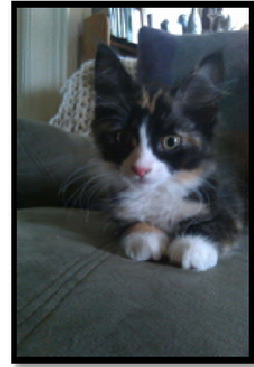
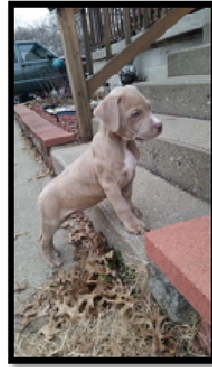


# Session #202

## Sticky Learning: Ensuring Transfer

Jean Marrapodi, PhD, CPLP, Illumina Interactive

Orlando, FL • March 22 – 24, 2017



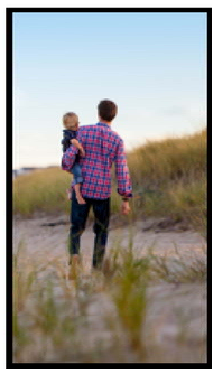
# STICKY Learning

ensuring transfer

**LEARNING SOLUTIONS**  
CONFERENCE & EXPO  
1:00 PM Wed, March 22



Jean Marrapodi  
 **illumina**  
INTERACTIVE LEARNING





# What does sticky mean?

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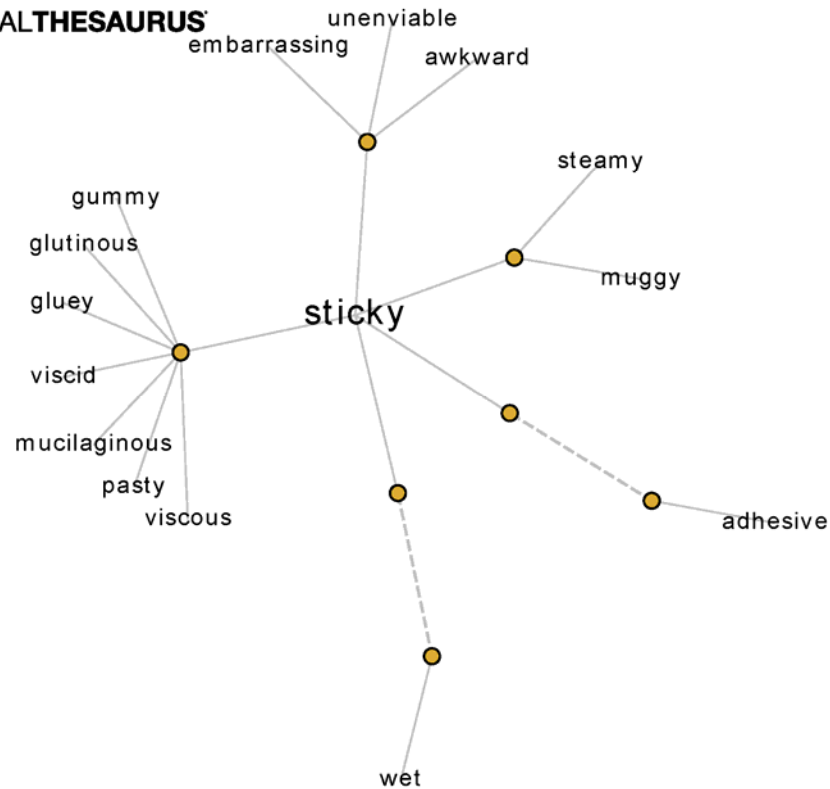
**adjective, stickier, stickiest.**

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.**

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**noun, plural stickies.**

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How about the thesaurus?



# YUCK!

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



Go to [www.menti.com](https://www.menti.com) and use the code **56 11 99**



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

Mentimeter

Be boring

Make it dry and boring

Lecture

Boring

Death by powerpoint

Monotone

Lots of text

Don't train

Too much taking

Too much content

Generic

Connect content to learner need



This question is not active [Activate question](#)



112



# 1. STICKY LEARNING has a clear purpose.

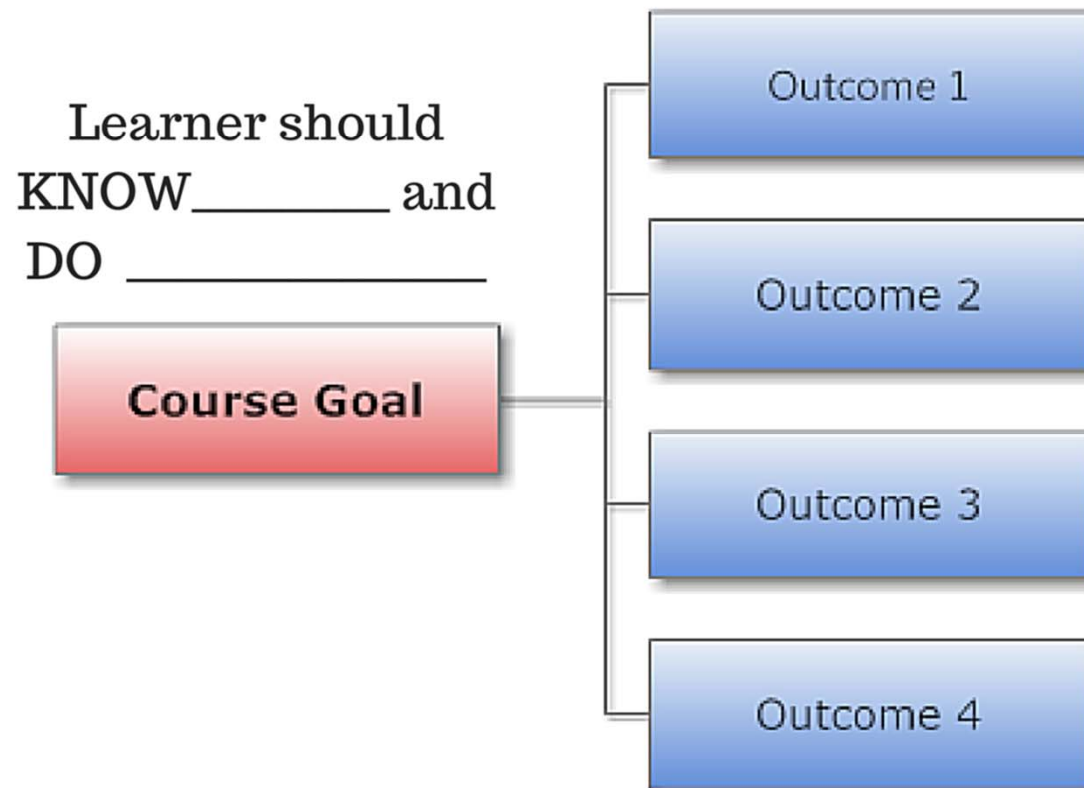






**In the end**  
what do you  
want your  
learner to  
**KNOW**  
and  
**DO?**





**Add components of that goal**

# OUTCOMES



**Focus on the  
Learner**

End State  
Results

WIFFM?

