



Data and Learning Science: The Magic Potion to Engage Your Learners

PRESENTERS

Janine Loechel Manager, Content Learning

Bec Willett Instructional Design and Learning Consultant

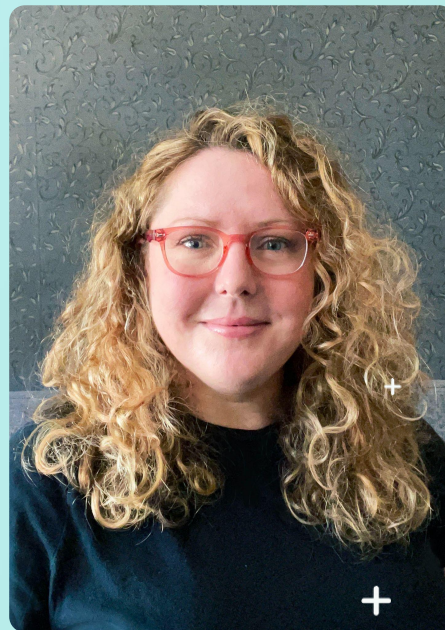




Janine Loechel

Manager, Learning Content

janine@benchprep.com



Bec Willett

Instructional Design and

Learning Consultant

bec@benchprep.com

BenchPrep enables digital transformation of learning organizations

/learning experience

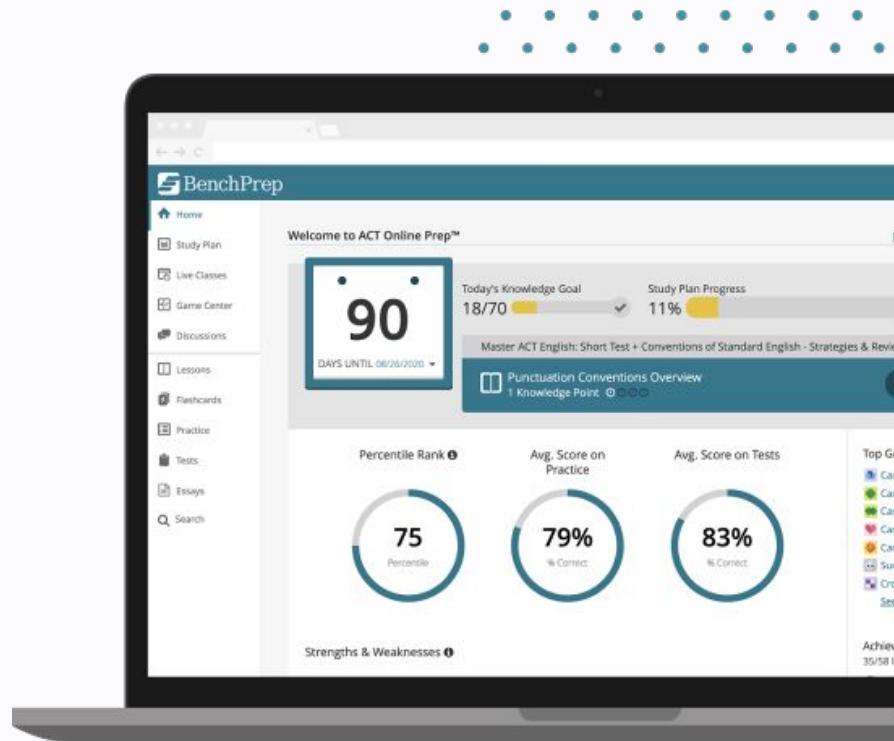
Drive engagement by delivering best in class learning experience across all use cases

/business in a box

Enable revenue growth with a full-stack solution well integrated with other systems

/data

Drive outcomes, and efficiency by leveraging multi-source data analytics engine



Leading education & training companies use BenchPrep



and more...

Unengaged Learners and High-Dropout Rates: A Cautionary Tale about **Haunter's International**



Whoo Hoo

Head of Haunting Education
and Development

Haunter's International

- Started with engaged ghosts, positive reviews, and haunting as many humans as possible!
- Humans caught on and started saging homes + calling Ghostbusters! 🤪
- Haunter's International decided to use an LMS to upskill/reskill ghosts to prep them for the Spooky Master Exam
- Experienced high drop-out rates, negative reviews

Poll Question:

What keeps you up at night when it comes to your learning and training programs?

