Digitizing Learning-Based Programs

Best practices for nonprofit organizations

July 2020

accenture

OUTMANEUVER UNCERTAINTY

As the health and humanitarian impacts of the COVID-19 pandemic evolve, so do the business and economic challenges. Organizations looking to balance their immediate needs with longer-term opportunities will see the trade-offs play out across three waves of impact: **the Now, the Next and the Never Normal.**

The Now has included an emphasis on supporting people, customers and suppliers. The Next features sustaining changes and refocusing the business to withstand new threats and seize new opportunities. And the Never Normal will require navigating rapid shifts in cultural norms, values and behaviors to ground a return to growth for the longer term. Technology underpins it all.

This is the moment to reinvent business models, recalibrate technology investments and reintegrate the value organizations provide into a new societal landscape. Now is the time to shape a mindset of bold business transformation powered by new approaches to technology and responsible leadership.

HOW TO USE THIS PLAYBOOK

IF YOU ARE DECIDING WHETHER TO DIGITIZE YOUR LEARNING-BASED PROGRAM IN THE FACE OF COVID-19:

This playbook provides a quick rundown of current digital learning trends, the clear case for moving to digital, and key questions to consider when deciding and planning for digitizing your learning-based programs.

Focus on Chapters 1, 2 and 5

IF YOU ARE DESIGNING A DIGITAL CURRICULUM AND CONTENT...

This playbook can help you think about the instructor journey and learner experience as you design your content and curriculum for a learning-based program.

Focus on Chapters 3 and 4

**IF YOU ARE AN INSTRUCTOR OR DELIVERING LEARNING CONTENT...**

This playbook shares best practices and lessons learned on how to structure and facilitate virtual learning sessions, and shows the science behind how to best engage with your learners in digital settings.

Focus on Chapter 4, and consult Chapter 3 as needed

What do we mean by learning-based programs?

We think of **learning** as acquiring knowledge and skills to make sense of future problems and opportunities.

We take a broad definition on **learning-based programs** to consider programs that support the learning of organization's staff, as well as programmatic learning services that are delivered to organization's beneficiaries.

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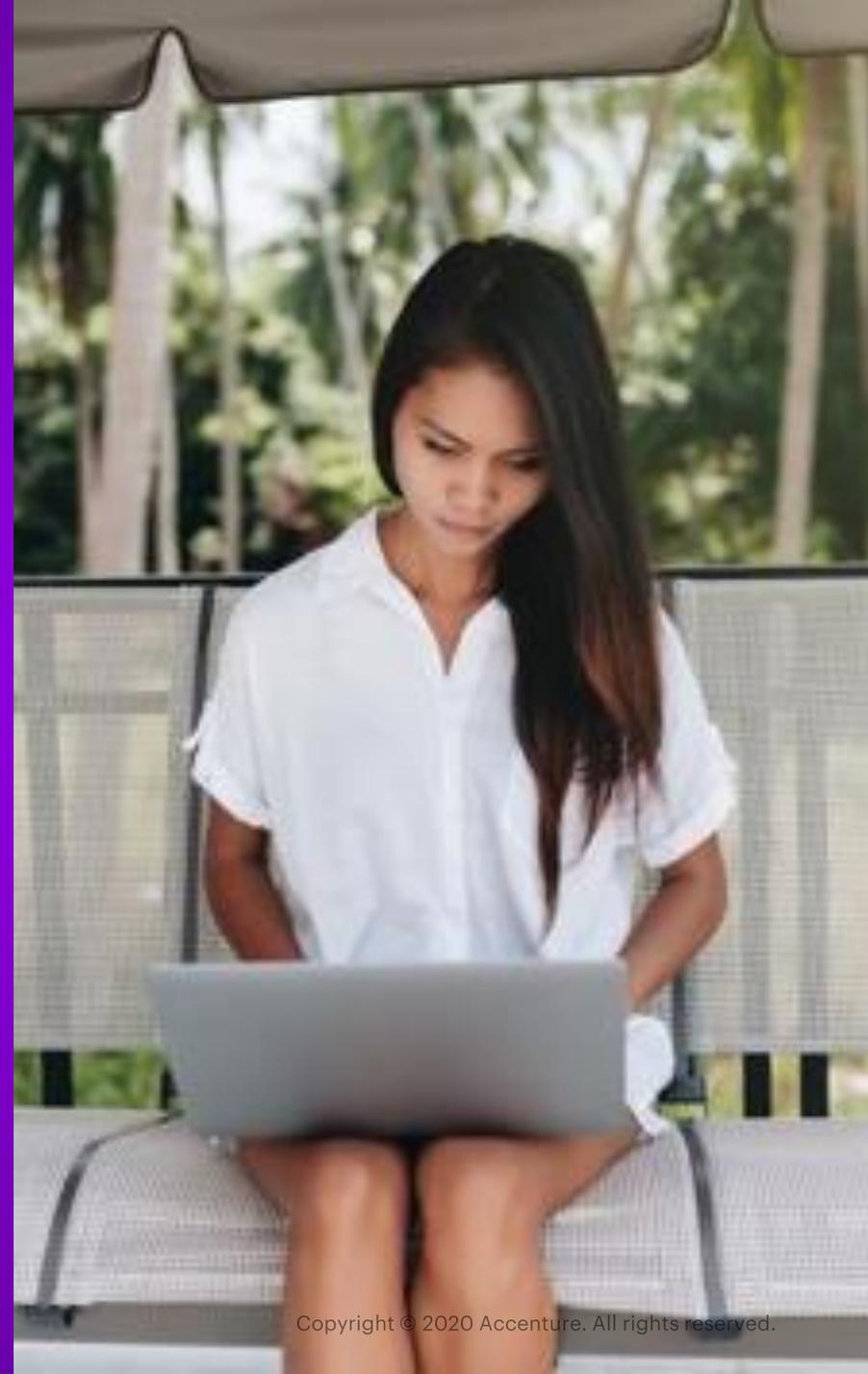
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DIGITAL LEARNING PROGRAMS IN A COVID-19 WORLD

- The Case for Digital Learning

The modern learner already preferred digital and on-the-go modalities for learning

In 2019, Accenture Research[1] found:

- An unprecedented consumption of **video-based learning** on mobile

- An increased use of **social learning,** on-the-job training and mentoring to enhance performance

- **The gamification of courses** in the learning journey

The majority of learners today...

Move on after **7 seconds** if learning is not obviously optimized for them	Turn to their **mobile phones** as the first source of information	Learn only at the **point of need**, with almost half using their evenings and weekends to learn

1 Accenture Research Learning Technology 2019 POV

COVID-19 has accelerated the transition to blended and digital learning solutions

At least 60%[1] of children and youth around the world are not in the classroom, opening the door to find new ways to educate the next gen

In direct response to the pandemic, working groups such as community health workers must quickly skill up to meet evolving needs

As the workforce adapts to the new normal, training requirements for new skills and roles will be essential

> " COVID-19 related disruption can give educators time to rethink the sector. **Technology** has stepped into the breach, and **will continue to play a key role in educating future generations**. In a world where knowledge is a mouse click away, **the role of the educator must change too.** "
>
> WEF, March 2020

> " Teachers need to be incentivized to think creatively about their role as **facilitators of learning** for their students and **how technology can help them do that.** "
>
> OECD, March 2020

> " The challenge that this situation has created is immense, and the educational system is **not prepared to address it.** "
>
> El Espectador, May 2020

1 UNESCO Covid-19 Education Response

Well-executed blended digital learning offers

POTENTIAL VALUE LEVERS:

INCREASED:
- ✓ Number of beneficiaries reached
- ✓ Diversity of beneficiaries reached
- ✓ Flexibility of learner support
- ✓ Support for alumni

DECREASED:
- ✓ Instructor, maintenance and capital costs per learner

OBSERVED BENEFITS:

FOR THE ORGANIZATION:
- Up to 50 to 70% savings on training costs
- Potential to reduce to <5% drop out rates

FOR THE LEARNER, UP TO:
- 18% increased course pass rates through adaptive learning
- 14% better scores through gamified e-learning

RESEARCH ALSO SHOWS THAT TO UNLOCK THE FULL VALUE OF DIGITAL LEARNING PROGRAMS, A LONG-TERM COMMITMENT IS REQUIRED

- 91% of administrators from 21 institutions stated long-term commitment as a success factor for internet-supported learning

- From Accenture's Skills to Succeed program, our practitioners noted that digital learning programs required a long-term commitment (3 to 5 years) in order to see the full value for the organization and impact to the mission

1 Gutierrez, 2012
2 The Bill and Melinda Gates Foundation, Water 2014
3 Accenture Digital and Blended Learning as a Way to Improve Entrepreneurship and Employment Outcomes, 2015

Our NGO partners **reached new populations** in Colombia by digitizing the CoderDojo program during COVID-19

CoderDojo inspires children and young people in new technologies and programming languages and soft skills. In Colombia, Accenture partners with **four local NGOs** to bring the **six-week course** to children ages **8 to 14.**

CoderDojo in 2017 and 2019:

In March 2020, pursued a three-month digitization journey

900+ children impacted via **50+** classroom sessions

In June 2020

CoderDojo's new goal is to impact more than 100 students through each virtual session.
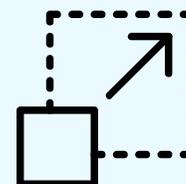
✓ **Expanded Reach:** CoderDojo reaches kids in Bogotá, Medellín and now Barranquilla, Colombia—**a region not serviced in the classroom model.**