# OBJECTIVES

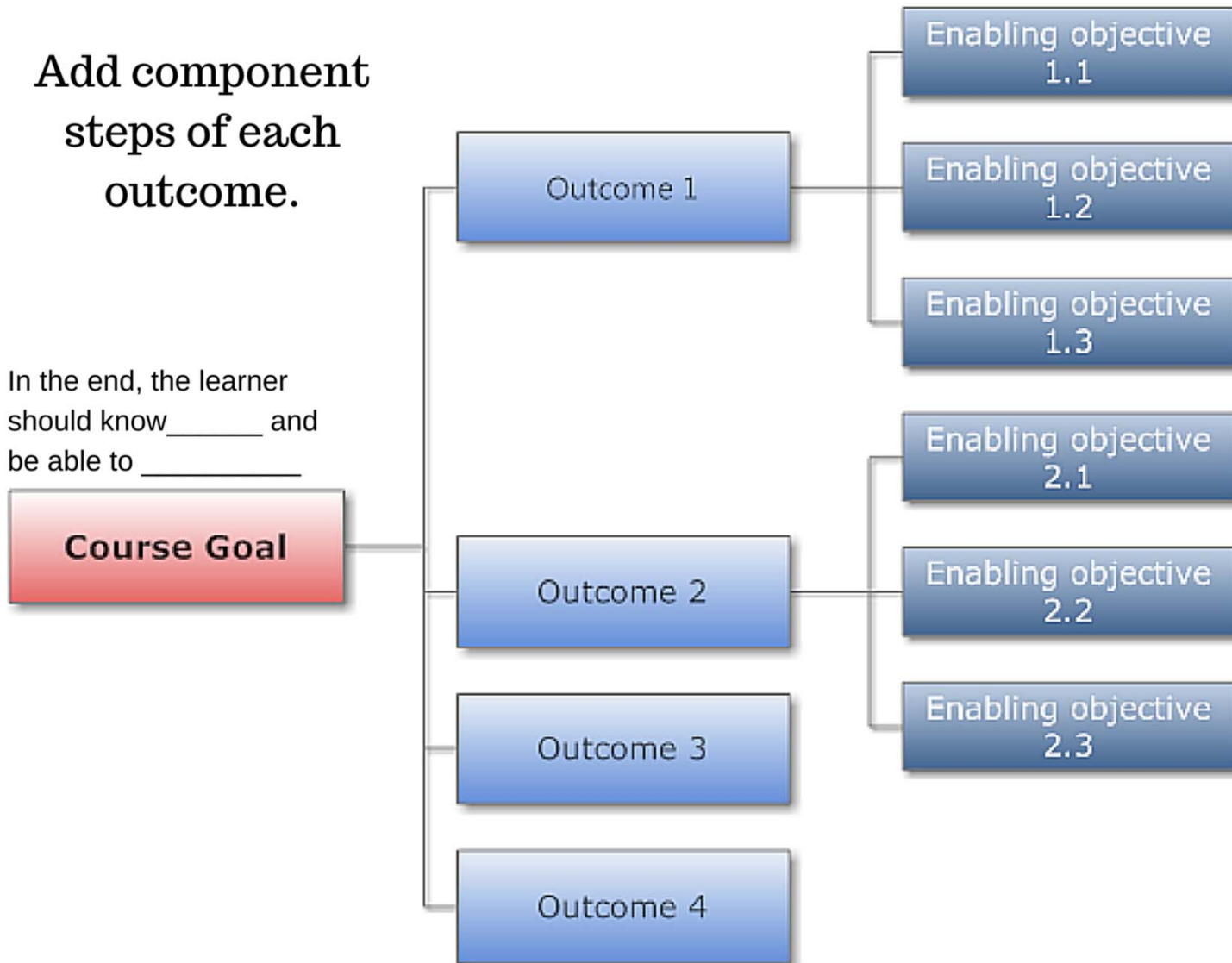


**Focus on  
Teacher/Designer**

Lesson Plans  
How we get there

**Add component  
steps of each  
outcome.**

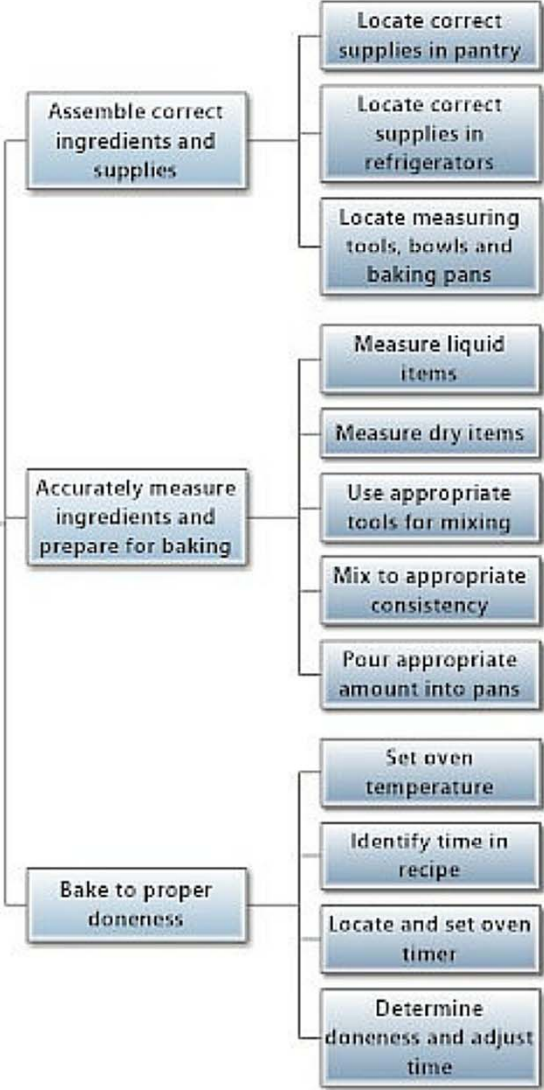
In the end, the learner  
should know \_\_\_\_\_ and  
be able to \_\_\_\_\_