- A. Unengaged learners
- B. High dropout rates
- C. Don't have data to support our business goals
- D. Our program is viewed as a cost center vs. a revenue driver
- E. Other (chat your answer!)

5 Steps to Conjure the Magic Potion to Engage Your Learners



Determine program objectives



Design your content



Get the data



Tell the learner story



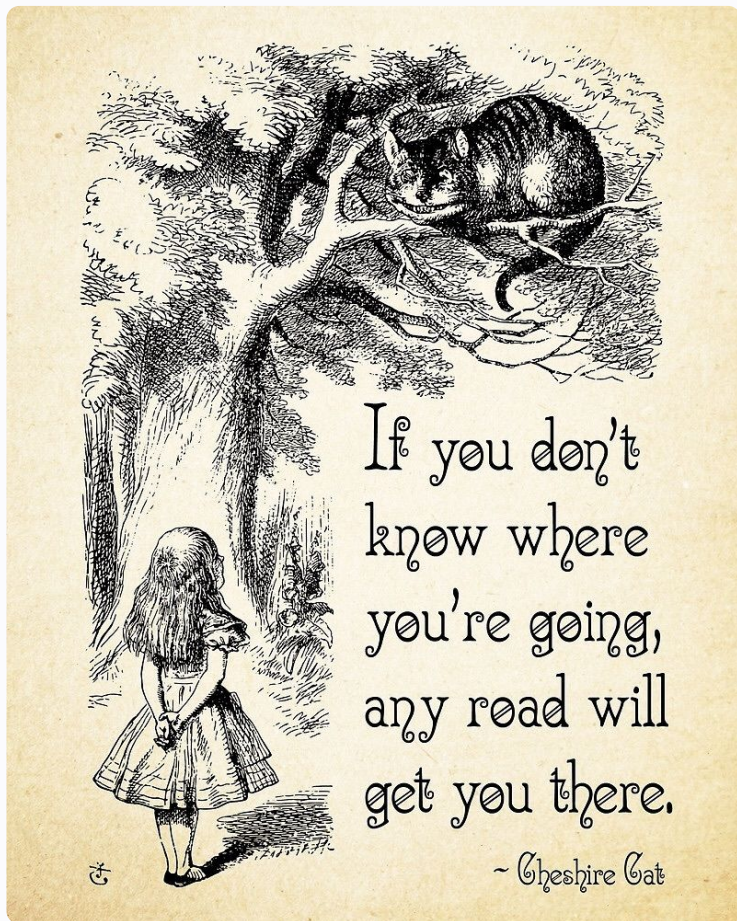
Take action





**Determine your
program's objectives**





Quote by Lewis Carroll

What does this mean?

**In order for analysis to guide
a learning program, our
program goals must first
guide the analysis.**

How do we articulate learning objectives?

Imagine this scenario...



If you were sharing a program update with a your leadership committee, how would you show the program is successful for learners?

Quick tips:

- Collaborate with others to identify learning objectives; the entire group must rally around them!
- Your objectives for learning should tie to overall business objectives



Haunter's International

The preeminent institution for haunting education for ghost training.

Business objective:

Drive enrollment growth, and therefore top-line revenue, by becoming THE company to help ghosts pass their Spooky Master exam.

Learning program objective:

Increase ghost pass rates on the certification exam to 70%

We will follow the Haunter's International team's journey as they work to achieve these objectives

You've got your
learning program
objectives nailed
down...

Now what?





Design Your Content



The Modern Learner is Different

Number of times online every day

early days of the internet **5** | today **27**

DISTRACTED...

9 People unlock their smartphones up to **times every hour.**

Most learners won't watch videos longer than **4 min.**

5 Workers now get interrupted as frequently as every **minutes —** Ironically, often by work applications and collaboration tools

OVERWHELMED...

41 % of time workers spend on things that offer little personal satisfaction and do not help them get work done.

Knowledge workers are constantly distracted with millions of websites, apps, and video clips.



2/3 of knowledge workers complain that they don't have time to do their jobs.

IMPATIENT...

Online, designers now have between

5 and 10 seconds to grab someone's attention before they click away

1%
of a typical work week is all that employees have to focus on training and development

24 minutes a week

UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.

