

What's Your Learning Design Formula?



Brian Washburn

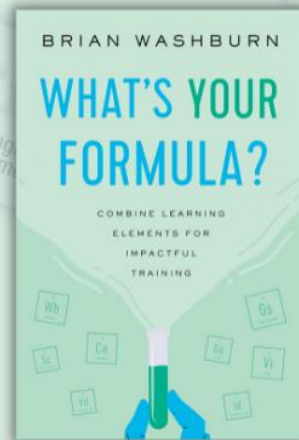
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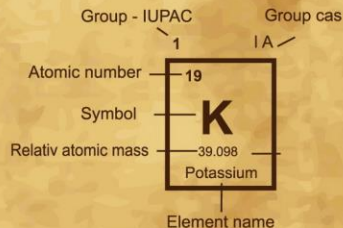
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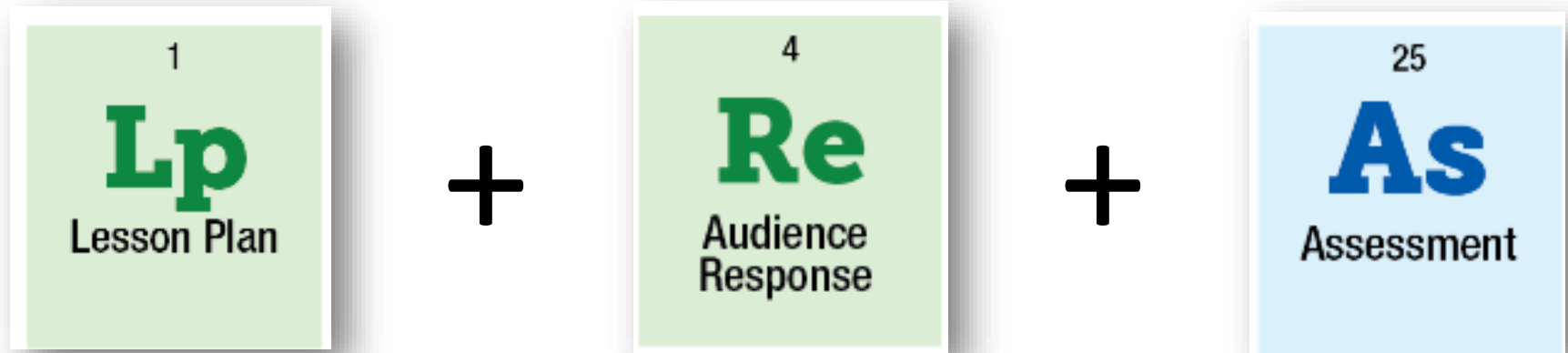
IF WE'RE TRYING TO INNOVATE
AND CREATE A MORE POWERFUL
LEARNING EXPERIENCE,
EXPERIMENTING IS GOING
TO BE PART OF THAT PROCESS.

PERIODIC TABLE OF THE ELEMENTS

<div>Group - IUPAC</div> <div>Group cas</div> <div>Atomic number</div> <div>Symbol</div> <div>Relativ atomic mass</div> <div>Element name</div>																	
<div>19</div> <div>K</div> <div>39.098</div> <div>Potassium</div>																	
<div>VII B</div>																	



What's *my* formula?

