

# STICKY LEARNING

## ENSURING TRANSFER

JEAN MARRAPODI, PhD, CPLP  
APPLESTAR PRODUCTIONS  
@JMARRAPODI



Go to [www.govote.at](http://www.govote.at) and use the code 82 96 7

# List some sticky things.

 Mentimeter



This question is not active

Activate question

# What does sticky mean?

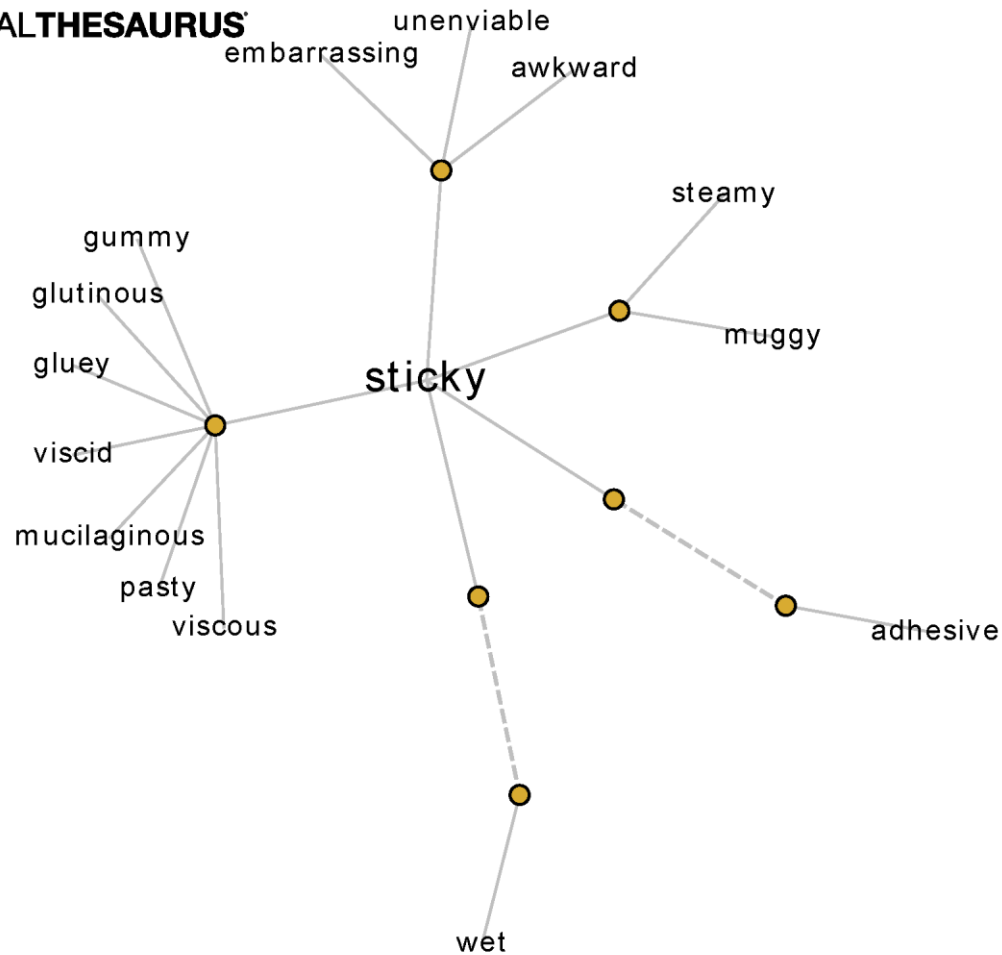
---

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.



**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.

How about the thesaurus?



YOCKI!

We don't want that.

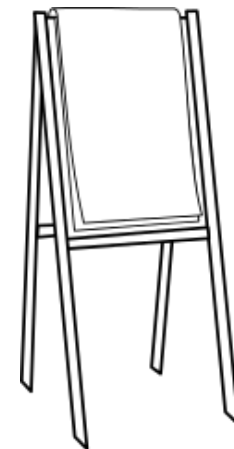
Or do we?



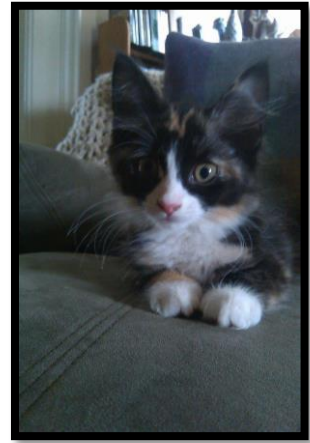
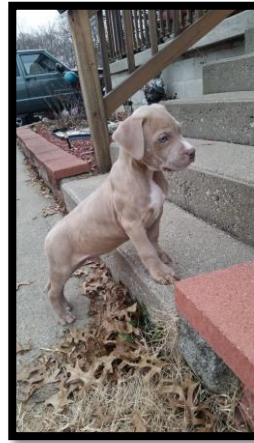


# WHEN HAVE YOU EXPERIENCED STICKY LEARNING?

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



Capture your themes on a flipchart



# STICKY LEARNING





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

Boring

PowerPoint

Rambling in a monotone voice

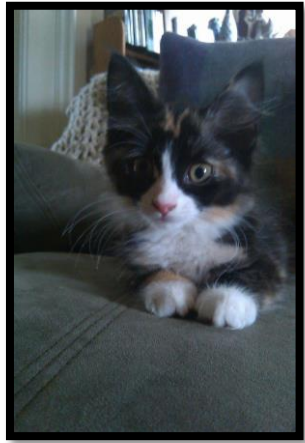
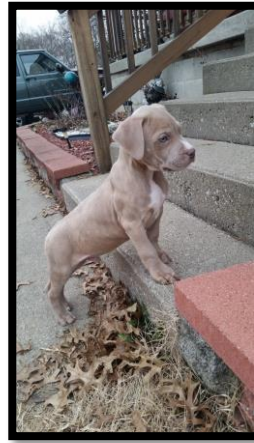
No objectives



LC This question is not active

[Activate question](#)

