

Learning models

Useful blueprints for learning designers

Contents

1

Learning design,
how shall I
define you?
Page 4

2

In the
beginning...
and the end
Page 6

3

What's in
between?
Page 8

4

Learning models: what works when?
Page 11

Information and
communication models
Page 15

Knowledge & skills models
Page 18

Behavior and attitude models
Page 28

5

The big finish
(is it the end
or just the
beginning?)
Page 30

6

How to decide which learning model
to use
Page 33

1

Learning design, how shall I define you?

How about “the thoughtful selection of content and activities, well crafted and sequenced to meet a set of pre-determined objectives”?

Maybe so. But definitions don’t take us very far. What does learning design really mean in practice?

The most impressive learning designs draw from best principles of adult learning theory, take a card from marketing and advertising, and ultimately result in effective programs that inform, instruct, and perhaps even change behaviors.

For some, the interactive design process is a smooth and intuitive process. Skilled and experienced learning designers may instinctively know what approach to follow when solving particular design problems.

That’s why organizations throughout the world use learning experts—those consultants have been there, done that. They’ve seen what works, they’ve tried things that haven’t, and they can often just sense the right solution.

But digital learning continues to grow as a multi-billion dollar industry with more and more people within organizations being thrust into the role of learning designer. Is it realistic to expect these newbies to deliver polished well-designed elearning? Probably not.

So, how can we help those relatively new to the field deliver effective learning solutions as soon as possible? Rather than approaching every new project as a shot in the dark, roll-up-your-sleeves-and-start-from-scratch initiative, we’ve identified a core set of learning design models to help. Even inexperienced

practitioners can quickly understand these models and easily apply them to the vast majority of learning requirements that come their way.

These models combine some of the best principles and leading practices gained from our years of research and experience. They can give your internal teams a shared vocabulary and point of view and ensures every program has a solid instructional design strategy at its foundation.

Health warning: They aren’t a set of cookie cutters or templates that you lay onto every project without thinking, but rather a starting point; you can blend and mix and match models depending on the specific requirements of each project. This means you can design unique approaches to transferring and building knowledge from a number of proven, best practice components.

If you’re new to the realm of learning design, or well experienced but looking for some new directions and inspiration, these models will help extend your knowledge.

2

In the beginning... and the end

Whatever learning model you choose to use, there are some components that we think should always be present in the most effective learning experiences: the **Start** and the **Finish**.

All the best learning experiences should start by engaging the learner (the 'what's in it for me?' element) and then providing the information they need to get the most out of the learning experience (setting the direction).

You then need to finish the experience by making sure the learner goes away with the key learning points clearly

summarized and, most importantly, with their next actions laid out—what they need to do to apply what they have learned in the real world. (Of course, it should rightly be pointed out that learning never finishes, but formal more structured learning experiences do have some form of end, often a launch pad to start applying those skills and ideas in the workplace.)

START

What's in it for me?



FINISH

Learner goes away with key learning points



What's in between?

Sandwiched between this beginning and end you'll find our learning models – where the core learning takes place. It's the filling that you choose that makes each learning experience fundamentally different from each other.

These core learning sessions can follow the full spectrum of learning models from a straightforward 'structured' model (Present, Exemplify and Test) to a full on goal-based scenario design.

The bread of the sandwich—the start and the end—will always share some elements in terms of intent but the filling can be very different depending on the topic, learner profile and context.

START

What's in it for me?

LEARNING MODELS

**Can vary according to topic,
learner profile and context**

FINISH

Learner goes away with key learning points

We'll start at the beginning. Here are some brief tips on how you can get your learning off to a great start regardless of the topic or context:

START

1. GAIN ATTENTION AND ENGAGE THE LEARNER

When working on initial designs at Kineo, we work very hard to get into the shoes of the learners.

In our view, digital learning should have a lot more in common with effective advertising and communications. There's nothing that sinks the heart faster than a list of learning objectives on the opening screen. In our designs, we strive to get engagement and interest — the heart pounding—from the outset.

You may know the marketing acronym AIDA. It stands for the steps to take to get someone to buy a product or change their behavior: Awareness, Interest, Desire and Action. Take your learner through these stages as early as possible in a learning experience. If you never get your learner to the 'Desire' stage, they won't truly engage in the learning experience, as they won't have seen the 'what's in it for me?'

2. SET DIRECTION

Once a learner is genuinely committed to a learning experience, they need to feel in charge or at least comfortable that they know what's coming in the journey ahead. They need to know what they will be learning, how that learning will take place and what they should be doing to make the most of the whole experience. Also they need some breakdown of timings so they know how long they should set aside, and how it might relate.

Once you've set up your first layer of the sandwich, you're now ready for the filling: the core learning experience, made up of a possible wide range of learning models.

4

Learning models: what works when?

Before we get into some specific models, let's first talk about what you're trying to do. When designing the right learning approach for any topic, you have to be sure about your overall objective.

