Reversing 200 years in the wrong direction with blended learning
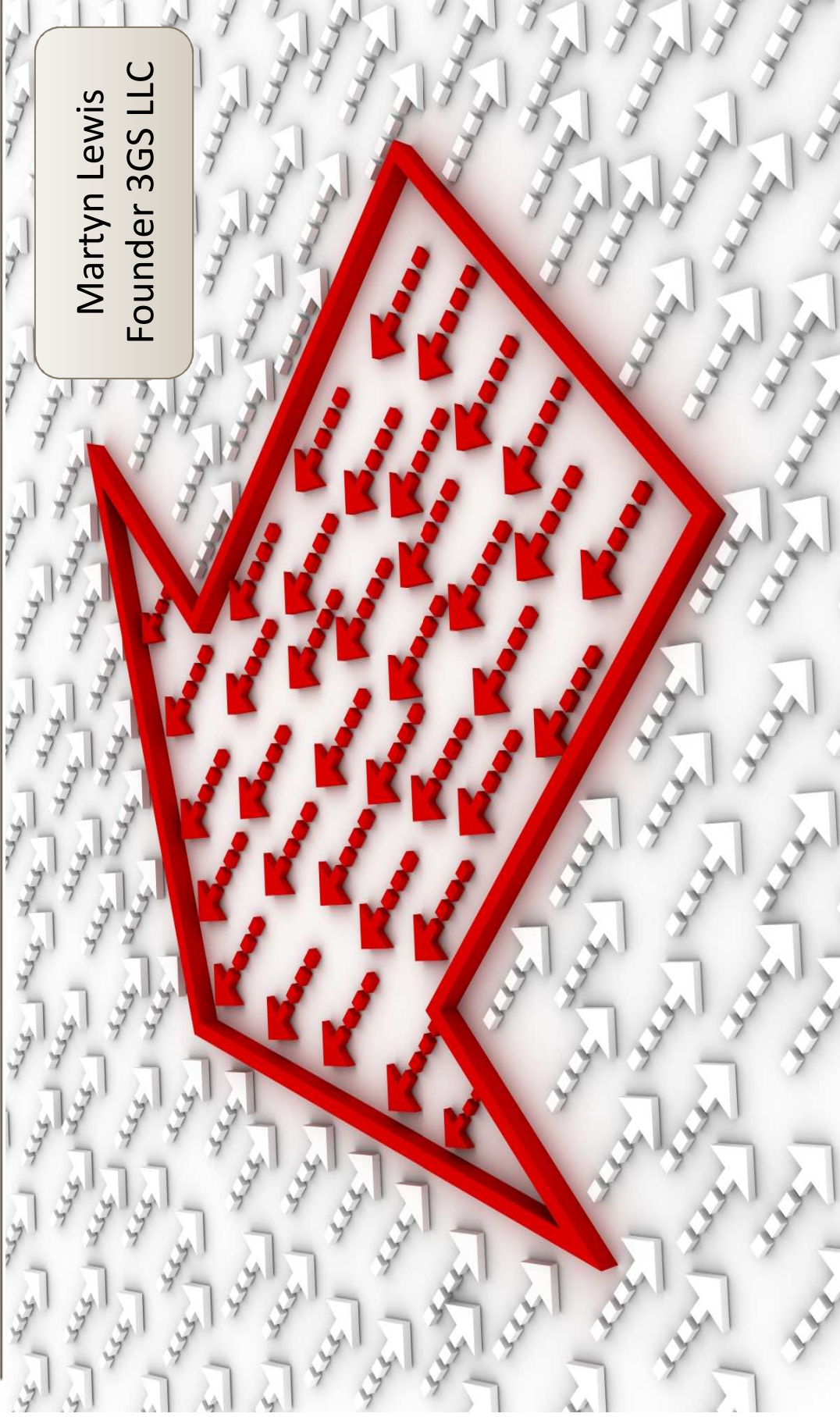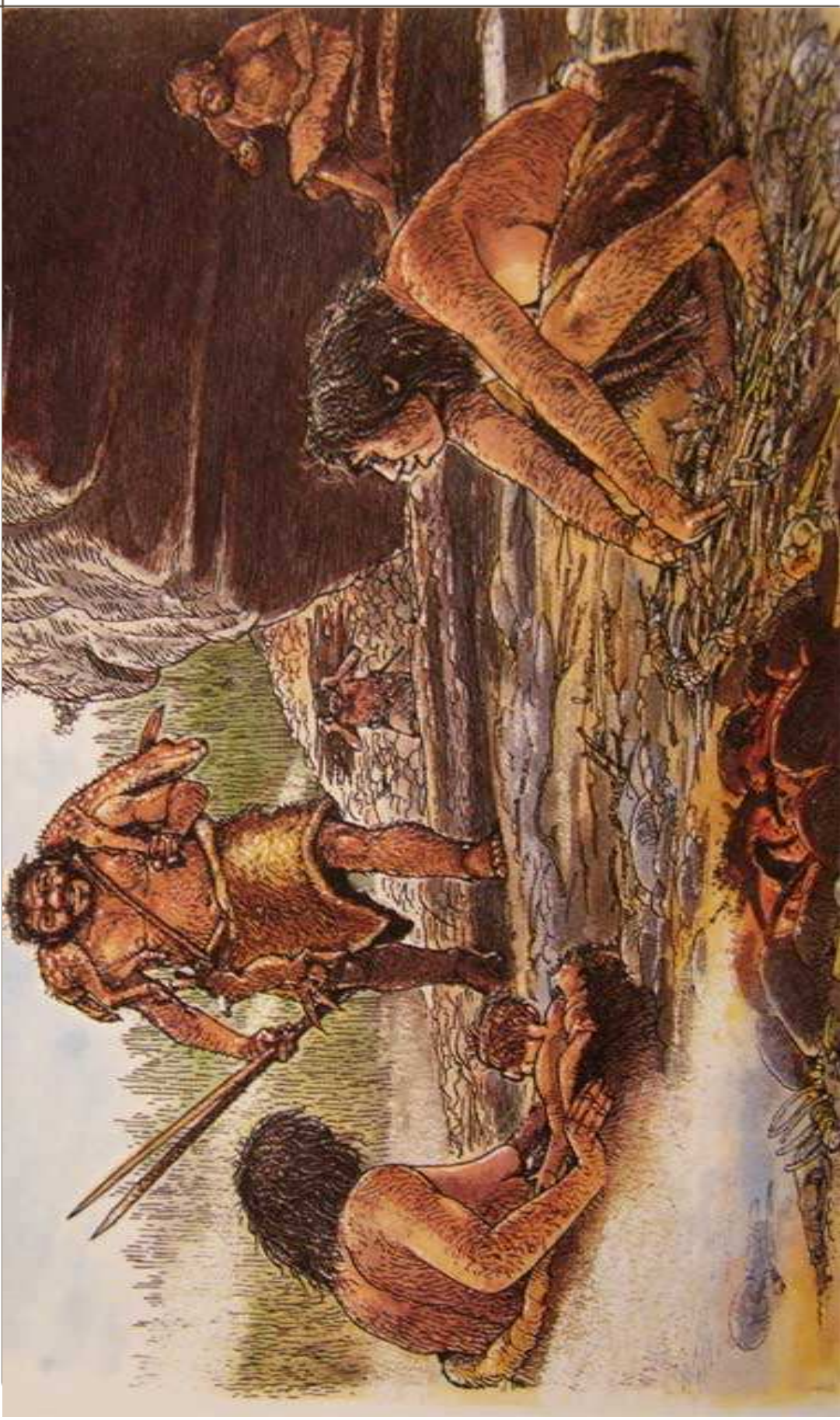
Martyn Lewis
Founder 3GS LLC