# 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

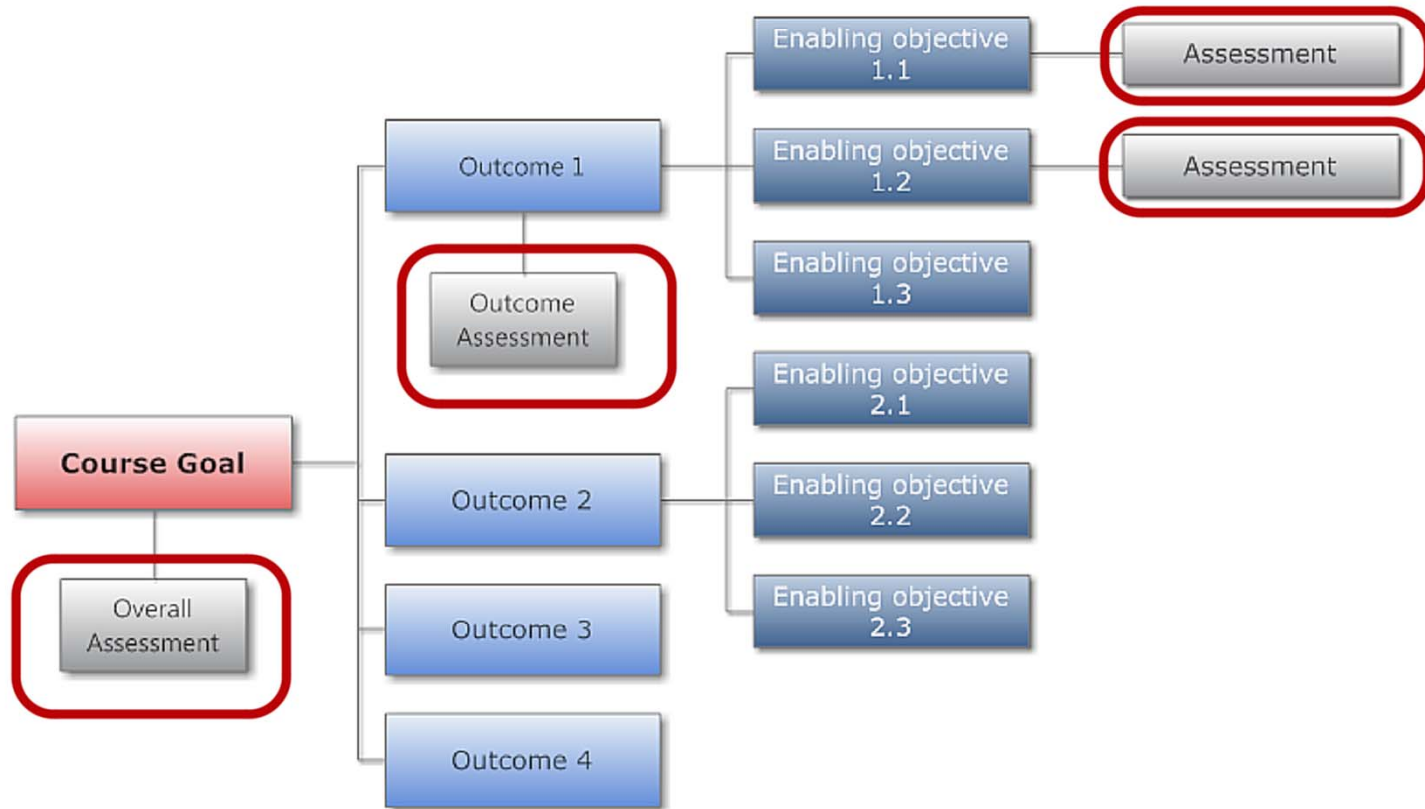




How do you  
know  
that they  
know that  
they know?