✓ **Shortened time:** 1.5 hrs/week

✓ **Smaller classes:** 6-8 students per classroom

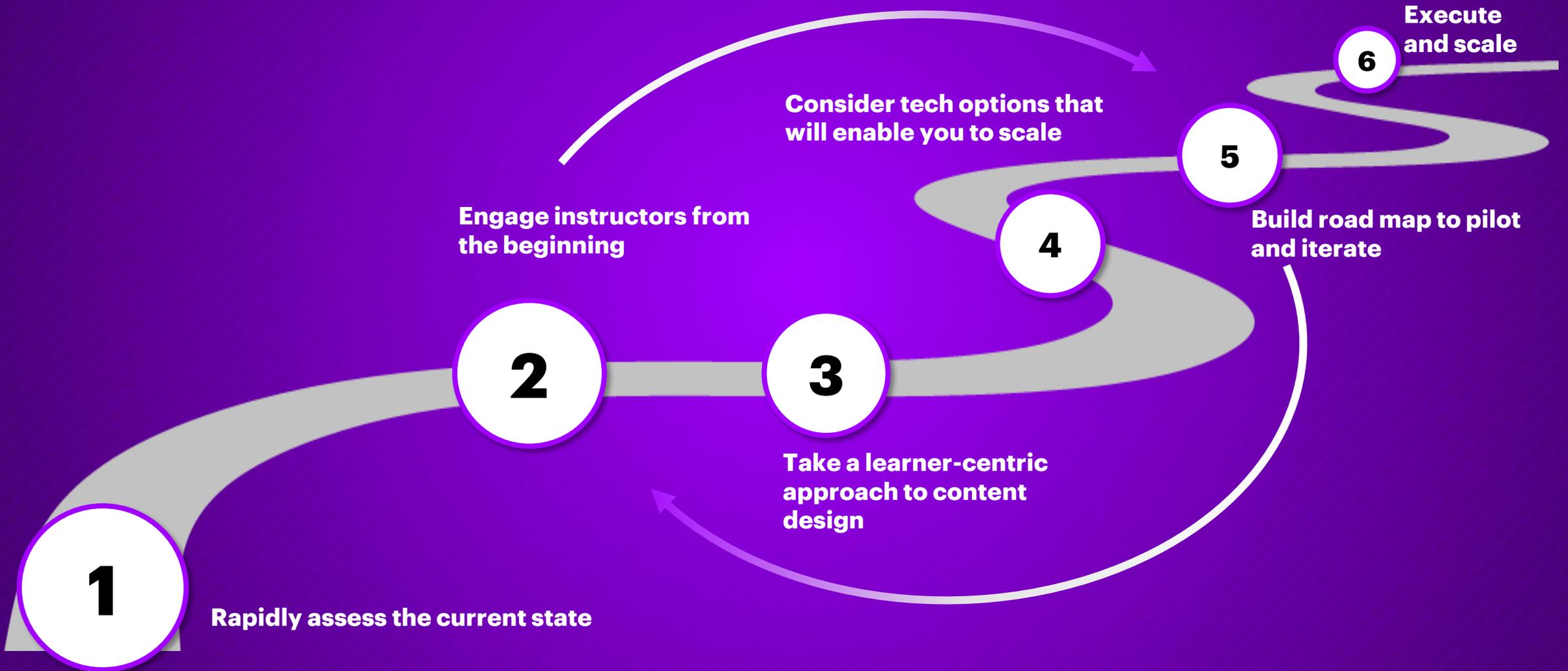✓ **More volunteers:** 1 professor and 2 volunteer facilitators

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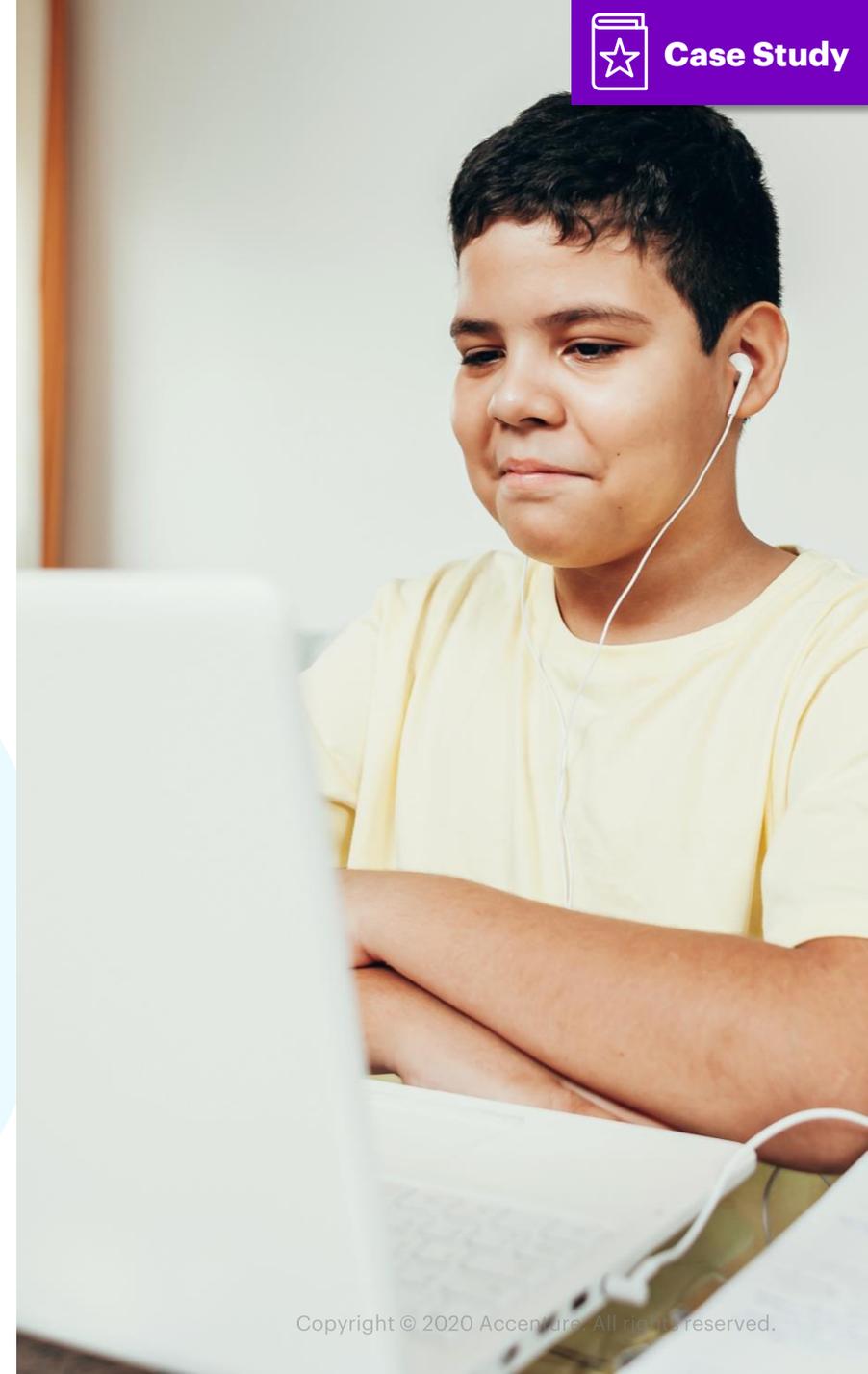
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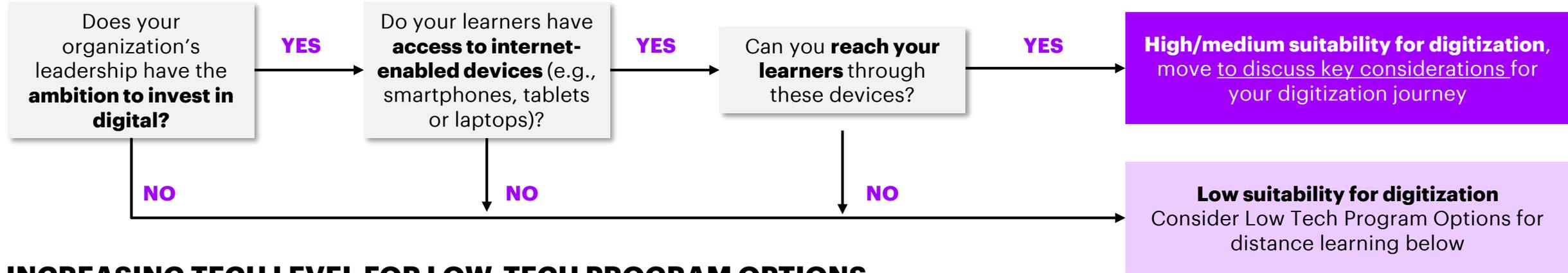# THE DIGITIZATION JOURNEY FOR LEARNING-BASED PROGRAMS

- Introduction to the Digitization Journey
- Prioritization and Key Questions
- Learner-centric Design
- Learning Technology Landscape
- Roadmap Considerations

Digitization of Learning Programs journey

Throughout the journey, seek consistent stakeholder engagement and develop metrics toward success

Execute and scale

6

Consider tech options that will enable you to scale

5

Engage instructors from the beginning

4

Build road map to pilot and iterate

2

3

Take a learner-centric approach to content design

1

Rapidly assess the current state

Assess current state: Is my program suitable for digitization?

| Does your organization's leadership have the **ambition to invest in digital?** | **YES** → | Do your learners have **access to internet-enabled devices** (e.g., smartphones, tablets or laptops)? | **YES** → | Can you **reach your learners** through these devices? | **YES** → | **High/medium suitability for digitization**, move to discuss key considerations for your digitization journey |

↓ **NO** ↓ **NO** ↓ **NO**

Low suitability for digitization Consider Low Tech Program Options for distance learning below

INCREASING TECH LEVEL FOR LOW-TECH PROGRAM OPTIONS

Print Material	**Feature Mobile**	**Radio**	**Television**	**Smart Mobile**
100% of households globally **(Distribution varies)**	**62% of households globally**	**75% of households globally** **(80-90% Sub-Saharan Africa)**	**90% of households globally** **(1.67 billion)**	**45% of households globally**
• Textbook, paper instructional packet, reading list • Distribution can be delivered by staff, picked up at school, sent in the mail, included in the newspaper, etc.	• Teacher calls or uses SMS to interact with students or send content	• Broadcast radio • Interactive radio instruction uses one-way radio to reach students and teachers via prerecorded, interactive lessons	• Government channels, private channels, rebroadcasting • 40 examples of how countries are currently using television in response to COVID-19	• Use social media, apps, WhatsApp or email to share content and organize discussions

Some key considerations as you begin the digitization journey

Understand the learner and their needs

- Have you gotten to know your learner? How?
- What are your learner's needs, motivations and learning preferences?
- How often can you "check in'" with your learner to understand changing preferences?
- Who on your staff is dedicated to user research?
- What other channels might you leverage to understand your learner in real time?