5 Topics

1. The 5 Golden Rules

2. Creating the recipe

3. Learner engagement
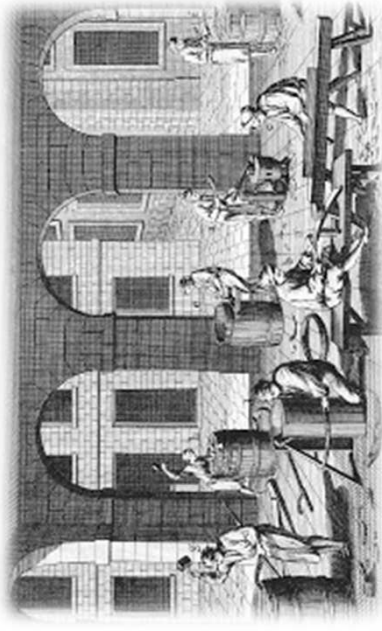
4. A model and case study

5. Continuing our journey

The origins of learning
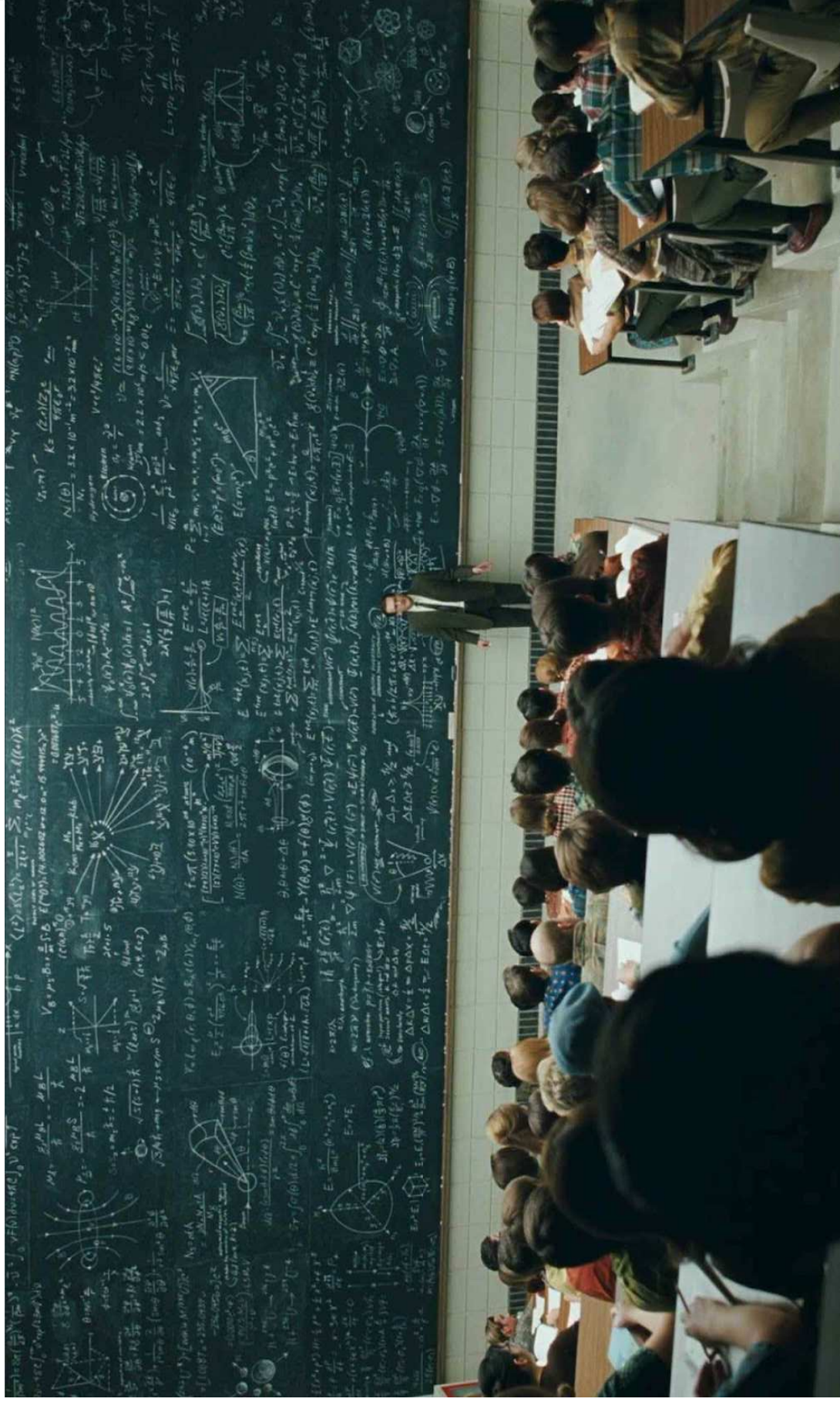
...this then continued for many years