THERE ARE THREE MAIN REASONS FOR A LEARNING EXPERIENCE:

1

To inform or raise awareness

2

To improve knowledge and skills

3

To change attitude or behavior

As you begin designing the learning experience, you work with your subject matter experts and stakeholders to determine the desired outcomes of the experience. It's always good to ask: What do you want the learner to be able to do as a result of having gone through this experience? It's not always straightforward, but it's important to get the right model that's fit for purpose. This is back to the standard starting question: What problem are we trying to solve?

It's all too common to see 'solutions' that don't really fit the problem, for example where the need was really only to raise awareness and communicate, but the designer chose a needlessly complex learning model. Or where the desired outcome was a true behavioral change and all the program did was share information. So take care not to over or under-design for the need you're facing.

And remember that you might best meet some learning objectives by producing a string or blend of design models that extend across different delivery mediums and over a spaced calendar. In this way, you create a learning campaign rather than a single, static event. The output may include a self-paced online course with a main menu and a series of topics,

a stand-alone learning activity, an online webinar, or a combination of things.

As you start making design decisions, first have these high level learning models in mind. Ask: "Is this program mainly about sharing information, building knowledge and skills or creating a change in attitude or behavior?"

We'll be looking at each of these categories in detail, but first let's look at what makes each of them different from the others:

Information and communication models are mainly driven by the need to make it really easy for the target audience to get the main points as quickly as possible and explore the topic in whatever depth they want. These approaches borrow much from knowledge mapping and effective web design.

Information models work really well in a one-on-one basis such with digital learning, as the learner gets to decide what they need to know. You seldom have very effective, information-based face-to-face events. Why? Because they're often one paced and so really boring for participants!

LEARNING MODELS

Information and communication models

Just in time learning or performance support is a great example of information-based learning. Give the people what they want, when they want it. Users of these programs don't want banks of check questions when all they wanted was to dip in and get some short tips or recall some key principles or steps.

Knowledge and skills

When you want the target audience to improve their knowledge and skills then the need to check understanding and provide feedback on performance within the program is crucial.

Information and communication programs may not have learning objectives, but knowledge or skills acquisition programs must have these, and the exact nature of those objectives will directly influence the learning model(s) you choose. We'll look at those differences in more detail later.

Changing behaviors and attitudes

Finally, you may need to do more than inform or impart knowledge. You may have to change entrenched opinions, attitudes or behaviors. To do this, it is not enough to present information and then test people on it. You need to get them to see the value of changing. Learners can see the consequences of their actions or explore 'what ifs'. There is a great range of ways in which this can be done but a very popular and effective approach is to provide simulations or role plays that are as close to reality as possible.

Mixing the models

Many of these high level goals are often intrinsically linked. After all, you will often need to impart knowledge for learners to apply this knowledge in a role-play or simulation.

This introduces a key part of the learning designer's toolkit; the ability to mix and match the models to suit the specific learning requirements and the context or nature of the target audience.

We will look later at the ways in which you can decide which models could be combined. But first, let's look in more detail at each of models and start with the simpler models with which you may 'fill' the sandwich.

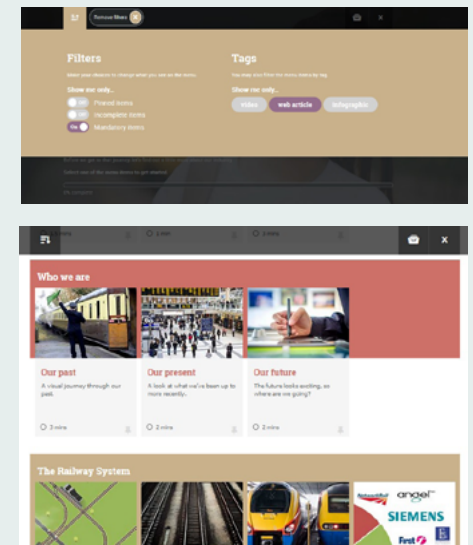
Information and communication models

With these models, you need to get information to your audience as quickly as possible. So the key here is knowing how to cluster and map information so the user can intuitively find what they need.

Primarily a user-driven model, it is seldom done well via linear presentational forms such as classrooms. It is primarily best done as a solitary experience (as it then can be truly user-driven) and so is best delivered by interactive technology. Possible formats include the following:

Search and find

The 'Google' philosophy in which there is no architecture to the information but instead you use a search engine to present nearest matches as links to relevant information (like documents, videos, articles and presentations). For a modern twist, incorporate an element of personalization by giving learners the ability to bookmark and filter modules as seen in the below example.



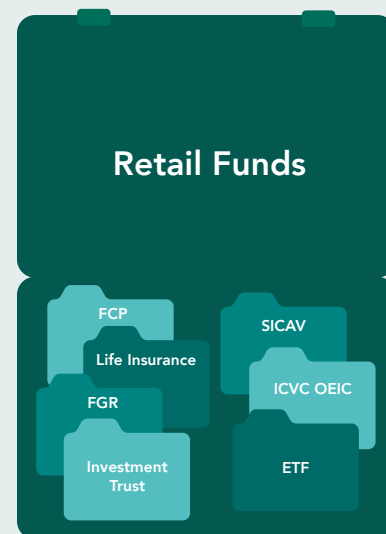
Process flow

In this model we embed information along the path of a task flow e.g. the timeline of a project, the steps taken to manufacture a car, or as in this example, a timeline of important events.