Design and test with instructors

- Have you engaged instructors to test curriculum and content design?
- How might you segment your learners to improve program design?
- Which creative agency will you engage?
- Will you hire a designer?
- How might you apply new innovations in learning to your programs, like gamification and adaptive learning?

Ways of working: People, process and technology

- Does the current IT infrastructure support the organization's digital ambitions?
- How can your team upskill to better understand current digital trends and digital options?
- Are there changes to your processes or team structures that you could pilot through these initiatives, for example, agile delivery?

No matter the context, **get to know your learner** before designing a digital or distance learning program

How will the learner interact with program **content?**

Does the content speak to the world in which the learner is now living, with context and relevance?

Does the content have a focused outcome or set of outcomes that align with the learner's motivations?

How does the content interact with the learner's culture?

Is the content in the learner's native language?

How will the learner experience the program's **structure and technology?**

What devices does the learner use (laptop, mobile, tablet)?

Does the learner have consistent access to Wi-Fi connectivity?

How do they regularly consume information online? What browser or suite do they use?

Can they consume a two-minute video and retain information? A 60-minute video? Read two pages of content?

When in the learner's schedule is it best to hold learning sessions?

Taking a learner-centric approach supports the durability of program content

In three months, Accenture and our NGO partner co-developed a Great Managers Program to increase manager accountability for employee performance, engagement and retention.

HOW?
We **proposed learning paths and tools** with learners during program design. We did this through focus groups and design thinking workshops.

We created a persona of what a "great manager" would look like and **asked future learners to reflect on the persona's characteristics.**

WHY?
This tested that content was **relevant** to the learner's day-to-day and fit into the **context** of their lives and work.
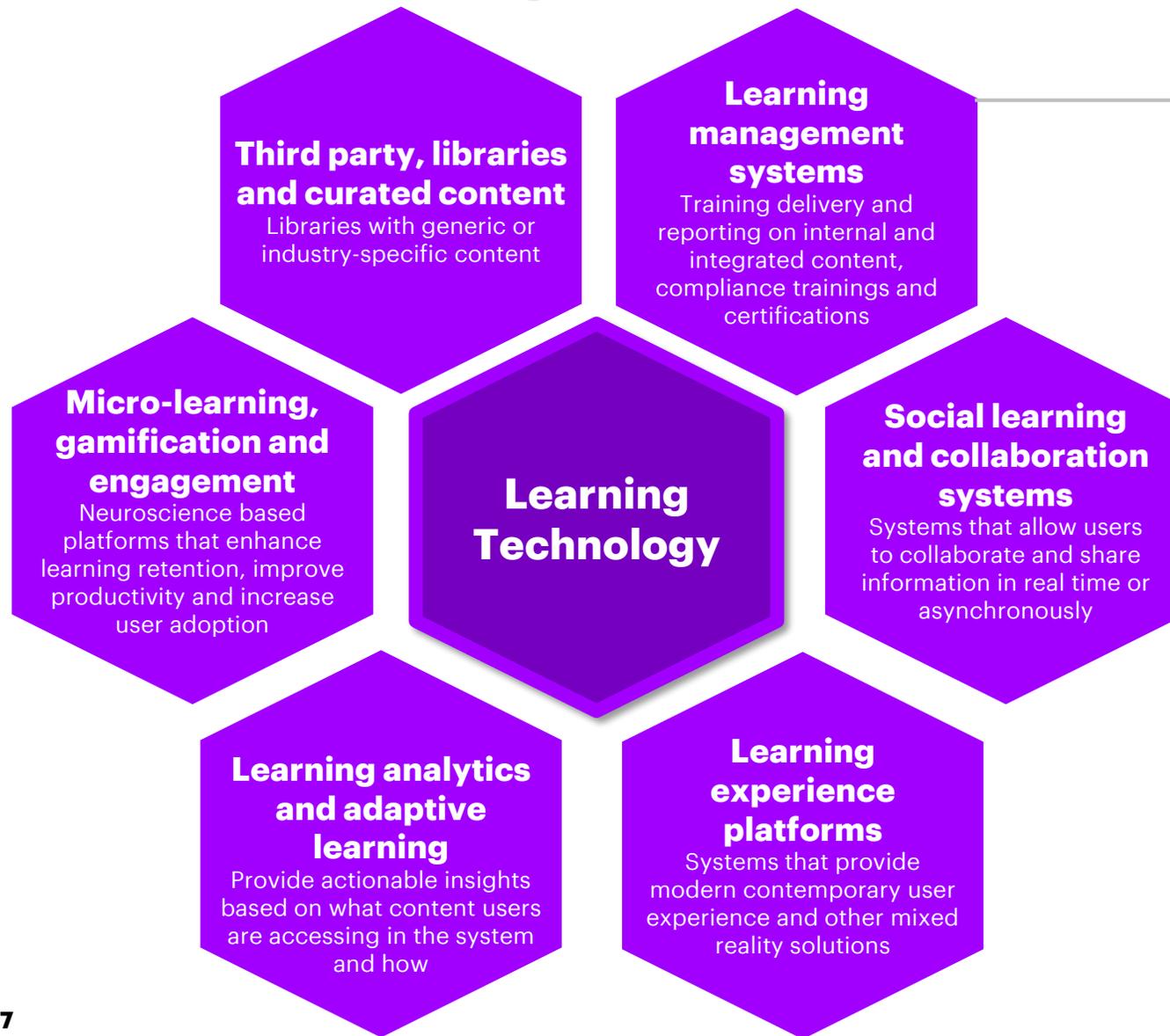
This set the stage for requiring **effort and engagement** from our learners as they contributed to the definition of a "great manager."

WHAT HAPPENED?
The NGO saw a **72% increase** in target manager competencies over two years, reaching 120 managers through the Great Managers Program.

Today's Learning Tech landscape

Learning Technology

Third party, libraries and curated content
Libraries with generic or industry-specific content

Learning management systems
Training delivery and reporting on internal and integrated content, compliance trainings and certifications

Micro-learning, gamification and engagement
Neuroscience based platforms that enhance learning retention, improve productivity and increase user adoption

Social learning and collaboration systems
Systems that allow users to collaborate and share information in real time or asynchronously

Learning analytics and adaptive learning
Provide actionable insights based on what content users are accessing in the system and how

Learning experience platforms
Systems that provide modern contemporary user experience and other mixed reality solutions

When bringing a classroom experience to the digital setting, a key technology decision point is whether or not to invest in a Learning Management System (LMS). In chapter 5, we provide key considerations for deciding and a seven-step process to vendor selection, as well as exemplary functionalities and vendors.

A suite of tech options that support users to collaborate and share information. Examples include:

Video Conferencing:

zoom
slack
Skype
Microsoft Teams
Google Hangouts
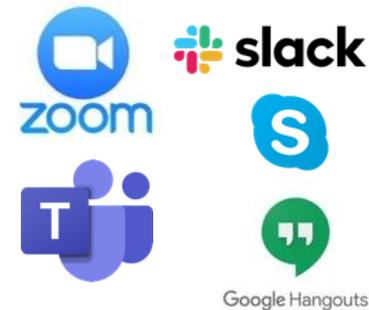
Virtual Collaboration:

M
Mentimeter
miro

Consult the **Accenture Virtual Ways of Working Playbook** for more information.

Build your roadmap: Address key gaps, investments, success factors across 3 elements

	Less ambition/Less investment	More ambition/More investment
Understanding the learner and their needs	• Segment learners • Analyze learner journeys • Prioritize learner touchpoints based on insights	• Real-time insight into learner experience • Pain points auto-detected through processes and channels
Design and test with instructors	• Basic process and tools for prototyping and experimentations • Basic mock-up and design skills test new ideas to internal and external customers	• Segment learners on a user persona level, adapted based on analytics • Deep understanding of different learner segments and unique needs • Everything designed with learner experience in mind • Rapid prototyping approach allows for new idea evaluation and early-stage problem identification
Ways of working: People, process and technology	• Most IT platforms support digital business capabilities • Two-speed IT architecture: fast, customer centric front-end and slow, transaction focused legacy back-end • Agile development methodologies applied in isolated single products • Projects have multidisciplinary teams with a mix of IT and business • Key digital competencies are detailed in different roles in the organization but not integrated into career development	• IT infrastructure fully supports digital business capabilities and future ambitions • Consistently and systematically apply agile methodologies • Transdisciplinary teams are the norm • Structure exists to develop ideas and suggestions • Fully understand key digital competencies

QUICK RECAP—Key decision points along the digitization journey for learning-based programs

1. Prioritize digital pilots for learning-based programs that do not have significant connectivity challenges

2. Assess your organization's digital maturity across three key areas: understanding your learner, designing and testing with your instructors and ways of working (people, process and technology)

