



# ASAP

INSTRUCTIONAL DESIGN  
FOR THE FAST LANE

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

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


Wednesday 14<sup>th</sup> 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.



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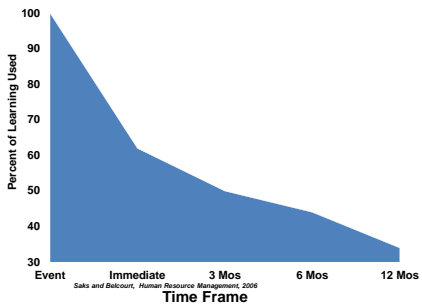
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**Limited Impact of Event-Based Learning**

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



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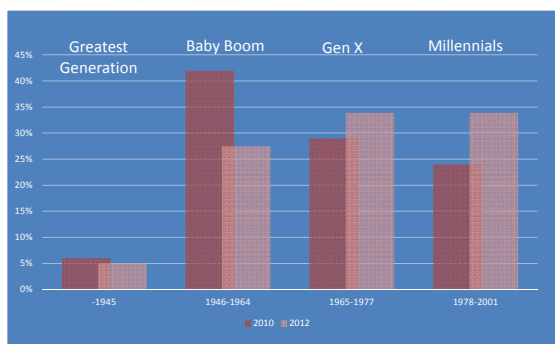
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**Changing Learner Demographics**



Bureau of Labor Statistics, US, 2012

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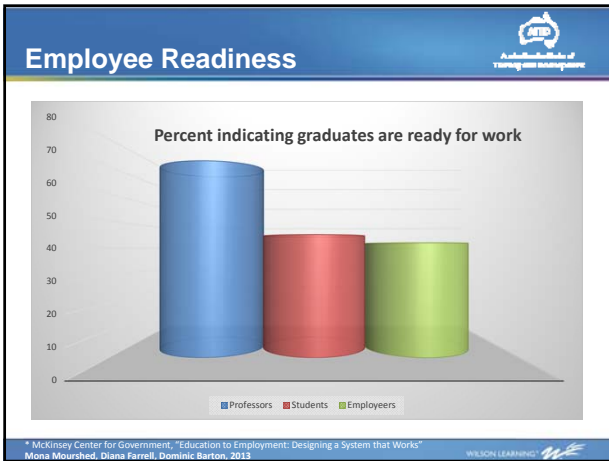
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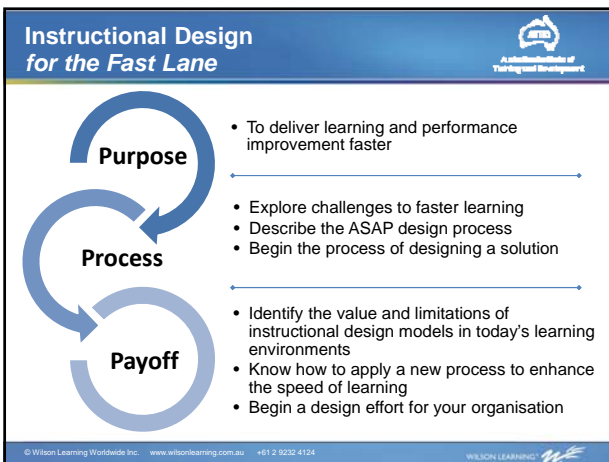
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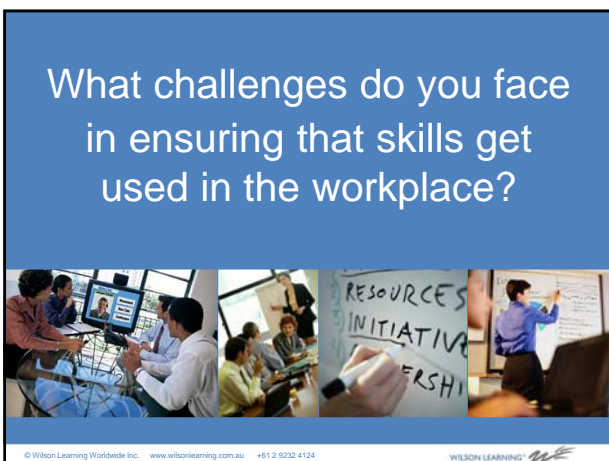
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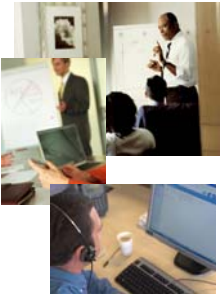
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### Challenges to Faster/Better