37%

of the global workforce is expected to be "mobile" by the end of 2015

30%

of full-time employees do most of their work somewhere other than the employer's location

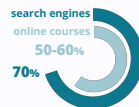
20%

of workforce comprised of temps, contractors, and freelancers

ON-DEMAND

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

To learn what they need for their jobs, employees access:



People are increasingly turning to their smartphones to find just-in-time answers to unexpected problems

COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.



of workforce learning happens via on-the-job interactions with peers, teammates, and managers

Learners are:
 asking other people

At Google,



sharing what they know

of training courses are delivered by an ecosystem of **2,000+** peer learners

EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.



2½ to 5
Half-life (in years) of many professional skills



of workers who say they have opportunities for learning and growth at their workplace



of IT professionals who report having paid for training out of their own pockets

Tips for designing your content for the modern learner

Learning Experience

- Easily accessible, anywhere, anytime, on any device
- Create a personalized experience

Microlearning

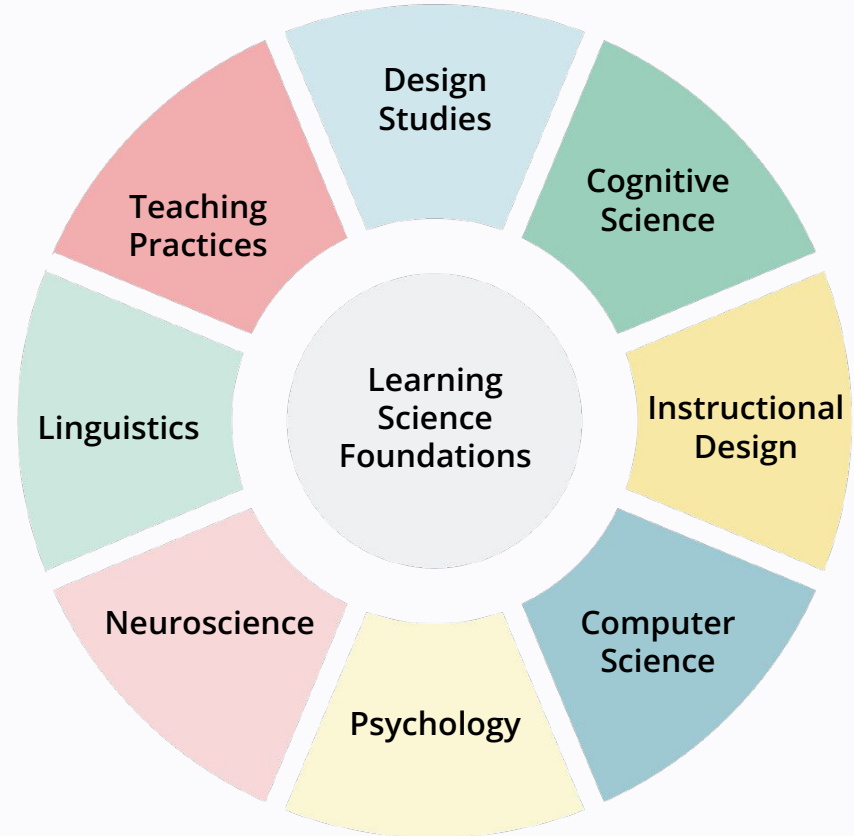
- Turn lessons into short topic specific videos
- Turn a boring PDF into short articles and videos that are easier to digest

Gamification

- Leaderboards
- Badges
- Milestones
- Tracking streaks
- Adding learning games

What is learning science?

Learning science provides a foundation for “understanding strategies and contexts that promote learning.”



Design with your learner in mind

Look at things from a learner-facing perspective:

- Modern learner and learning science principles
- Utilizing learner and program goals
- Categorization and common identifiers
- Update content if needed



Prepare your content for ingestion

Work with your learning tech provider to determine what needs to happen to your content in order for it to be ingested into the platform

- **Does your content need to be in a “final” state before ingestion?**
i.e. no items missing, has all structural elements needed, content has been proofread and approved
- **Do you have common identifiers/categorization in place to collect data?**
- **What file formats are accepted by the provider?**
- **Determine what your learning provider will and won't do to help you get your content ingested**

Content wrap up

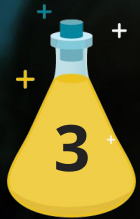


Be Clear

Be Curious

Be Methodical

Be Aware



Get the data



Poll Question:

Does your learning program provide the data you need to improve it?