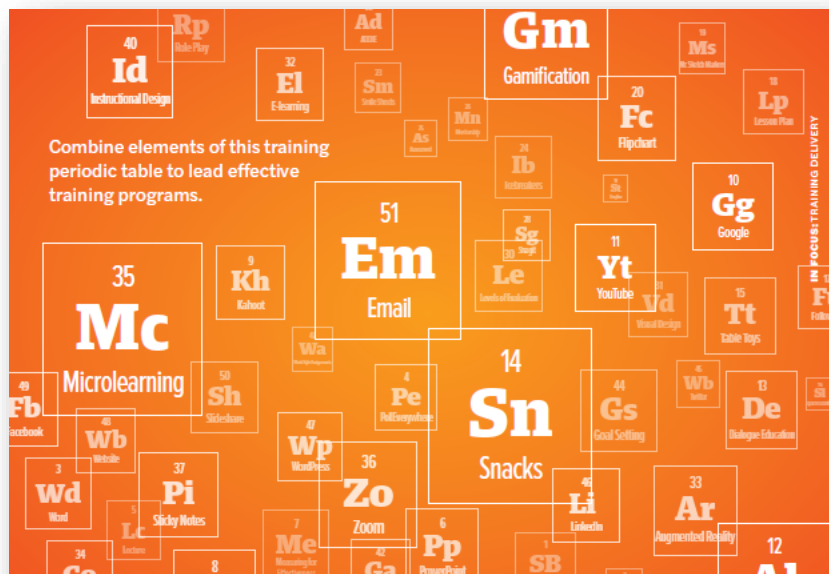




Endurance Learning's Elements of Amazing Learning Experiences

<div><div><div>Solid Elements</div><div>Gas-like Elements</div><div>Radioactive Elements</div><div>Liquid Elements</div><div>Interactive Elements</div></div></div>				2				
1								Su Supervisor Support
3	4			5	6	7		8
Wd Word	Re Audience Response			Lc Lecture	Pp PowerPoint	Me Measuring for Effectiveness		Lb Learning Boosts
9	10	11	12	13	14	15	16	17
Qz Quiz Software	Gg Google	Vi Video	Al Adult Learning	De Dialogue Education	Ex Subject Matter Experts	Hn Handouts	Sl Spaced Learning	Fu Follow Up
18	19	20	21	22	23	24	25	26
Vm Virtual Meeting	Ms Mr. Sketch Markers	Fc Flipchart	Gm Gamification	Cm Change Management	Sm Smile Sheets	Ib Icebreakers	As Assessment	Mn Mentorship
27	28	29	30	31	32	33	34	35
Ra Rapid Authoring	Sc Screen Capture	Sr Screen Recording	Le Levels of Evaluation	Vd Visual Design	El Elearning	Ar Augmented Reality	Co Coaching	Mc Microlearning
36	37	38	39	40	41	42	43	44
Sb Soapbox	Cf Collaborative File Sharing	Tt Text Tools	Lo Learning Objectives Taxonomy	Id Instructional Design	Rp Role Play	Ga Games	Dt Data	Gs Goal Setting

www.51elementsoflearning.com



Combine elements of this training periodic table to lead effective training programs.

The Science of Effective Training

BY BRIAN WASHBURN

If professional development experiences are a sort of lab in which learners can experiment and test new knowledge and skills, and if the training room is a space for new and engaging ways to help individuals learn, what is the ideal mixture of elements?

Engaging, effective training programs are a mixture of science and art; they require a certain quantity of adult learning theory, available technology, intuitive tools, proven practices, creativity, and a touch of risk. The proportions of these building blocks, however, depend on the situation.

Inspired by my science teacher father, I put together a periodic table of elements of amazing learning experiences. It's organized into solids, liquids, gases, radioactive elements, and interactive elements. Some of the elements have been around for a long time; others have only recently been discovered. You may look at this table and think of other

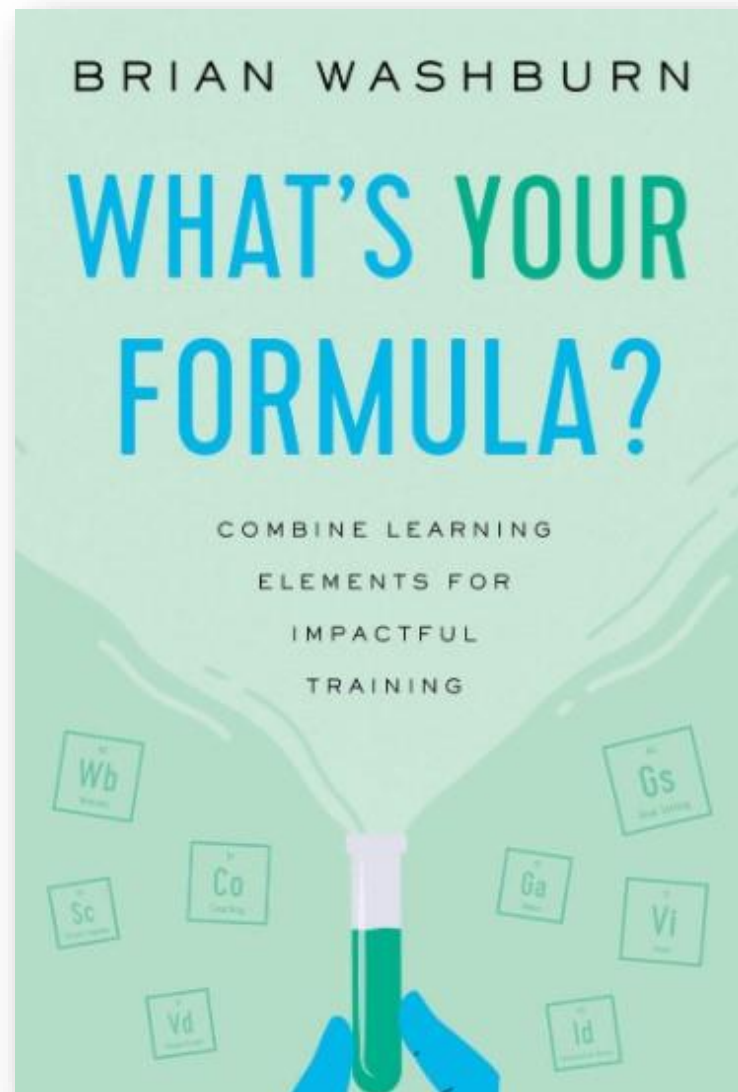
elements not represented, or you may find that it inspires you to dream up yet-to-be-discovered elements. The point of this table is not to offer an exhaustive list of learning tools, strategies, theories, practices, and platforms but rather to explore some broad categories illustrated by specific examples and to dissect the impact on learning when talent development professionals mix a variety of these elements together.

