



STICKY Learning

ensuring transfer



Jean Marrapodi
 **illumina**
INTERACTIVE LEARNING



Go to www.menti.com and use the code **56 11 99**



List some sticky things.

 Mentimeter



This question is not active

Activate question

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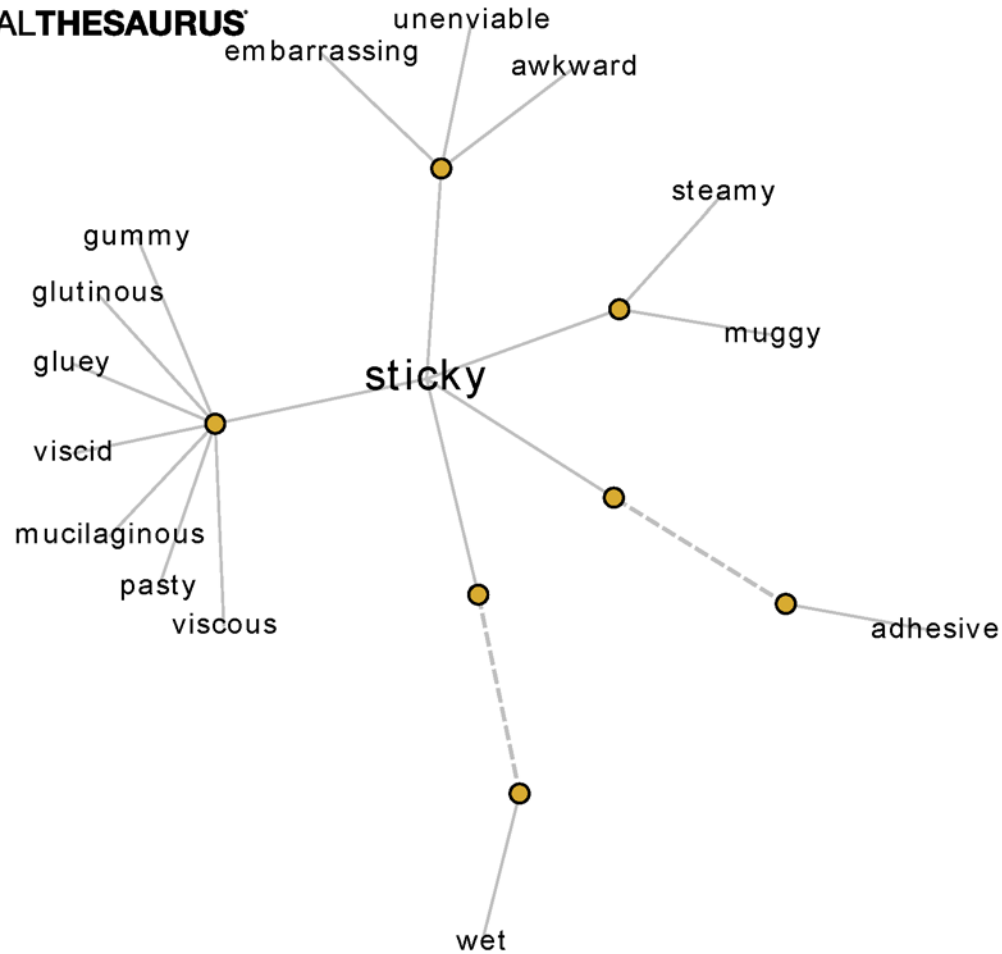
What does sticky mean?

adjective, **stickier, stickiest.**

1. having the property of adhering, as glue; adhesive.
2. covered with adhesive or viscid matter:
sticky hands.
3. (of the weather or climate) hot and humid:
It was an unbearably sticky day.
4. requiring careful treatment; awkwardly difficult:
a rather sticky diplomatic problem; Breaking the news is going to be sticky.
5. *Informal.* unpleasant; unfortunate; nasty:
The villain of the story meets a sticky end.

noun, plural **stickies.**

6. one of a number of small sheets of paper on a pad, each having an adhesive backing that allows it to be positioned and repositioned on smooth surfaces.



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How about the thesaurus?



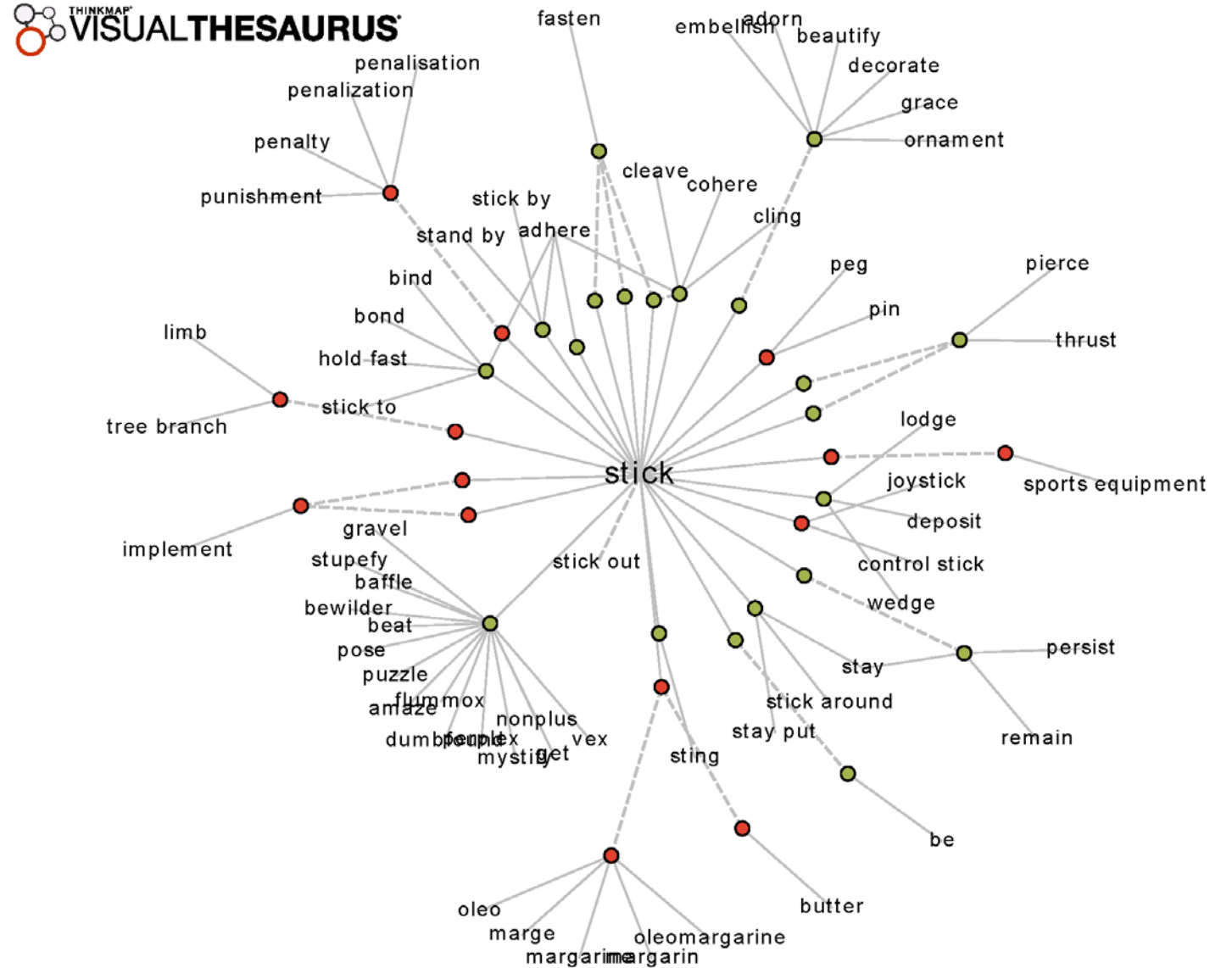
YOCKI!

We don't want that.

Or do we?

STICK

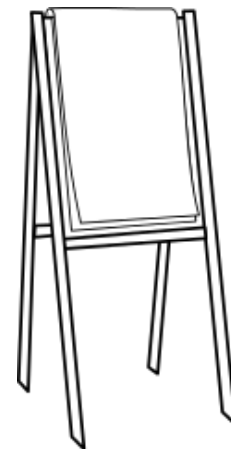
Which words resonate with you and the way you want your learning to be?



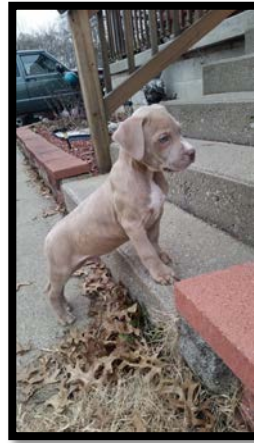


WHEN HAVE YOU EXPERIENCED STICKY LEARNING?

- Share your stories with the people near you.
- Listen for themes



Capture your themes on a flipchart



STICKY LEARNING



Go to www.menti.com and use the code **56 11 99**



What things can we do to guarantee our learning won't stick?

 Mentimeter

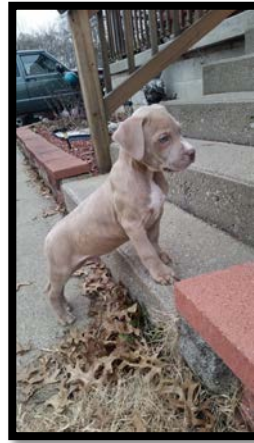


This question is not active

Activate question



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1.

STICKY LEARNING has a clear purpose.





In the end

what do you
want your
learner to

KNOW
and
DO?

Learner should
KNOW_____ and
DO _____

Course Goal

Outcome 1

Outcome 2

Outcome 3

Outcome 4

Add components of that goal

OUTCOMES



**Focus on the
Learner**

**End State
Results**

WIFFM?