...but now, 200 years in the wrong direction

The world in which we now live, work and play
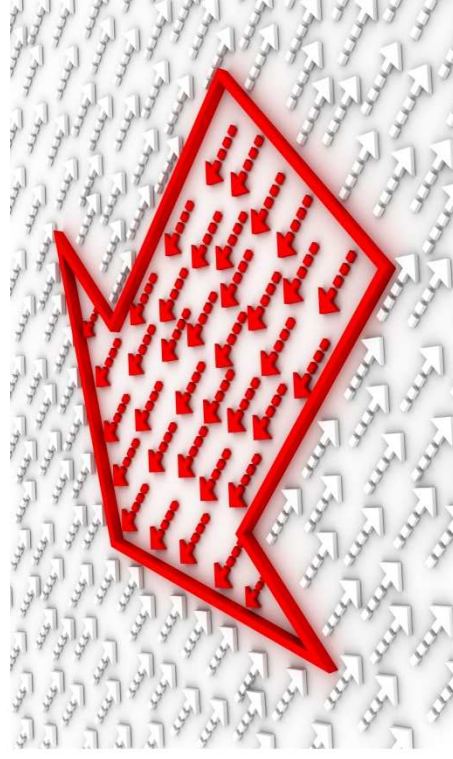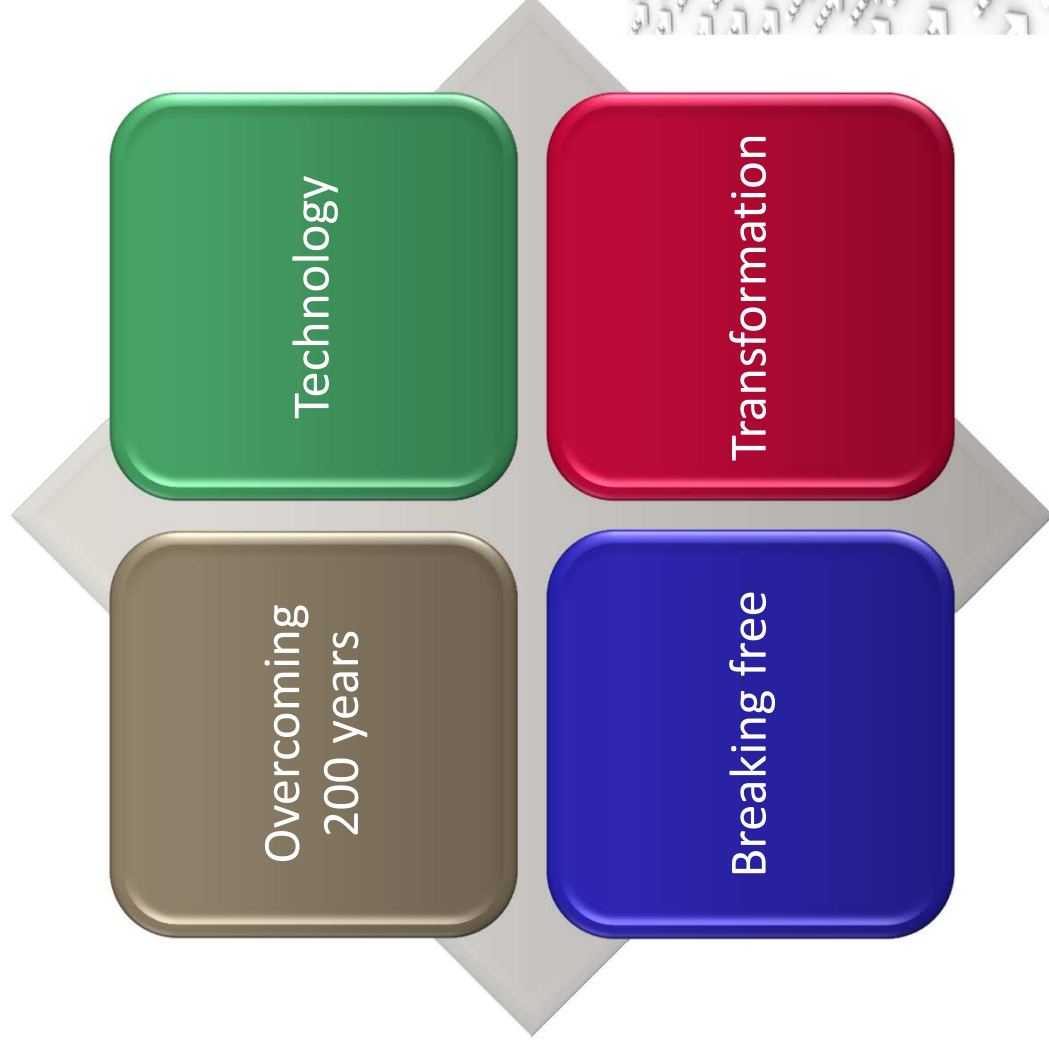
Reversing 200 years in the wrong direction