3. Get to know your learner first before designing digital learning programs, no matter the context

4. Bring your instructors along on the digitization journey from the beginning

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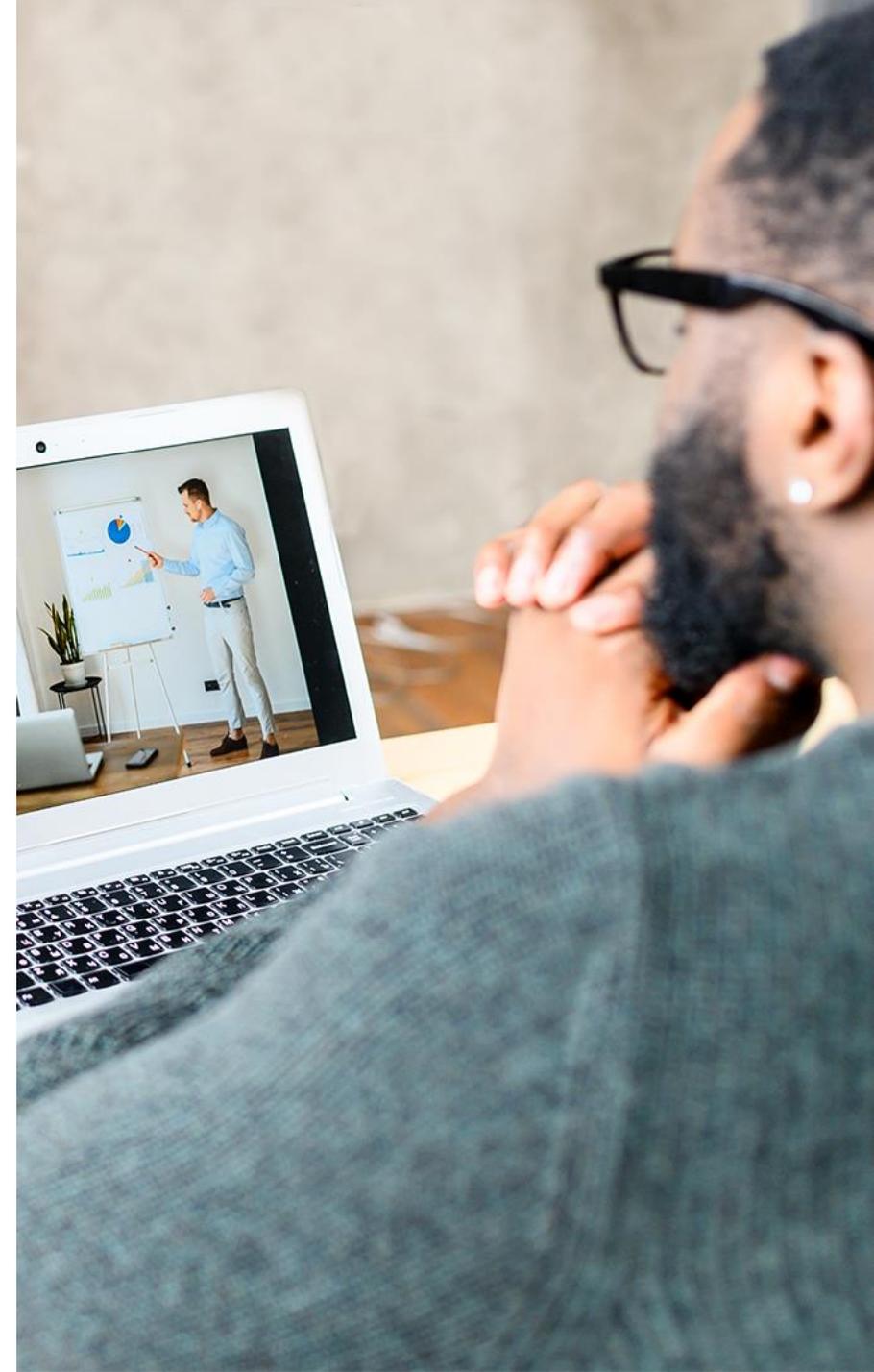
EMBEDDING HOW LEARNERS LEARN IN DIGITAL PROGRAM DESIGN

- How Learners Learn
- Intentional Learning
- Aligning to Learner's Energy Cycles
- Learning Journey Competency Levels
- Human First Approach

Learning is a three-step process

1. INTAKE is the process of taking in information and **sorting** through to determine what to tag as most important.

2. ENCODING is the process of converting **tagged** information into **stored** items.

3. RETRIEVAL is the process of **referencing** and **consulting** the stored information. The brain stores memories in a network of association so when we recall something, the whole network becomes fired up for use.
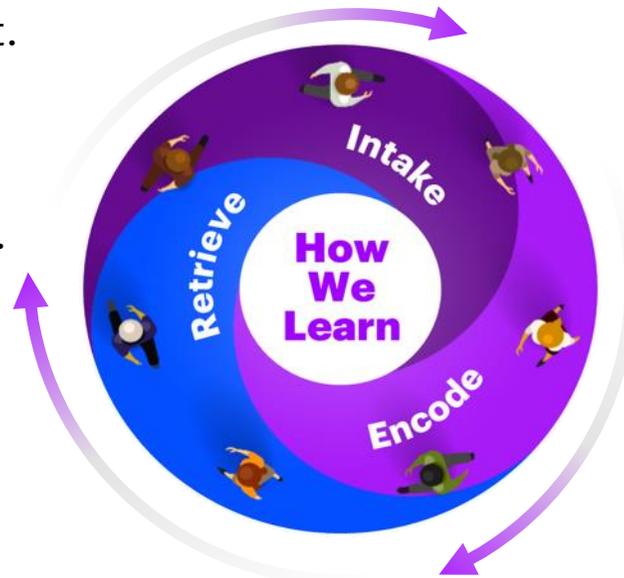
Using practices like chunking makes learning more effective

Chunking involves combining or collecting information into groups of 3-5 parts that are associated with one and another. This **pushes us to generate new ideas** and **provides context** of what we are learning.

Learning hack:
Connect with what learners know

Chunking requires active effort to understand the main picture and find personal meaningful connections that can keep our brain engaged on what we are learning.

- ✓ Identify **similarities, differences and relationships** between items
- ✓ Create **categories**
- ✓ Link what learners are learning **with what they already know and their personal experiences**
- ✓ Leverage **analogies and metaphors** as a chunking technique
- ✓ Seek application opportunities that can test how well learner's linkages work **by articulating what they are learning with their team**

How chunking works:

As we retrieve information, chunks help us to **fire up networks of stored information.**
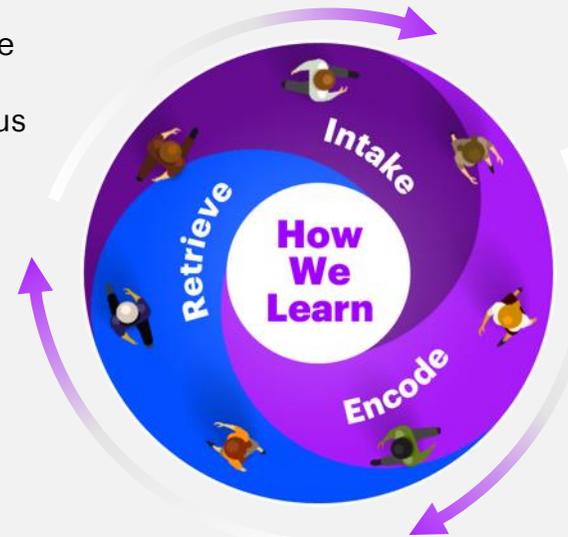
As we encode information, it first enters our **short-term memory** which can store between four and seven items.

To efficiently move material to long-term memory, **we form links** while we learn—this practice is called **chunking**.

The tagged information then moves to our **long-term memory:** a library of knowledge and unlimited storage.

Setting intentions before learning helps us stay focused

People's mind wanders from what they are supposed to be focused on nearly 50% of the time. Teaching these three practices in your learning program can help improve learner engagement and retention:

Goal setting

Ambitious goals restructure the brain so that it is optimized to achieve that goal

GROW
Goal: Where do you want to be?
Reality: Where are you now?
Options: How could you get there?
Will: Are you committed to making the journey? What about obstacles?

Asking relevant questions

Prepare your mind before learning by asking:

1. Am I in a good frame of mind to learn?
2. What will I do with what I learn?
3. What question do I have about it before I start?
4. What do I already know about it?

Practicing mindful learning

Mindful learning is an active way to improve your ability to focus your learning by paying attention to your learning activities and bringing attention back to your learning each time your mind wanders.

Structuring sessions to align with learner's daily energy cycles helps **optimize time** spent in focused, formal learning