OBJECTIVES



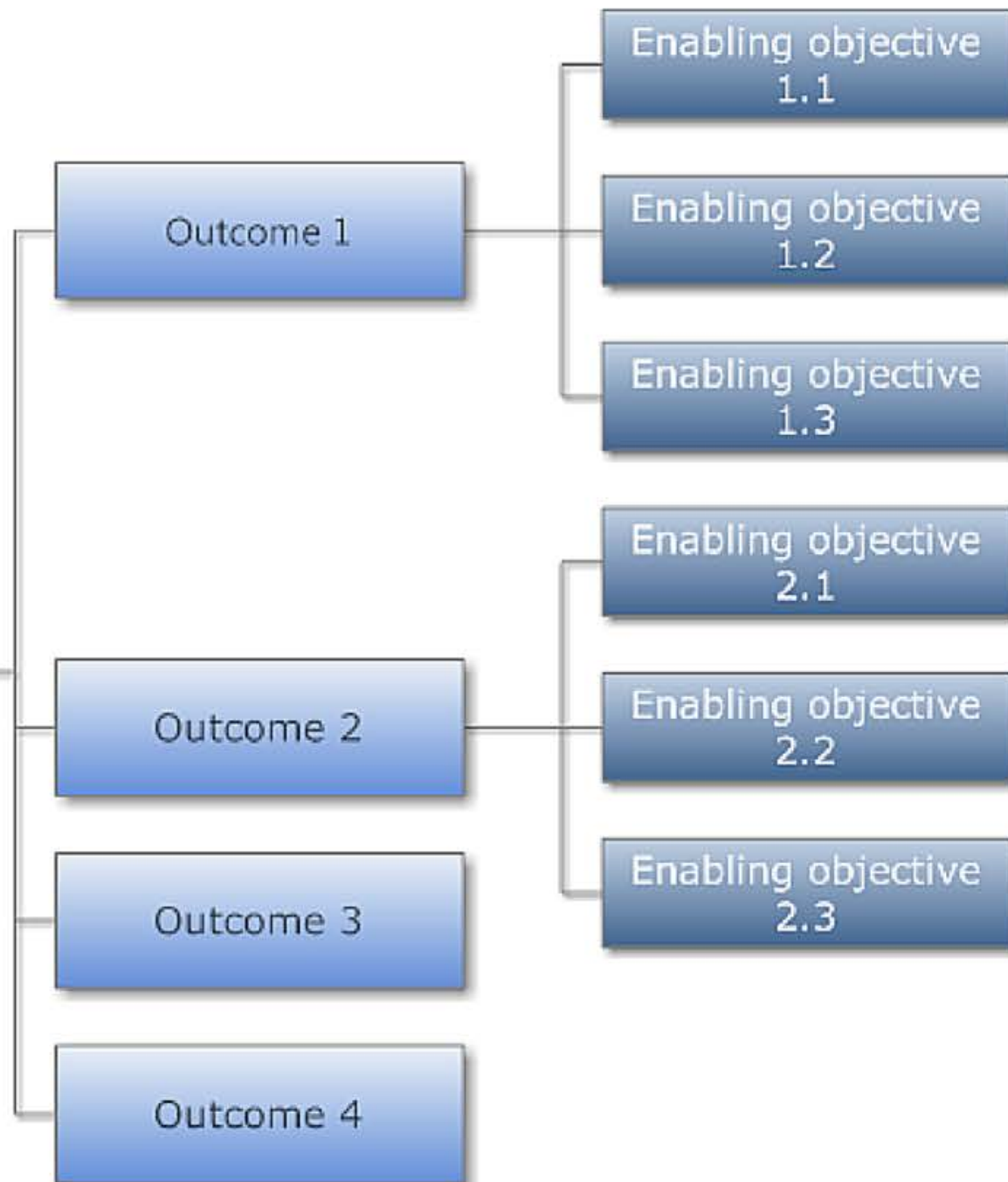
**Focus on
Teacher/Designer**

**Lesson Plans
How we get there**

**Add component
steps of each
outcome.**

In the end, the learner
should know _____ and
be able to _____

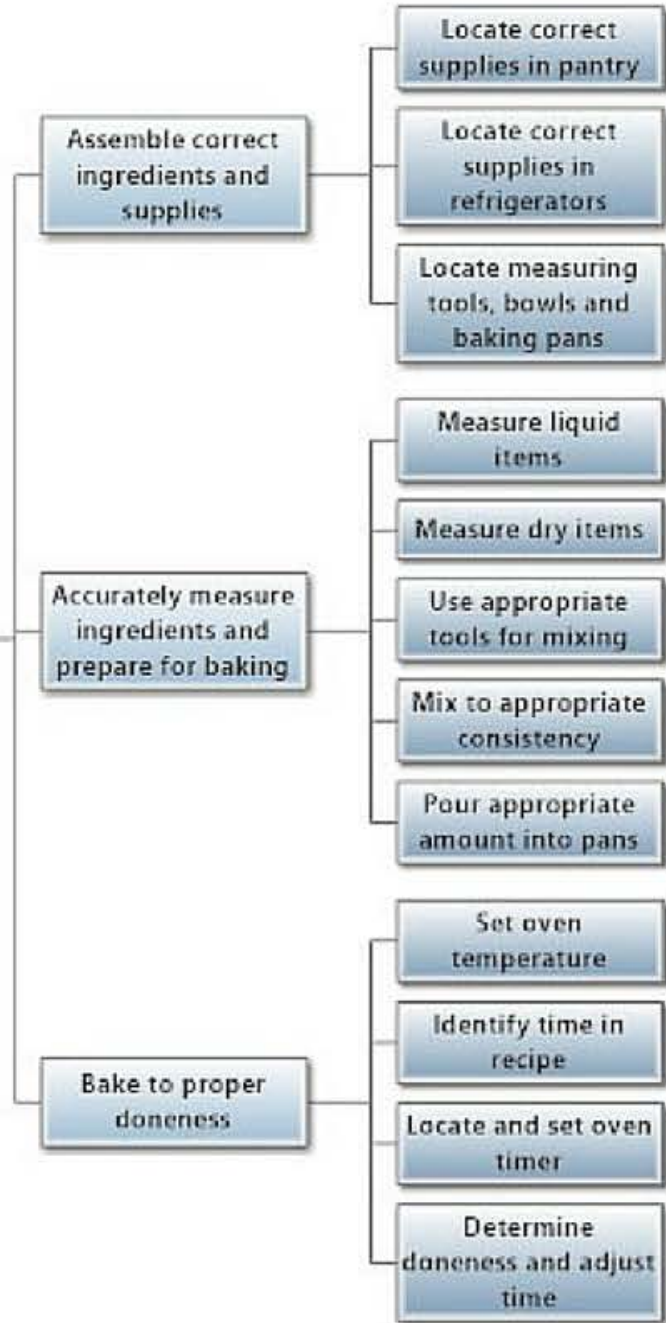
Course Goal



Baking Blueberry Muffins



Learner will be able to select, assemble and measure ingredients to bake blueberry muffins





*How do you
know they
know?*



ASSESSMENT!

How do they know that they know?

Feedback
Self measures
Progress checks
Reviews



**How do you
know
that they
know that
they know?**



?????

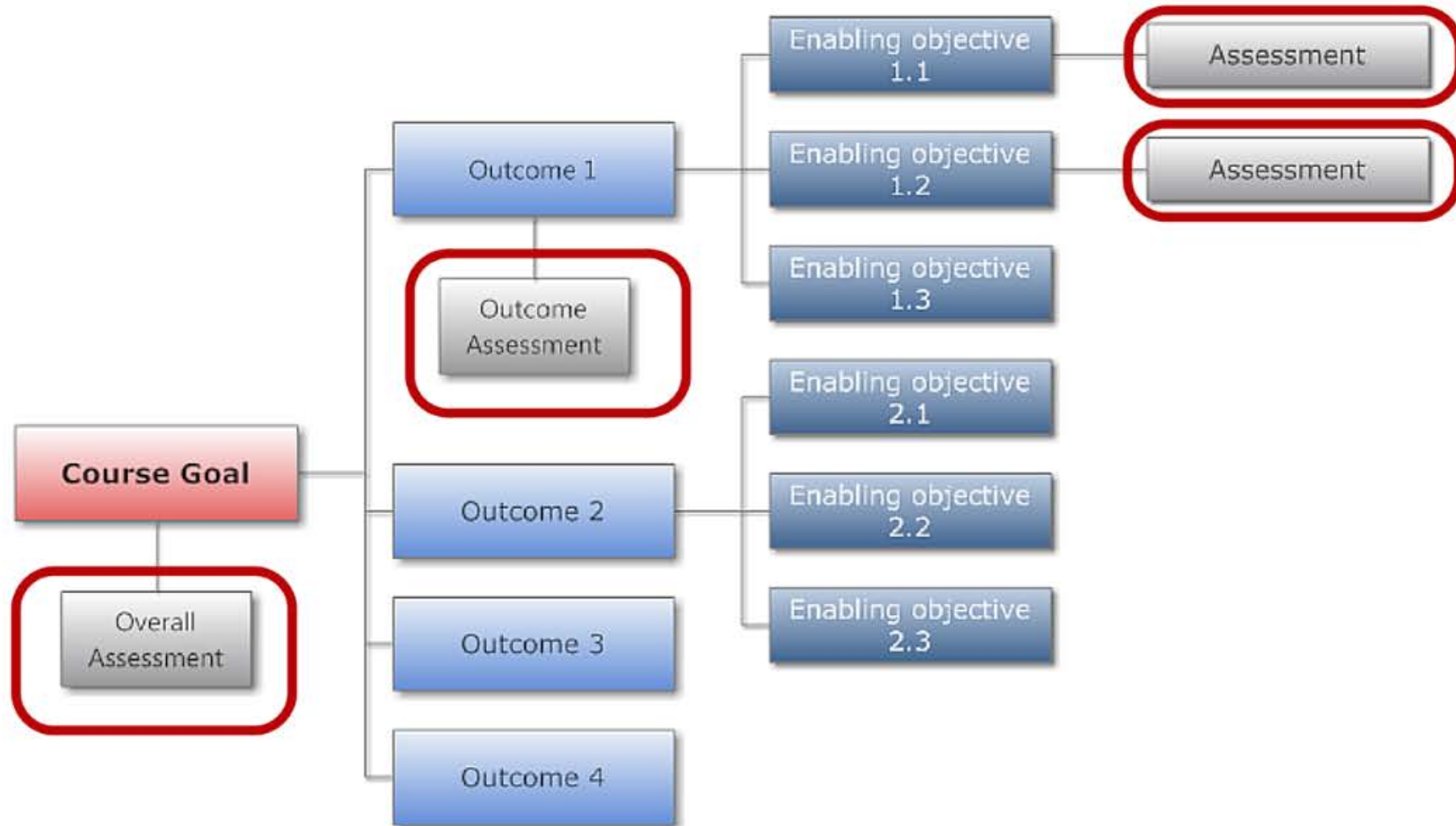


Eureka!

