



ASAP

INSTRUCTIONAL DESIGN
FOR THE FAST LANE

AITD National Conference, Sydney
Wednesday 14th May | 11:30am – 12:30pm

Presented by:
Michael Leimbach, Ph.D.
Wilson Learning Worldwide


Wednesday 14th May 2014
11:30am to 12:30pm

Problem Definition

The fundamental purpose of Training & Development:

- ▲ Develop skills.
- ▲ Enhance job and organisational performance.

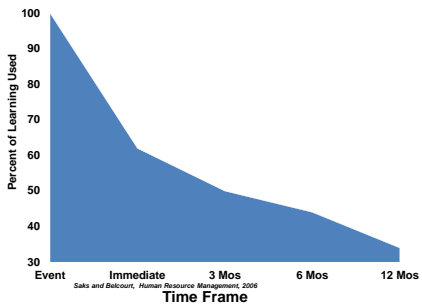
It is widely researched and accepted that T&D does not create performance change at an acceptable rate.



© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

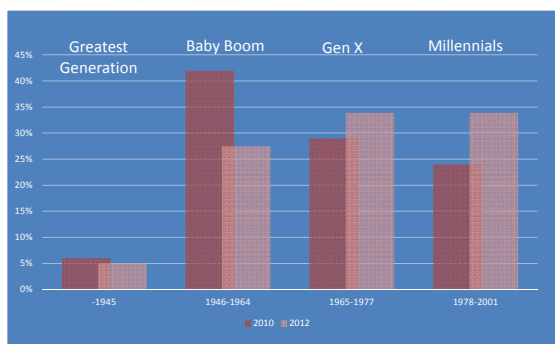
Limited Impact of Event-Based Learning

"Less than 15% provides valuable organisational outcomes."
(Brinkerhoff, 2006)



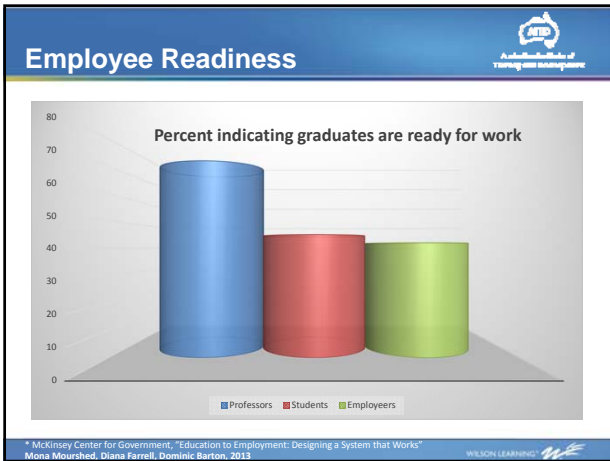
© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

