determine how you will evaluate learning (What is your success metric?)
- Determine how you will know if you have met your goals
- Know what the desired outcomes are
- Let the learner know what he/she should be able to do by the end of the training
- Evaluate your training to determine if it meets your business goals (update/revise as necessary)
- Make sure your training goals are realistic
- Provide clear and concise training
- Determine the urgency for the training
- Determine the length of the training
- Find out if anyone has dealt with the same training issue

Other considerations:

Symposium participants identified essential actions to ensure training meets business goals. The work at the beginning is essential - determine if the problem can be solved with training, then analyze the audience and business goals. All stakeholders should be identified and involved at the beginning of the instructional design process.

When you get to the point of writing objectives, make sure you have SMART objectives - Specific, Measurable, Attainable, Relevant, and Time-bound.

[http://en.wikipedia.org/wiki/SMART_\(project_management\)](http://en.wikipedia.org/wiki/SMART_(project_management))

http://changingminds.org/disciplines/hr/performance_management/smart_objectives.htm

Instructional Topic 4: Motivating the Learner

In the presentation, Captain SMEID fails to motivate his learner. List at least 5 techniques for motivating your learners. Stated differently, how can you address the learner's question, "What's in it for me?"

From the audience:

- Know your audience and what will be interesting and appropriate for them
- Customize learning for the audience
- Make it interactive/entertaining
- Explain the need for the training

- Prepare the learner for the training
- Make the content relevant
- Make the training interactive and entertaining
- Provide a certificate or recognition for successful completion
- Provide hands-on experience
- Use engaging media (audio and video)
- Provide praise/positive reinforcement
- Frequently solicit audience feedback
- Create a sense of competition - offer a prize
- Bring in an expert speaker or celebrity
- Get involved in a project/service while training
- Offer the training in a unique venue (alternate reality?)
- Include theatrics
- Create opportunities for success

Other considerations:

- Ask intriguing questions
- Create competition
- Place learners on teams (people don't want to let team members down)
- Help learners set their own goals
- Vary instructional methods
- Show progress

You can also let the learner know how the training will:

- Make their job easier
- Improve their skills
- Shorten the time to do a task
- Reduce time spent on boring or repetitive tasks
- Lead to a promotion
- Allow them to serve clients better