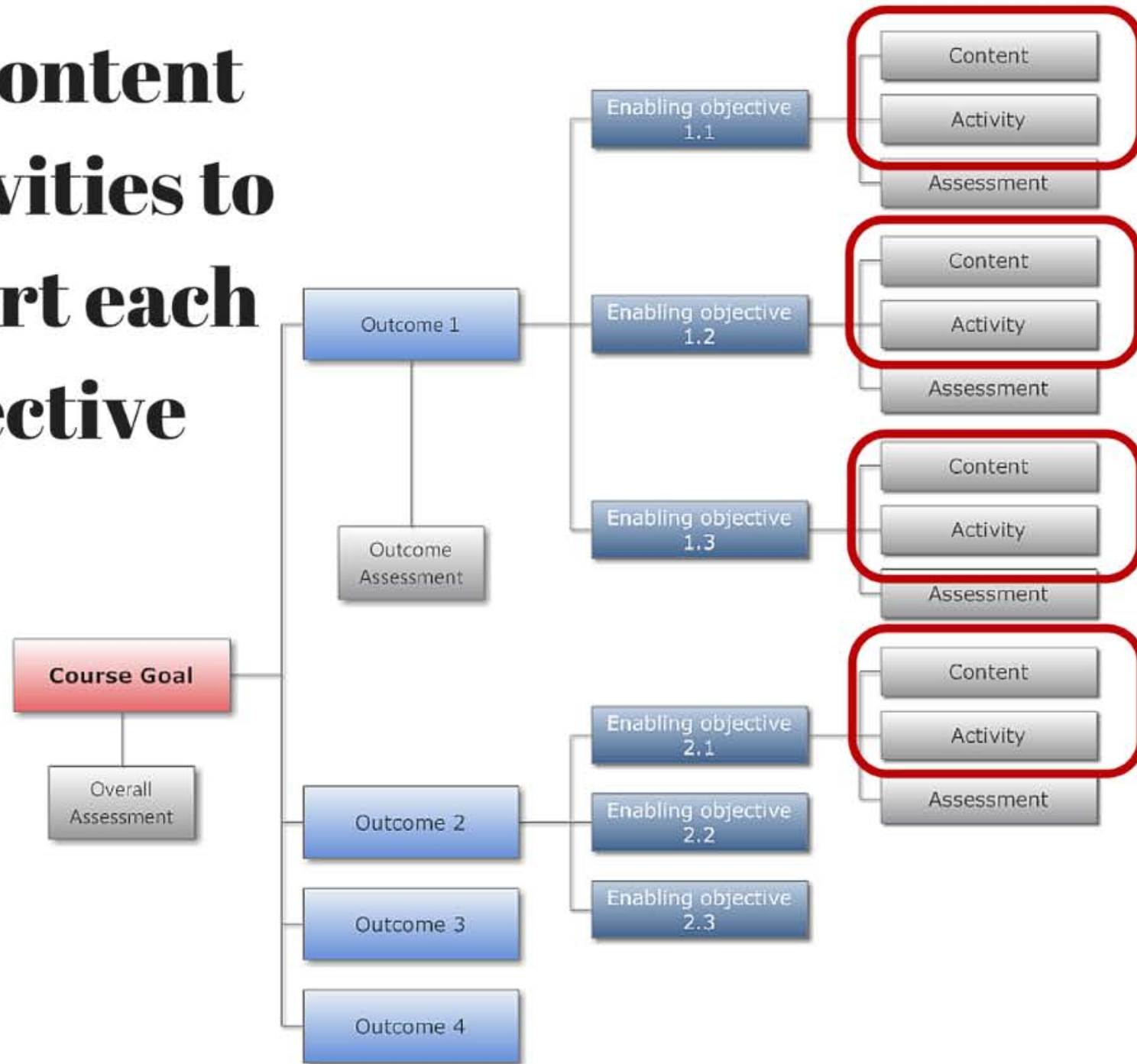


No sweat

Assess each component



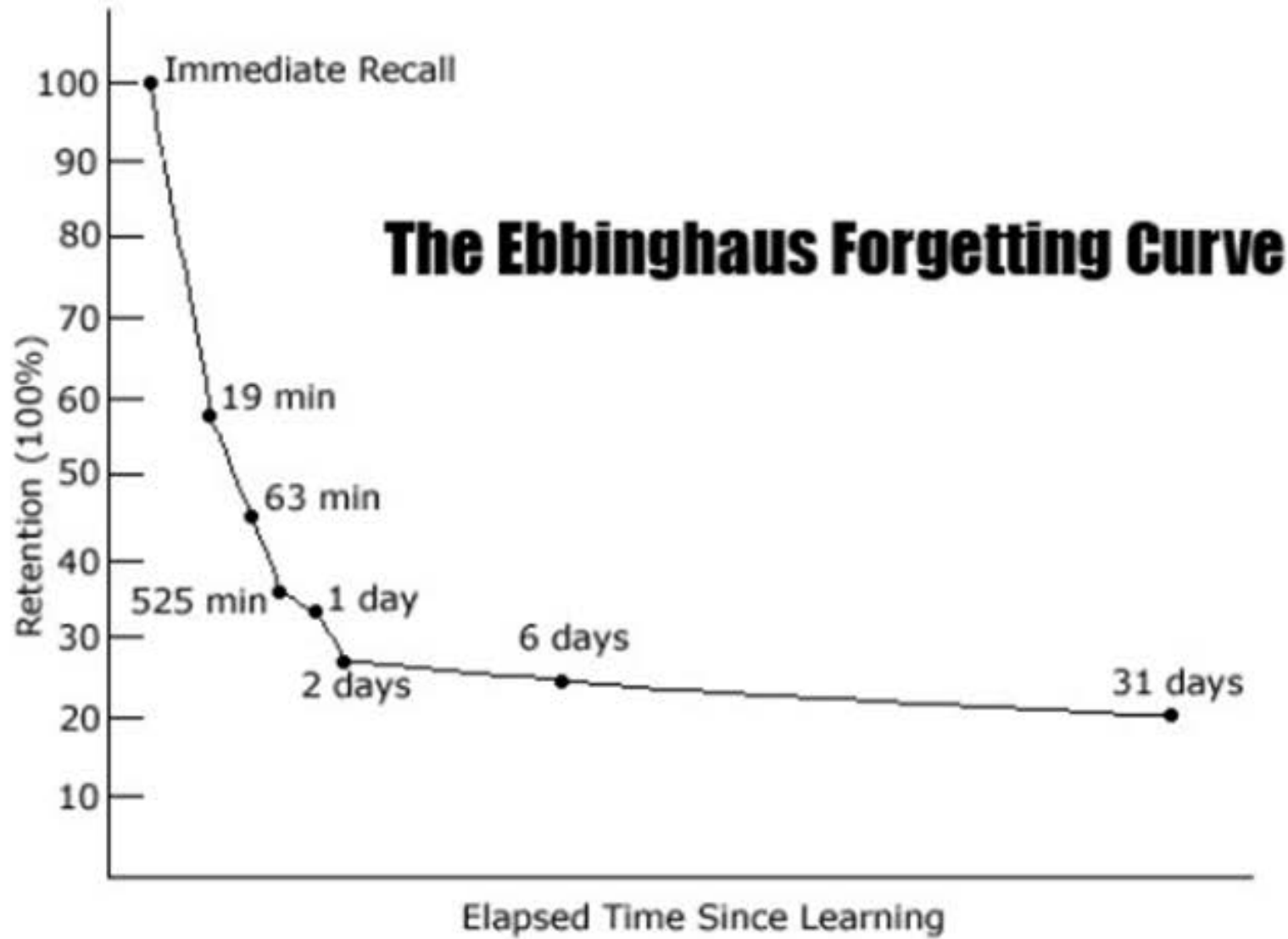
Add content & activities to support each objective



I do that!