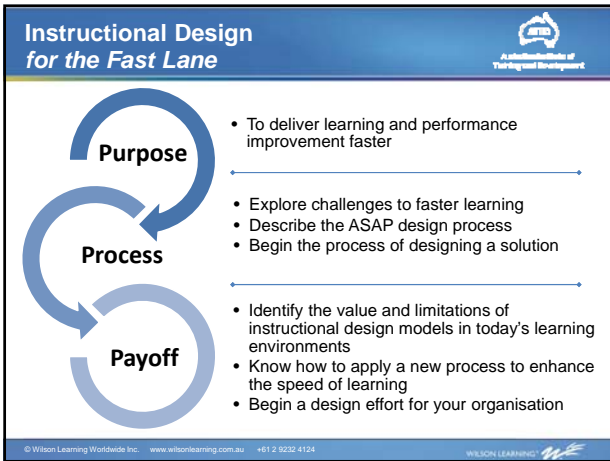
Changing Learner Demographics

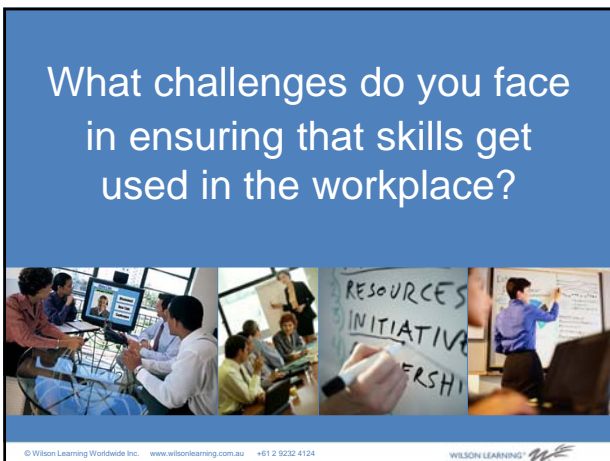


Bureau of Labor Statistics, US, 2012

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

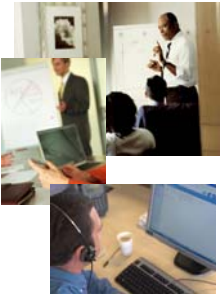






Challenges to Faster/Better

- Traditional ISD too slow
- ISD is good for learning events, not learning transfer
- Interaction vs. Engagement
- Need to deliver the same skills in less (out of work) time



© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

Approaches to Instructional Design

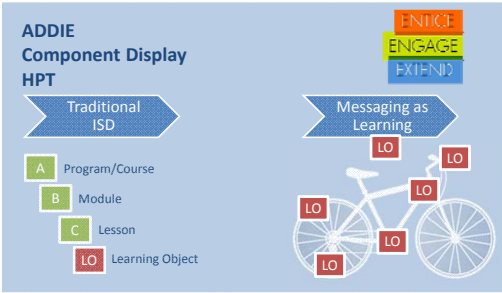
ADDIE Component Display HPT

Traditional ISD

- A Program/Course
- B Module
- C Lesson
- LO Learning Object

Messaging as Learning

ENRICE
ENGAGE
EXTEND

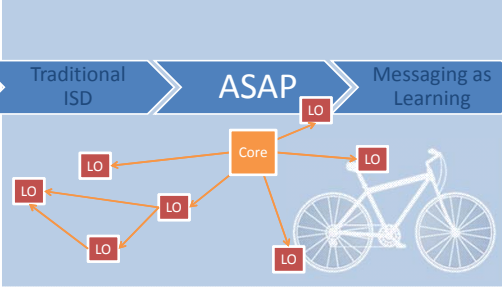


© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

Alternative Approach to Instructional Design

Traditional ISD → ASAP → Messaging as Learning

Core



© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

ASAP Premises

THIS

- It is the speed of use that matters
- It is the amount of engagement that matters
- Focus on the design of the process, then events
- Map technology to the learning outcome

NOT THIS

- The speed of learning
- The amount of interaction
- Focus on design of learning events
- Select delivery technology first

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

ASAP Process

A

Analyse Journey

S

Strategise Process

A

Action Development

P

Performance Impact

Traditional
ISD

➔

ASAP

➔

Messaging as
Learning

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

Analyse Journey

Learners learn only those ideas that they find meaningful.
Ray Jimenez

▪ **Less about:**

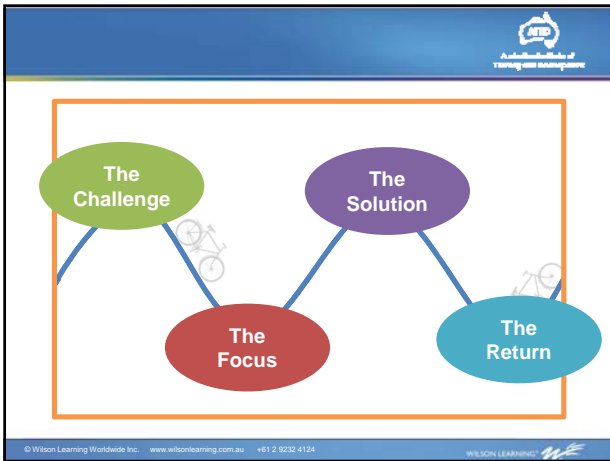
- ▲ Job analysis
- ▲ Context analysis

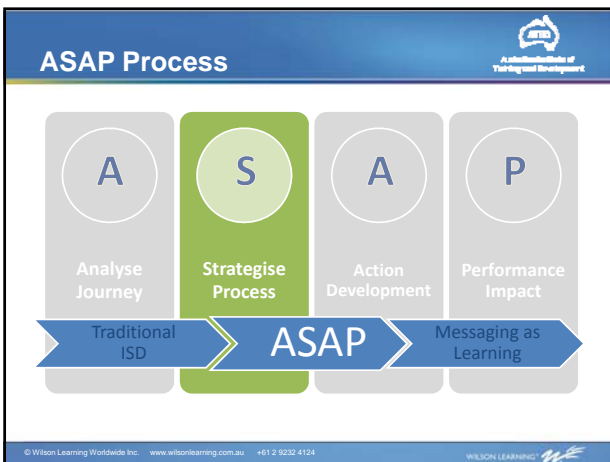
Learning is not the filling of a bucket, but the lighting of a fire.
William Yeats