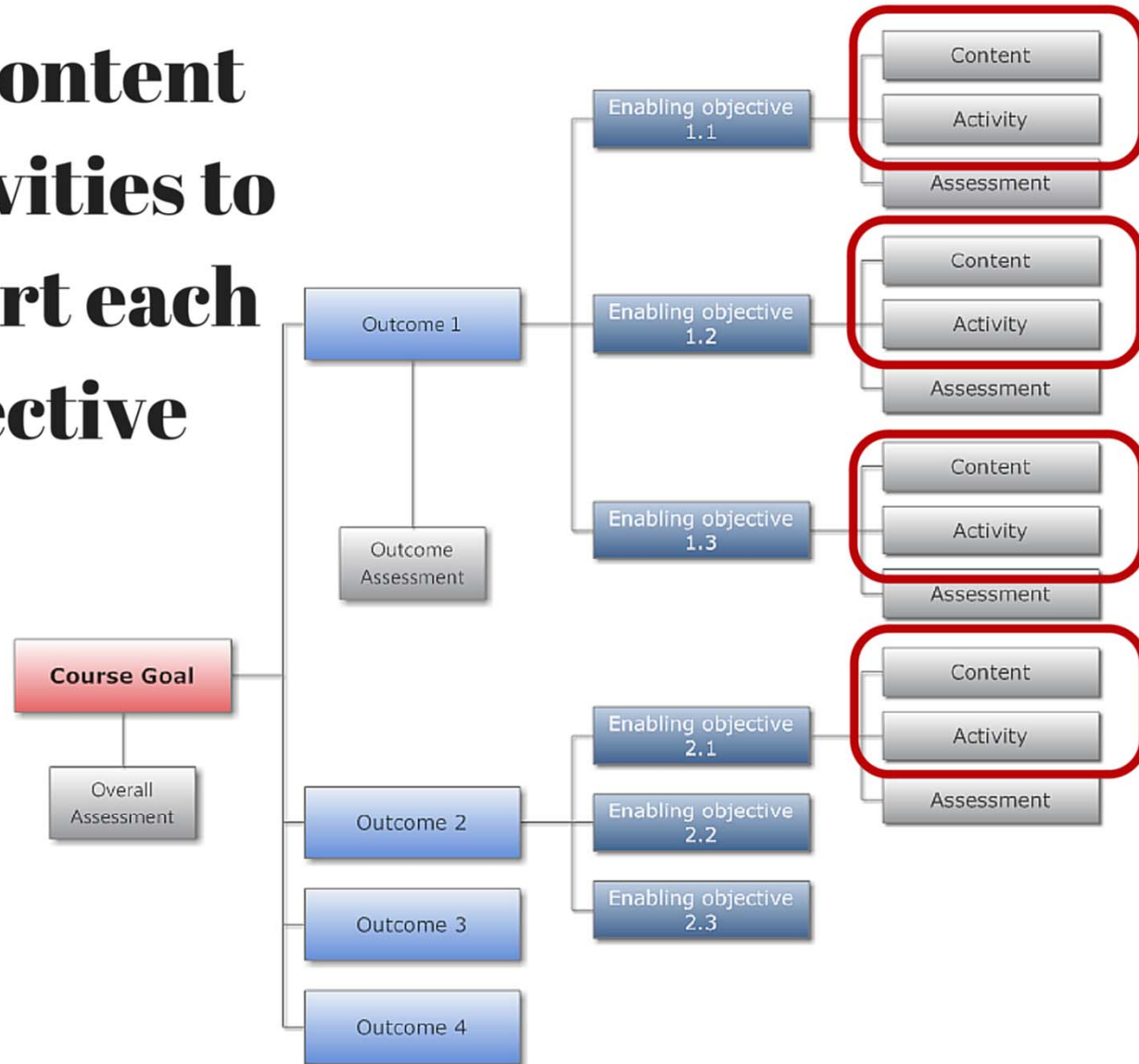


# Assess each component





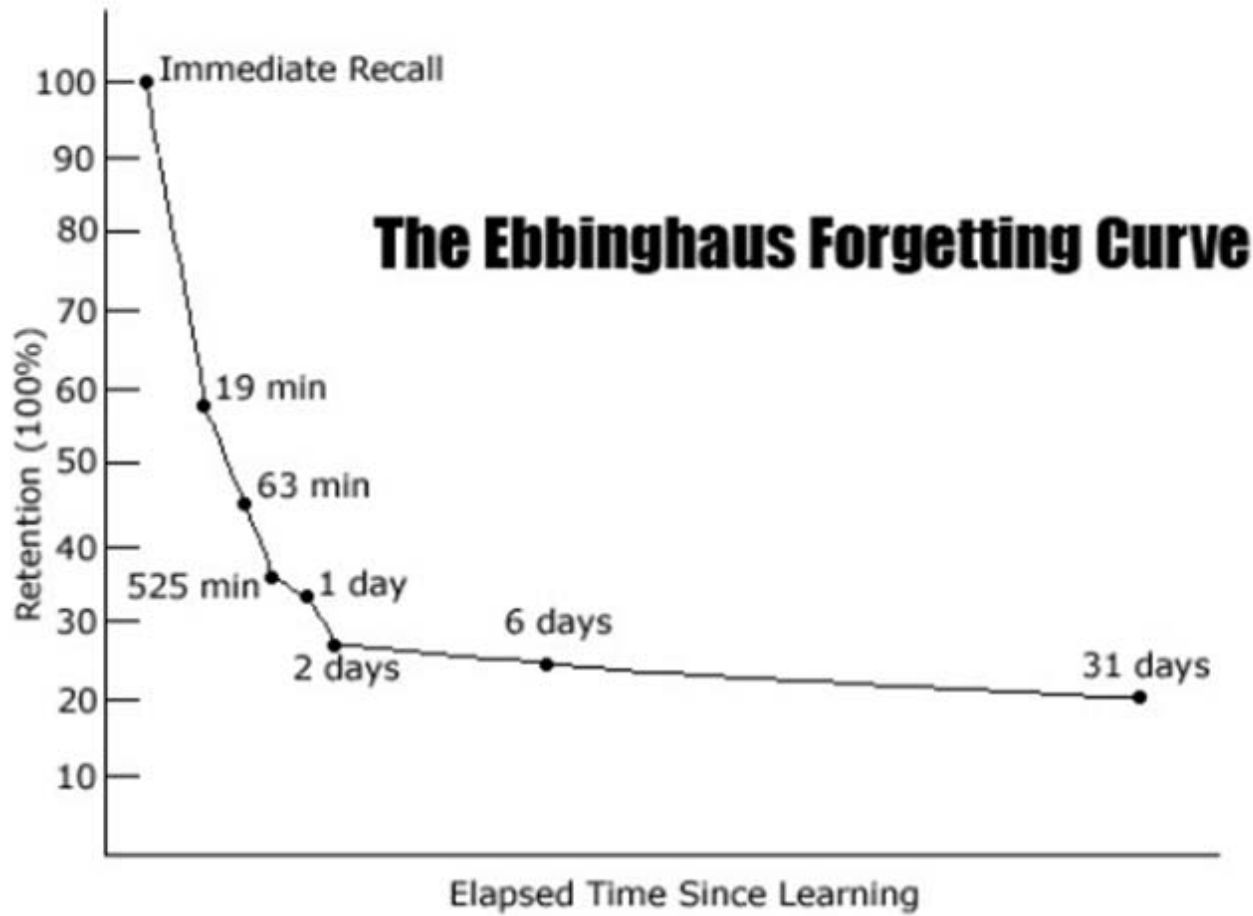
# Add content & activities to support each objective



I do that!

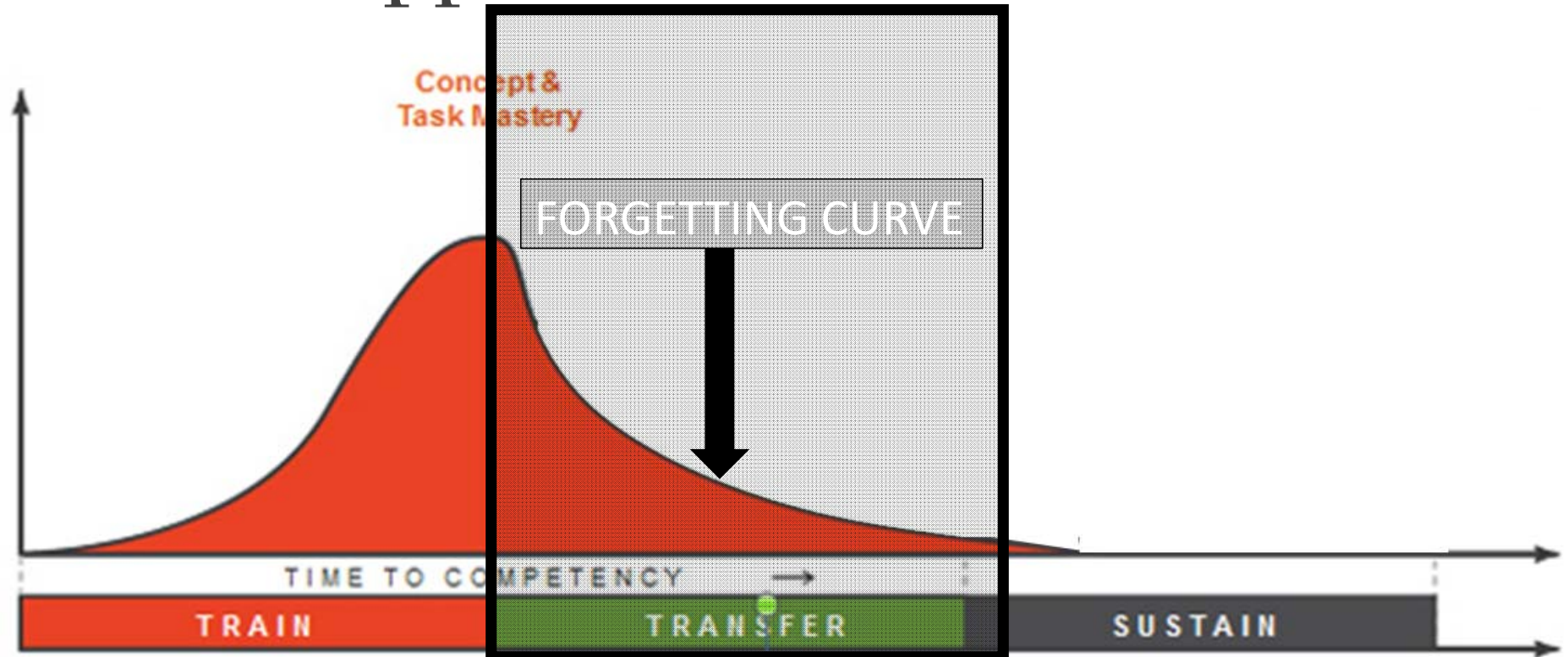
So why doesn't my learning stick?