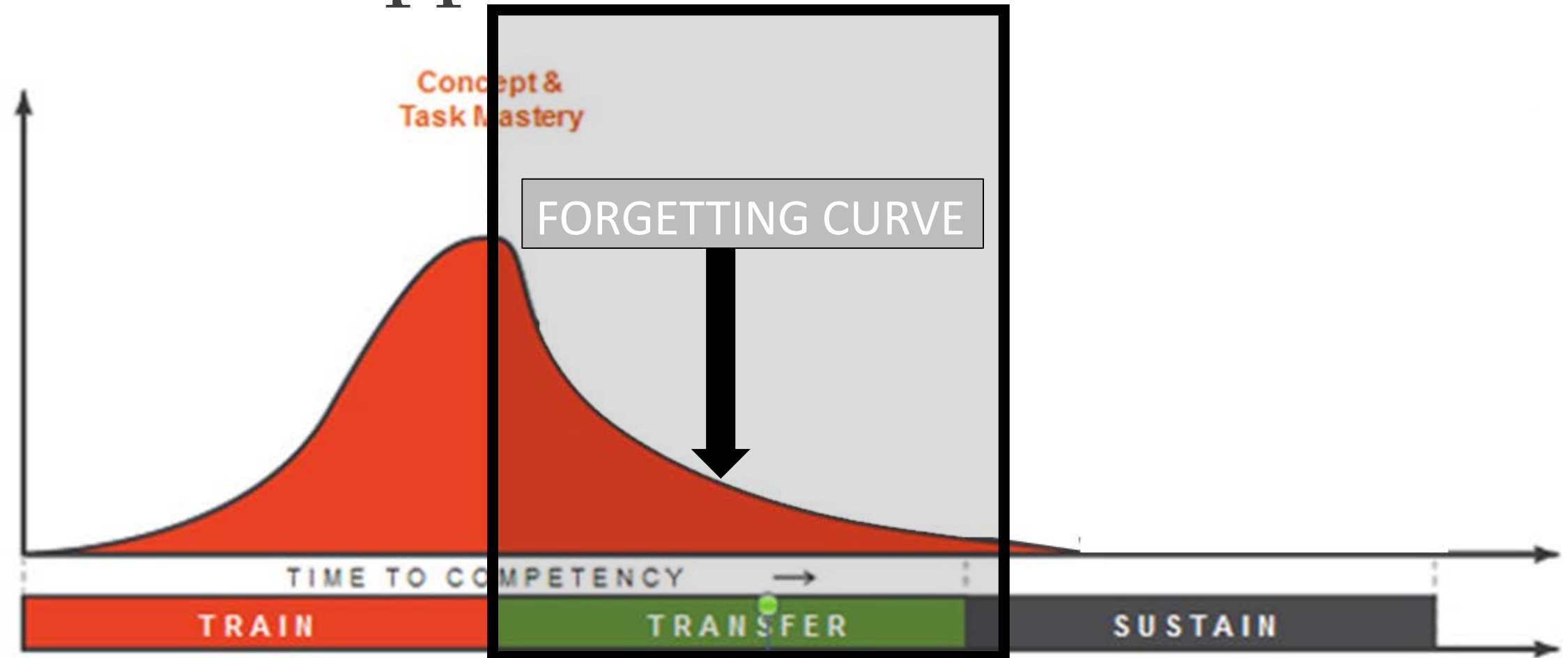
So why doesn't my learning stick?





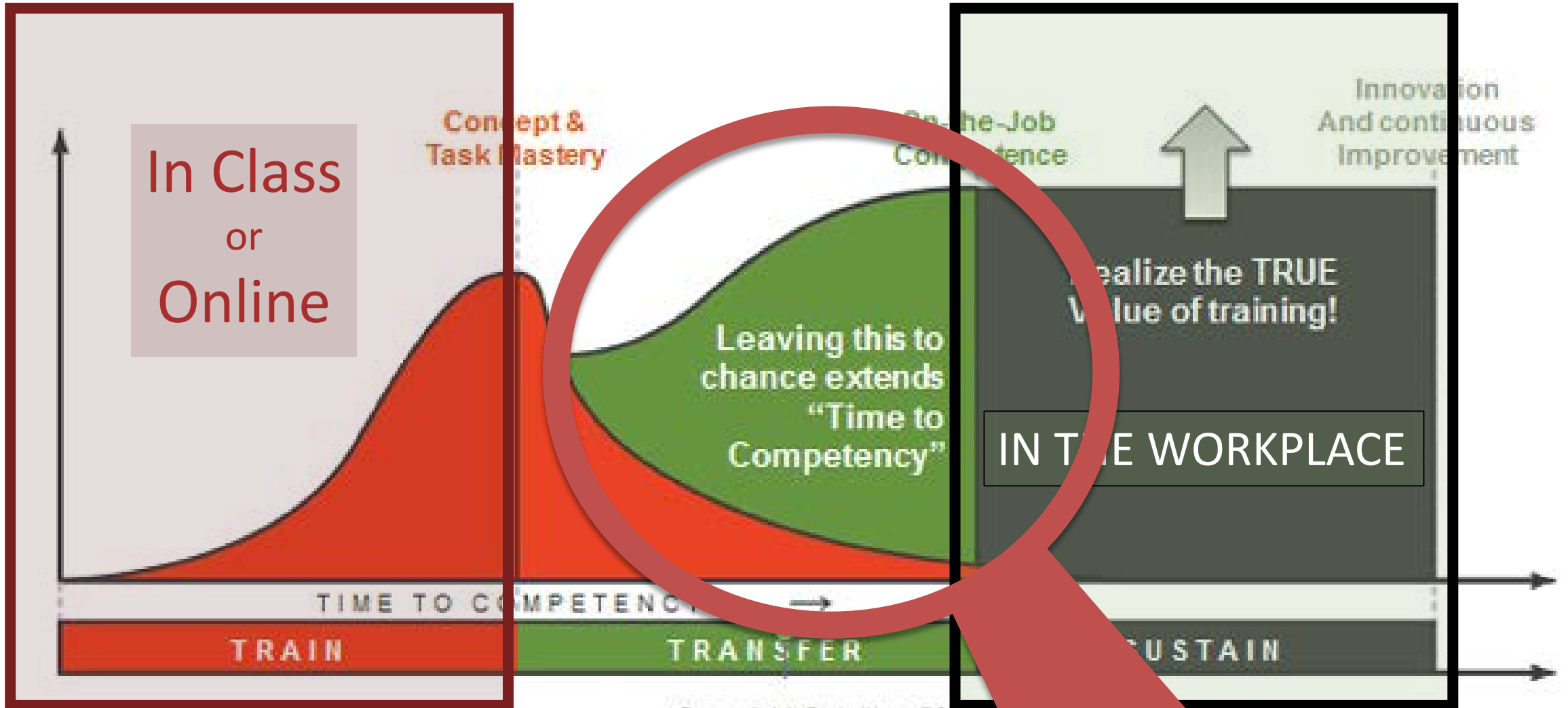
Why doesn't all learning stick?

What happens in class and afterwards?



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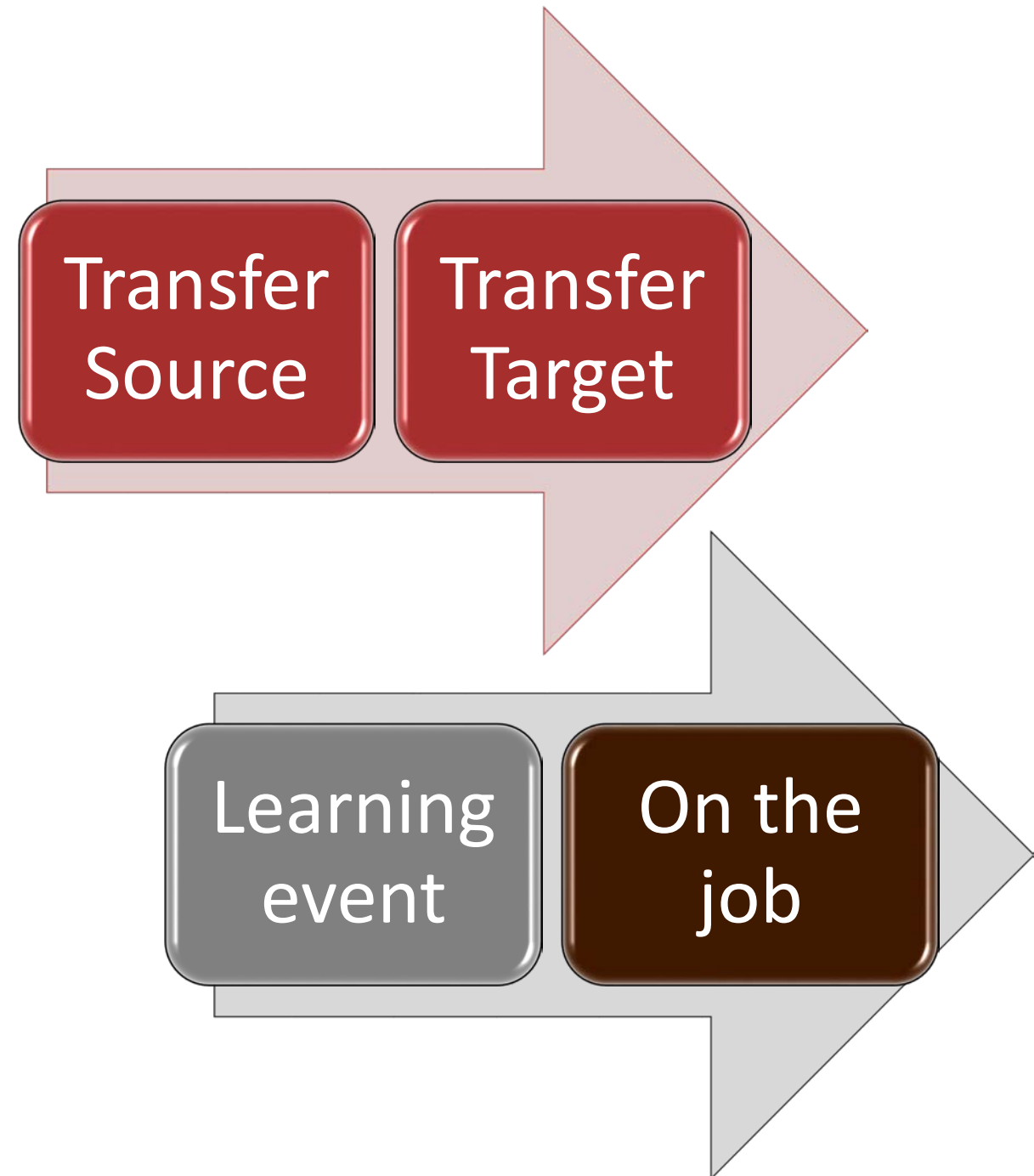
Adapted from Gottfredson, C. and Mosher, B. (2012) Are You Meeting All Five Moments of Learning Need? *Learning Solutions Magazine*. Retrieved from <https://www.learningsolutionsmag.com/articles/949>

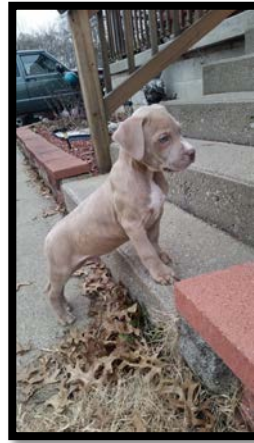


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Transfer of learning is described as the process and the effective extent to which past experiences (**transfer source**) affect learning and performance in a new situation (**transfer target**).