Our energy cycle throughout the day hits three stages

3. REBOUND

In the rebound period, there is a renewed sense of energy. While we don't return to peak levels of engagement, it is a **good time to review what was learned** during the peak period or start a new step in learning.
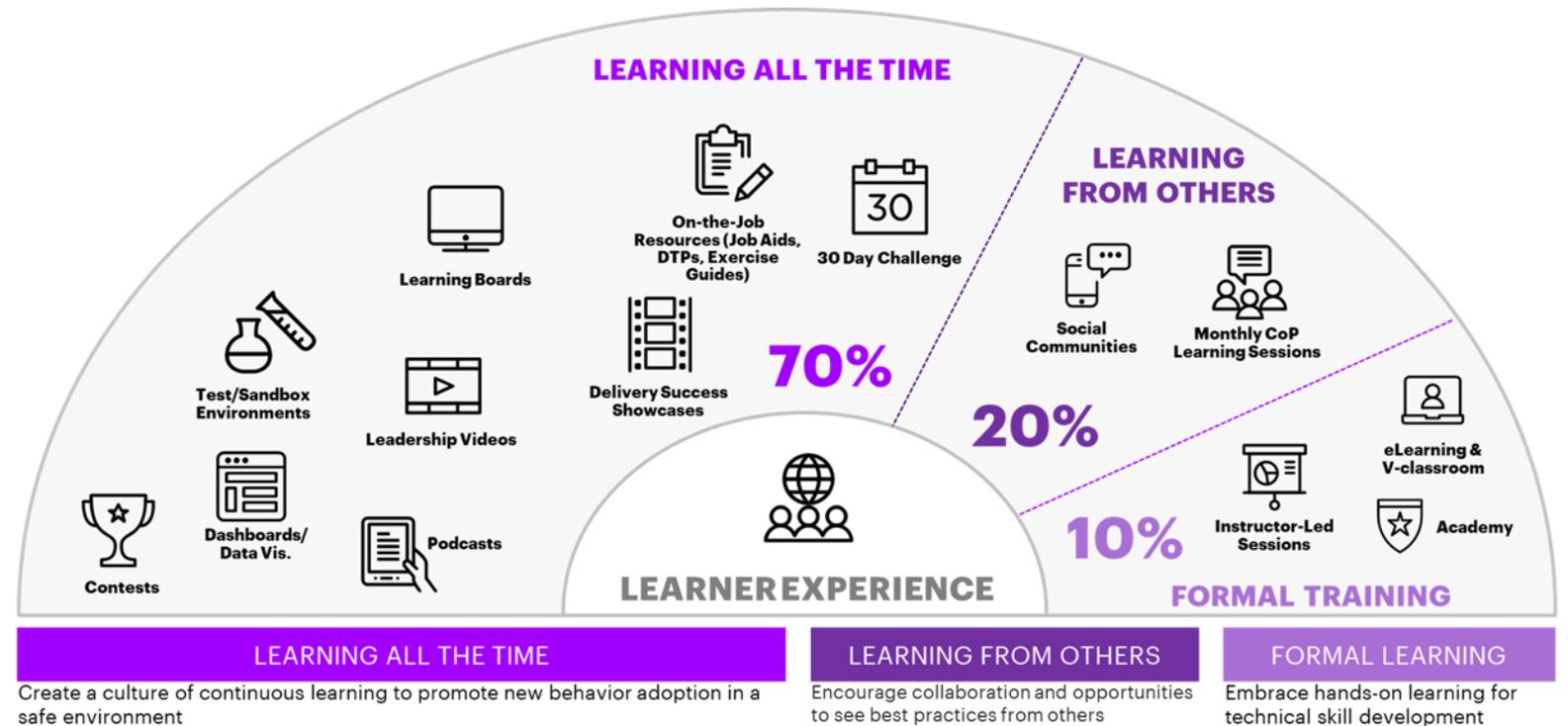
1. PEAK

At our peak, we have a high level of alertness, confidence and enthusiasm. This often **occurs in the morning** and serves as an ideal time to tackle learning activities that **require deep focus and analysis.**

Take restorative breaks every 2-3 hours

2. TROUGH

During the trough, productivity slows and we feel unmotivated. This is a good time to **conquer administrative tasks** like setting up meetings and making an outline of the next learning tasks to take on.

An idle wandering mind also allows us to think more freely, **making this the best time to take on more creative tasks.**

We have **the opportunity to reimagine the ways in which we learn**.

While research tells us there is still a need for formal training, **90% of learner's time can be spent on self-directed learning and learning from others**.

In this new normal, how **do we incorporate bite-sized and collaborative learning** for the digital learner?

Is it time to shift focus away from formal learning to on-the-go, consumable chunks that fit into your learner's days?

LEARNING ALL THE TIME

Learning Boards

On-the-Job Resources (Job Aids, DTPs, Exercise Guides)

30 Day Challenge

Test/Sandbox Environments

Leadership Videos

Delivery Success Showcases

70%

Contests

Dashboards/ Data Vis.

Podcasts

LEARNER EXPERIENCE

LEARNING FROM OTHERS

Social Communities

Monthly CoP Learning Sessions

20%

eLearning & V-classroom

10%

Instructor-Led Sessions

Academy

FORMAL TRAINING

LEARNING ALL THE TIME	LEARNING FROM OTHERS	FORMAL LEARNING
Create a culture of continuous learning to promote new behavior adoption in a safe environment	Encourage collaboration and opportunities to see best practices from others	Embrace hands-on learning for technical skill development

Source: Accenture Operations, "What's Your 70?", 2018

In this new normal, self-care and social and emotional learning are critical to supporting learners

Build in temperature checks. Start every day and class asking students **"How are you feeling today?"** This builds a foundation of trust with your students and can inform learning adjustments for the class or if a student needs additional support/resources.

Build self-care tips into the curriculum. **What we eat, how much we sleep, our exercise routine and daily movement** all impact our ability to learn effectively.

Accenture's Virtual Ways of Working Playbook has many tips and checklists to optimize self-care in a COVID-19 world.

Social Emotional Needs

Human First Learning

Self-Care

Stress Management
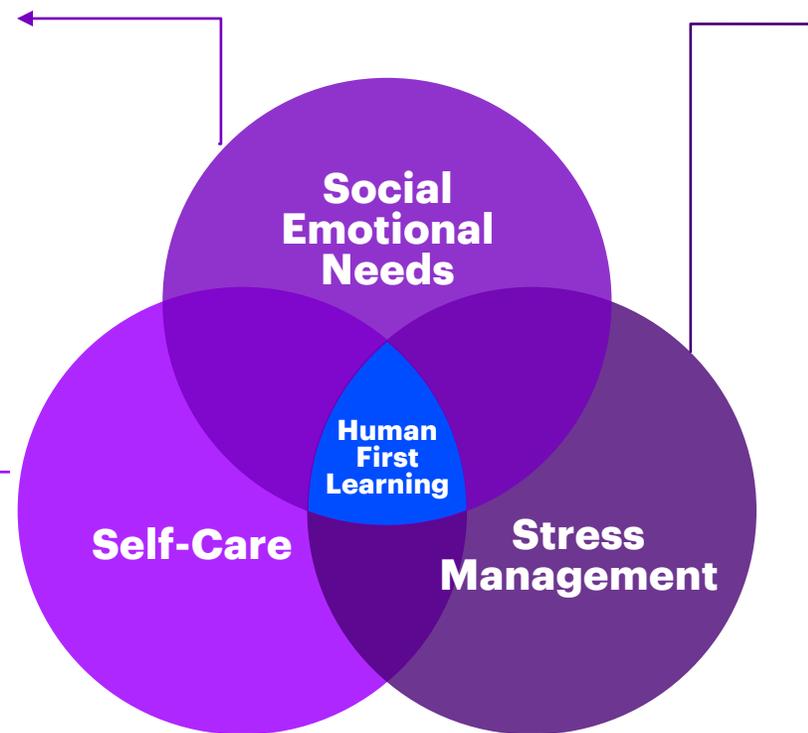
Trying to learn while experiencing stress is nearly impossible. Support students to focus on helping the body move more quickly from reaction to response:

✓ **Take a few deep breathes**

✓ **Take a recovery break**

✓ **Try a quick reframe** by taking a new perspective. Facing a setback? Try looking at it as an opportunity for growth and renewed resilience

✓ **Write it down**: Journaling about what is on our mind and causing stress frees up space to process and move on from the source of stress

QUICK RECAP—Key considerations to design programs that improve learner outcomes

1. We learn through a three-part process: we intake, encode and retrieve information

2. Chunking or breaking learning into groups of three to five concepts helps learners retain information

3. Setting intentions through goal setting and mindfulness improves learner's focus

4. 90% of learner's time could be spent learning through bite-sized, self-service learning and learning through others

5. Building in temperature checks throughout the course can meet social and emotional learning needs and support students in stress management with behaviors like deep breathing and journaling

04
HOW TO STRUCTURE AND FACILITATE A DIGITAL LEARNING SESSION

- Introduction to the Durable Learning Model
- Digital Durable Learning in Practice
- Learning Session Preparation and Day-of Instructor Checklist

Introducing Durable Learning to improve learning outcomes

A major area of Accenture's research is centered upon the **learning sciences** to understand how we learn best.

We bring our research findings to life through a pragmatic model we call "**Durable Learning.**" This model is centered upon eight key principles that enhance learning durability: the **likelihood that learners will retain and use knowledge** gained long after engaging with the content.

As of this writing, the Durable Learning model has been used to assess and increase the durability of **10,000+ pieces of instructional content** across Accenture.

These principles continue to evolve with new research and findings.

To achieve Durable Learning, apply these 8 principles:

RELEVANT

Instruction anchors **to real-world problems** of importance to the learner. Builds on a foundation of **prior knowledge**, so learners can more readily integrate what they learn into their world.

ENGAGING

Captures and keeps the learner's attention. Learning is **inspiring, motivational and demands focus**.

CONTEXTUAL

Provides **the "big picture" by leveraging mental models the learner is familiar with**. Context provides the "hooks" by which new content makes sense to the learner.

EFFORTFUL

Requires learners to actively engage in the learning process. Requires their focus and a certain amount of emotional investment. **The learning must be challenging enough that failure with feedback is expected**.
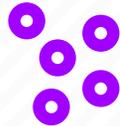
GENERATIVE

Learners put content into their own words. **Requires a learner to draw on their own understanding, make connections** to existing knowledge, and engages both their retrieval and storage memory.
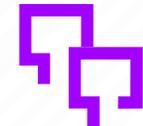
SOCIAL

Engages groups of people in activities, discussions, debates and dialogues. Often involves **discussion from different contexts or paradigms**.

PRACTICED

Apply what you have learned. Must be spaced, interweaved and varied.

SPACED

Distributed over time, **allowing learners time to reflect and forget**, which requires retrieval, thereby strengthening the learning. Spaced learning doesn't overwhelm or result in cognitive overload.

Bringing Durable Learning to digital settings requires more effort

The more parts of the brain we engage, the more likely we are to retain the content.