Topic categories

This model follows an interactive manual approach. Information can always be categorized (often done best by a simple brainstorming/pattern note exercise). Those categories naturally become sections for a menu or hierarchy of menus for short presentational sequences. This mock up of a solution for a financial institution on Fund types displays a two level hierarchy: the overall fund levels e.g. retail funds and then a sub menu (shown here) which provides access to information on those specific funds. This was never a learning program, it was always designed to be just-in-time information. However, repeated review of the information pages (helped by good use of graphics and animations) can lead to knowledge retention.



Click on any of the Funds here to get a definition of each.

Magazine style

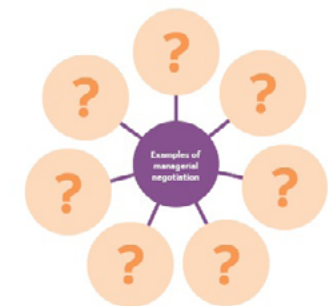
Borrowing from other media, a magazine style for presenting information in a structured, indexed format can work well in the form of an interactive PDF or infographic by incorporating animations and videos.



What is negotiating?

Whenever we need or want something from other people to achieve our goal, we participate in negotiating. It is something that we do regularly whenever we agree a price for the supply of goods or services.

Click on the orange circles in the diagram below to see examples of negotiation.



Knowledge and skills models

If your brief is to ensure that the audience actually learns and retains some core knowledge or builds up new skills, then you may need to go with a more complex learning architecture. You need to ensure the learner comprehends the material and provide them with the mechanisms to retain this knowledge or skill.

The base entry point and time-honored approach is the classic tutorial structure: Make Present, Exemplify, Explore and Test (PEET).

This model is generally seen as being the most straightforward and simple format to follow. With this model, we can follow a standard sequence in order to systematically build knowledge and get learners to demonstrate understanding.

PRESENT

Once we have been through the initial start sequences (as outlined earlier), you present the key information. But rather than creating a passive user experience, let the learner control the whole process and ask them questions along the way to help them consolidate their understanding. You can even pose questions that the learner may not be able to answer to raise awareness of gaps, and then embed the next learning point in the feedback.

The purpose of any interaction is to set out the main learning points as clearly as possible. This could be done in a wide variety of ways:

Presentational sequences

Most of us are pretty used to this model. We get the key things we need to know clearly explained (and, if it's face-to-face, you even get the chance to immediately clarify any confusion you have). There are many subjects in a corporate environment that just simply need to be explained and this is often where digital learning pays dividends, as complex topics can be explained graphically and can be viewed and reviewed as many times as the learner needs.



Expert views

Much of the knowledge in an organization is held in the heads of a few experts. So, an alternative or complementary approach is to directly interview these experts and the subsequent vodcasts or podcasts can form a key part of the presentation of your main learning points. Here's an example from an anti-doping sports program, which had top sports people share their views on doping.



Guided Stories

Although we believe that most learning designs should include elements of storytelling, the guided story model builds the entire course around the theme. The course might unfold the content through a “day in the life” or a “year in the life” format, providing an opportunity to learn through observation.

For example, here we see how a fictitious scene unfolds at a busy café where a security officer notices someone being pickpocketed. The video plays two alternative endings in which the security officer either gets involved or calls for back up. This scenario demonstrates a likely encounter for the learner and quickly highlights the risk of being outnumbered and putting themselves in harm’s way.



EXEMPLIFY AND EXPLORE

The second step of this model then moves the learner to an ‘explore’ mode in which they can consolidate their learning with case studies or stories. For many, this is where they truly begin to ‘get it’, especially those learners who struggle with pure ‘concepts’.

In the classroom situation, this can be through ‘war stories’ or role-plays or discussions with peers around ‘challenges’. With digital learning, it can be a scenario where they are asked to reflect upon or suggest what the main protagonist should do.

You can categorize the many different approaches you can follow within the Exemplify and Practice phase as follows:

Best practice examples:

Many learners appreciate seeing outputs and best practice in action, so you can provide examples of these which they can explore in as much detail as they need. Include interviews with experts to get useful war stories to illustrate the key principles covered in the Present phase.

Ask the expert:

As the learners go through the material, let them ask questions along the way. Obviously, a standard part of face-to-face learning or coaching, this can be done online (through e-tutors or experts online) or through a set of frequently asked questions (which might cover a large proportion of the questions that

people normally have at each stage of the learning process).

Multiple viewpoints:

Sometimes a topic is not clear cut, so if you let the learner see different viewpoints they can build up a realistic picture of the situation.