Laura Van den Ouden
ICM Learning, 2016





2. STICKY LEARNING is meaningful for the learners.



WHAT'S
IN IT FOR
ME?

THAT'S WIIFM
NOT WIIFT

This course will:

- Provide a background and overview of regulatory reporting and understand our regulatory environment
- Provide regulator expectations and industry best practices components
- Understand the purpose of the framework of accountability and all roles and responsibilities identified
- Test your understanding of the requirements

blah

blah

blah

blah

At the end of this course

you will know

LEARNER

and be

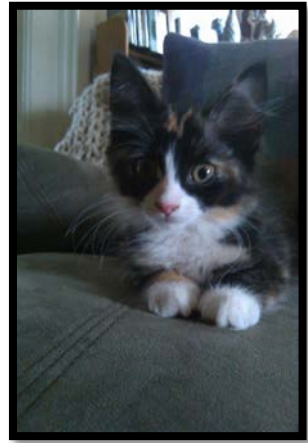
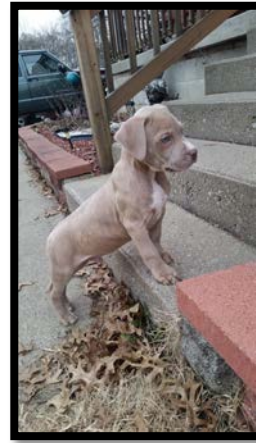
FOCUS more to

_____.

Achieving the Results

Gagne's Nine Instructional Events and Corresponding Cognitive Processes

- | | |
|-----------------------------------------|------------------------------------|
| 1. Gaining attention | Reception |
| 2. Informing learners of the objective | Expectancy Connect the dots |
| 3. Stimulating recall of prior learning | Retrieval |
| 4. Presenting the stimulus | Selective perception |
| 5. Providing learning guidance | Semantic encoding |
| 6. Eliciting performance | Responding |
| 7. Providing feedback | Reinforcement |
| 8. Assessing performance | Retrieval |
| 9. Enhancing retention and transfer | Generalization |



3.

STICKY LEARNING includes discovery.

And it may be messy.

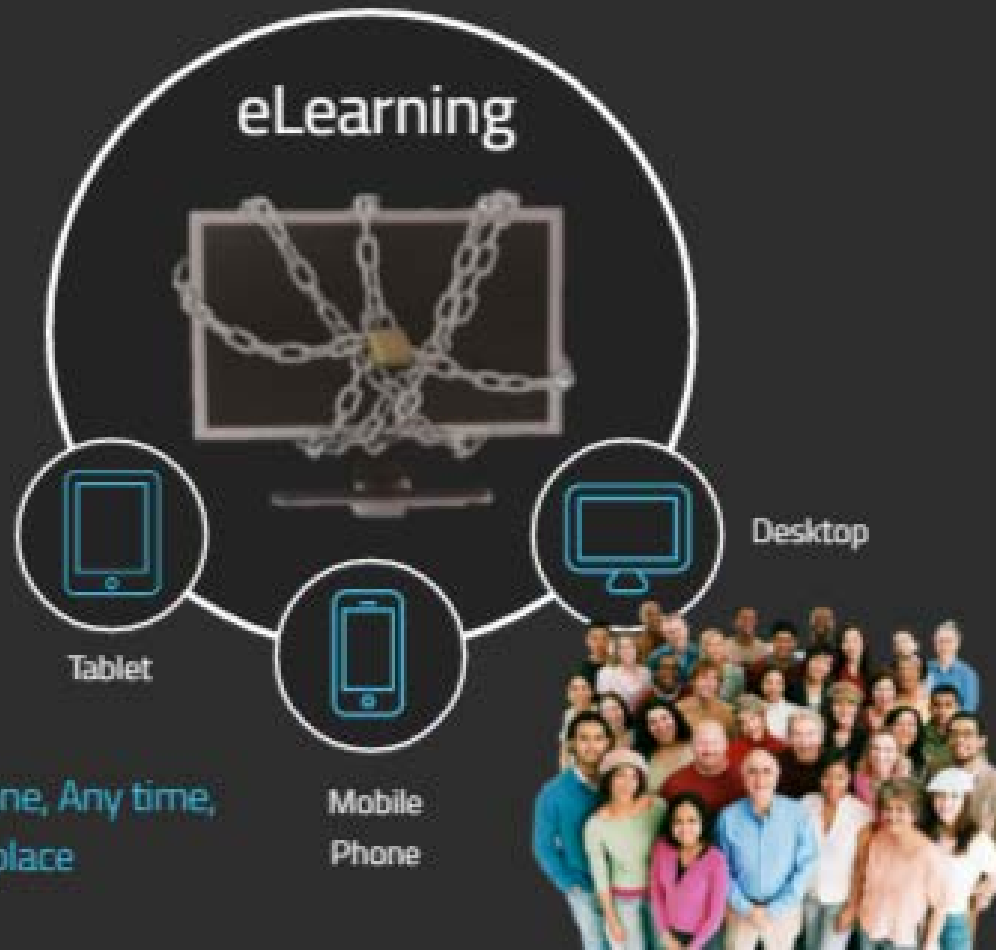


Traditional L&D

One to Many



Set time & space
Limited to availability



Anyone, Any time,
Any place

Mobile
Phone

Desktop

It's all

PUSH LEARNING

Classroom

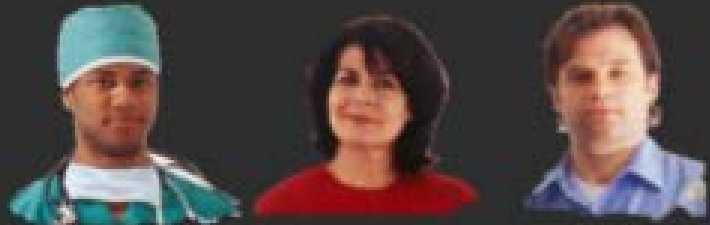


eLearning



We know what you need to know.
Now learn it. Then we'll test you to see if you know it.

Users Confess:



If I have to go to one more workshop on managing millennials I may just slit my wrists.



Training is boring. I pay my kid to click through courses.

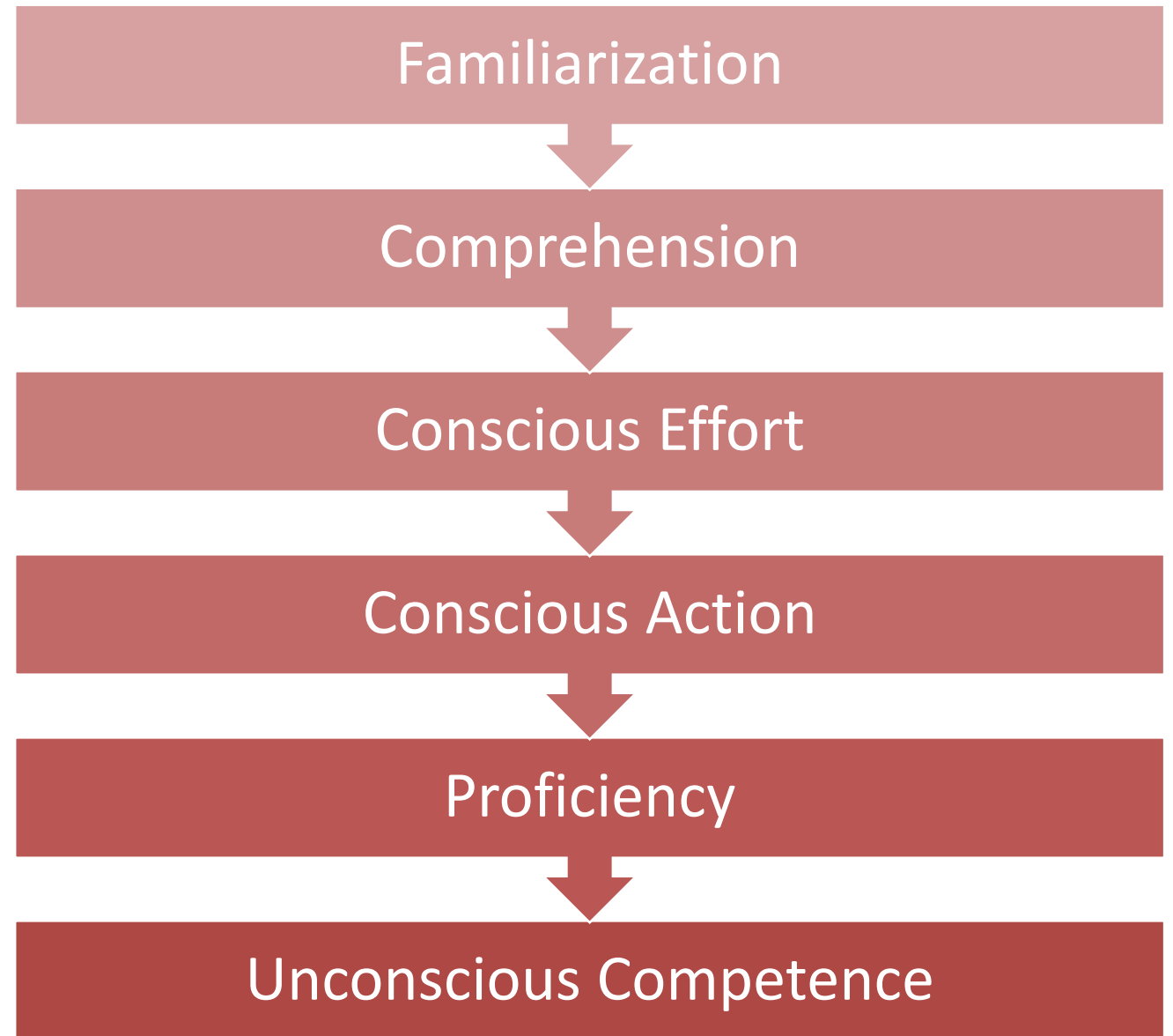


Show me why, teach me how, then let me explore to find more.