Why doesn't all learning stick?

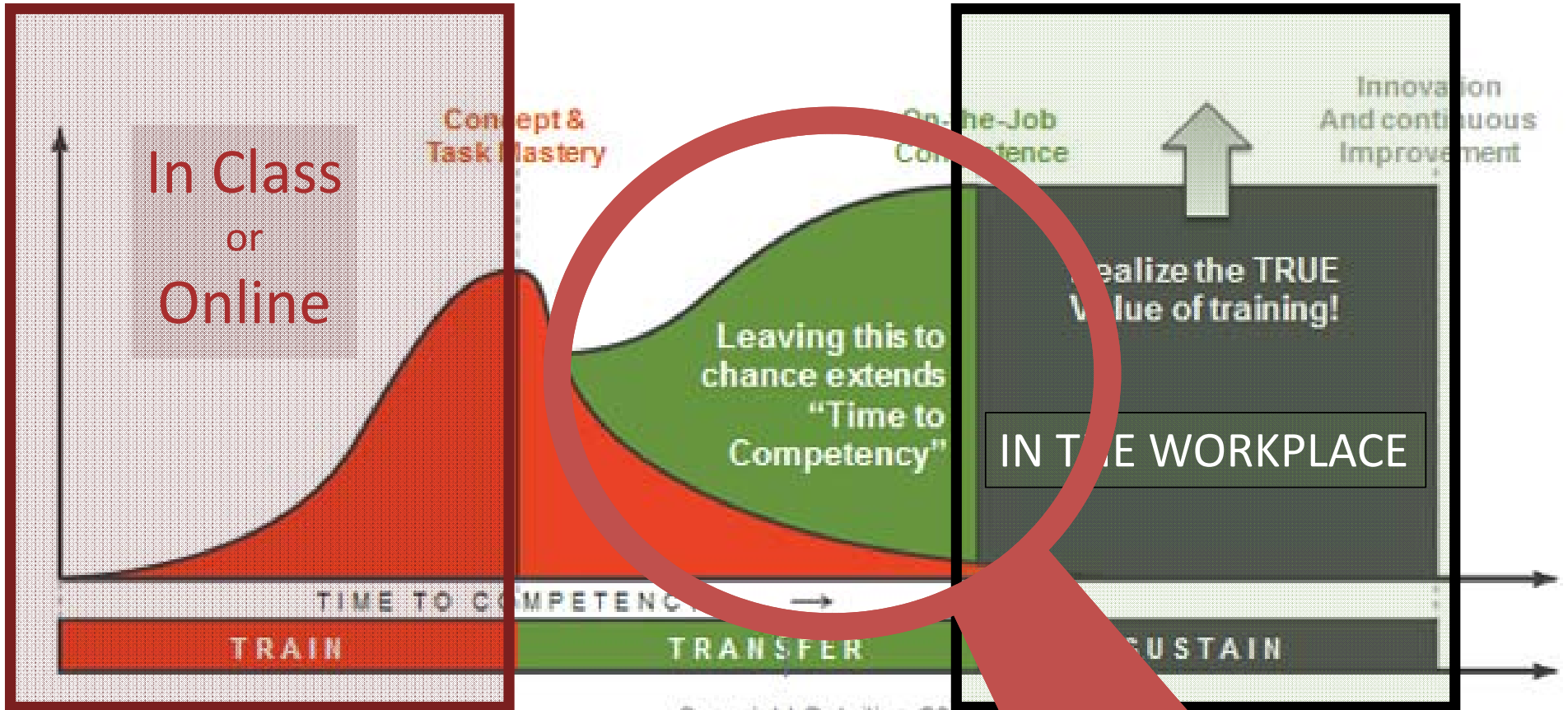
# What happens in class and afterwards?