No post test



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

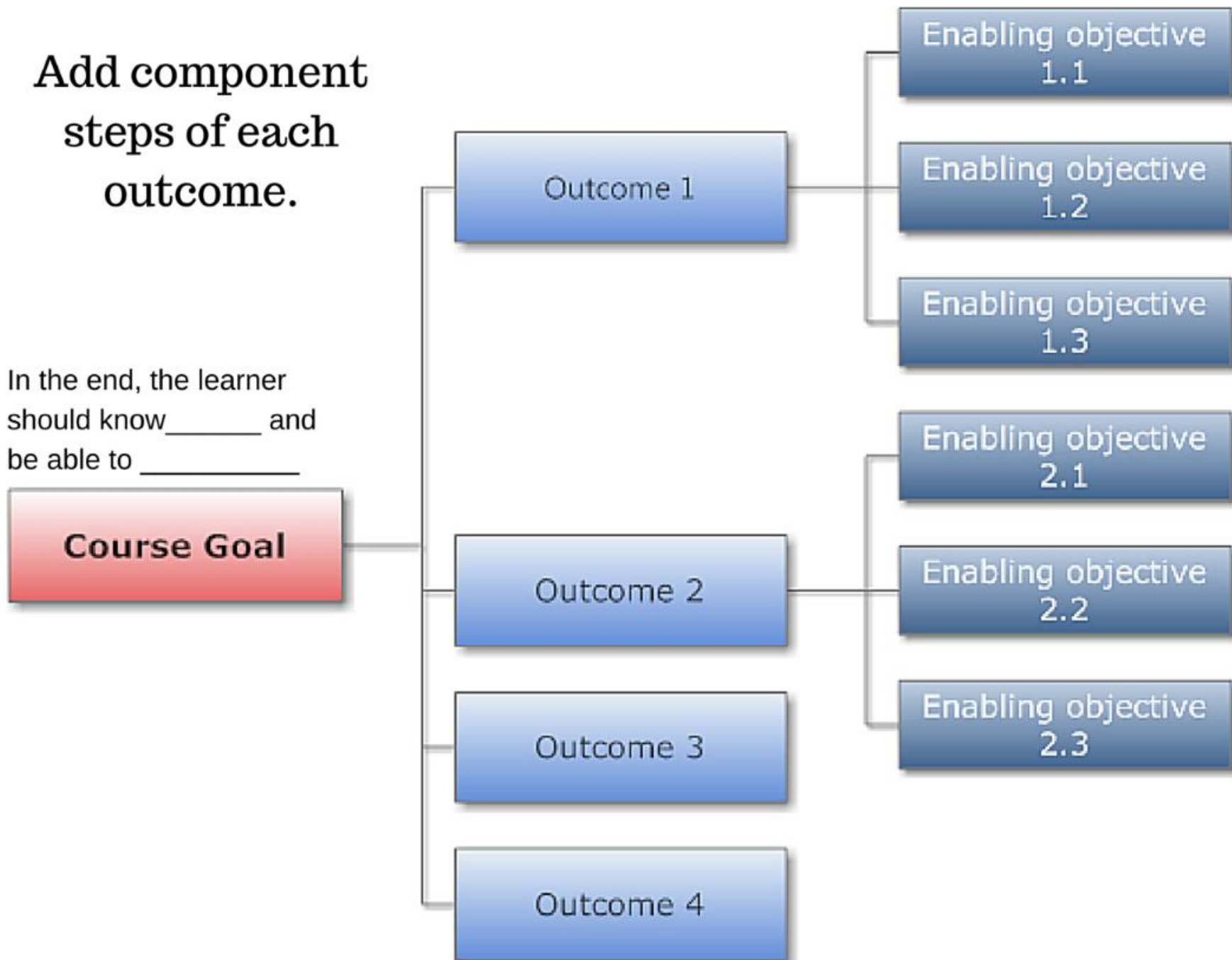


**Focus on  
Teacher/Designer**

**Lesson Plans  
How we get there**

## Add component steps of each outcome.

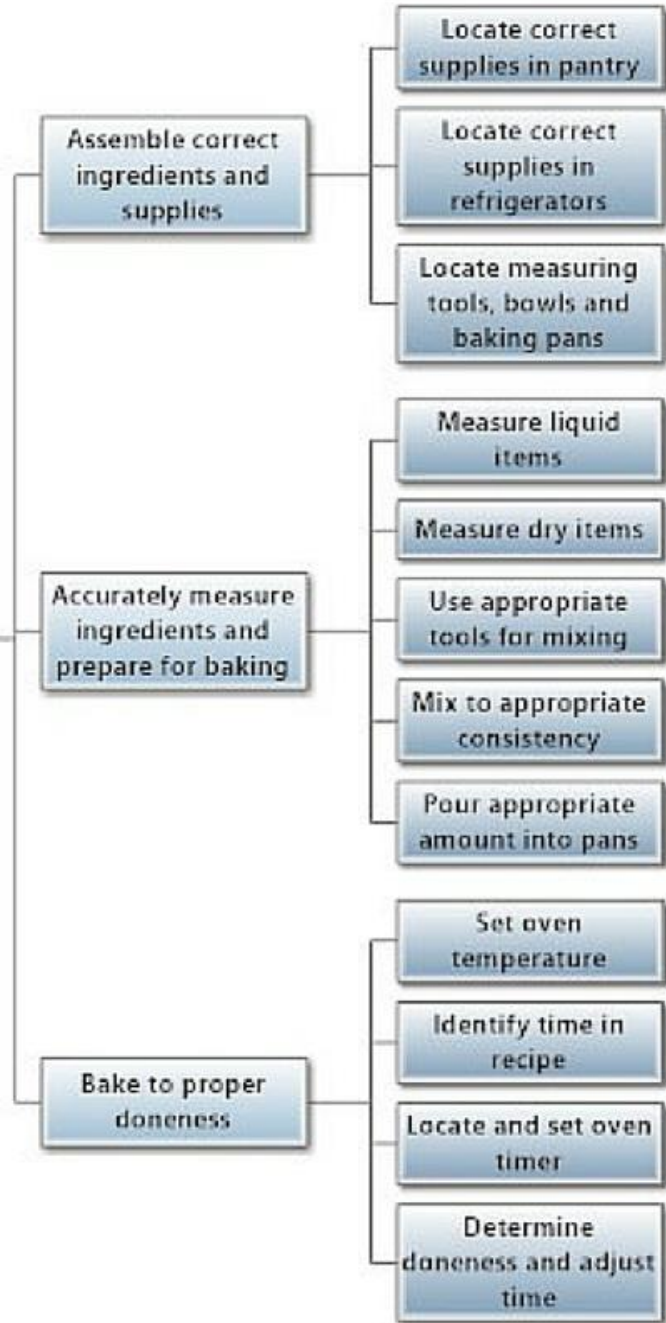
In the end, the learner should know \_\_\_\_\_ and be able to \_\_\_\_\_



# 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?**



?????