Technology

Transformation

Overcoming 200 years

Breaking free

Topics

1. The 5 Golden Rules

2. Creating the recipe

3. Learner engagement

4. A model and case studies

5. Continuing the journey

The 5 Golden Rules

1. Start with a deep understanding

2. Think small chunks

3. From an event to a journey

4. Blend in application

5. An emphasis on change management

#1 Start with a deep understanding

Downloadable Learning Asset

The Environment

Learning Community

Knowledge, Skills & Competencies

The Learner

The Learner Centric Sphere

Learning Experiences

Learning Resources

Learning Objectives

Business Drivers

The Business Centric Sphere

Learning Stimulus

Performance Impact

Quick check lists

The learner

- Who are they?
- Where are they?
- What do they do?
- What do they care about?
- What do they prioritize?
- What do they think they need?
- Access and familiarity with technology?
- In terms of historic training, what has worked for them and what hasn't – and why?
- What is their attitude towards the training topics?
- What is their attitude towards this training?
- Where and who do they turn to for support

The content

- What is the content?
- Who needs this/why?
- Why is this important?
- When does the audience need it?
- Does all of the audience need it at the same time?
- Does the audience understand what to do with this content?
- What happens as a result of delivering this content to an individual?
- What happens as a result of not delivering this content to an individual?
- When and how would an individual use this content?
- What else is required for an individual to put this information to use?

#2 Think small chunks

Breaking down the overall learning

into small chunks
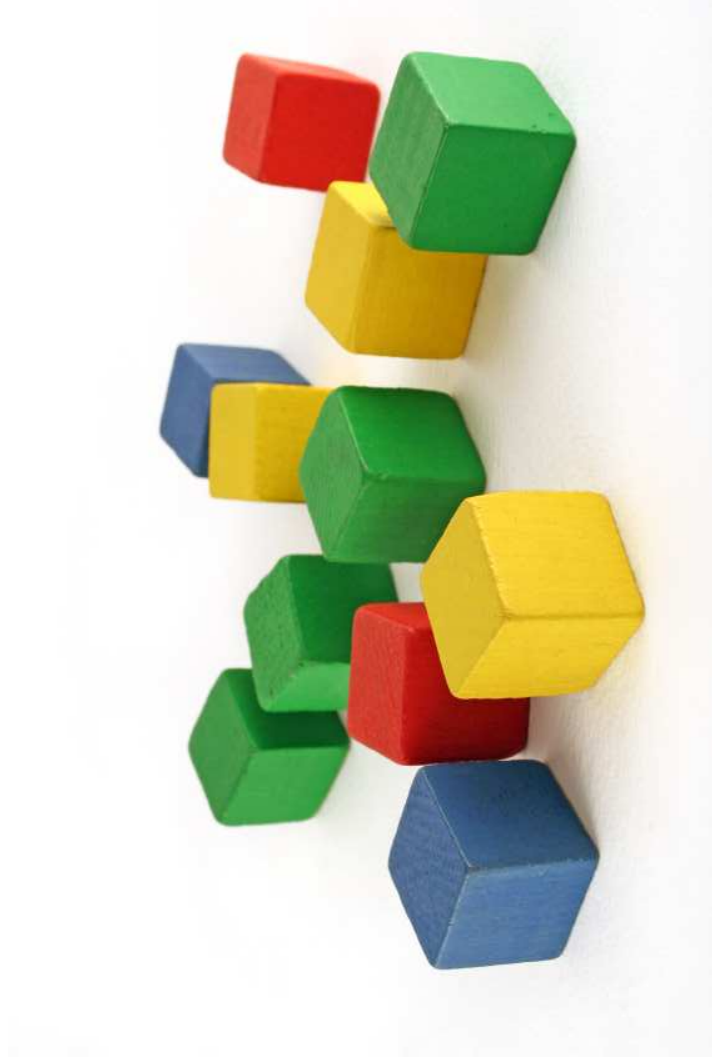
#3 From an event to a journey

#4 Blend in application

Knowing is not enough; we must apply.

Being willing is not enough; we must do.

Leonardo da Vinci

#5 Change management

The challenge is change
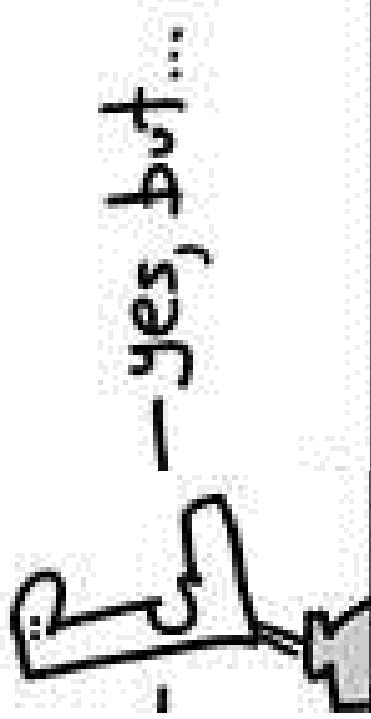
yes, but...