When we are physically co-located, it is easier to engage multiple parts of the brain—being in the same room naturally introduces social elements.
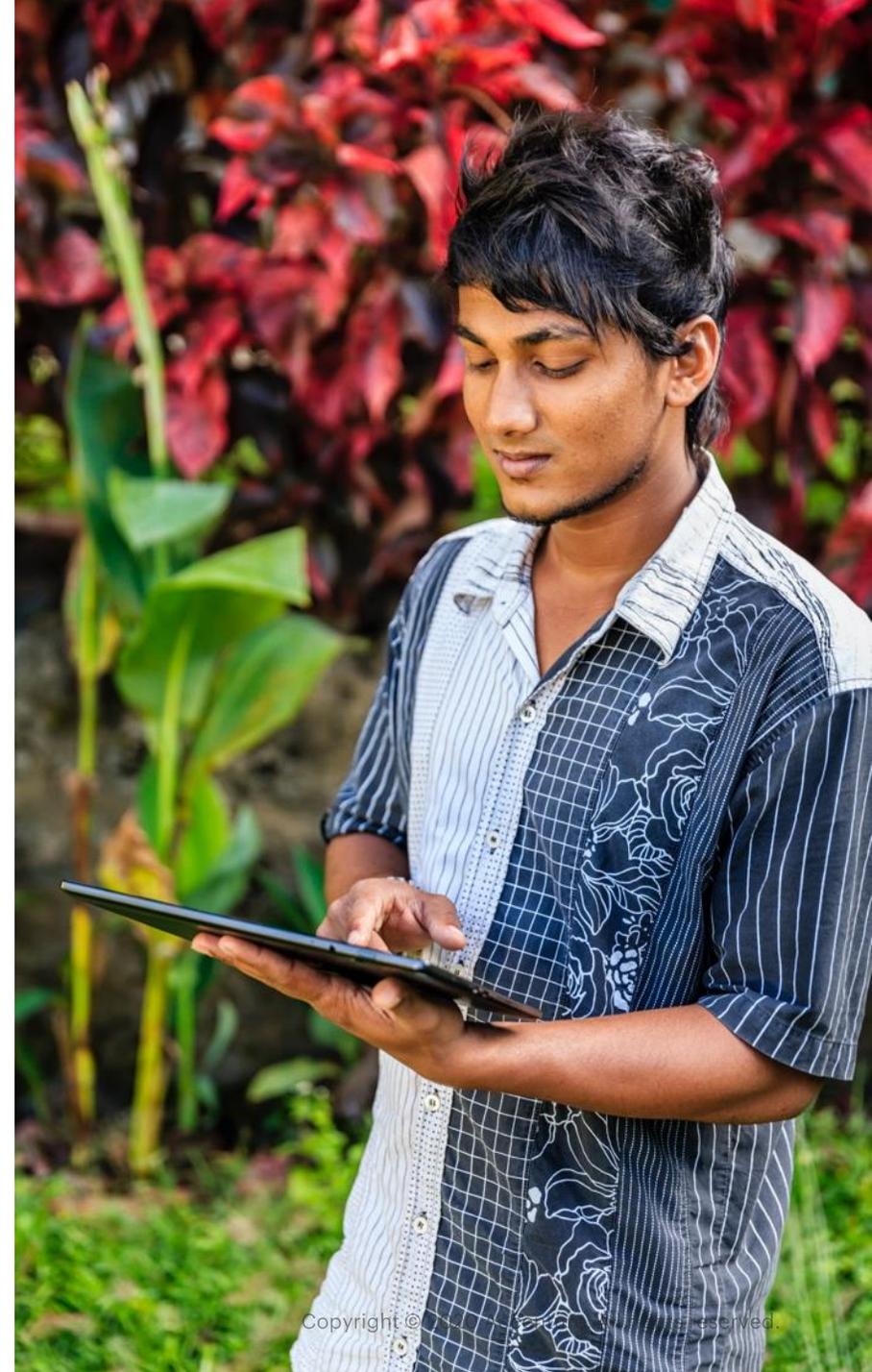
When virtual, we need to **work harder to engage multiple parts of the brain.**

Our Durable Learning principles guide us to effective ways of doing this.

Deep dive: Digital Durable Learning in practice

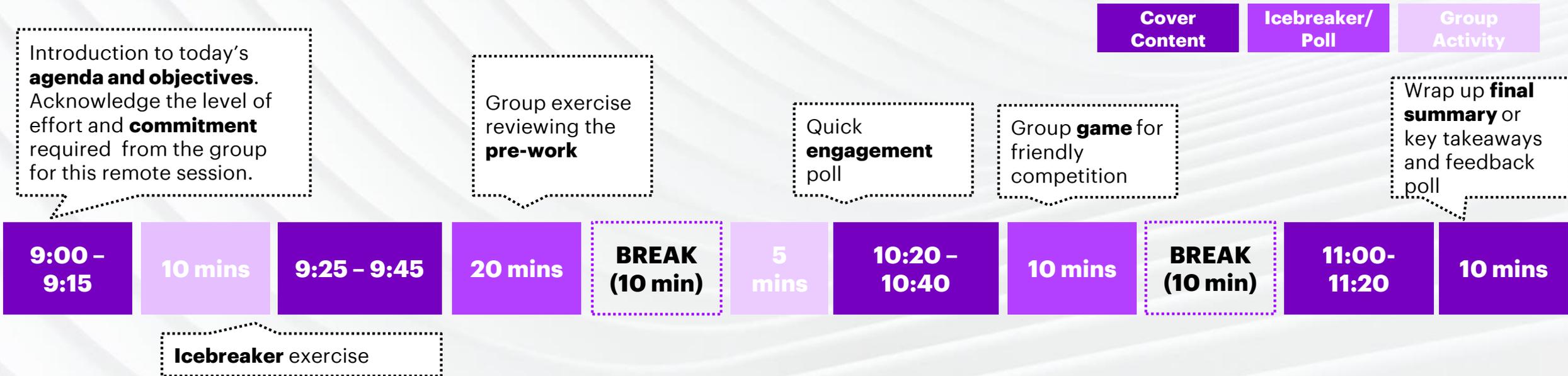| WHAT	HOW
Provide a roadmap that explains both the sequence and outcomes of each engagement	✓ Communicate the agenda and outcomes at the start of the event. Keep it visible throughout ✓ Provide cues as to what comes next; thread learning outcomes from segment to segment
Limit one-way communication	✓ Require pre-work before the session (e.g., watching pre-recorded video segments) ✓ Structure content as a dialogue rather than a monologue
Leverage multiple modalities	✓ Include combinations of video, polling, markup, etc., throughout ✓ Provide an offline companion document to serve as a journey map (and place for notes/reflections) throughout the event
Protect breaks	✓ Plan for and protect mental and physical breaks
Insert questions throughout and incorporate spontaneous callouts	✓ Use polling and multiple choice questions (trivia-esque) ✓ Insert open-ended reflection questions in the offline companion ✓ Let learners know that callouts will occur throughout the session. Prepare the first 1-2 callouts with learners in advance

Deep dive: Digital Durable Learning in practice *(continued)*

WHAT	HOW
Acknowledge emotional discomfort with remote learning	✓ Craft introduction to explain what will take place during the virtual event; acknowledge that remote learning requires different levels of effort and commit to leading the group through the segments
Pause for reflections	✓ Include open-ended reflection questions in the offline companion ✓ Include partnering or storytelling exercises throughout
Repeat key learning points	✓ Summarize learning outcomes at the end of each segment, as the transition to the next segment ✓ Begin each day with a recap of the prior day's learnings
Require effort	✓ Provide challenging team or individual activities such as giving small groups a problem to solve ✓ Leverage our vendors ecosystem for developed activities
Provide context	✓ Tell stories that incorporate existing understanding, related to current work and world

Sample 90-minute Durable Digital learning session

Cover Content	Icebreaker/ Poll	Group Activity

Introduction to today's **agenda and objectives**. Acknowledge the level of effort and **commitment** required from the group for this remote session.

Group exercise reviewing the **pre-work**

Quick **engagement** poll

Group **game** for friendly competition

Wrap up **final summary** or key takeaways and feedback poll

9:00 – 9:15	10 mins	9:25 – 9:45	20 mins	BREAK (10 min)	5 mins	10:20 – 10:40	10 mins	BREAK (10 min)	11:00- 11:20	10 mins

Icebreaker exercise

Our brains need to rest every 20 minutes, so try to relay content in 20 minute chunks. Throughout delivery of content…

✓ Structure content as a **dialogue** rather than a monologue

✓ Use **storytelling** to trigger experience sharing like "once upon a time…" or "in my experience…"

✓ Include **videos, call-outs, questions for reflections** to engage different parts of learner's brains

✓ Anchor to an **offline companion document** so learner's know where they are in the learning journey

As you prepare, tips to plan the **learning session experience**

TIMING

- Review **timing**
- Tailor your **agenda** to suit a virtual setting
- Incorporate **breaks** during the day
- Plan **recaps** or summaries, especially if attendance varies throughout the session

RUN OF SHOW

- Assign **key roles** (see next slide) to team members
- Document **technology transitions** and who is leading each component of the learning session

ADVANCE MATERIALS

- Decide if you should **share the agenda** or a short offline document with learner in advance
- Determine if anything requires **printing/ shipping/delivery** prior to virtual learning session

PRESENTATION MEDIUM

- How will learning session and other collaborative activities be captured?
- Do the outputs need to be sent to the learner?