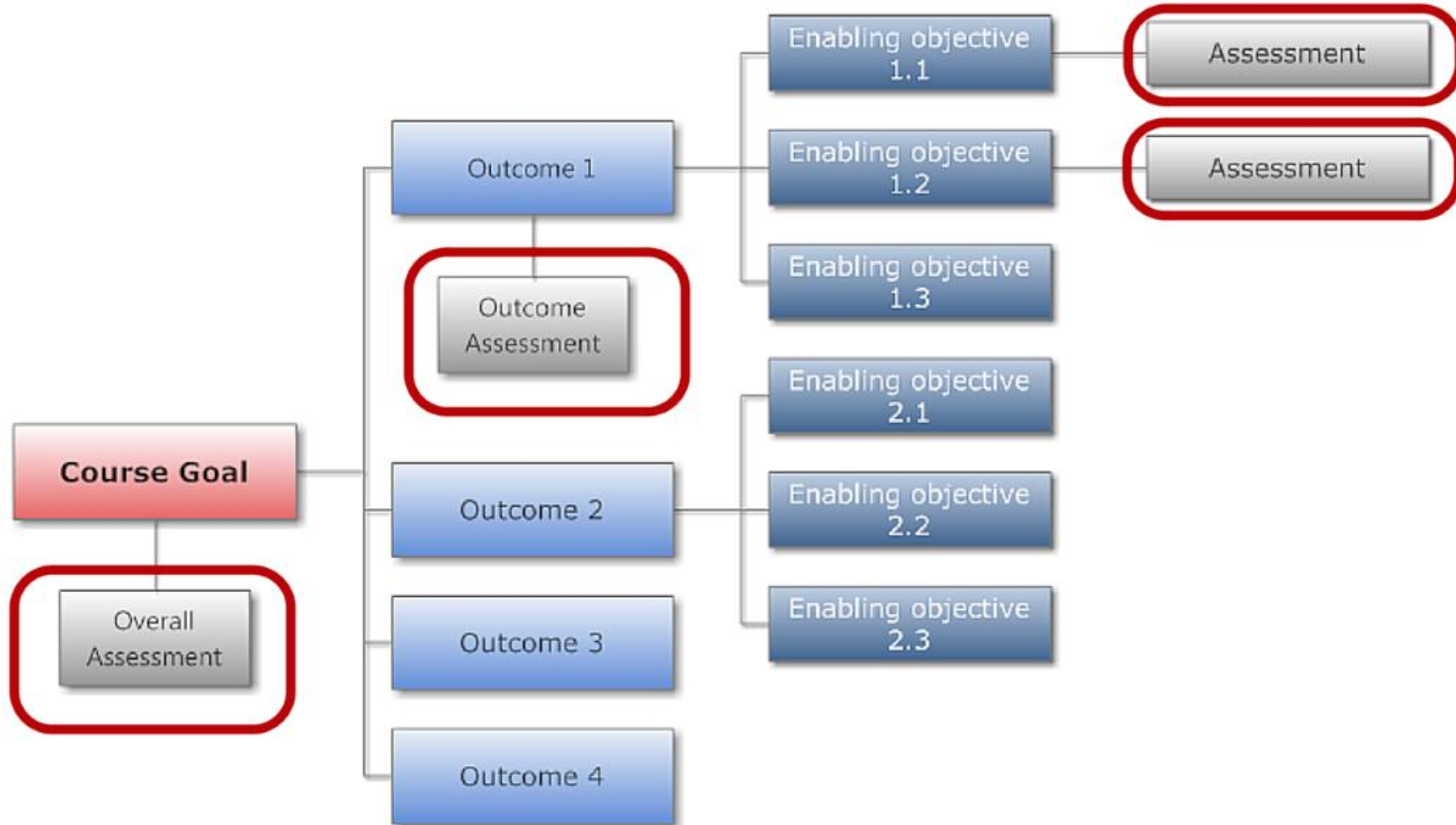


Eureka!