The 5 Golden Rules

1. Start with a deep understanding

2. Think small chunks

3. From an event to a journey
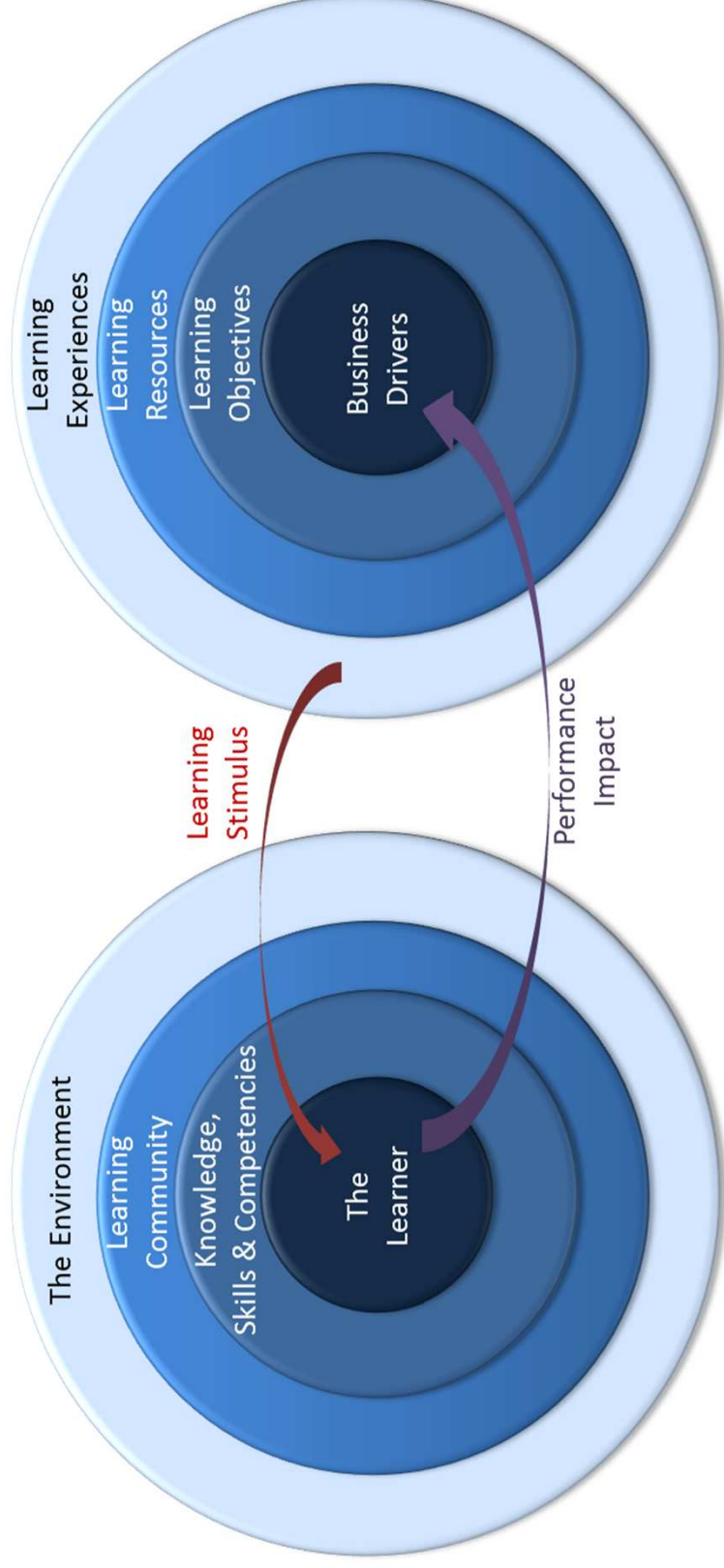
4. Blend in application

5. An emphasis on change management

Topics

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Where and how do we learn...in the world today

One size does not fit all

Matching the chunks to delivery modalities
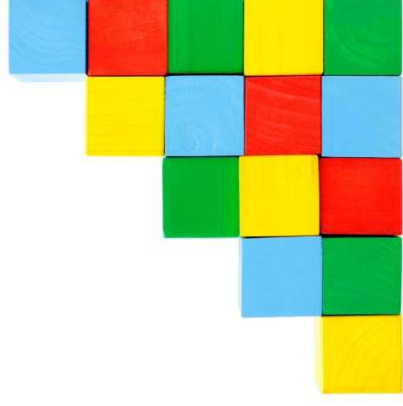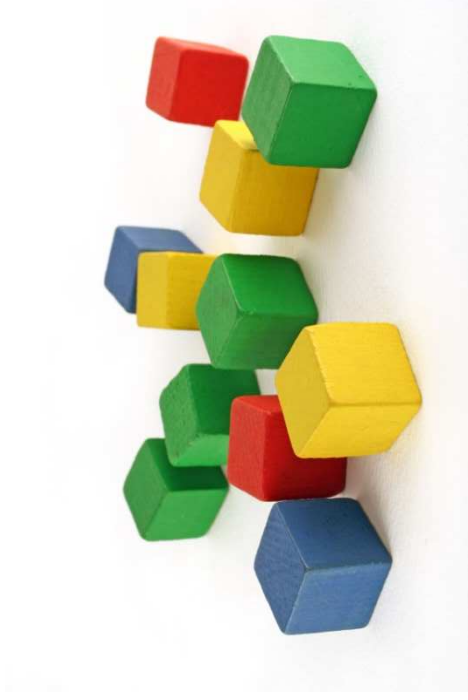
Similar ingredients

Different recipes

The ingredients for blended learning

ingredients
(some assembly required)

1. Mode
2. Style
3. Method
4. Cadence
5. Location

1. Mode

Picture A

Picture B

The transmission of information is not the same as transformational learning

1. Mode

Informational ← → Transformational

	Informational	Transformational
Knowledge	Know what they need to know	Lack clarity or do not know
Motivation	Self-motivated	Not immediately motivated
Application	Know what to do and have the ability and capability to do it	Unclear or lack the ability to apply
Reward	Gain reward	Perceive little benefit
Environment	Supportive	Challenging
Access	Have access to required resources/tools	Lack easy access to resources/tools
Barriers	Face few barriers in application	May face barriers in application

ingredients
(some assembly required.)