PULL LEARNING

How Proficient Must They Be?

Gloria Gery, 1991





learning

noun

Simple Definition of LEARNING

Popularity: Top 10% of words

: the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something : the activity of someone who learns

: knowledge or skill gained from learning

Source: Merriam-Webster's Learner's Dictionary

Learning

is a relatively permanent change in behavior that occurs as a result of experience.

HOW
DO WE INVOLVE
THEM?

Make them
predict and
figure things
out



Alignment with Andragogy



Adults need to be involved in the planning and evaluation of their instruction.

Experience (including mistakes) provides the basis for learning activities.

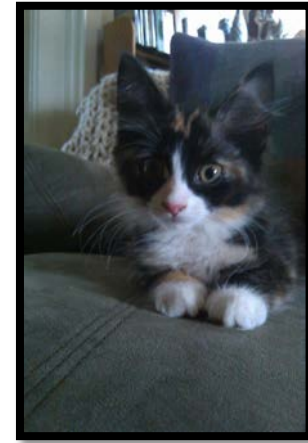
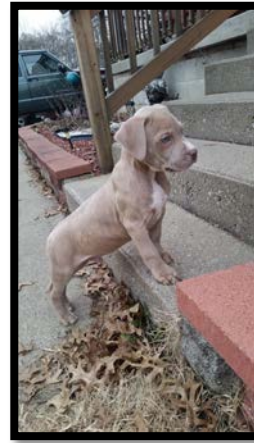
Adults are most interested in learning subjects that have immediate relevance to their job or personal life.

Adult learning is problem-centered rather than content-oriented.



Leverage social learning

What else can we do?

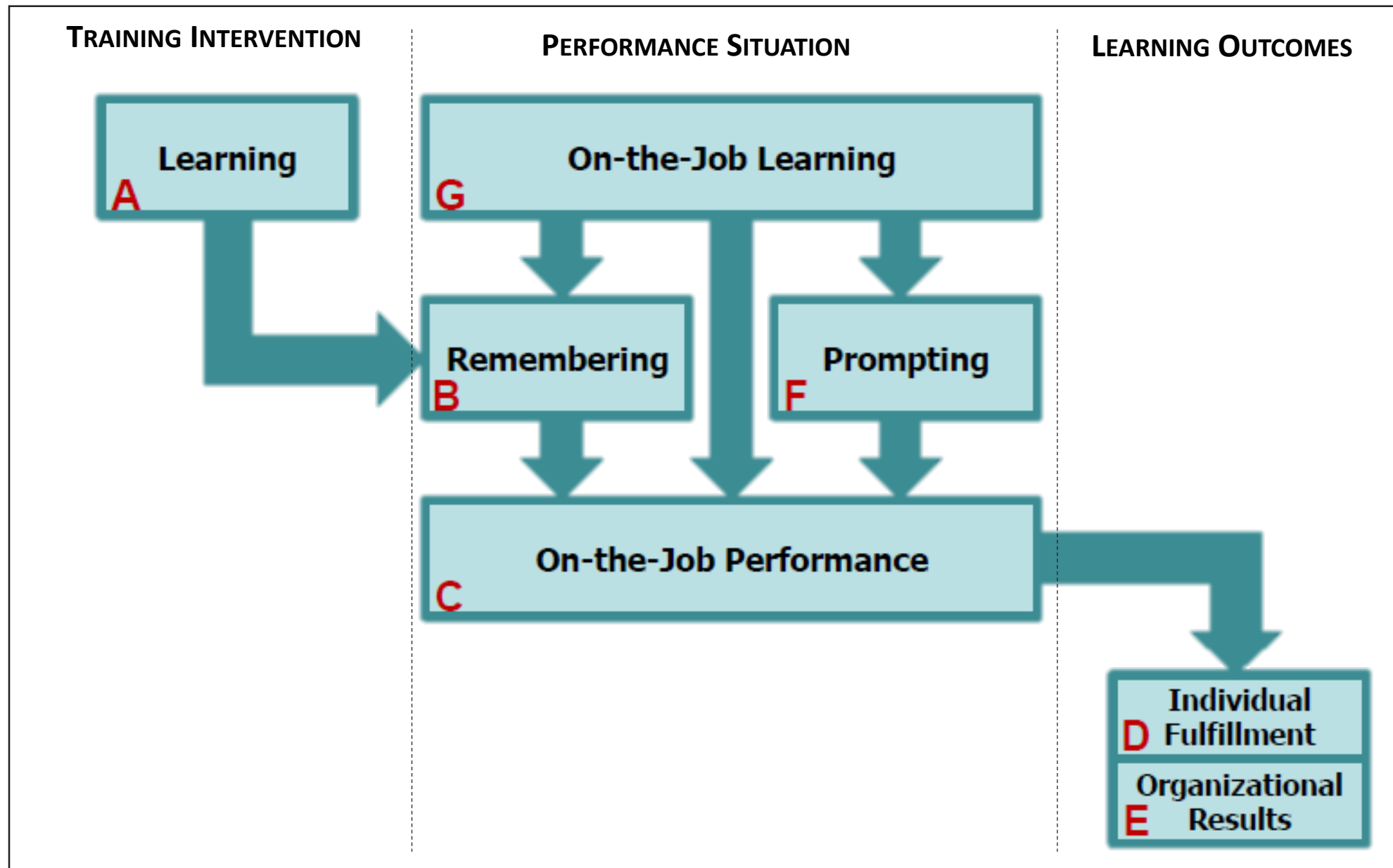


4.

STICKY LEARNING is scaffolded.



WILL THALHEIMER Learning Landscape

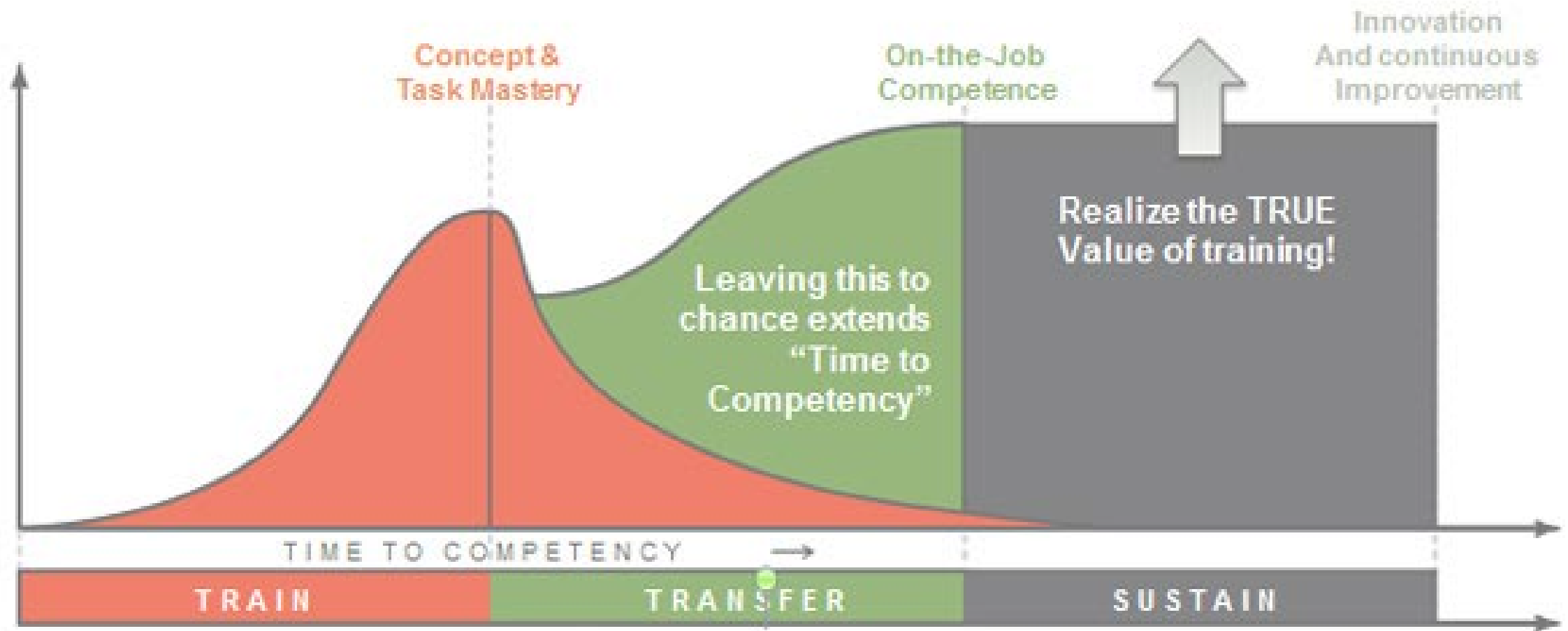


We must support the learning to make it sticky.