See it, analyze it:

In this approach the learner observes something (it could be a scene with a manager or someone conducting routine maintenance or a completed document). They are then asked to reflect on what they have seen (perhaps to critique it and make suggestions on what could be done better).

Group discussion:

A standard model with face-to-face training, group discussion can be very effective virtually as an e-mentored session where the group has a few days to discuss an action plan or come up with some related guidelines on the topic.

Help us change things:

In this approach, learners' opinions and views on key issues are sought whilst they find out the background to the issues (an example of this was a local government program on improving customer service in which all questions were really survey questions, which made the learners reflect on what they could do better and what they thought the organization should be doing).

Plan it, do it, review it:

This action planning approach helps the learners explore the topic and work out what it means to them and how they might do things differently in the future. This needs to be done over a number of sessions and works well as digital learning experience or an e-mentored approach. Examples of other people's deliverables or best practice can be provided at both the Plan It and Review It stages. This 'Do and Compare' learning sequence could involve a live group of fellow learners or example outcomes and documentation that the learner can use to reflect on what they might do better next time. This can be extended into a regular 'Action Learning Set' approach in which learners regularly meet face-to-face or online to share their experiences and get advice from the group.

Using goal-based scenarios to help learners explore the topic

If you have the time and budget, goal-based scenarios is an approach that crosses over both knowledge and skills-based projects and, as you will see later, attitude or behavior change-based learning requirements.

By learning from mistakes and seeing consequences in a safe environment,

some learners get the point much more quickly and are better equipped to apply knowledge and skills in the real world. The most well known example of a very sophisticated goal-based learning experience is something that many people have experienced in their own homes: the good old flight simulator. The task is see if you can fly from A to B and safely land the plane. If you make a mistake along the way, you see the consequences. The hours that some people put into mastering this task shows how engaging a good goal-based scenario can be.

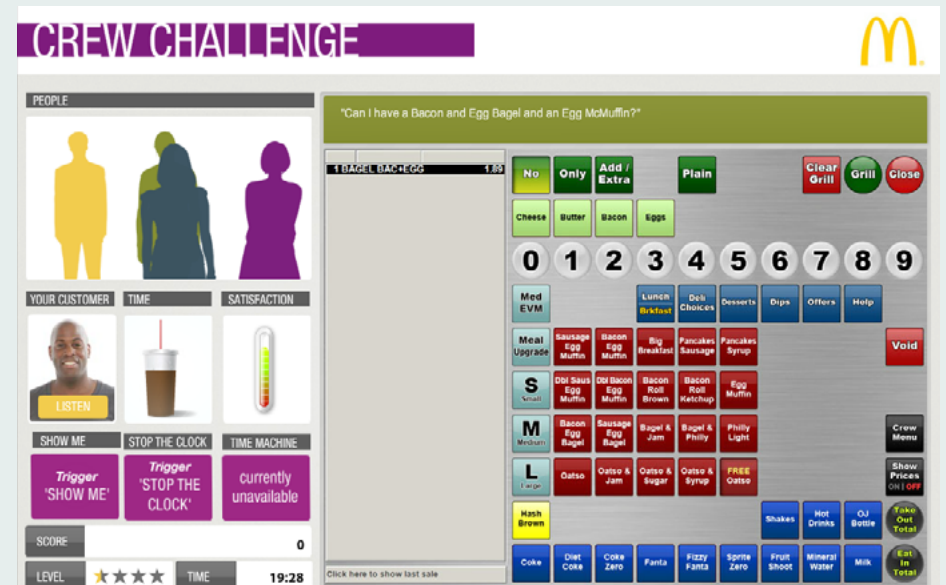
If you're trying to teach a more complex problem-solving skill, you can immerse the learner in a situation and have them make decisions along the way to drive the action forward. You may provide them with access to supporting documents and job aids that will help inform the decision-making process. These types of tasks feel more like on-the-job simulations.

Since the scenarios you design can often involve all the key learning points in a program, it is often a good idea to offer the Present knowledge-based sections at the same time as learners go through the task. This can provide just in time learning opportunities and help make the learning suitable for a wider range of learning styles.

There are a number of different types of scenario-based learning models:

Try It, Learn It goal-based scenario

This is similar to the full branching simulation approach, but the model is designed so that, should the learner make a mistake in the scenario, they get shown to a discrete relevant section of the tutorials. Once they complete the relevant module they can then return to the choice they got wrong and see if they can continue with the scenario without making further mistakes. The appeal of this approach is that learners have that extra degree of motivation to absorb the learning points, as they have just confronted that particular learning gap.



In this till system training program above, learners are shown the correct steps whenever they get stuck. They then repeat the steps they were just shown.

Full branching simulation

Use these when it's necessary to provide real choices, consequences, the opportunity to change direction and recover from mistakes, or try different approaches.