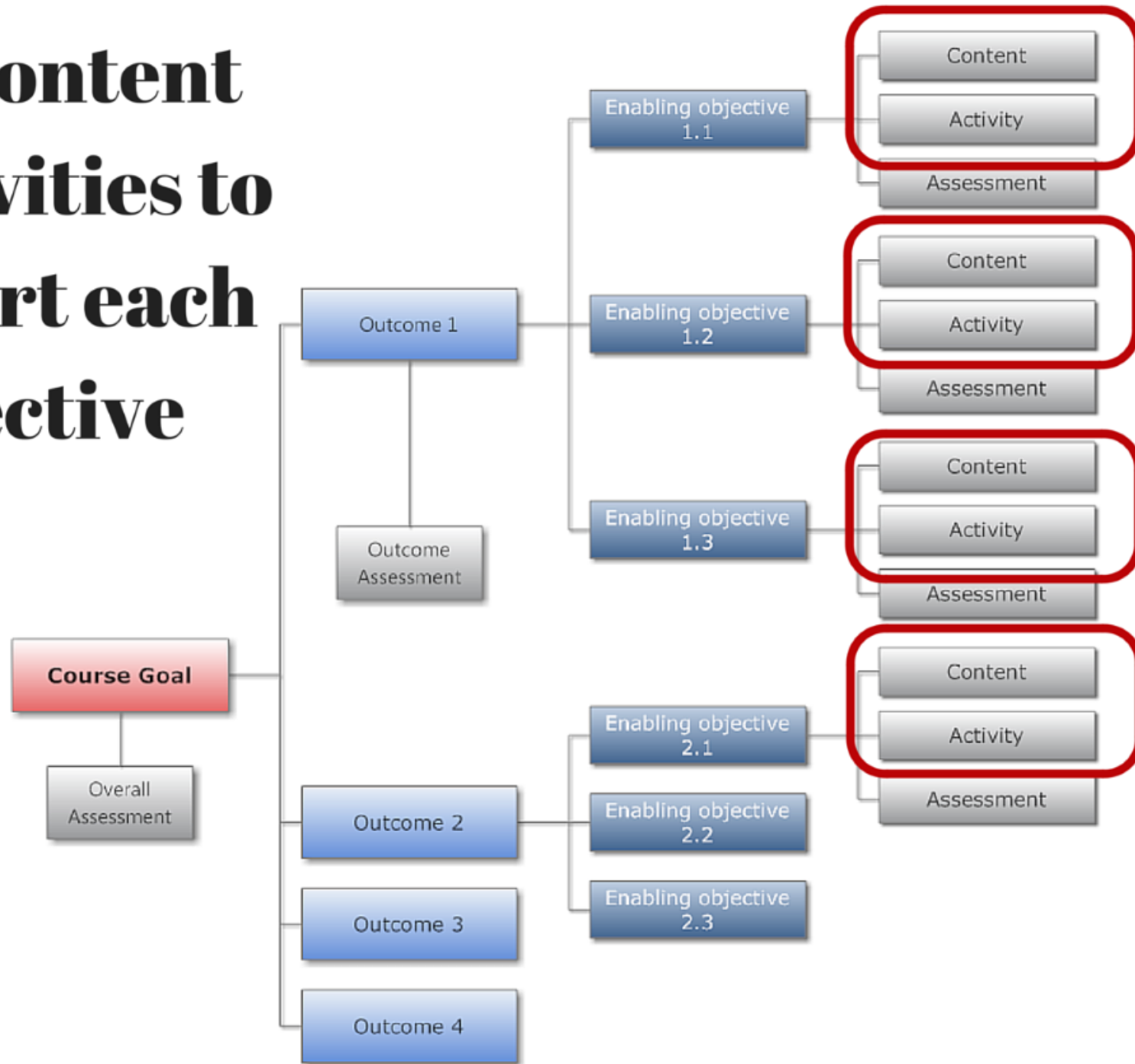


No sweat

# Assess each component



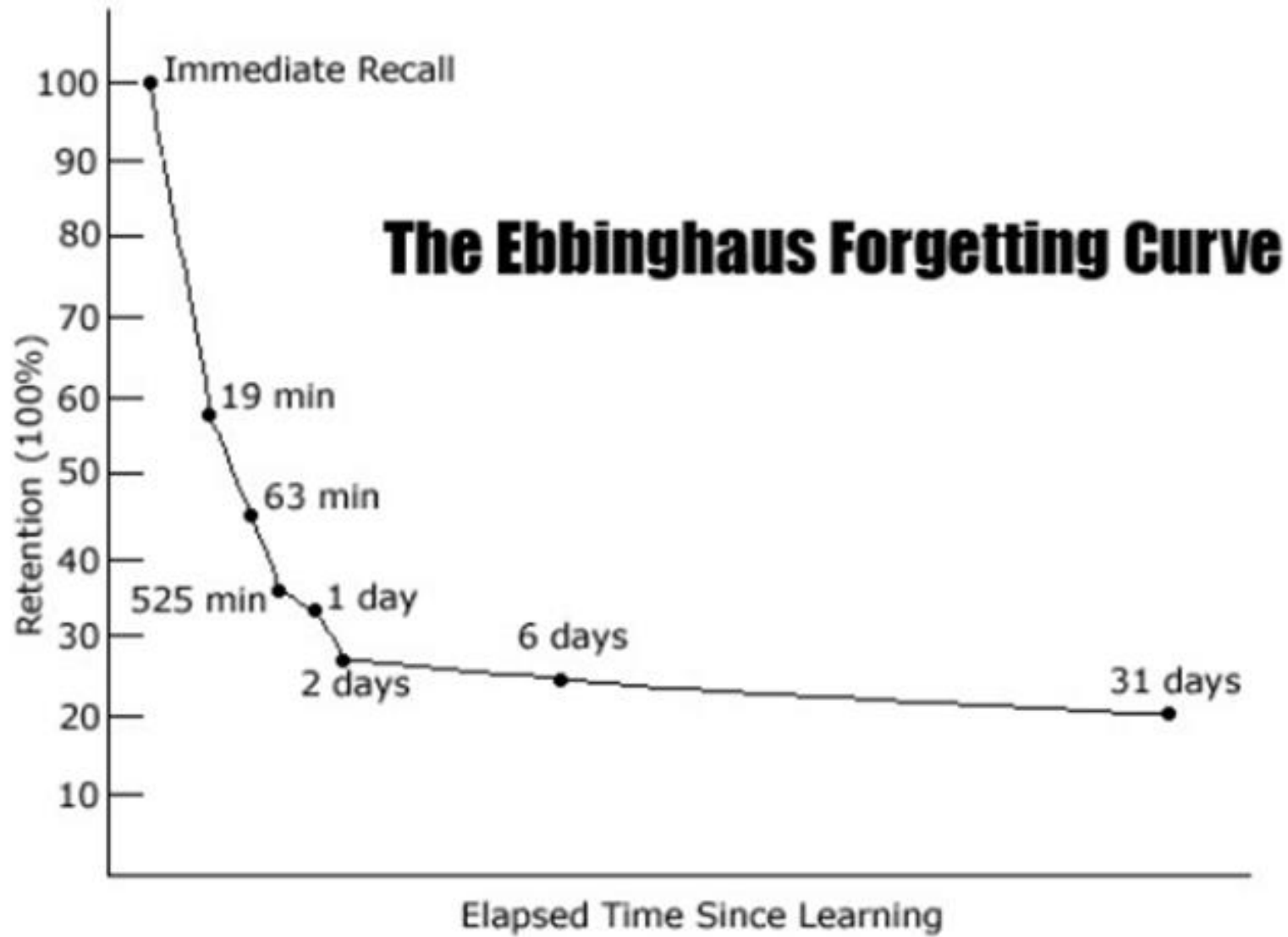
# Add content & activities to support each objective



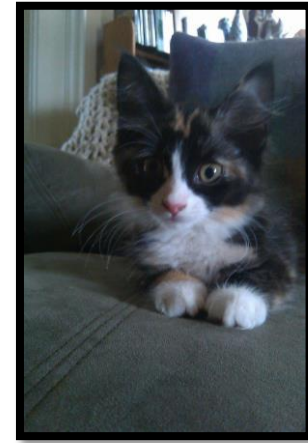
I do that!

So why doesn't my learning stick?





Why doesn't all learning stick?



# 2. STICKY LEARNING is meaningful for the learners.



WHAT'S  
IN IT FOR  
ME?

THAT'S WIFFM  
NOT WIFFT



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

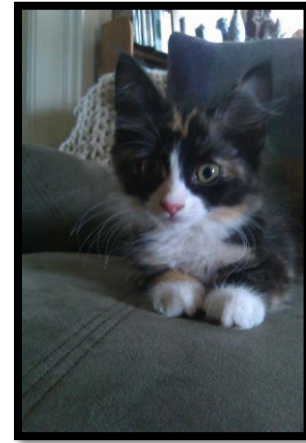
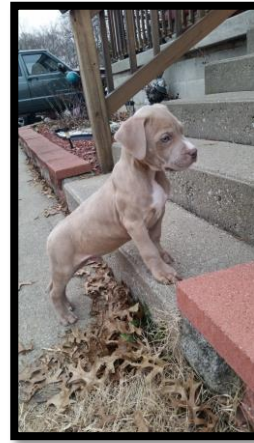
and be

\_\_\_\_\_

able to

\_\_\_\_\_.

**FOCUS on the LEARNER**



3.