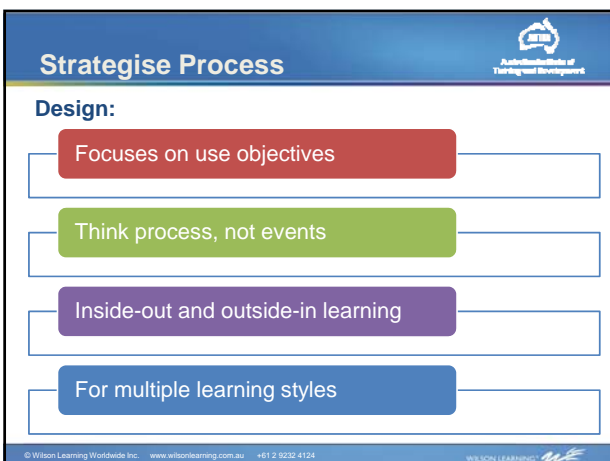
▪ **More about:**

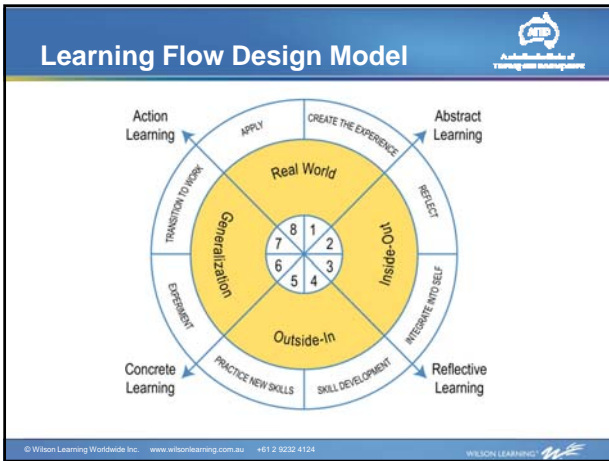
- ▲ The learner's journey
- ▲ How to create meaning

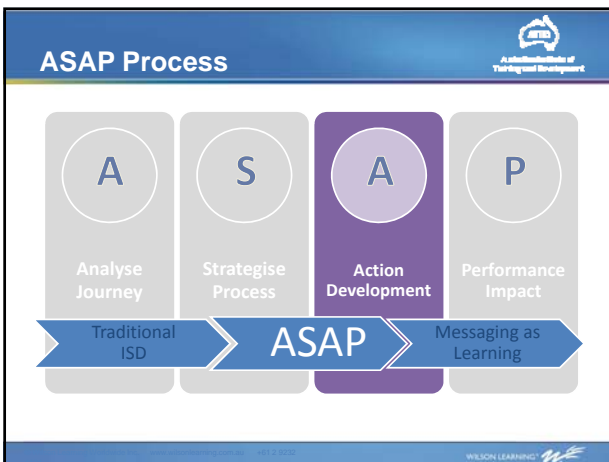
© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®



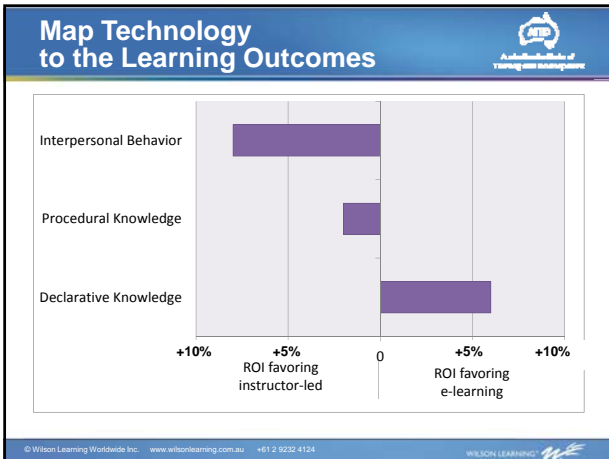












Aligning Learning Technology & Outcomes

	Pros	Cons
C-Learning	+ Networking & dialogue + Facilitators' observation + Process & behavioral learning	Physical distance • Travel costs • Travel time
V-Learning	+ Structured dialogue + Assessed through tests + Procedure and behavioral learning	Technology mgmt. • Bandwidth • Tech. support
E-Learning	+ Participation required & tracked + Assessed through summative tests + Declarative knowledge learning	Upfront investment • Smaller populations • Shelf-life