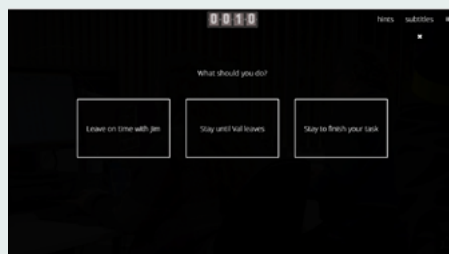
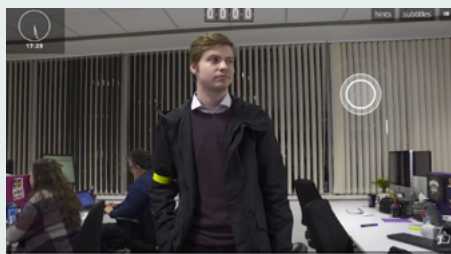
The learner makes choices, sees consequences and gets feedback at the end on what they did right and wrong. The complexity and depth of the simulation is only limited by a designer's patience to create branches until it reaches a natural conclusion. You can provide different levels of help along the way to cater for different audiences.

Limited (one or two level) scenario

With this approach, a consequence can be shown but, instead of playing out the scenario to its final consequence, the feedback is given early and so it takes no more than 4-5 minutes to go through the scenario.

Change the story

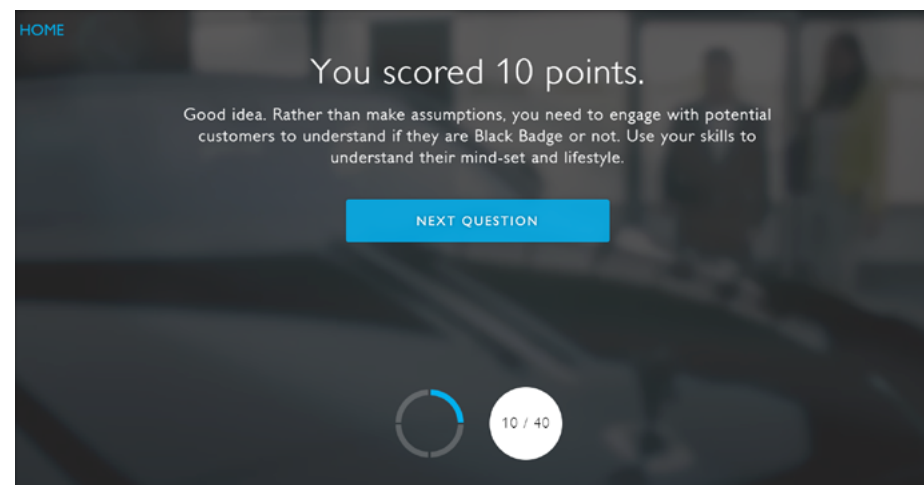
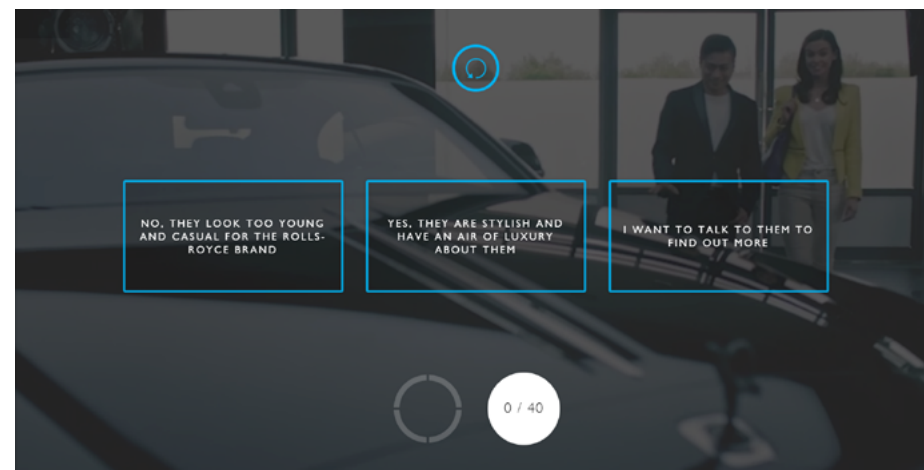
One other approach is to bill the branching scenario as an opportunity for the learner to change how a story unfolds. In this interactive video example, you can change the nature of a conversation with a manager or team member by choosing a range of different choices, thus altering conversations and relationships as the story unfolds.

**Get interactive with goal-based scenarios**

Interactive video is a great way to do a full branching simulation or limited scenario with less effort than you'd think.

Download '*Lights, camera, interaction: making interactive video work for learning*' for a practical how-to.