# STICKY LEARNING includes discovery.

*And it may be messy.*





# 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.

# Achieving the Results

## Gagne's Nine Instructional Events and Corresponding Cognitive Processes

- |   |                                    |
|---|------------------------------------|
| 1. Gaining attention                    | Reception                          |
| 2. Informing learners of the objective  | Expectancy <b>Connect the dots</b> |
| 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                     |

# Alignment with Andragogy



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

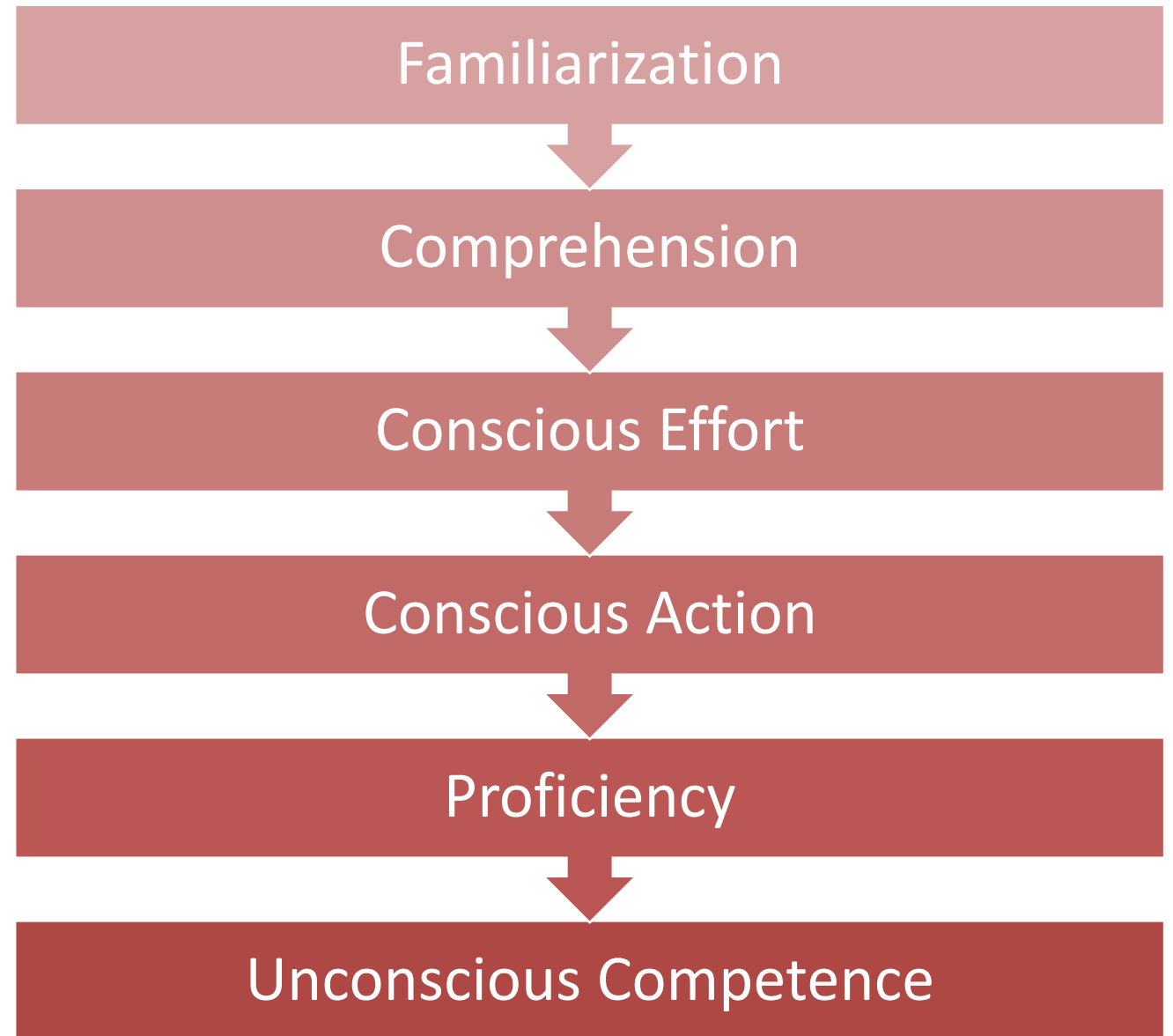
Experience (including mistakes) provides the basis for learning activities.

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.

# How Proficient Must They Be?

Gloria Gery, 1991





# Traditional L&D

## One to Many



Set time & space  
Limited to availability



Anyone, Any time,  
Any place

Mobile  
Phone

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.

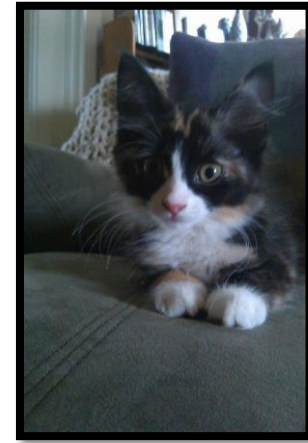
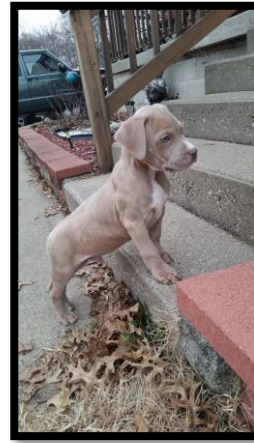
I pay my kid to click through courses.



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

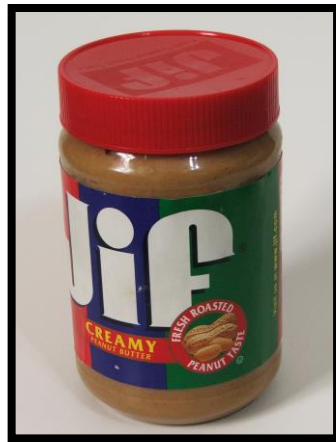
## PULL LEARNING

HOW  
DO WE INVOLVE  
THEM?