- 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



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### Approaches to Instructional Design

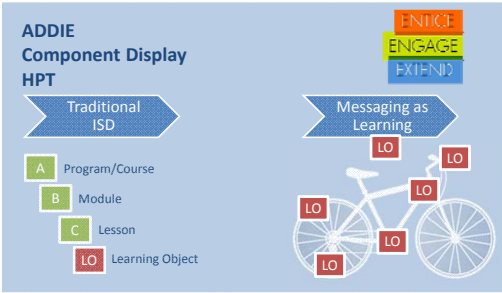
**ADDIE Component Display HPT**

Traditional ISD

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

Messaging as Learning

ENRICE  
ENGAGE  
EXTEND



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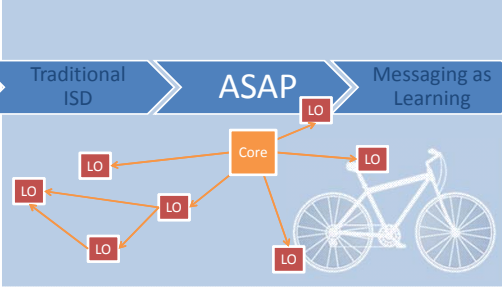
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### Alternative Approach to Instructional Design

Traditional ISD → ASAP → Messaging as Learning

Core



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**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

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**ASAP Process**

A

Analyse Journey

S

Strategise Process

A

Action Development

P

Performance Impact

Traditional ISD

➔

ASAP

➔

Messaging as Learning

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**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