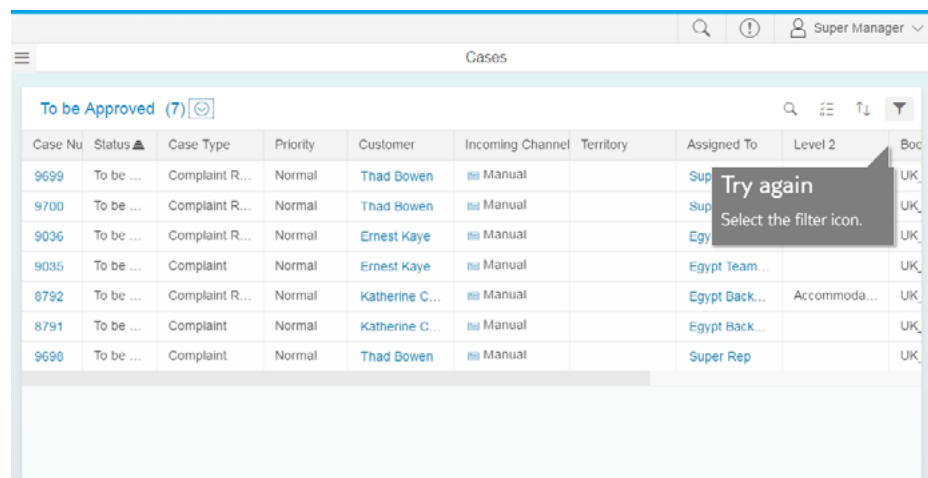
<http://bit.ly/interactive-video-guide>



THE TEST PHASE

The final step of the PEET model is all about checking that the learner has achieved the learning objectives set out at the beginning of the learning design process. It can be done in a number of ways:

- Check questions or interactive scenario immediately at the end of the learning experience (in line with Level 2 Evaluation). Note: this is seldom done on face-to-face events, but could be.
 - The same type of assessments can be conducted at a later date to check knowledge and skills have been retained.
 - On the job assessment performing actual tasks (Level 3 evaluation conducted by line managers or coaches).
- These tests are useful for learners to confirm that they have reached those levels of knowledge or skills. This, in its own right, builds confidence. It is also useful for the learner and the organization to know if they have acquired the necessary levels of knowledge or capability and decide what needs to be done to resolve this.
- From an organizational point of view, it is also a good way of checking if the overall program has delivered the agreed learning goals.



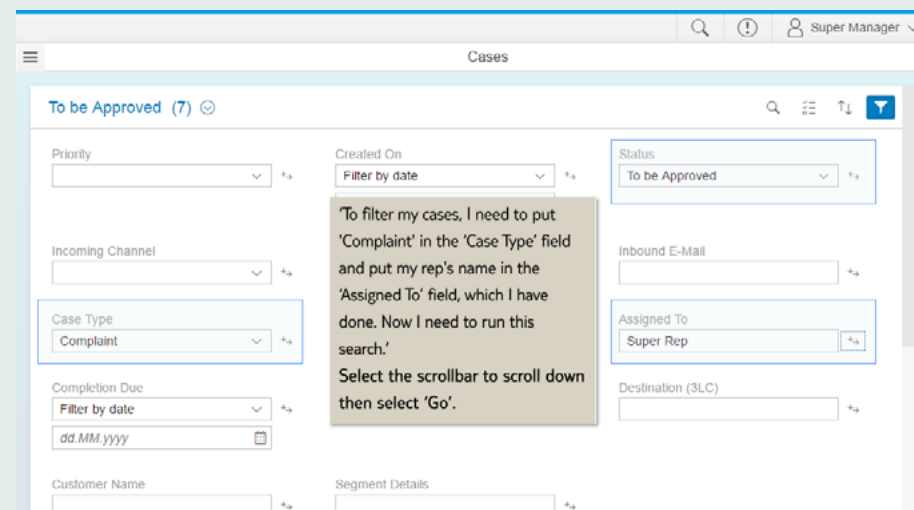
The screenshot shows a 'Cases' management interface with a table of cases and a filter overlay. The table has columns: Case Nu, Status, Case Type, Priority, Customer, Incoming Channel, Territory, Assigned To, Level 2, and Location. The filter overlay is titled 'To be Approved (7)' and includes a 'Try again' button and a message 'Select the filter icon.'.

Case Nu	Status	Case Type	Priority	Customer	Incoming Channel	Territory	Assigned To	Level 2	Location
9699	To be ...	Complaint R...	Normal	Thad Bowen	Manual		Super Rep		UK
9700	To be ...	Complaint R...	Normal	Thad Bowen	Manual		Super Rep		UK
9036	To be ...	Complaint R...	Normal	Ernest Kaye	Manual		Egypt Team...		UK
9035	To be ...	Complaint	Normal	Ernest Kaye	Manual		Egypt Team...		UK
8792	To be ...	Complaint R...	Normal	Katherine C...	Manual		Egypt Back...	Accommoda...	UK
8791	To be ...	Complaint	Normal	Katherine C...	Manual		Egypt Back...		UK
9690	To be ...	Complaint	Normal	Thad Bowen	Manual		Super Rep		UK

Show Me, Try It, Test Me

An overall Present, Exemplify, Explore and Test model that has been the mainstay of process and systems training for many years (both online and face-to-face) is usually referred to as Show Me, Try It, Test Me.