2. Style

Transformational ←→ Informational

Group-paced

Social

Facilitated

Time-bounded

Timeless

Exploratory

Self-paced

Individual
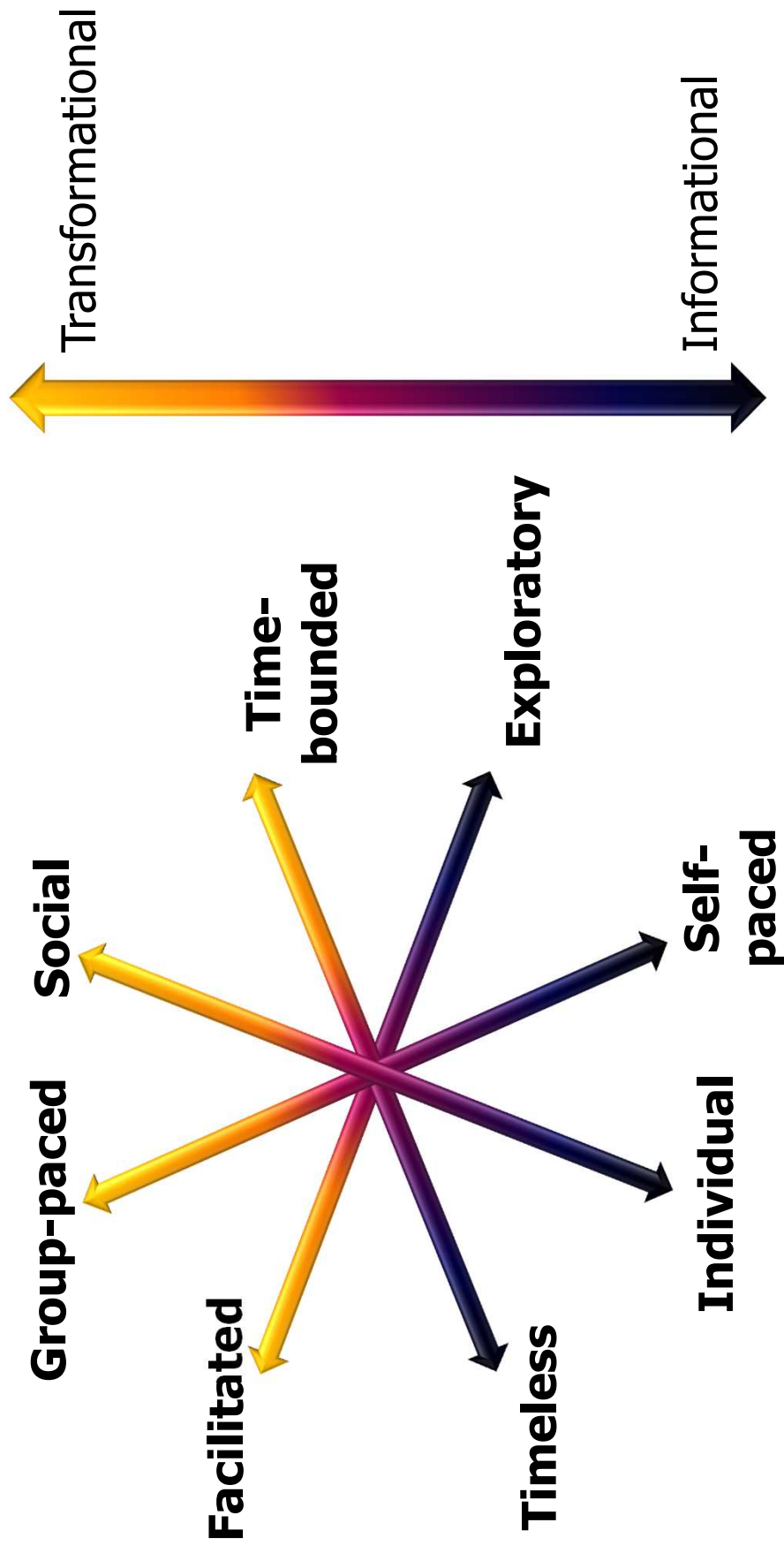
3. Method (How)

Learning Method

1. Instruction
2. Self-study
3. Research
4. Facilitated discussion
5. Non-facilitated discussion
6. Collaboration
7. Question/Answer
8. Application
9. Case study
10. Simulation
11. Experiential
12. Observation
13. Role-play
14. Gamification
15. Micro-learning
16. Coach
17. Assessment

4. Cadence (When)

Learning Cadence

SYNCHRONOUS LIVE

1. Scheduled time

ASYNCHRONOUS

2. At any time (Unbounded)

3. At any time (Bounded)

4. Just-in-time

5. At the time

5. Vehicle (Where)

Learning Vehicle

1. Physical classroom
2. Physical seminar
3. Live virtual classroom
4. Webinar
5. Webcast
6. Asynchronous via the web
7. Asynchronous, offline
8. "Less than mobile" device
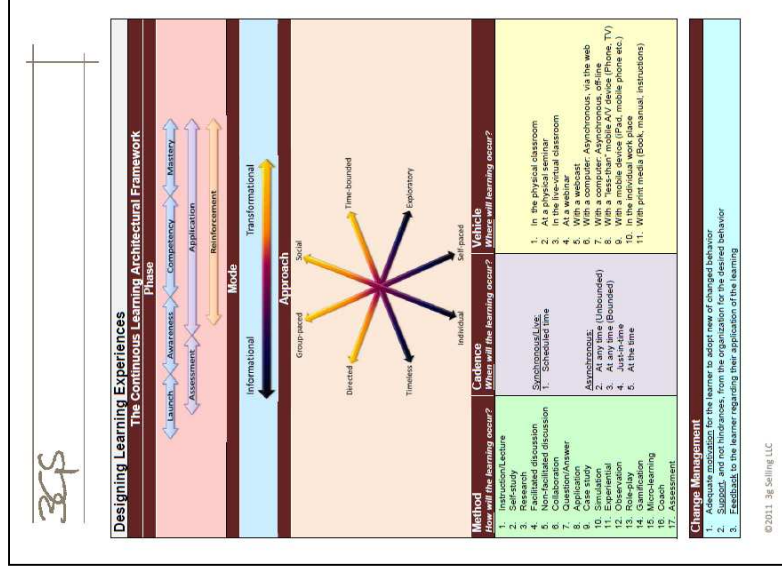9. Mobile device
10. Workplace
11. Print media

ingredients
(some assembly required)

The ingredients for blended learning

ingredients
(some assembly required)

1. Mode
2. Style
3. Method
4. Cadence
5. Vehicle

Designing Learning Experiences
The Continuous Learning Architectural Framework

Phase
Launch | Awareness | Assessment | Competency | Mastery | Application | Reinforcement

Mode
Informational — Transformational

Approach
Group-paced | Social | Time-bounded | Exploratory
Directed | Timeless | Individual | Self-paced

Method
How will the learning occur?
1. Instruction/Lecture
2. Self-study
3. Research
4. Facilitated discussion
5. Non-facilitated discussion
6. Collaboration
7. Question/Answer
8. Application
9. Case study
10. Simulation
11. Experiential
12. Observation
13. Role-play
14. Gamification
15. Micro-learning
16. Coach
17. Assessment