Beyond these periodic elements, effective training programs depend on an X factor: your comfort level with engaging learners. Before we explore this X factor, let's explore the elements.

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IMAGE | EYEMATRIX/GETTY IMAGES

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The background is a dark, textured surface covered with numerous 3D question marks. Most of these question marks are black and appear to be recessed into the surface. Two question marks are a bright orange color and stand out prominently. One orange question mark is located in the upper left quadrant, and the other is in the lower right quadrant. In the center of the image, the text "The X-factor" is written in a clean, white, sans-serif font.

The X-factor

High Application of Adult
Learning Principles

D

C

Low Application of Adult
Learning Principles

A

B

Low Level of Content Knowledge

High Level of Content Knowledge

High Application of Adult
Learning Principles

D

C

Low Application of Adult
Learning Principles

A

B

Low Level of Content Knowledge

High Level of Content Knowledge

High Application of Adult
Learning Principles

D

C

Low Application of Adult
Learning Principles

A

B

Low Level of Content Knowledge

High Level of Content Knowledge

Low Application of Adult
Learning Principles

A

Low Level of Content Knowledge

High Application of Adult
Learning Principles

D

B

High Level of Content Knowledge

C

High Application of Adult
Learning Principles

D

C

Low Application of Adult
Learning Principles

A

B

Low Level of Content Knowledge

High Level of Content Knowledge

Content Knowledge

Yes No

For each "Yes" answer, give yourself one point. For each "No" answer, subtract one point from your total. It is OK to have a negative value for your score. For example, if you answered yes twice and no five times, your total score would be -3. Plot that value along the **horizontal axis**.

1. You've spent considerable time exploring the history and theory underlying the topic.
2. You've had considerable opportunity to be successful in putting the topic to use in the real world.
3. People come to you for advice on the topic.
4. You've been asked to help others learn this topic.
5. You can confidently and accurately answer questions on the topic.
6. You hold a degree, certification, or other credential on the topic.
7. You've had an article on the topic published.

Application of Adult Learning

Yes No

For each "No" answer, give yourself one point. For each "Yes" answer, subtract one point from your total. Again, it is OK to have a negative score. For example, if you answered no six times and yes one time, your total score would be 5. Plot that value along the **vertical axis**.

1. You are certain that your learners know why your information and content are important before they attend your presentation.
2. You deliver training programs in which you consistently spend the majority of the time talking and sharing content/information.
3. You frame your learning objectives with phrases such as: "I'm going to share information about ..." or "I'm going to cover ..."
4. You believe a successful training program is characterized by high post-training evaluation scores and comments such as: "That was the best training I've ever attended!"
5. You take pride in being able to deliver great training because you have great stories to tell.
6. Even if you may believe your content may be boring, you make sure to push through and give your participants all the information you believe they need.
7. When running short on time or when asked to deliver a short presentation, you forgo activities to be sure you can deliver all your content.

Let's find **a** formula

Converting from In-person to Virtual

A global health organization was searching for ways to make their multi-day, in-person training course more effective and cost-efficient. Specifically, the problems they were looking to solve were twofold:

- 1) It's very expensive to bring people together from various countries for a week-long training program, and
- 2) The training was crucial for employees new to a specific role because it served as an orientation to all the policies and procedures they needed to master. However, it was only offered several times per year, meaning employees could be in their role for a year or more before attending the program.

Which elements do you think could be most helpful in converting this existing program to a virtual program?

Replace traditional programming with microlearning

The leadership of a large, multi-national manufacturing company saw the impact of the successful implementation of a microlearning initiative in another organization and asked that any new elearning programs intended to educate the salesforce on new product launches be designed in short, self-directed bursts instead of full-scale courses.

Which elements do you think could be most helpful in adopting microlearning-style courses for this organization?

Develop a new customer service training

The small IT department for an organization with offices across the US and around the world was receiving feedback that help requests were taking too long for a response and for resolution, and the staff was struggling to prioritize tickets during periods of high-volume IT support requests. Leadership decided in-person training that could last up to one full day would be most appropriate, with regional managers (some of whom did not have training delivery experience) serving as training facilitators.

Which elements do you think could be most helpful in converting this existing program to a virtual program?

Let's Connect!

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Interactive Table: www.51elementsoflearning.com

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And/or: Let's grab coffee at ATD ICE!