- A. Yes, I get all of the data I need
- B. Kind of - we have access to some data, but more data would be helpful
- C. No - we don't have access to any data about our learning program
- D. I'm not sure

To make getting data easier, bucket learner behaviors into two categories

1. In-learning behavior: Actions occurring as the user is actively learning

Broad in-learning behaviors:

- Utilization
- Performance
- Satisfaction
- Retention

2. Out-of-learning behavior: Behaviors occurring before/after the learner participates in the course

Broad out-of-learning behaviors:

- Assessment performance
- Product/program purchasing
- Other company interactions (e.g., marketing campaigns)

Note: the behaviors you identify should clearly tie back to your learning objectives!

Data from different behavioral buckets comes from different data sources

Behavior Category:
In-learning Behavior



Data Source:
LMS / Learning Program



Data Provider:
Learning Tech Provider

Behavior Category:
Out-of-learning Behavior



Data Source:
Internal Systems



Data Provider:
Internal Depts / BUs

Time to translate behaviors into metrics

Sample metrics for common in-learning behaviors:



Utilization

- # new course enrollments
- # active learners
- % of user base utilizing each learning modality
- Avg. # lessons / flashcards completed per user



Satisfaction

- Course reviews
- Net promoter score



Performance

- Lesson / flashcard confidence levels
- Practice question scores
- Mock exam scores



Retention

- Time on platform
- Avg. course progress 3/6/12 months from enrollment
- % of user base completing 30% of lessons, 1+ exam, etc.

Haunter's International identified key behaviors & related in-learning metrics:



**Haunter's
International**

Learning Objectives:

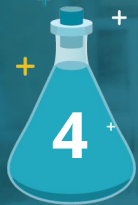
Increase ghost pass rates on the Spooky Master exam to 70%

Learner Behaviors & In-Learning Metrics:

- Utilization
 - # active users
 - Study plan completion %
 - % practice questions completed
- Performance
 - Lesson confidence
 - # of lesson notes & bookmarks
 - % correct on exams

Finally, we are ready to...

ANALYZE!!!



Tell the learner story



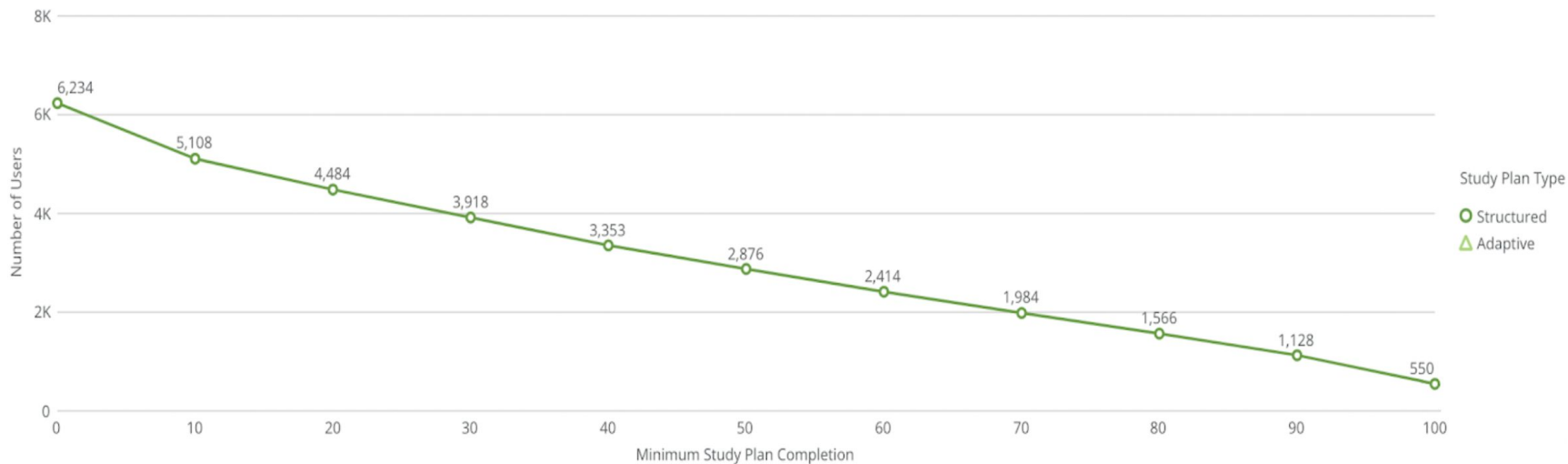
Identify patterns in behaviors, usage, performance, etc.