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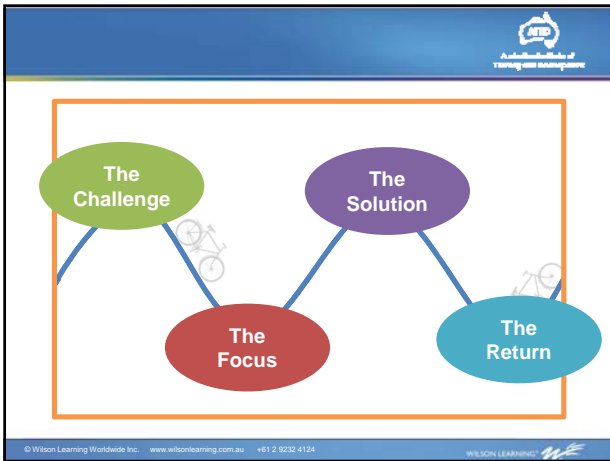
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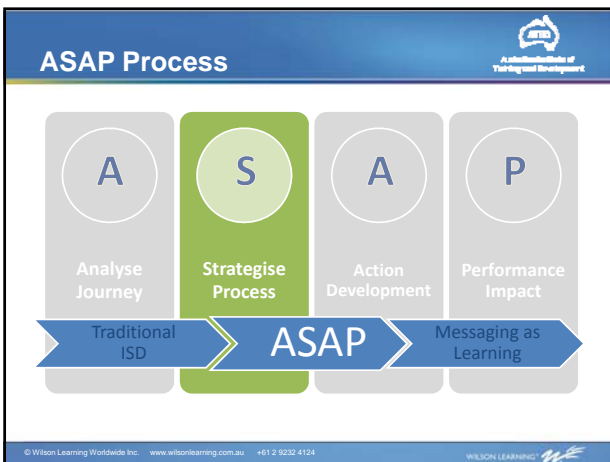
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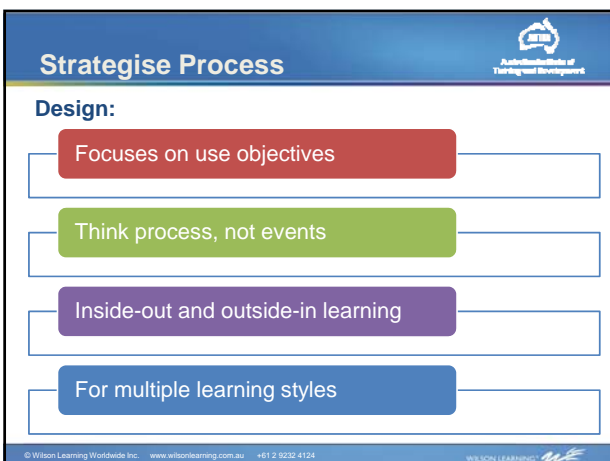
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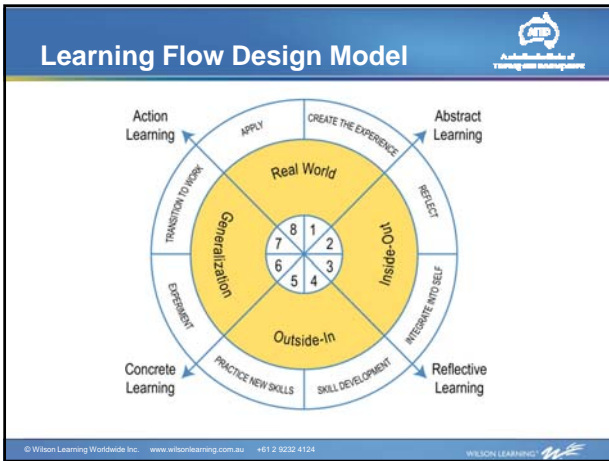
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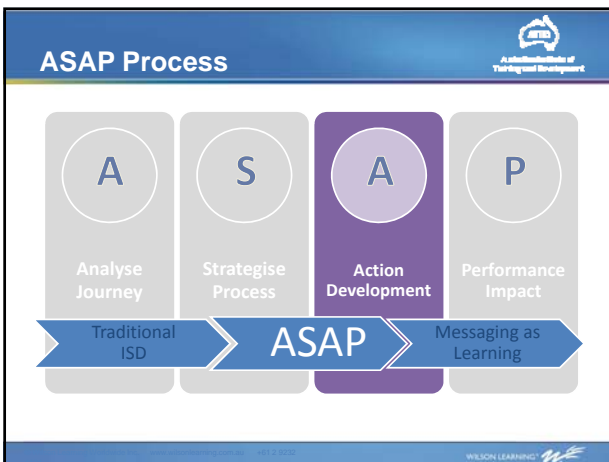
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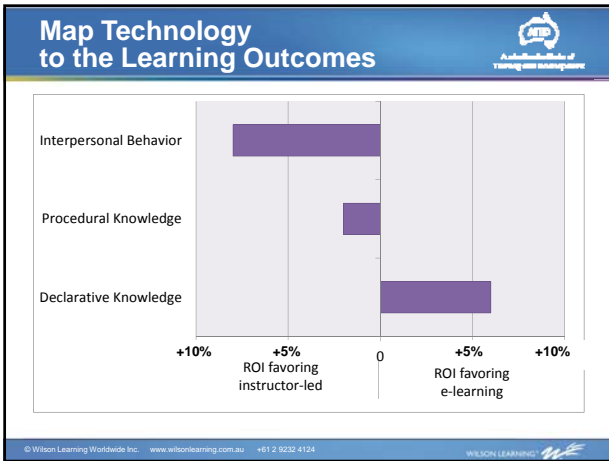
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### Aligning Learning Technology & Outcomes

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

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### Activity Development

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

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**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)

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**Engagement, not Gamification**

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



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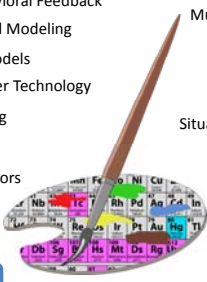
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**Engagement Elements**



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

Facilitated Learning      Self-Directed Learning

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**Activity Development**



-  Align Technology to Learning Outcomes
-  Focus on Engagement, not "Gamification"
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**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.**

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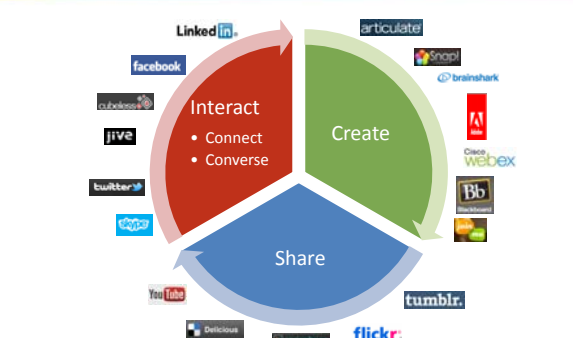
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**Social Media Landscape**