Assign roles for instructors during the learning session

PRESENTER

- Presents the slides or platform
- Downloads a local copy of meeting materials
- Appoints a backup presenter in case the conference connection has an issue

TIMEKEEPER

- Monitors time against the agenda
- Encourages presenters to keep moving

CHAT MONITOR

- Monitors the chat box for questions and comments
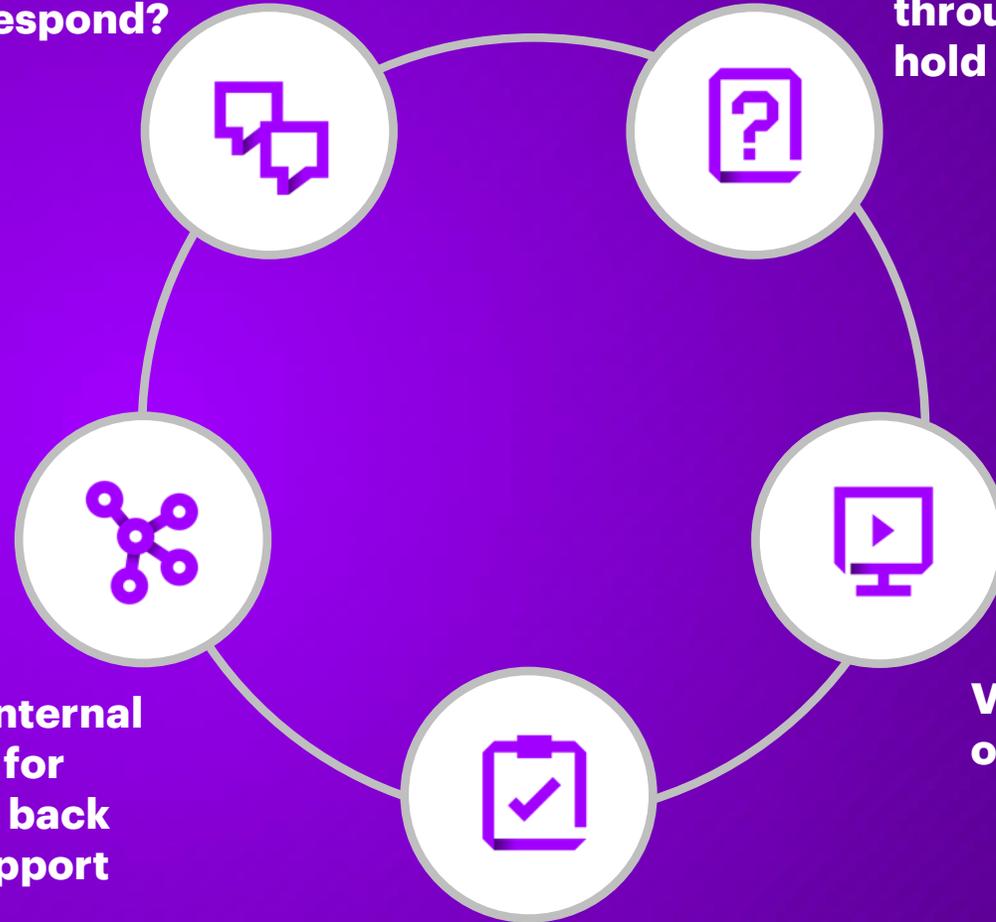- Directs items in the chat window appropriately

SCRIBE

- Takes notes and screen-grabs during the learning session
- Captures action items and follow up questions

PRACTICE. PRACTICE. PRACTICE.

PLAN A FULL, END-TO-END RUN THROUGH AT LEAST 2X

Chatbox monitoring — How do we respond?

Will Q and A be throughout or hold until asked?

Create an internal chat group for "real-time" back channel support

Video—is it on or off?

Test the channels (e.g., Zoom)

Instructor checklist

Pre-session

Content planning:
- ✓ What 5 topics do I need to cover?
- ✓ How much time do I have?
- ✓ Who is the team captain?

Readiness:
- ✓ Have I rehearsed? Are my videos, polls, collaboration tools working and audible to the audience?
- ✓ Am I equipment ready (laptop plugged in, slides, kit and guides?)
- ✓ Am I app ready? (logins, setup)
- ✓ Am I tech ready?

Technology checklist:
Hardware:
- ✓ Laptop and phone check
- ✓ Speaker/headset
- ✓ Wi-Fi/Internet connection

Software:
- ✓ Video conferencing (e.g., Zoom, Teams, etc.)
- ✓ Collaboration Tools (e.g., Mural, Whiteboard, etc.)
- ✓ Polling tools (e.g., Menti)
- ✓ Additional software tools

Start of session

Set up:

- ✓ Am I audible?

- ✓ Does everyone have access to the technology and materials?

Introduction:

- ✓ Did I tell my story?

- ✓ Did I summarize the agenda and link it to outcomes?

- ✓ Did I acknowledge the difference in remote learning?

- ✓ Did I give students a moment to practice mindful learning and set intentions?

During session

- ✓ Have I **checked the time?**

- ✓ Have I **reviewed** where we are in the agenda?

- ✓ Have a I **repeated** key learning takeaways?

- ✓ Have I **checked levels of engagement** (via discussion, polling or monitoring the text chat)?

- ✓ Have I **paused** to let students reflect on the material I have presented?

- ✓ Have I **sourced feedback** on how the session is working?

QUICK RECAP—Key hacks to driving Durable Learning sessions in digital settings

1. In a digital world, we have to work harder to engage multiple parts of the brain to enhance the 'stickiness' of learning.

2. Eight Durable Learning techniques help learning to stick—in practice these might look like:

   - Incorporating storytelling to set context and relevance

   - Focusing content and agenda on outcomes to keep learners aligned

   - Emphasizing two-way communication and questions that prompt learners to recall important themes. This engages learners socially in a way that requires effort and practice and allows them to generate and reflect on content

   - Offering dynamic learning content (video, audio, activities) to keep learners engaged

   - Protecting breaks and optimizing time to allow for spaced learning

3. Practice, practice, practice! Assign roles to instructors and run through with roles at least 2x before presenting to learners.

4. Anticipate and prepare for support challenges—use the instructor checklist to prepare for sessions and keep up good facilitator habits throughout the learning experience.

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LEARNING MANAGEMENT SYSTEM CONSIDERATIONS FOR DIGITAL LEARNING

- Learning Management System (LMS) Overview

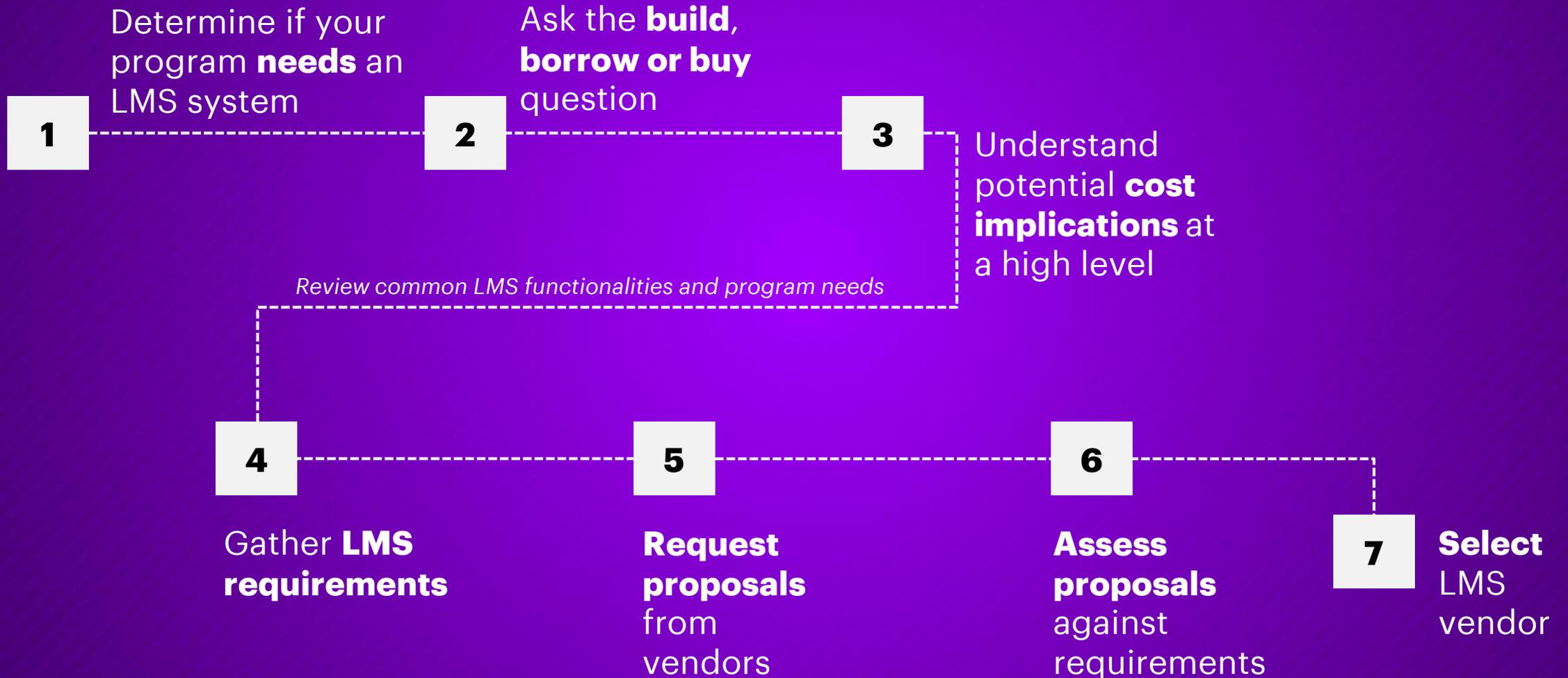# The first question to ask is do I need a learning management system (LMS)?

- Is this digitization a long-term commitment?

- Is this course trying to replicate a virtual classroom in a digital setting?

- Does the organization need to measure the frequency in which users access content?

- Do we require synchronized materials that learners can access at the same time?

If yes, you might consider an LMS…

A learning management system is a software application for hosting, deploying and then tracking online learning solutions.

LMS

- Social Learning and Collaboration
- Responsive and Adaptive to Devices
- User Management and Search Functions
- Content Curation
- Interface Customization
- Content Management
- Reporting and Analytics
- Integration

7-step process for LMS selection

Determine if your program **needs** an LMS system

1

Ask the **build, borrow or buy** question

2

3

Understand potential **cost implications** at a high level

Review common LMS functionalities and program needs

4

Gather **LMS requirements**

5

Request proposals from vendors

6

Assess proposals against requirements

7

Select LMS vendor

LMS sample requirements

Requirement	Weight *
Cloud based	
Virtual classrooms	
Responsive and adaptive	
Social learning and collaboration	
Content authoring	
Content Types:	
SCORM	
xAPI/Tin Can	
Quiz Authoring	
Video and Audio	
PDF	
Offline playback	

Requirement	Weight *
Customizable learning paths	
Curated content (using machine learning)	
Aggregate content	
Assign learning	
SSO support	
Integration with other systems	
Content filtering and search	
Reporting and analytics	
Customizable interface	
Supports multiple languages	
WCAG compliant	
Gamification	

*Assign a weight value 1 (low) to 3 (heavy) to each requirement based on organization needs, to help you decide what requirements to focus on.