- Are students marking low confidence via self-assessments for certain topics?
- Are students not finishing certain topics?
- Is there a dramatic increase in discussion activity in specific lessons?
- Is content is being bookmarked in a certain topic area more than others?
- Is there higher-than-average note-taking in certain lessons?

What patterns did Hunter's International uncover?



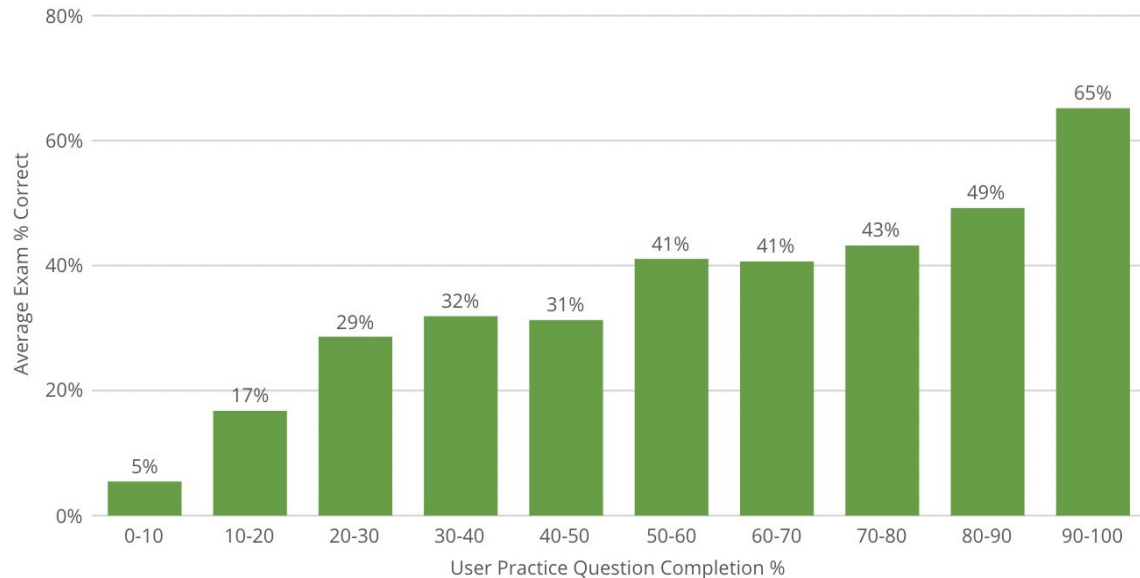
Study Plan Completion Summary



Let's look at the data



Practice Question Completion vs. Exam Performance



What patterns were uncovered?



Lesson Confidence



Notes by Lesson



Bookmarks by Lesson



What do these patterns tell us about Hunter's International ghosts and learning program?



**Hunter's
International**

Learning Objectives:

Increase ghost pass rates on the Spooky Master exam to 70%

The practice questions are effective for exam prep.

The study plan is likely too long for ghosts to get through and they are dropping off part way through the course.

Certain categories of content are raising red flags of low confidence and high incidence of bookmarks and notes.



Take action



How can Hunter's International course-correct the issue they uncovered?



**Hunter's
International**

Learning Objectives:

Increase ghost pass rates
on the Spooky Master exam
to **70%**

Pattern/behavior identified:

Dropoffs are noted just over halfway
through the study plan

Solution #1:

Redesign the study plan so the study tasks are shorter
(think 20 mins or so in length).

Solution #2:

Determine if any content is superfluous and can
be removed without hindering
learning/preparation.

How can Hunter's International course-correct the issue they uncovered?