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124

Activity Development

-  Align Technology to Learning Outcomes
-  Focus on Engagement, not "Gamification"
-  Leverage Informal Learning/Social Media

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124

Cautions in applying "Gamification"

- Very little scientific research on the impact of "gamification" on learning.
- Most research compares games to non-interactive rote learning
- When games are compared to interactive/engaging learning, the engaging learning is more effective

Sitzmann, T (2011)

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

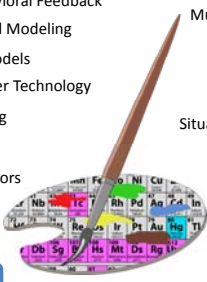
Engagement, not Gamification

- Stories learner can relate to
- Motivation
 - Seeing achievement
 - Friendly competition/collaboration
 - Getting feedback
- Reinforcement
 - Personal
 - Immediate
 - Certain



© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

Engagement Elements



- Behavioral Feedback
- Behavioral Modeling
- Cognitive Models
- Learning Transfer Technology
- Discovery Learning
- Coaching
- Analogies and Metaphors
- Group Dialogue
- Best-Practices Sessions
- Facilitated Learning
- Multi-rater Feedback
- Modeling Videos
- Reviews
- Situational Judgment Tests
- Simulations
- Tests/Quizzes
- Opportunity Review
- Self-Directed Learning

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®


Activity Development



-  Align Technology to Learning Outcomes
-  Focus on Engagement, not "Gamification"
-  Leverage Informal Learning/Social Media

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

Social Media in Learning




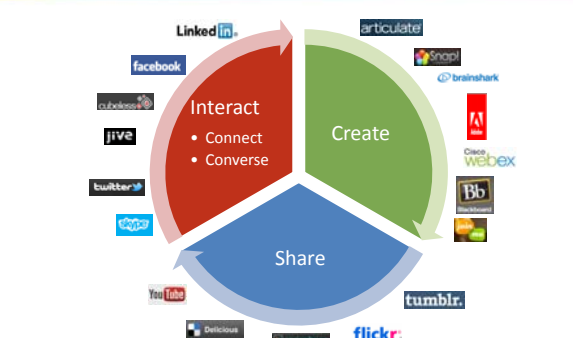
Social Learning is interacting with others to make sense of new ideas.

Social Media is technology used to engage three or more people

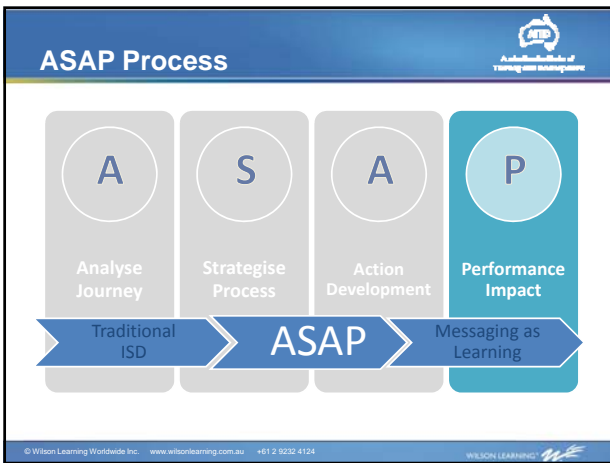
SOCIAL MEDIA LEARNING IS: USING TECHNOLOGY TO BRING PEOPLE TOGETHER TO MAKE SENSE OF NEW IDEAS.