Examples of potential LMS vendors

QUICK RECAP—Considerations for LMS selection when digitizing learning based programs

1. A Learning Management System is a software application for hosting, deploying and then tracking online learning solutions.

2. Not all programs require an LMS. If considering, first pause and ask yourself if the program truly needs an LMS to move to digital and understand licensing or costs to scale from LMS vendors.

3. If you determine an LMS is required for your program, invest time to understand potential functionalities and gather requirements for your program.
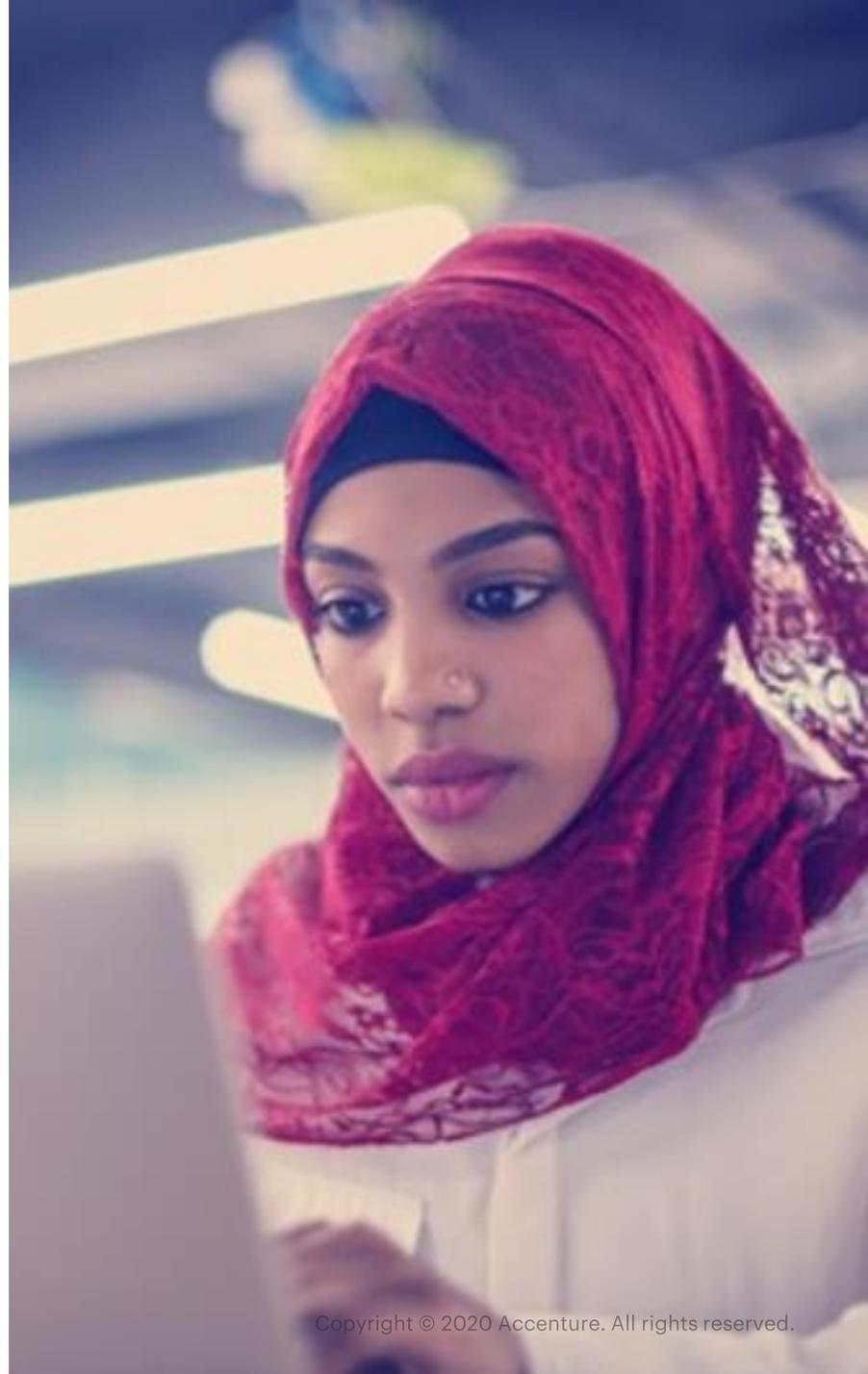
DIGITIZING LEARNING-BASED PROGRAMS

AS YOU DECIDE TO EMBARK ON THE DIGITIZATION JOURNEY...

- Assess your leadership's ambition to invest in digital

- Prioritize digital pilots where learners do not have significant connectivity challenges

- No matter the context, get to know your learner first

- Bring instructors along on the digitization journey from the beginning

AS YOU START TO DESIGN YOUR DIGITAL LEARNING PROGRAM...

- Embed how learners learn into program content through practices like chunking, intention setting and self-care

- Consider shifting away from formal learning to a "learning all the time" program structure

- Structure learning sessions to respond to learner's daily energy cycles

AS YOU LOOK TO DELIVER YOUR DIGITAL LEARNING CONTENT...

- Apply the 8 Durable Learning Principles to improve learner outcomes

- Break learning into 20-minute chunks to allow for brain reset

- Assign roles and responsibilities to each team member or instructor

- Practice the learning session run-through at least 2x before you present to learners

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To help our clients navigate both the human and business impact of COVID-19, we've created a hub of all of our latest thinking on a variety of topics.

Each topic highlights specific actions which can be taken now, and what to consider next as industries move towards a new normal.

From leadership essentials to ensuring productivity for your employees and customer service groups to building supply chain resilience and much more, our hub will be constantly updated. Check back regularly for more insights.

VISIT OUR HUB HERE
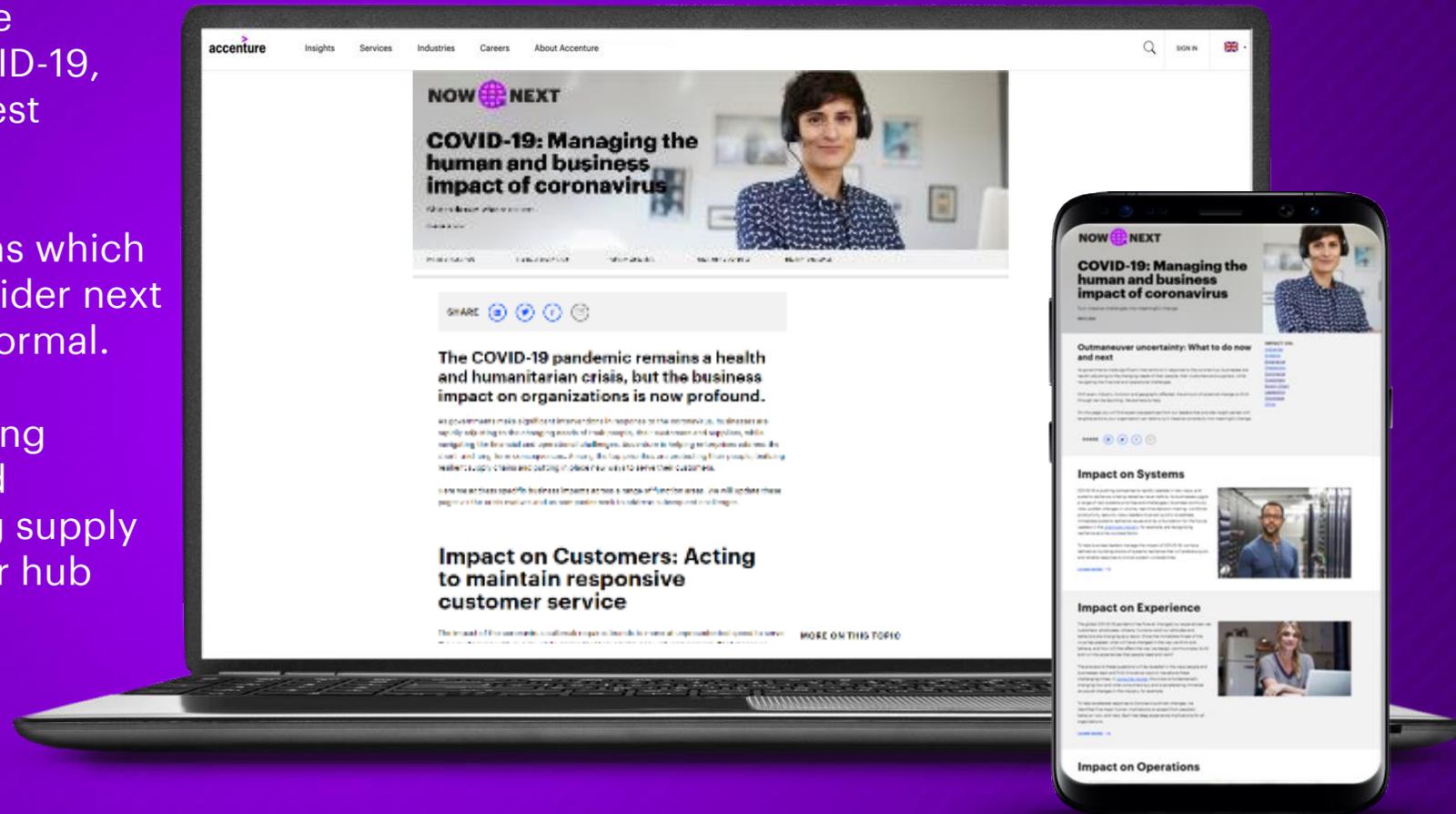
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