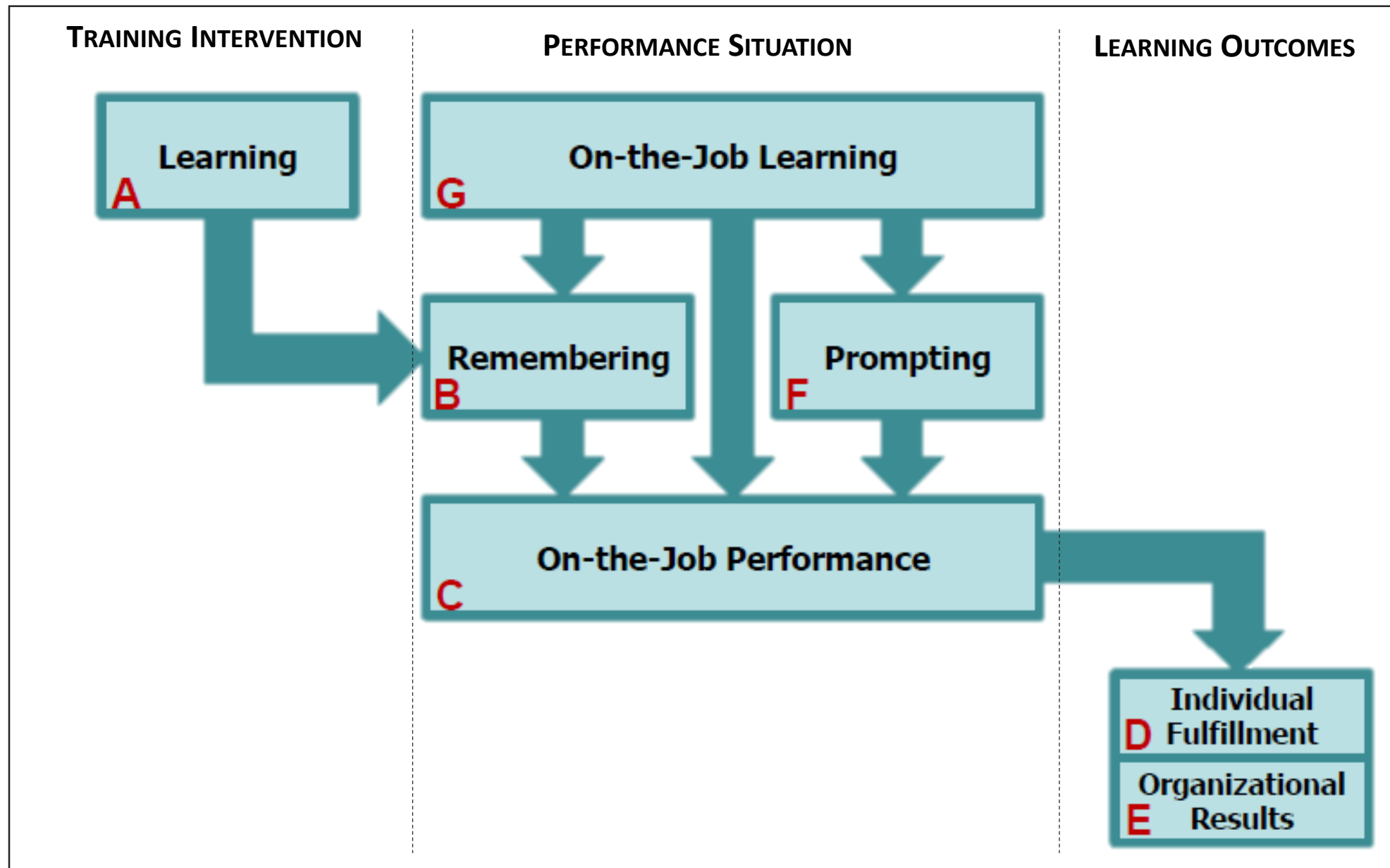


4.

# STICKY LEARNING is scaffolded.



# WILL THALHEIMER Learning Landscape



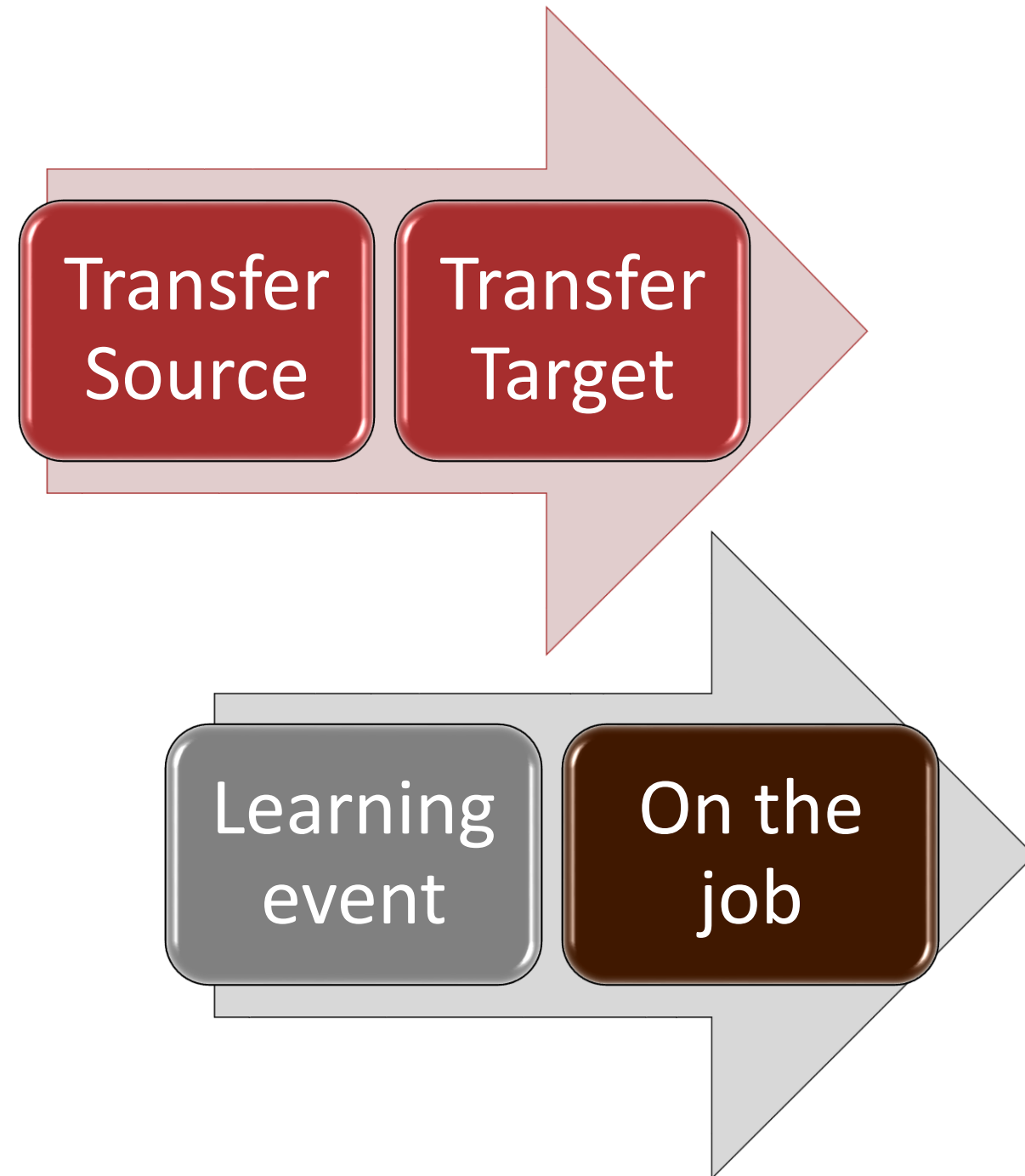
We must support the learning to make it sticky.