Copyright Ontuitive 2012

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>





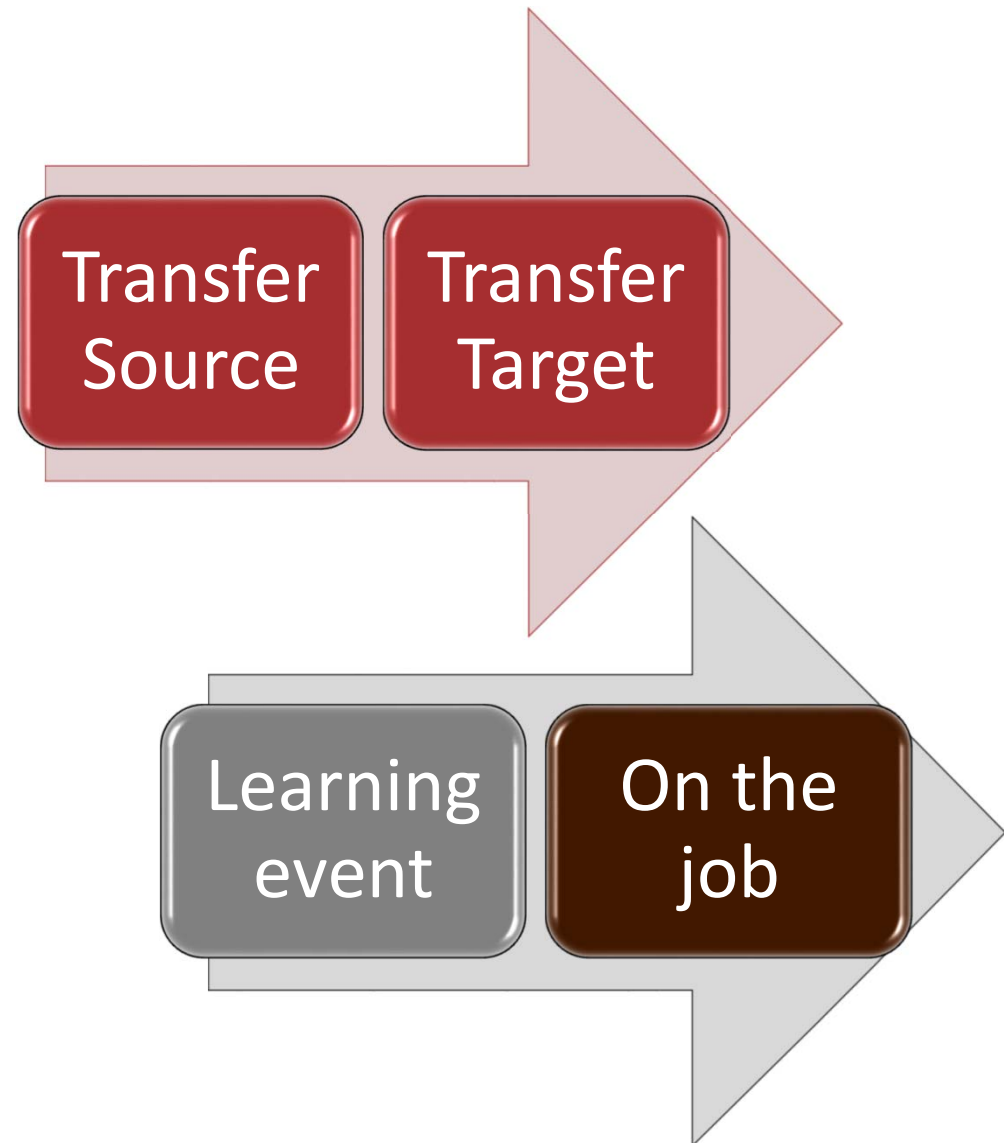
Copyright Ontuitive 2012

Gottfredson, C. and Moore, J. (2012) Learning All Five Moments of Learning Need?  
*Learning Solutions Magazine*, <https://www.learningsolutionsmag.com/articles/949>



**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 WIFM  
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

and be

\_\_\_\_\_

able to

\_\_\_\_\_.

FOCUS on the LEARNER



# 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                     |



3.

# STICKY LEARNING includes discovery.

*And it may be messy.*

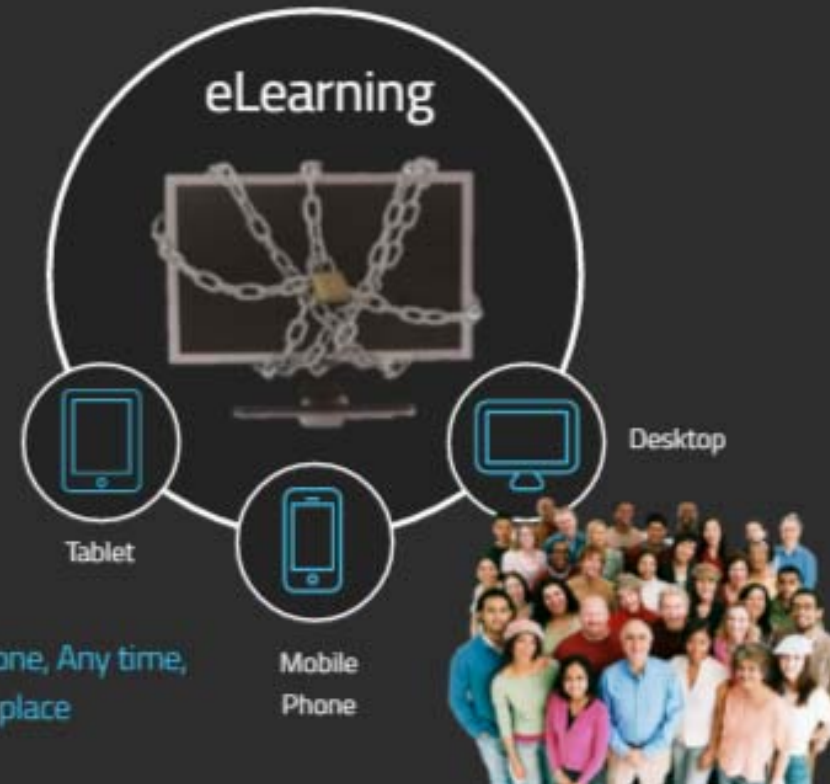


# Traditional L&D

## One to Many



Set time & space  
Limited to availability



Anyone, Any time,  
Any place

Mobile  
Phone



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.