Wilson Learning

Extended Learning Approach





Transfer Source

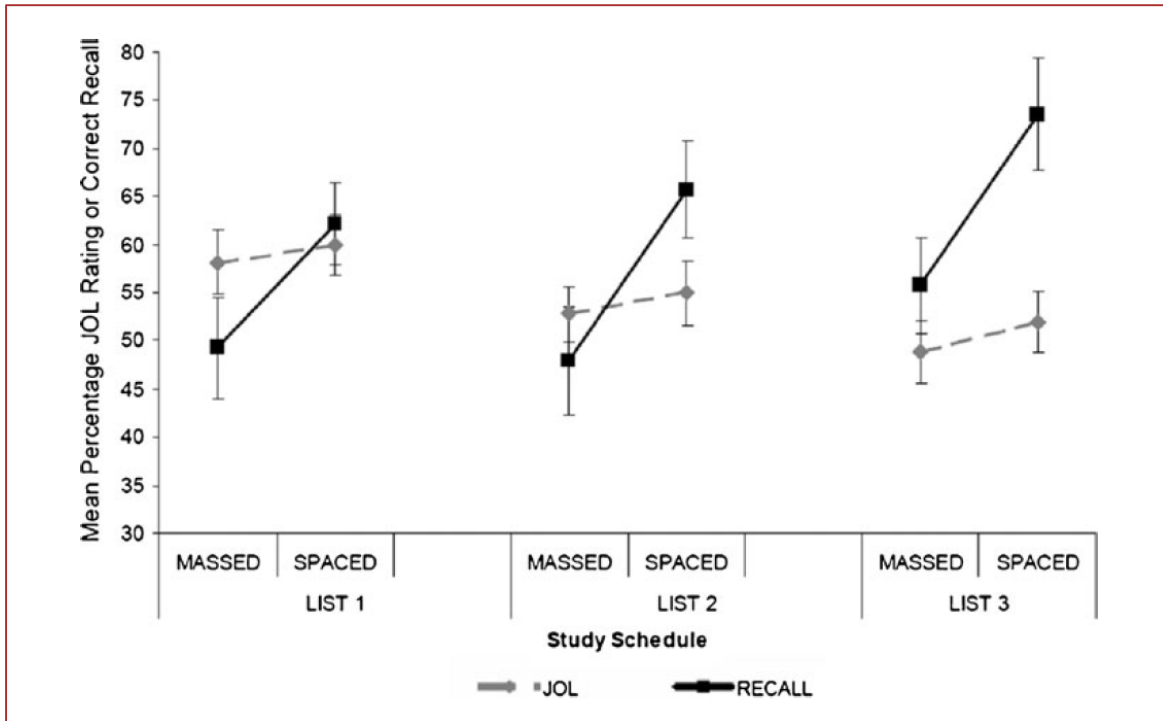


Transfer Target

It will not work if it's once and done.

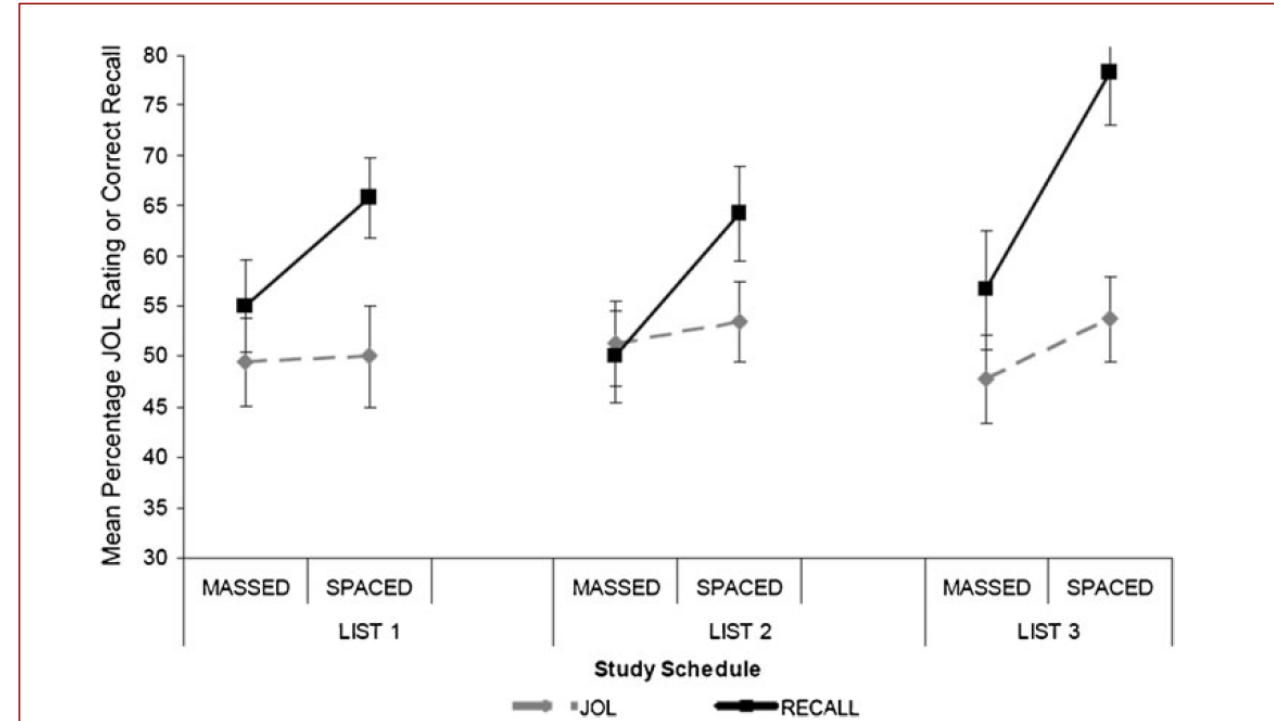
Research Supports It: Repeated Exposure Increases Retention

SPACED REPETITION



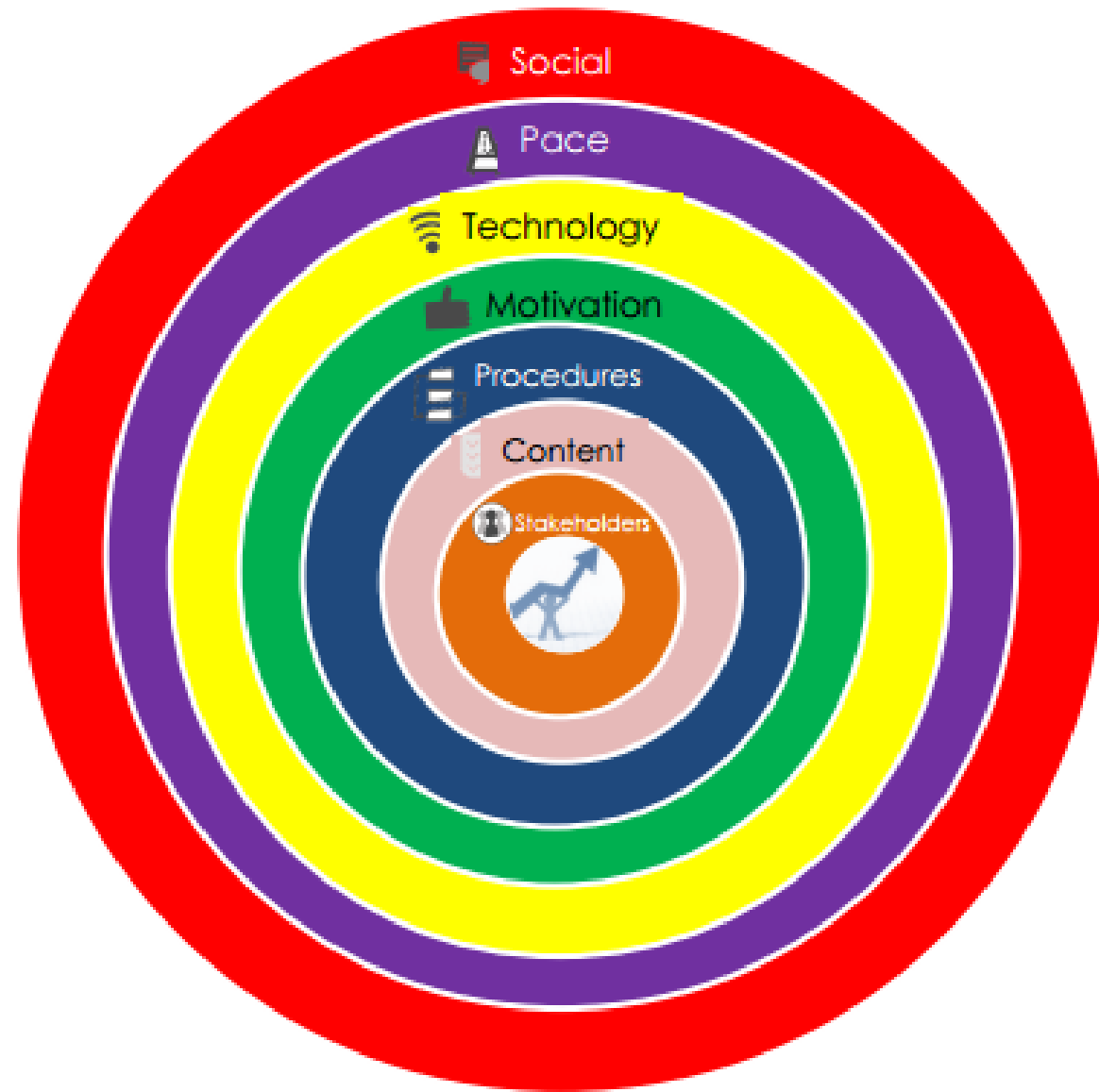
(JOL=Judgement of Learning)








LONGER TIME BETWEEN EACH REPETITION



“Memory performance benefits from the repeated presentation of items, and long-term retention benefits when these items are spaced apart in time, rather than massed.”