# Extended Learning Approach



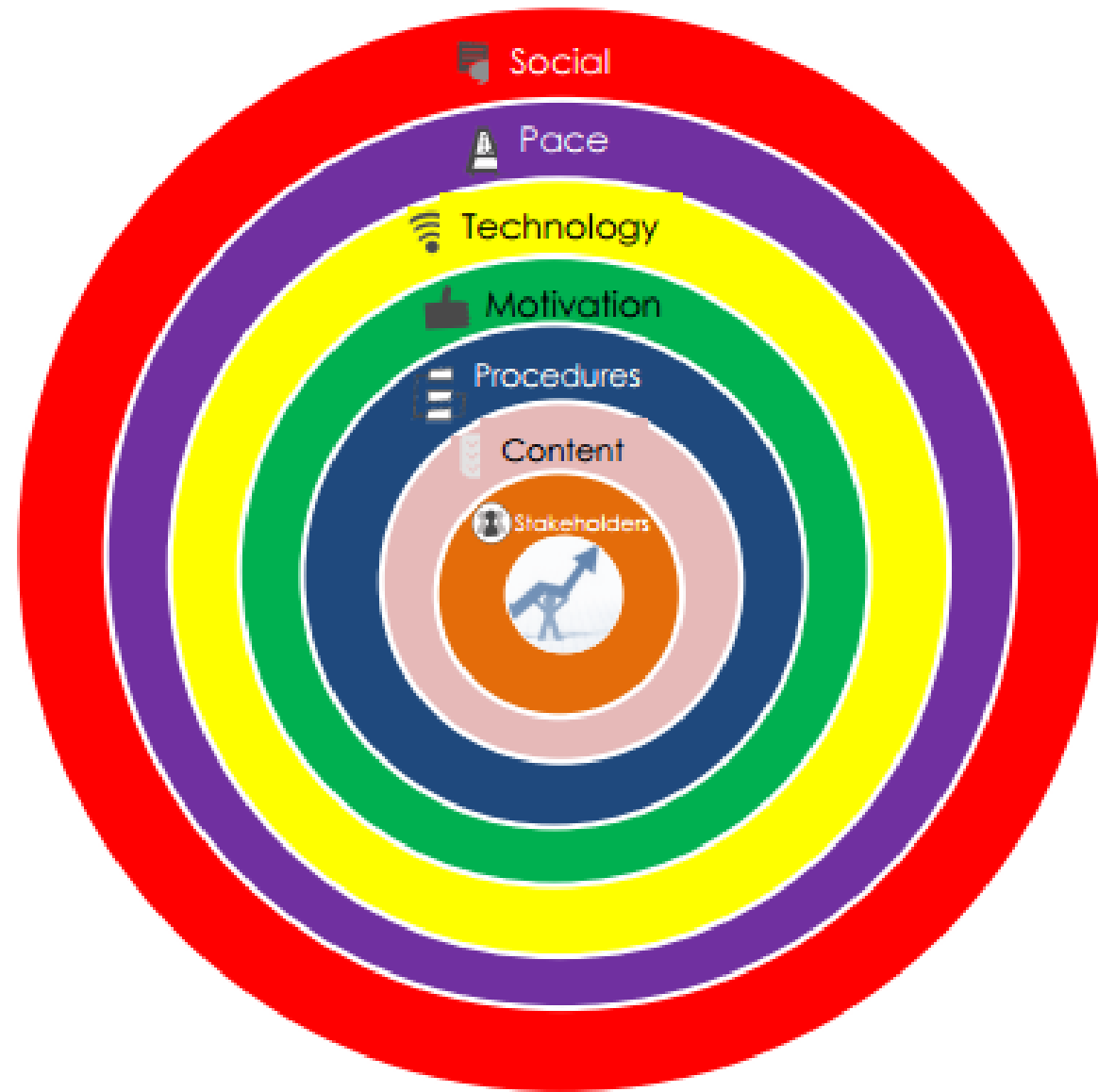
**Transfer of learning** is described as the process and the effective extent to which past experiences (**transfer source**) affect learning and performance in a new situation (**transfer target**).