In this model, you give the learner the chance to learn through observation (show me), then practice it on their own with guided prompts and feedback from the program. The final section (test me) lets the learner run through the process on their own with little input from the system – more of a simulation or sandbox environment. As explained earlier, a scenario-based learning (or learn-by-doing or goal-based).



The screenshot shows a 'Cases' management interface with a form containing various filters and a text box. The filters include: Priority, Created On (Filter by date), Status (To be Approved), Incoming Channel, Case Type (Complaint), Completion Due (Filter by date, dd.MM.yyyy), Assigned To (Super Rep), Inbound E-Mail, and Destination (3LC). The text box contains the following text: 'To filter my cases, I need to put 'Complaint' in the 'Case Type' field and put my rep's name in the 'Assigned To' field, which I have done. Now I need to run this search.' and 'Select the scrollbar to scroll down then select 'Go'.'

Behavior and attitude models

As explained earlier, a scenario-based learning (or learn-by-doing or goal-based task) approach is a great way to explore a topic more fully for a knowledge or skills-based learning experience. It is also especially useful in changing attitudes and behavior as well. If you see the consequences of gaps in knowledge or an inappropriate mindset, you are more likely to see the logic of changing.

In this next example, a module produced for a nonprofit puts the learner in a position where their values and principles are challenged. The course puts the learner's values and principles to the test in different scenarios so that the learner understands how the tricky decisions they make align with their values and principles. The aim of the course is to reduce doping and inadvertent rule violations by raising awareness.

So, what makes a goal-based scenario designed specifically to change behaviors or attitudes different from a standard knowledge and skills-based version?

The key is the choice of situations that learners confront and the way you set up and support those situations. Creating plausible 'attractive' mistakes takes time, as does creating the branched options and the feedback for each option. In this example, the course had learners navigate gray areas and pushed boundaries so that the learner's had to make decisions that would challenge the learner's moral compass.

SLIPPERY SLOPE TRAPS



Take a moment to check if there are any slippery slope traps that you should consider in this case. You may remember that a slippery slope is a **small innocuous action or thought that can snowball**.

What if you take the drug, win, and break a world record? What are you going to do when the drug becomes banned? How easy will it be to stop using?

Be wary of the slippery slope of it's not against the rule so what's the problem?

WHAT'S AT STAKE AND FOR WHOM?

When making your choice consider what's at stake and for whom.

Select each icon for more information.

You may be wondering if it's fair to enhance your performance in this way. Is it akin to cheating? Or is it no different to a runner who improves their performance by taking steroids, taking other legal medications or using high tech equipment? You'd best take a moment to weigh up the facts before you decide what to do.

EXPLORE THE FACTS

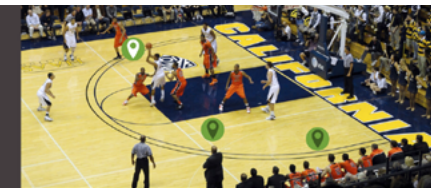
Take a moment to consider what the dilemma is in more detail.

Select the arrows to find out more.



THE DILEMMA

On the one hand the substance is completely legal, and it seems like it would give your performance a real boost in this crucially important event. Should you be doing everything you can within the rules to achieve your best performance? On the other hand, WADA has already said that it is going to be banned very soon so there



OTHER FACTORS TO CONSIDER

Before you decide whether to accept the drugs take a moment to think things through.

Select each heading for more information.

+ VALUES AND PRINCIPLES

5

The big finish (is it the end or just the beginning?)

The core of the learning experience should now be complete; the 'filling' of the sandwich. So, we need to return to the second piece of bread in the sandwich. The end of the program needs to provide a summary and then launch the learner onto the next phase in their journey.

Summarize

When constructing a learning program you need to provide a chance for learners to get the key messages again - traditionally referred to as the 'tell them what you told them' part of the process. Obviously, much of the learning they have acquired will be their response to the ideas or activities within the core learning sessions. So, you need to summarize the key learning points you want them to go away with but also leave space for the learner to reflect.

A good way to do this is encourage them to think of what they will now do differently which leads us to the last step of a formal training program.

Actions and next steps—the ongoing learning journey

Learning in a training environment without enacting change is an incomplete exercise. You must challenge the learners to reflect on their current way of doing things and make a commitment to change where necessary. A simple: 'What are you going to start, stop and continue?' question is a great starting point. Other options could involve Action Plans or Affirmations or new SMART goals.

In our programs, we try to build in line manager follow ups or review sessions within 3 months of the formal completion of a program. There will often be a wealth of further information to explore

(sometimes what your stakeholders wanted you to cover but you persuaded them not to include in the main program). This is where you can provide the links and give recommendations for further exploration.

As you probably know, most learning takes place on the job. The current popularity of Lombardo and Eichinger's 70:20:10 model shows that learning professionals recognize this as an important factor in designing effective learning programs (70% of learning happens on the job; 20% through coaching and direct feedback; 10% through formal courses).