Cadence
When will the learning occur?
Synchronous/Live:
1. Scheduled time

Asynchronous:
2. At any time (Unbounded)
3. At any time (Bounded)
4. Just-in-time
5. At the time

Vehicle
Where will learning occur?
1. In the physical classroom
2. At a physical seminar
3. In the live-virtual classroom
4. At a webinar
5. With a webcast
6. With a computer: Asynchronous, via the web
7. With a computer: Asynchronous, offline
8. With a "less-than" mobile A/V device (Phone, TV)
9. With a mobile device (iPad, mobile phone etc.)
10. In the individual work place
11. With print media (Book, manual, instructions)

Change Management
1. Adequate motivation for the learner to adopt new of changed behavior
2. Support, and not hindrances, from the organization for the desired behavior
3. Feedback to the learner regarding their application of the learning

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Topics

1. The 5 Golden Rules

2. Creating the recipe

3. **Learner engagement**

4. A model and case studies

5. Continuing the journey

Compelling - Engaging

The 7C approach to design

Downloadable Learning Asset

Content

Cognition

Context

Consequence

Commitment

Capture

Complete

Using the 7C approach

Phase	Description
Complete	Ensure the complete learning process can be competed
Capture	Capture attention
Context	Set context
Cognition	Lead to the Ah-Ha's
Content	Explore the content
Consequence	Use the consequence to gain the commitment
Commitment	

Content

Cognition

Context

Consequence

Commitment

Capture

Complete

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A model for continuous learning

Transform

Inform

Category	Description	Actions
Live/ virtual	Direction and collaboration Live interaction: learners to learners, learners to facilitators	Build Collaborate Facilitate
Application	Application and coaching Interaction: learners to learners, learners to facilitators	Reflect Coach Apply
Asynchronous collaboration	Interaction with, and contribution to, content Interaction: learners to learners	Review Share Provide
Asynchronous learning resources	Interaction with content Reinforcement and extension of learning	Refer Tell

Case study

- A large high technology company
- Train 400 sales reps in a more consultative selling approach
- Global
  - North and South America
  - Europe
  - Asia
- Comfortable with technology, but all previous training had been in the physical classroom
- Largely did not know what they did now know
- Extremely busy
- Wide variances in competencies

Breaking up the content

Transformational

- New approaches to sales
- Account segmentation
- Selling across a portfolio of offerings
- Proactive versus reactive selling
- Crafting a customer-focused value proposition

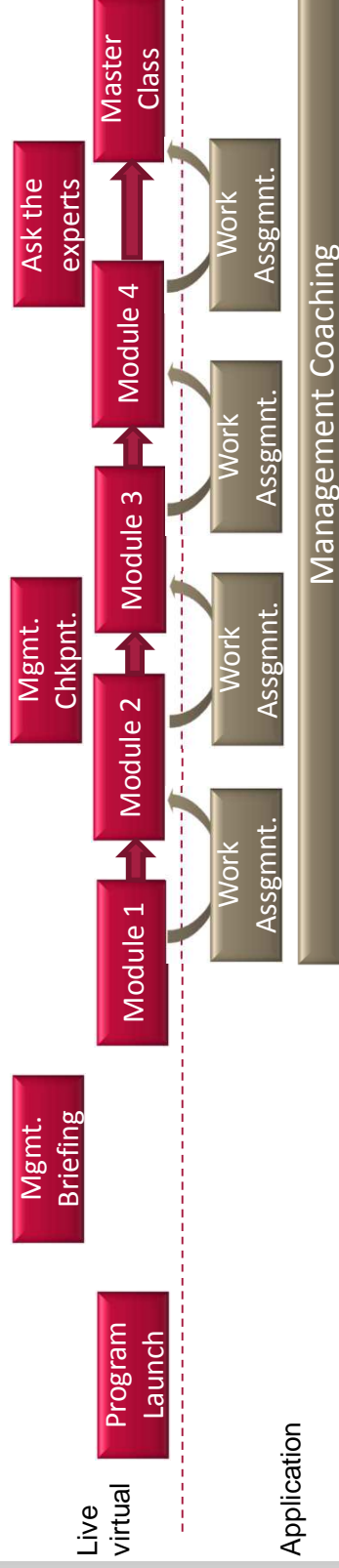The focus for the "live" components

Informational

- Product information
- Competitive information
- Using the CRM system
- Research approaches
- Collateral
- Configurations

Extending the live virtual classroom

Case study

Transform

Live virtual

| Program Launch | Mgmt. Briefing | Module 1 | Mgmt. Chkpnt. | Module 2 | Module 3 | Module 4 | Ask the experts | Master Class |

Application

Work Assgmnt. · Work Assgmnt. · Work Assgmnt. · Work Assgmnt.

Management Coaching

Asynchronous collaboration

Launch and Exec Positioning

Collaboration forums

Asynchronous learning resources

Entry Assessment

Podcasts

Web-based training modules

Knowledge Library

Inform

The learning journey

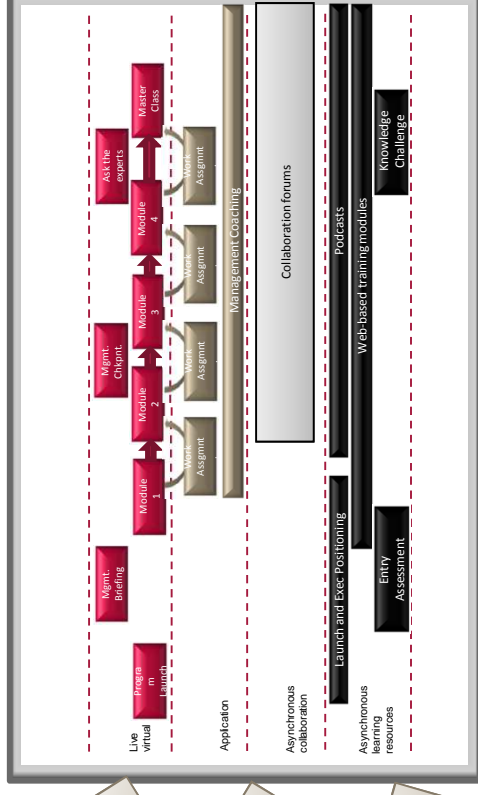## One size does not fit all

The Highway:
Live virtual & application
Set the cadence
Collaboration & transformation