Laura Van den Ouden  
ICM Learning, 2016





# 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

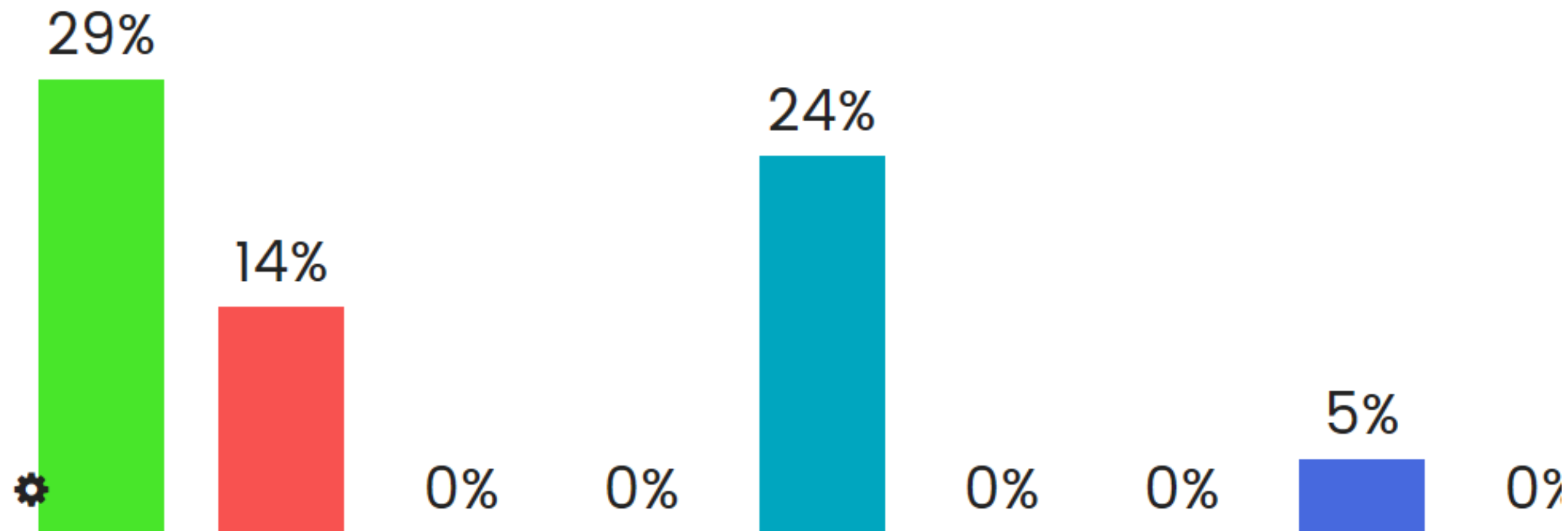
## ORGANIZATIONAL ALIGNMENT

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

Go to [www.govote.at](http://www.govote.at) and use the code 82 96 7

## 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

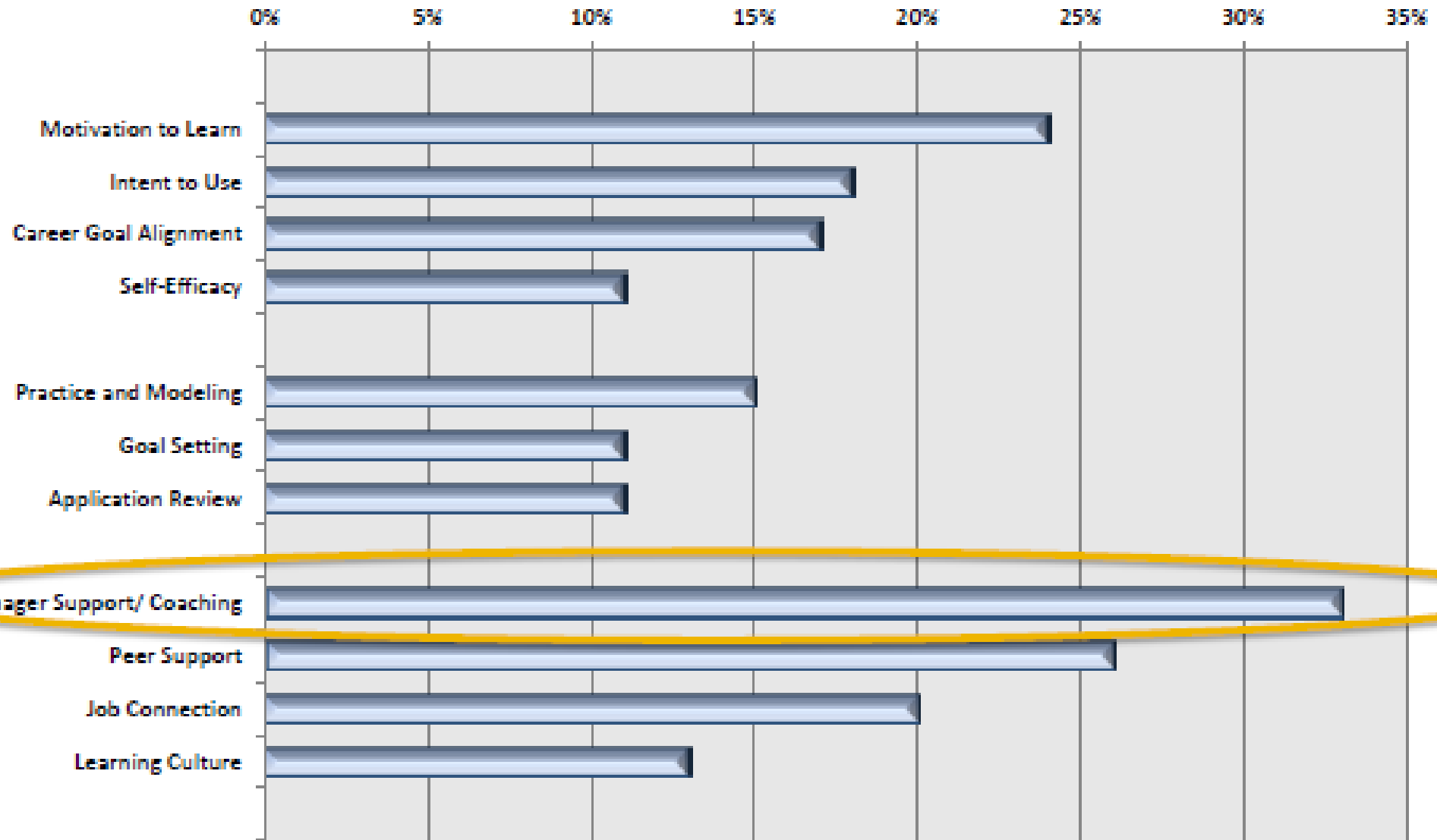
Manager Support

Peer Support

Job Connection

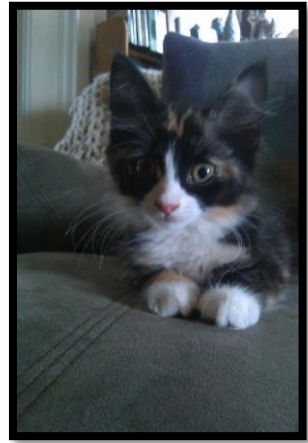
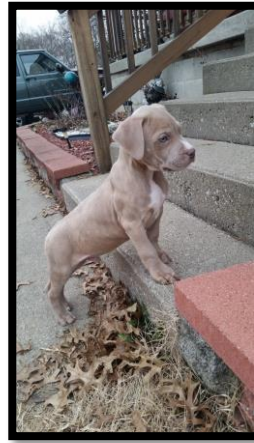
Learning Culture

## Average Improvement in Learning Transfer





	Number of Studies	Average Difference Score	Difference Score Range
<b>Learner Readiness</b>			
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%
<b>Learning Transfer Design</b>			
Practice and Modeling	5	15%	10% to 22%
Setting Learning Goals	3	11%	7% to 18%
Application Review	2	11%	10% to 12%
<b>Organizational Alignment</b>			
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"><li>• <b>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa.</b></li><li>• <b>Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.</b></li><li>• <b>Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.</b></li></ul>	<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"><li>• Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa.</li><li>• Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.</li><li>• Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.</li></ul>	<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"><li>• Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa.</li><li>• Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.</li><li>• Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.</li></ul>

# 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

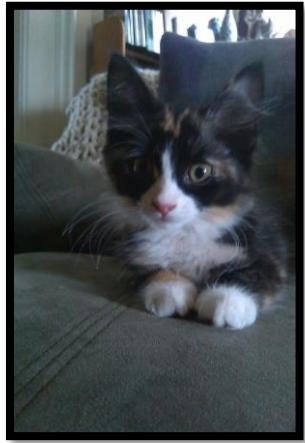
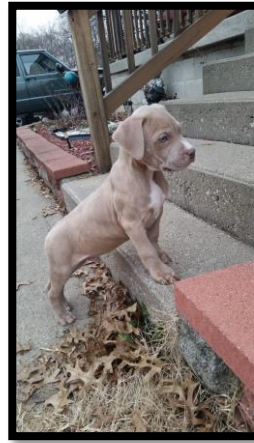
Plan

# 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

**Please take a moment to complete your evaluation.**



**Jean Marrapodi**

[jmarrapodi@applestar.org](mailto:jmarrapodi@applestar.org)

[@jmarrapodi](#)

[www.applestar.org](http://www.applestar.org)

**Thanks for coming!**