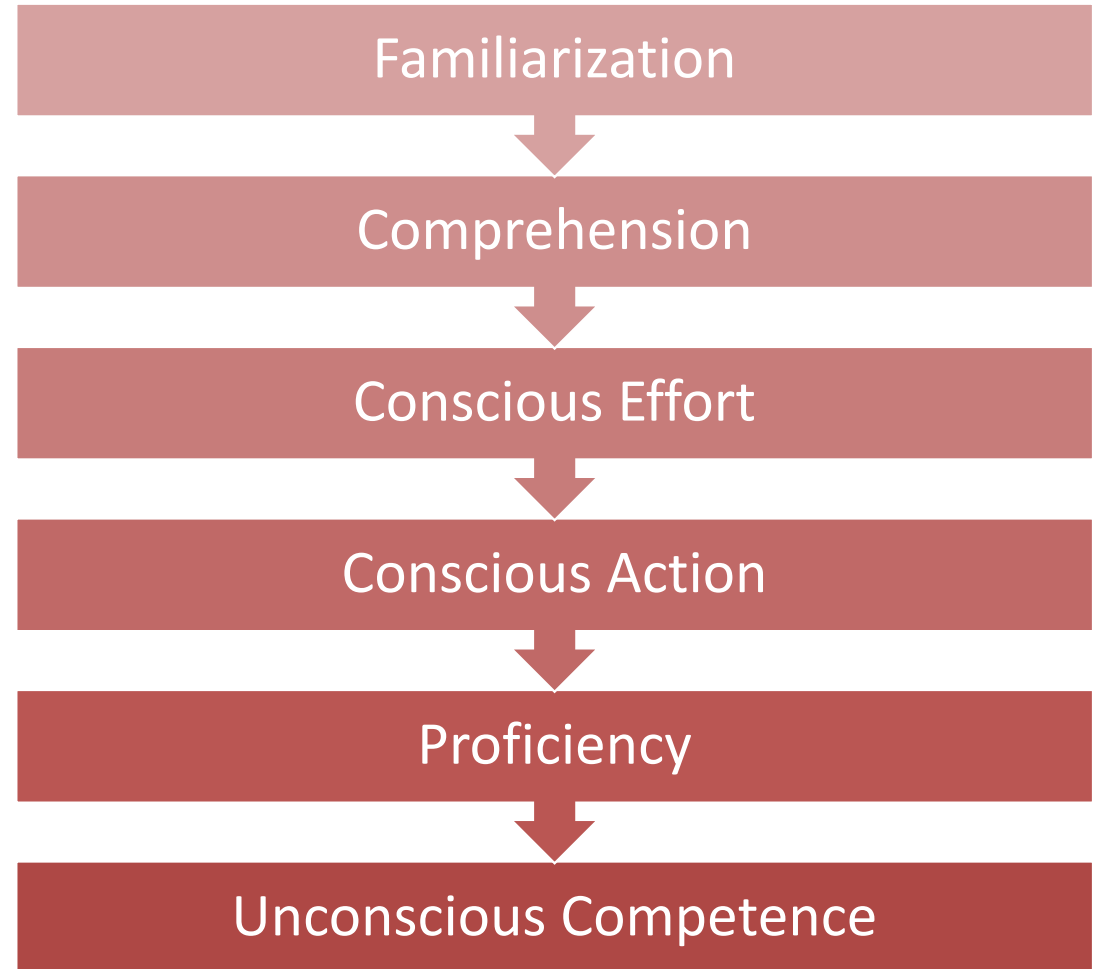


Show me why, teach me how, then let me explore to find more.

## 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?

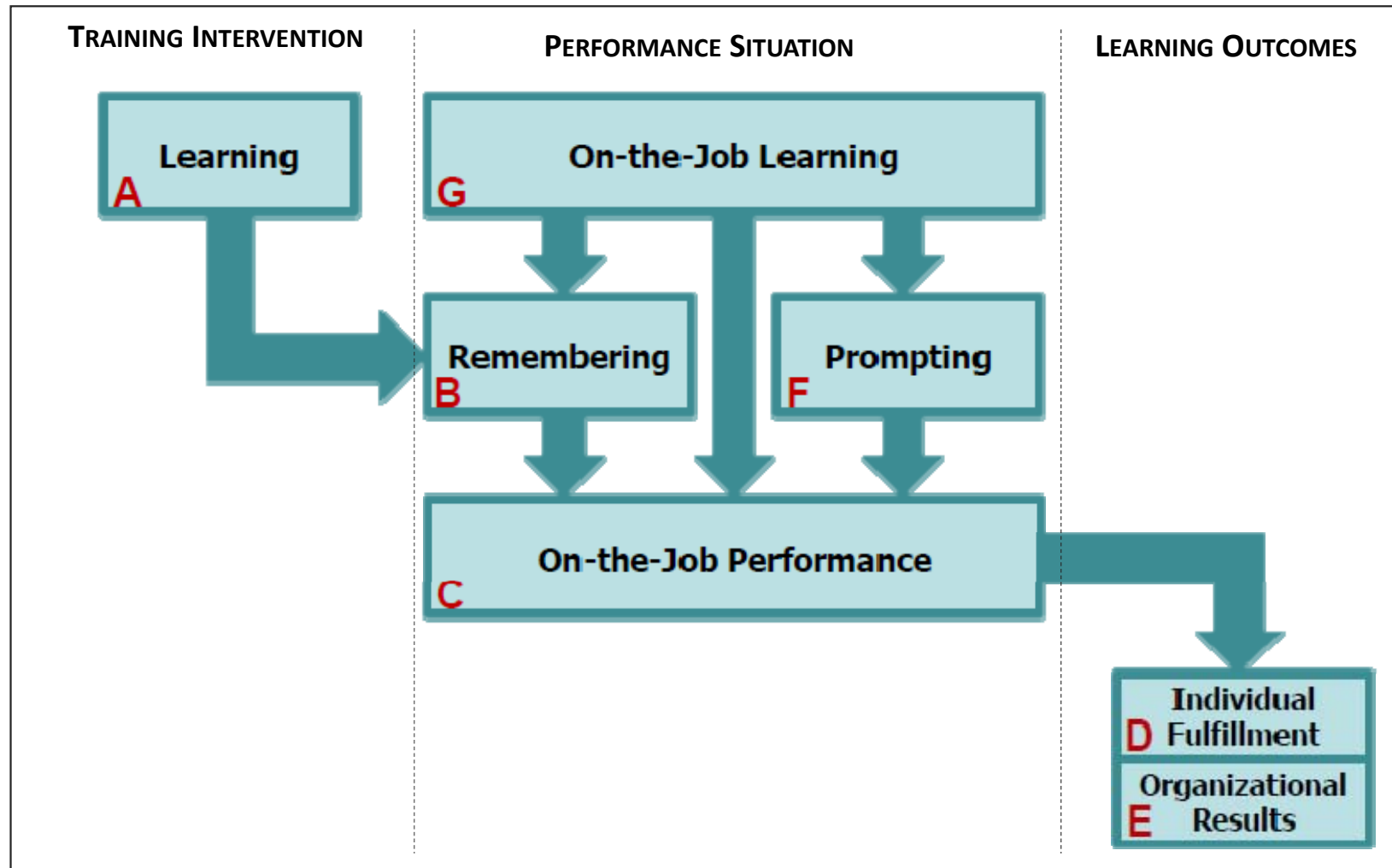


4.

# STICKY LEARNING is scaffolded.



# WILL THALHEIMER Learning Landscape



We must support the learning to make it sticky.