So as a learning designer, when we create those formal courses, we want to set the learner up so that they've then got ample space to try things out in the real world (the 70%), while leveraging and building upon that extra 20% of on the job feedback or coaching.

The Next Steps section of your digital learning should help the learner develop that game plan to take back with them on the job. It could involve a refresher module, or a webinar or an interactive coach (which by asking the right questions and responding to answers helps them carry out their own reflections and tweaks to their action plan).

SO WHAT COULD IT LOOK LIKE?

Here's an example of the design and decision-making process as you sort through your objectives and aim to pick a good mix of learning models.

Let's say you need to create a program on phone etiquette for office receptionists who are distributed around the country. The desired outcome: to have receptionists better responding to customer needs on phone calls and providing a better overall customer experience.

You take a step back now and think about the overall Design Concepts you want to apply. You think that both the PEET and Goal Based model will get you where you need to go.

Based on the geographic dispersion of your audience, time constraints and existing level of expertise, you think the proper delivery medium will include a mix of self-paced elearning, job aids and performance support tools, as well as synchronous webinars.

You decide to create a series of self-placed online learning modules using a scenario approach. Each scenario will stand-alone and take about 3-5 minutes each. The learner listens to a phone call with a difficult customer.

After listening to the call, a series of questions are asked about how the call was handled. Feedback is provided for each response. A series of calls are used to cover a variety of contexts, best practices and common mistakes. This approach gives the learner exposure to best practices and provides opportunity to reflect on their own call behaviors and how customers might feel in different situations. This represents a 'See it, analyse it' approach (as part of the Exemplify and Explore phase of our PEET model).

Next you want to provide the opportunity for more specific and guided practice, so you create a branching role play. (A 'goal-based' approach) The learner is engaged in a role-playing exercise where they are given the goal of completing a call satisfactorily. An audio clip of the patient is played then the learner is presented with a palette of choices. Selecting a "correct" action moves the scenario forward. Selecting a

less than optimal decision results initially in a response from the patient; perhaps an angry snap or sigh of frustration followed by feedback on their decision. The learner is given access to job aids and performance support tools that provide specific guidelines on how to run a successful phone call. This approach lets the learner practice in a safe environment – they can make mistakes and see the consequences of different choices.

You follow up the self-paced learning activities with an online webinar that's run by an experienced presenter. In the webinar, the group reviews the scenarios and has the opportunity to ask pointed questions. This tailored experience means the webinar can focus less on the information and more on active problem solving. So, in the end, the designer of this kind of program has mixed up both knowledge and skills and goal-based task learning models, in a seamless learning experience.

FINISH



How to decide which learning model to use

Now that we've gone through the models, how do you decide what to use? Sometimes time and budget may win out and you have to choose the simplest path to get the need met most quickly.

But many of these design models don't have to involve lots of heavy lifting on a technical end - it's often more about spending time thinking about the design challenge and selecting suitable mix to achieve the desired outcomes with the resources you do have.

So, how do you decide which model or mix of models is appropriate?

Start by asking yourself what you're trying to achieve with each stage of your program (and remember there might be multiple things you're trying to achieve!)

As we discussed, there are three main reasons we're typically asked to design a learning experience:

- to inform or raise awareness
- to improve knowledge and skills
- to change attitude or behavior.

Map out what you're trying to do, then sort through the models. You'll make some judgment calls as you drill down more deeply – for example, if you're working out the right models for a Present sequence, some content areas may be better suited to an 'ask the expert' type model than others. If you're trying to teach a complex problem solving skill, do you have the expertise and time to build that in-house? Consider working with an outside partner to help you deliver the right program for the problem.

If you'll be designing a blended program, think about which elements can be delivered through digital learning and which you might want to supplement with performance support tools like job aids, classroom role plays, or one-to-one coaching with a manager.

BREAKDOWN OF ALL THE OPTIONS AT-A-GLANCE:

START

Gain attention

Set direction

LEARNING MODELS

Information and communication

- Search and find
- Process flow
- Topic categories
- emagazines

Knowledge and skills

Present

- Presentational sequences
- Expert views
- Guided stories
- Plan It, Do It, Review It
- Try It, Learn It
- Full branching simulation
- Limited level simulation
- Change the story

Exemplify and Explore

- Best practice examples
- Ask the expert
- Multiple viewpoints
- See It, Analyze It
- Group discussion
- Test
- Interactive Scenarios
- Check questions at the end
- Check questions at a later date
- On the job assessment

Behavior and attitude change

Scenario-based

- Try It, Learn It
- Full branching simulation
- Limited level simulation
- Change the story

FINISH

Summarize

Action and Next Steps

Discover how we're shaping the future of learning

Everything we do at Kineo stems from a simple idea: If we design a better learning experience, together, we'll get better results.

Kineo helps the world's leading businesses improve performance through learning and technology. We're proud of our reputation for being flexible and innovative and of our award-winning work with clients across the world.

Whatever your business challenge, we will partner with you every step of the way to find the learning solution that fits best – and delivers results. So, how can we help you?



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