**Hunter's
International**

Learning Objectives:

Increase ghost pass rates
on the Spooky Master exam
to **70%**

Pattern/Behavior Identified:

The same three lessons across the board have low confidence markings, high note taking and bookmarking

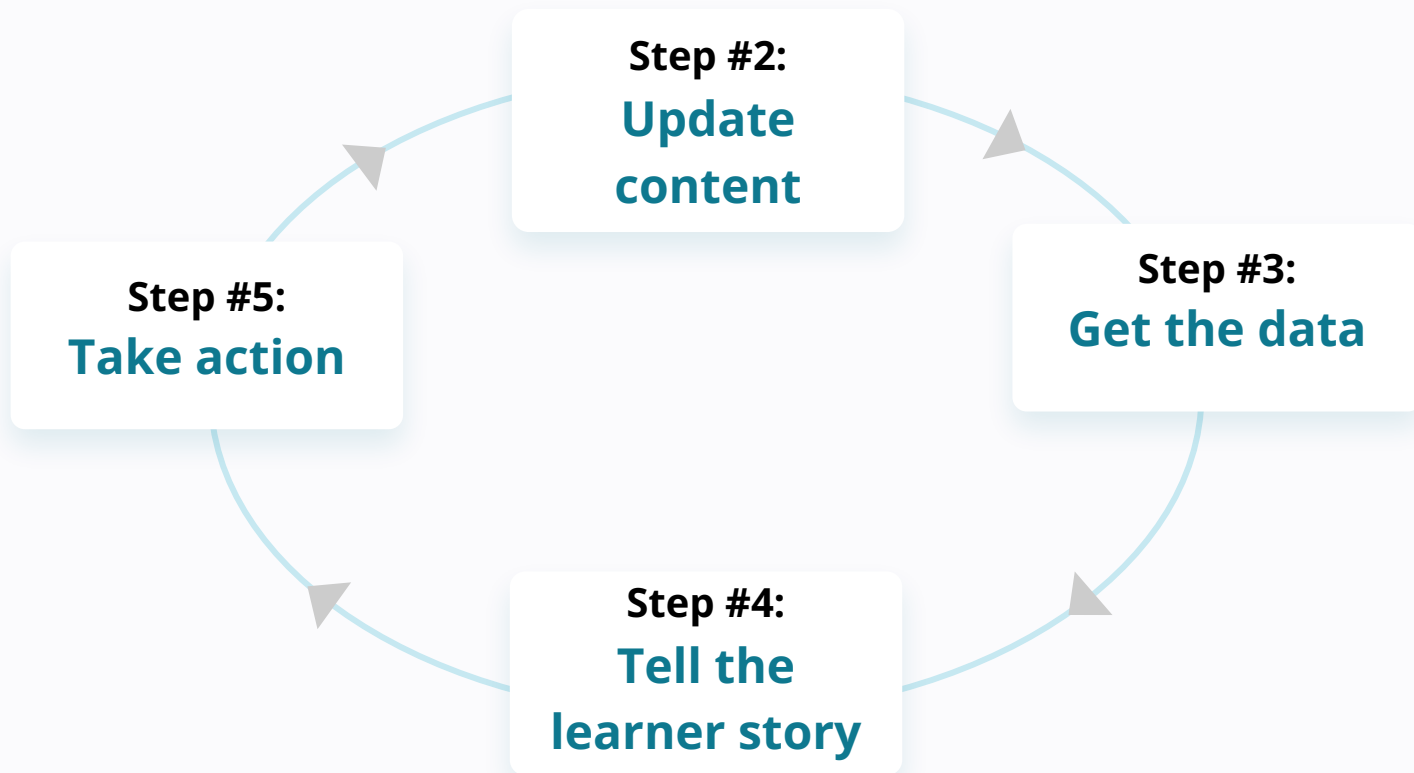
Solution #1:

Check the content for these specific lessons and see if there are ways to enhance the content to make it more easily understandable, scaffolded, etc.
(Is it worded in a confusing way?)

Solution #2:

Add additional supplementary content that can support ghosts as they work through the lesson category

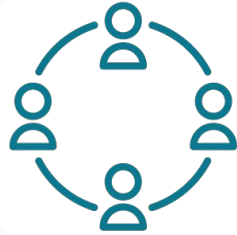
Repeat the cycle... 5 Steps to Conjure the Magic Potion to Engage Your Learners



Key Takeaways



Determine your business' learning objectives



Design and structure your content with your learning objectives in mind



Figure out what data your current learning technology can provide to you



Determine if your current learning platform helps you reach your learning objectives or if you need to form a new partnership

Additional Resources



BenchPrep's Digital Learning
Resources

<https://www.benchprep.com/resources>

E-Book

[The 3 Pillars of an
Effective Learning
Program](#)



Thank you! Any questions?



Janine Loechel
Manager, Learning Content
janine@benchprep.com



Bec Willett
Instructional Design and
Learning Consultant
bec@benchprep.com