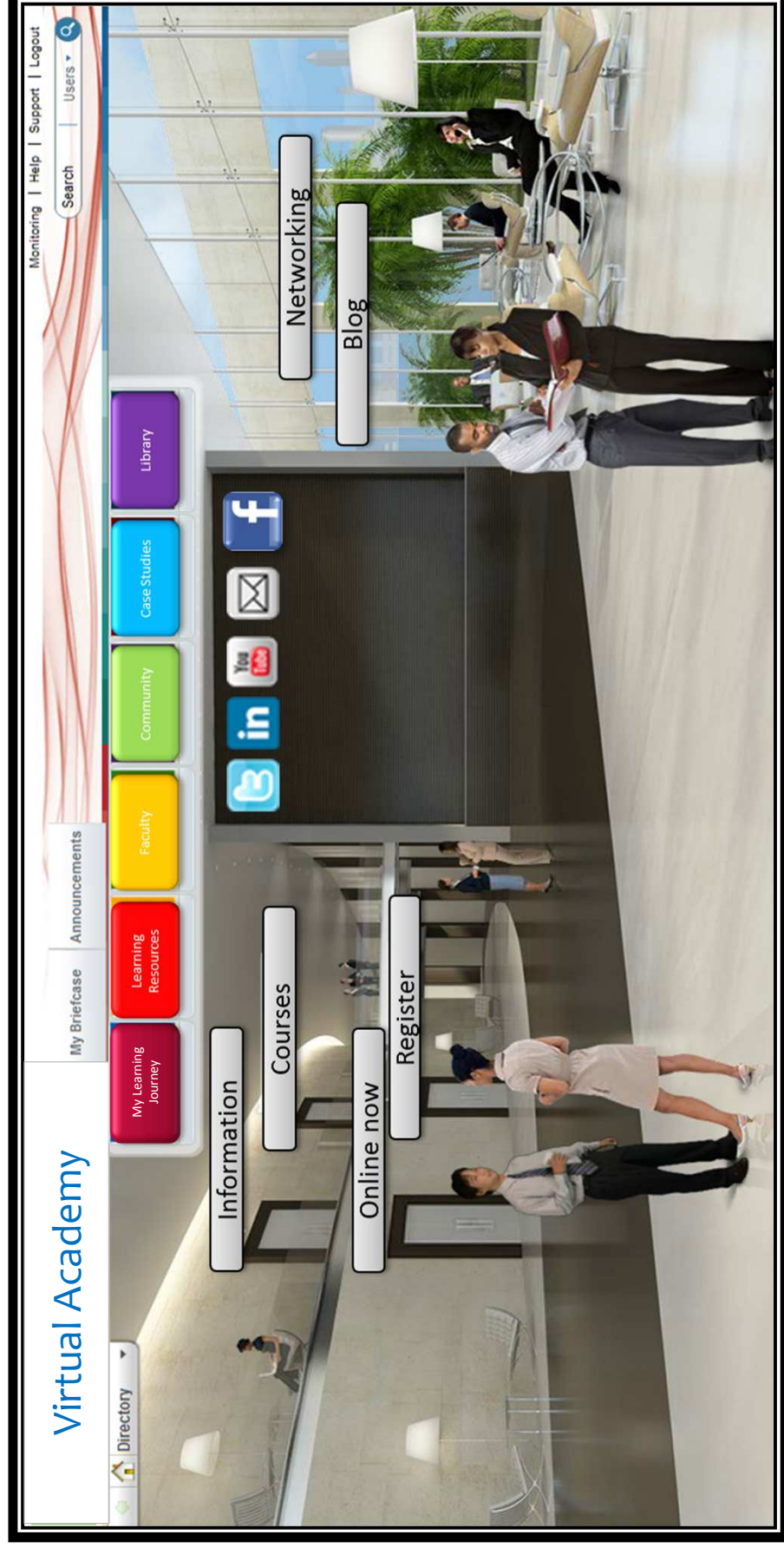*The on and off ramps:*
Asynchronous and live
Aligns learners

The side streets:
Asynchronous
Deeper information
Role-specific information
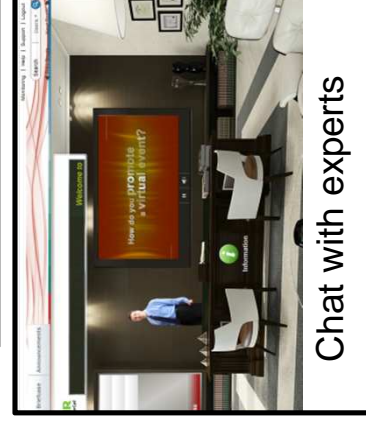Reference information

The user interface

The learning journey

eLearning
Simulations
Video clips
"Podcasts"
Materials

Roundtables
Classrooms
Lectures

Access to learning resources

Live virtual events & work assignments

Assessments & Certification

Chat with experts

Always-on virtual lobby

Collaboration forums

Mobile access

Topics

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Reversing 200 years in the wrong direction

The imperatives:

1. We have to deliver training in ways that match how our learners now live, work and play

2. We must break free from the constraints of time and place associated with the traditional classroom – and this is largely a change management exercise

3. We must transform from the developers and deliverers of training events to the architects and enablers of learning journeys

4. We must reverse 200 years in the wrong direction and leverage technology to enable highly effective learning experiences

Resources

Continuing the journey

Live virtual roundtable

Downloadable learning assets

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martyn.lewis@3gSelling.com