**Interact**  
• Connect  
• Converse

**Create**

**Share**

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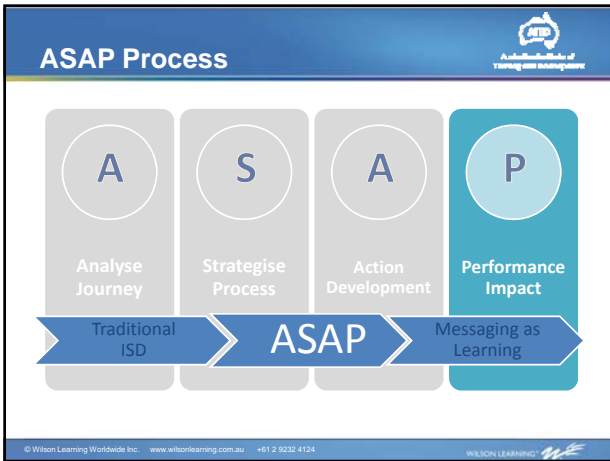
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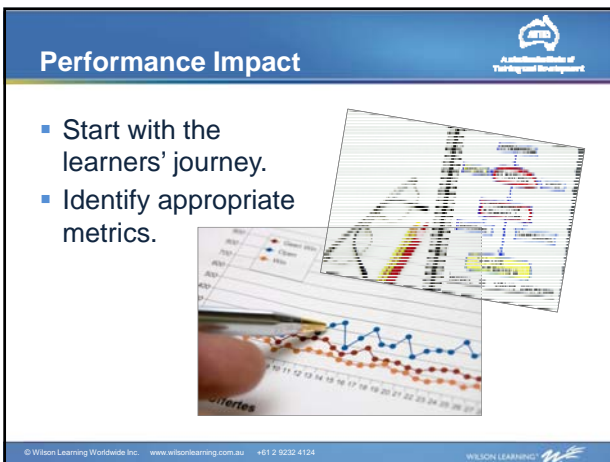
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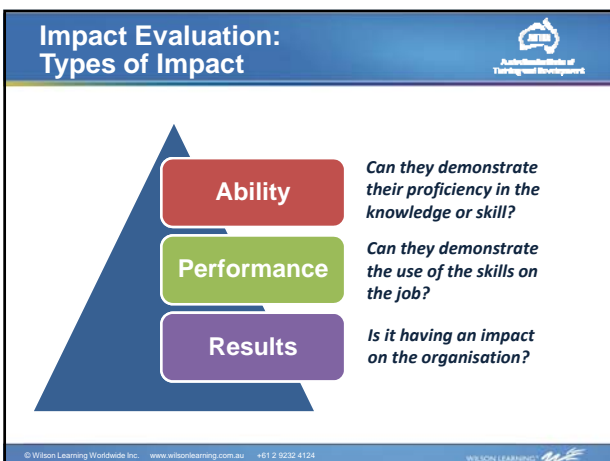
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**Impact Evaluation: The Hero's Journey**

	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
<b>Results</b> Organisational Impact/ROI				

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**Impact Evaluation: Measurement Options**

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

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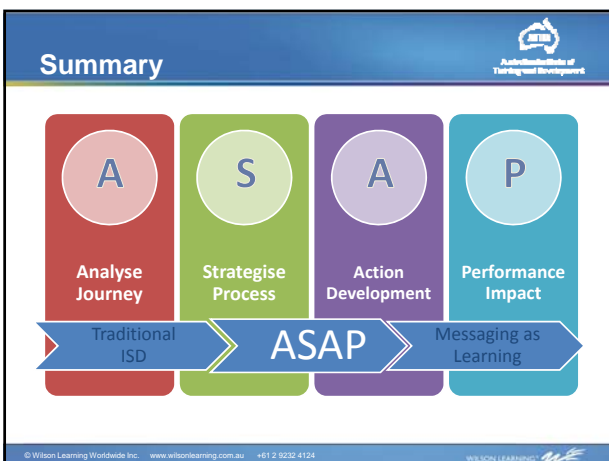
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Speed... Careful what you wish for

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

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**NATIONAL CONFERENCE**

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

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**Thank You!**  
Thoughts, Reactions, Questions?

Linked In: Wilson Learning - Learning Transfer  
Michael Leimbach

Twitter: @MLeimbach

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