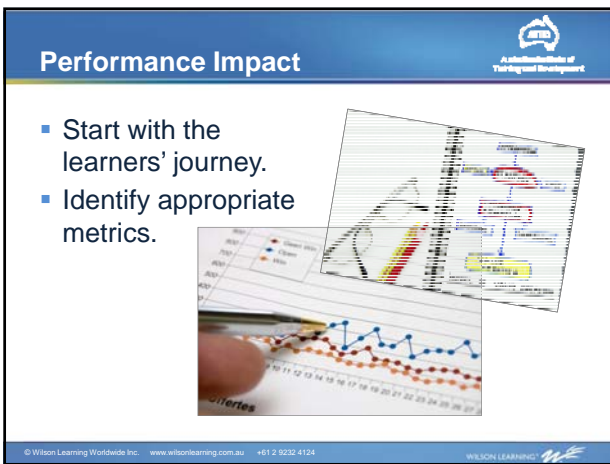
© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

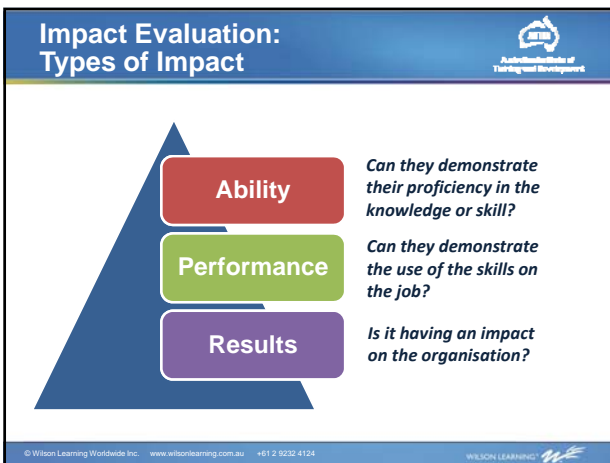
Social Media Landscape

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®







Impact Evaluation: The Hero's Journey

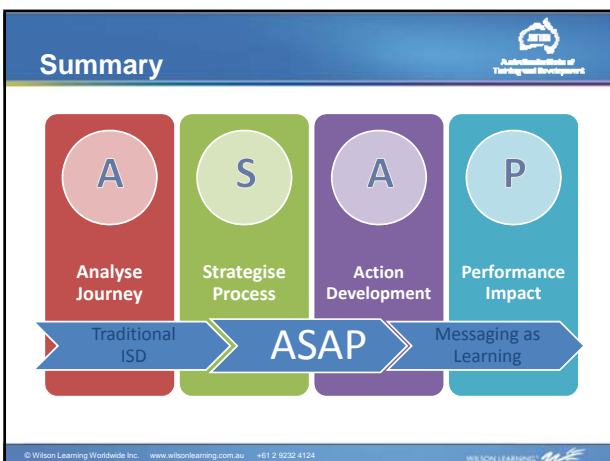
	Challenge	Focus	Solution	Return
Ability	Desire Clarity	Acceptance of limits	Knowledge Skill Ability Perspective	Performance Support
Performance	Confidence	Job performance	Is the problem solved?	Replicated Generalised
Results Organisational Impact/ROI				

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®

Impact Evaluation: Measurement Options

Ability	<ul style="list-style-type: none"> Knowledge tests Assessments 	<ul style="list-style-type: none"> In-class learning tests/exercises Role-plays
Performance	<ul style="list-style-type: none"> 360 assessments Work products 	<ul style="list-style-type: none"> Skill practices Simulations Manager assessment
Results	<ul style="list-style-type: none"> Customer satisfaction Employee turnover 	<ul style="list-style-type: none"> Cycle time reduction Revenue/profit Errors/scrap

© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124 WILSON LEARNING®





Speed... Careful what you wish for

Learning is not the filling of a bucket, but the lighting of a fire.
— W. Yeats

I am always ready to learn, but I do not always like being taught.
— W. Churchill


© Wilson Learning Worldwide Inc. www.wilsonlearning.com.au +61 2 9232 4124

NATIONAL CONFERENCE
SYDNEY, 14 - 15 MAY 2014
Workshops to be held on 13/5/2014 and 16/5/2014

Your Feedback Counts!

Your feedback helps AITD continue to provide top-notch educational programs that help you stay on top of a changing profession.

Evaluation forms for this session are available NOW.

WILSON LEARNING® 



ASAP INSTRUCTIONAL DESIGN FOR THE FAST LANE

AITD National Conference, Sydney
Wednesday 14th May | 11:30am - 12:30pm

Thank You!
Thoughts, Reactions, Questions?

Linked In: Wilson Learning - Learning Transfer
Michael Leimbach
Twitter: @MLeimbach
Contact us: info@wilsonlearning.com.au
http://www.wilsonlearning.com.au.au

WILSON LEARNING® 