7 Crucial Factors



-  Social
-  Pace
-  Technology
-  Motivation
-  Procedures
-  Content
-  Stakeholders

Ecosystem

WILSON LEARNING
Research on Transfer

LEARNER READINESS

LEARNING TRANSFER DESIGN

ORGANIZATIONAL ALIGNMENT

LEARNER READINESS

- Motivation to learn
- Intent to use
- Career goal alignment
- Self-efficacy

LEARNER TRANSFER DESIGN

ORGANIZATIONAL ALIGNMENT

LEARNER READINESS

LEARNING TRANSFER DESIGN

- Practice and Modeling
- Goal Setting
- Application Review

ORGANIZATIONAL ALIGNMENT

LEARNER READINESS

LEARNING TRANSFER DESIGN

ORGANIZATIONAL ALIGNMENT

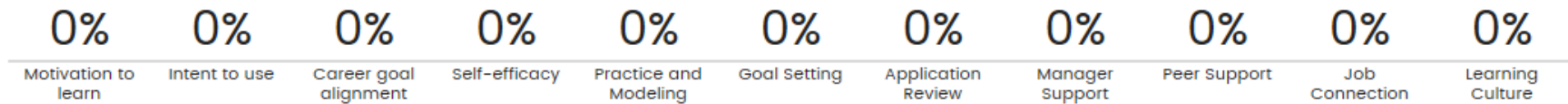
- Manager Support
- Peer Support
- Job Connection
- Learning Culture

Go to www.menti.com and use the code **56 11 99**



Which do you think has the most impact on learning transfer?

Mentimeter



LEARNER READINESS

Motivation to learn

Intent to use

Career goal
alignment

Self-efficacy

LEARNING TRANSFER DESIGN

Practice and
Modeling

Goal Setting

Application Review

ORGANIZATIONAL ALIGNMENT

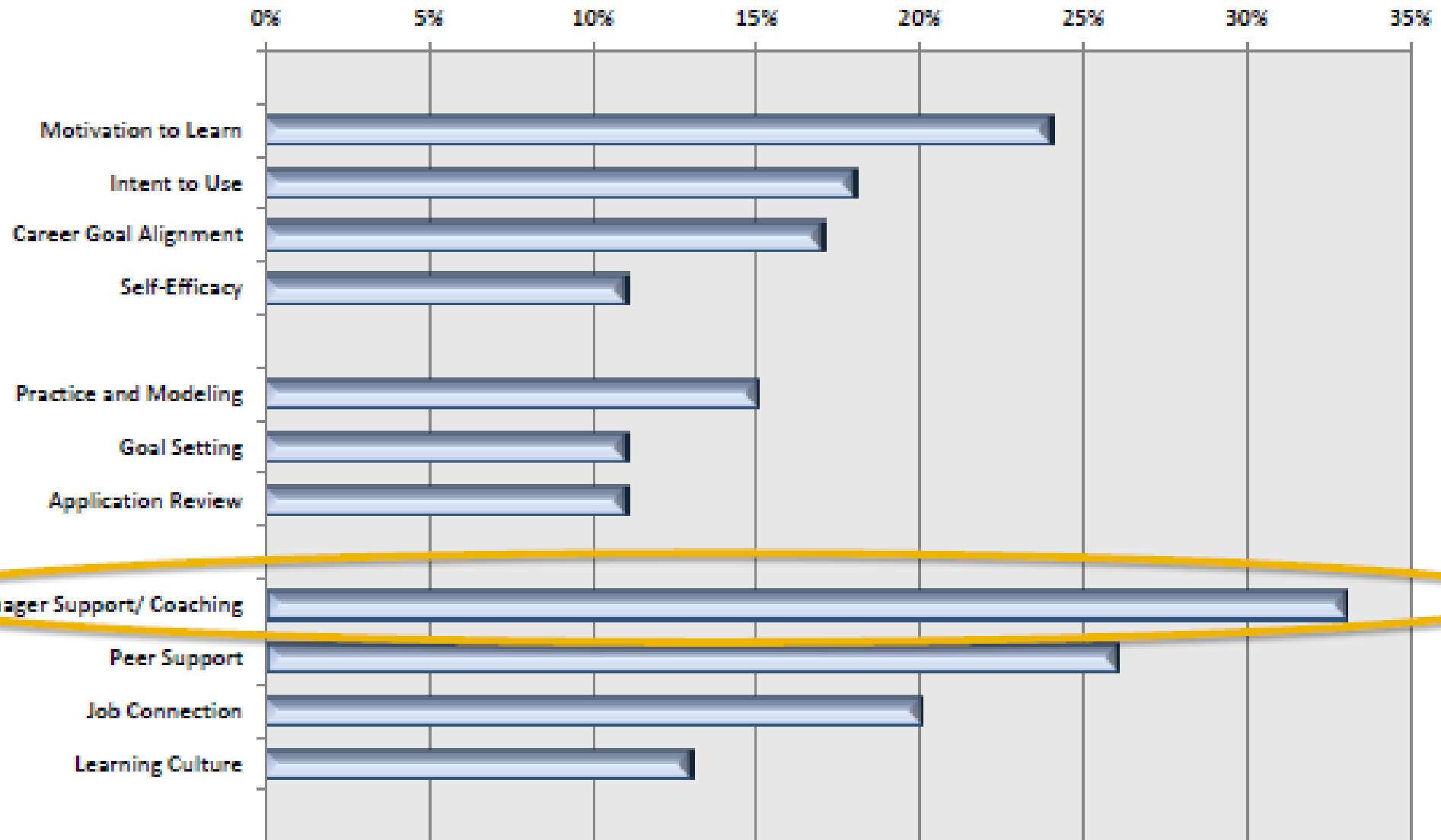
Manager Support

Peer Support

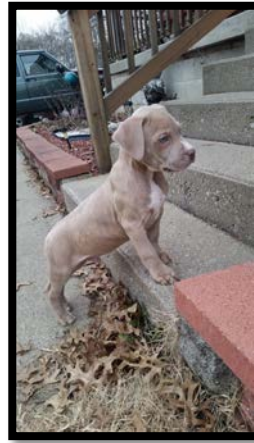
Job Connection

Learning Culture

Average Improvement in Learning Transfer



	Number of Studies	Average Difference Score	Difference Score Range
Learner Readiness			
Motivation to Learn	6	24%	8% to 42%
Intent to Use	5	18%	10% to 49%
Career Goal Alignment	2	17%	9% to 37%
Self-Efficacy	4	11%	0% to 25%
Learning Transfer Design			
Practice and Modeling	5	15%	10% to 22%
Setting Learning Goals	3	11%	7% to 18%
Application Review	2	11%	10% to 12%
Organizational Alignment			
Manager Support/ Coaching	8	26%	10% to 67%
Peer Support	2	33%	32% to 70%
Job Connection	3	20%	8% to 37%
Learning Culture	5	13%	5% to 20%



5. STICKY LEARNING has manager buy-in and support.



Goal Setting – KWL Chart

What do you KNOW?	What do you WANT TO LEARN?	What did you LEARN?

Preparation: KWL Chart Review

What do you KNOW?	What do you WANT TO LEARN?	What did you LEARN?
<ul style="list-style-type: none">• Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa.• Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.• Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.	<p>The quick brown fox jumps over the lazy dog.</p> <p>The quick brown fox jumps over the lazy dog.</p> <p>The quick brown fox jumps over the lazy dog.</p> <p>The quick brown fox jumps over the lazy dog.</p> <p>The quick brown fox jumps over the lazy dog.</p>	

Recap– KWL Chart

What do you KNOW?	What do you WANT TO LEARN?	What did you LEARN?
<ul style="list-style-type: none">• Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa.• Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.• Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.	<p>The quick brown fox jumps over the lazy dog.</p> <p>The quick brown fox jumps over the lazy dog.</p> <p>The quick brown fox jumps over the lazy dog.</p> <p>The quick brown fox jumps over the lazy dog.</p> <p>The quick brown fox jumps over the lazy dog.</p>	<ul style="list-style-type: none">• Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa.• Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.• Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.

Manager Job Aid

Training Title

In this training your staff member learned [ONE SENTENCE GOAL].

After reviewing the completed KWL chart, some good questions to ask include:

1. [Content question]
2. [Content question]
3. How do you plan use what you learned?
4. Are they any obstacles to using what you learned?
5. How can I help support you?

WOOP

Wish

Outcome

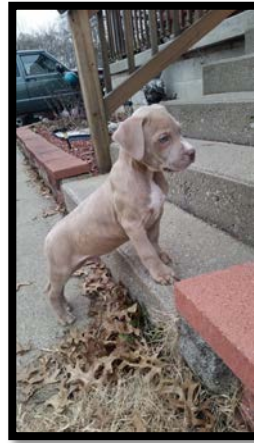
Obstacle

Plan

STICKY LEARNING

- has a clear purpose.
- is meaningful for the learners.
- includes discovery.
And it may be messy.
- is scaffolded.
- has manager buy-in & support.





I want my learning to be sticky as



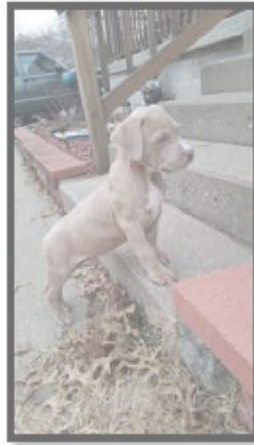
WOOP

Wish

Outcome

Obstacle

Plan



STICKY Learning

ensuring transfer

Thanks for coming!
Please complete
your evaluation.



Jean Marrapodi



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INTERACTIVE LEARNING

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[@jmarrapodi](https://twitter.com/jmarrapodi)