# Extended Learning Approach

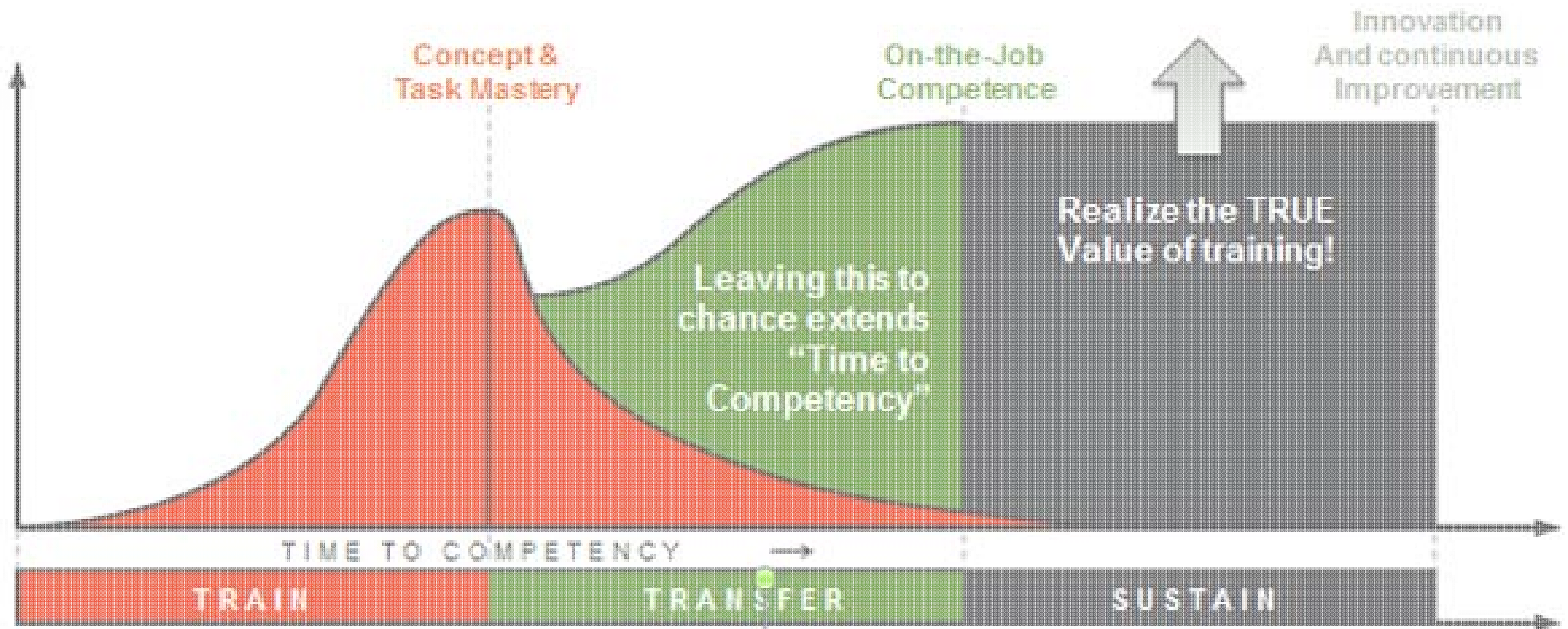
Performance



12 Months

From Wilson Learning, 2016





Transfer Source

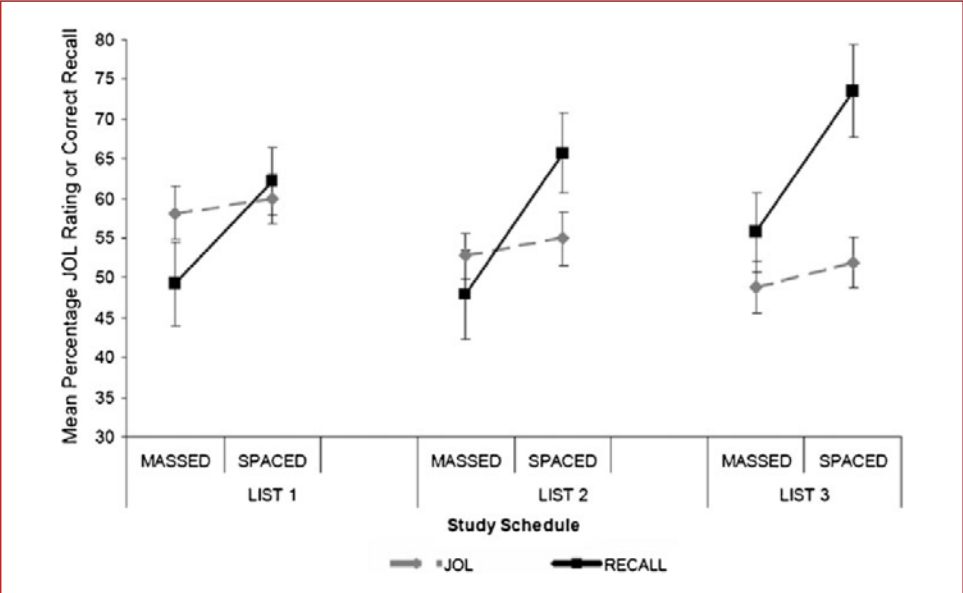


Transfer Target

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

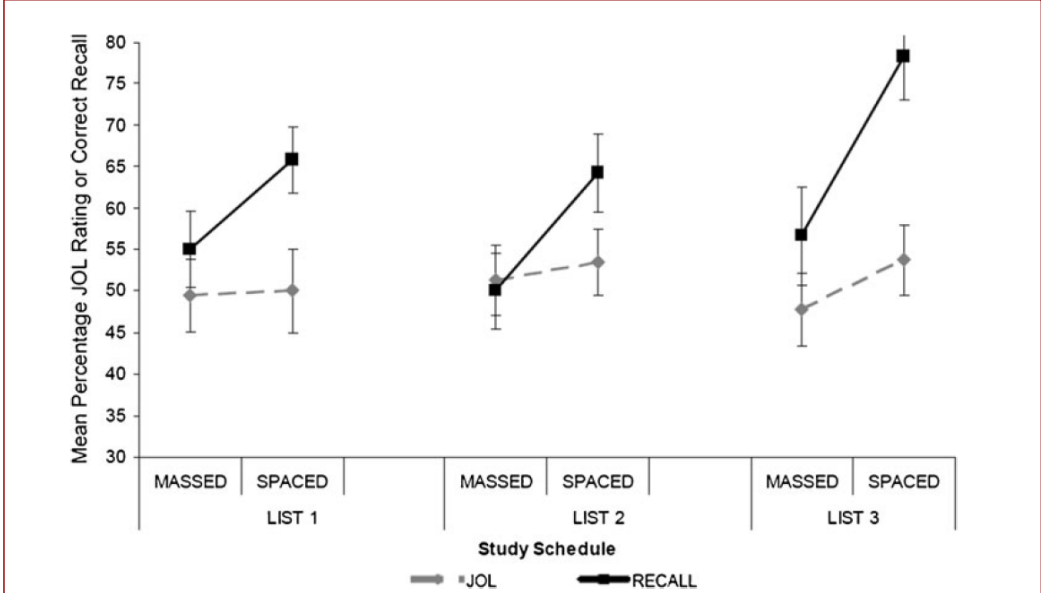
# Research Supports It: Repeated Exposure Increases Retention

SPACED REPETITION



(JOL=Judgement of Learning)

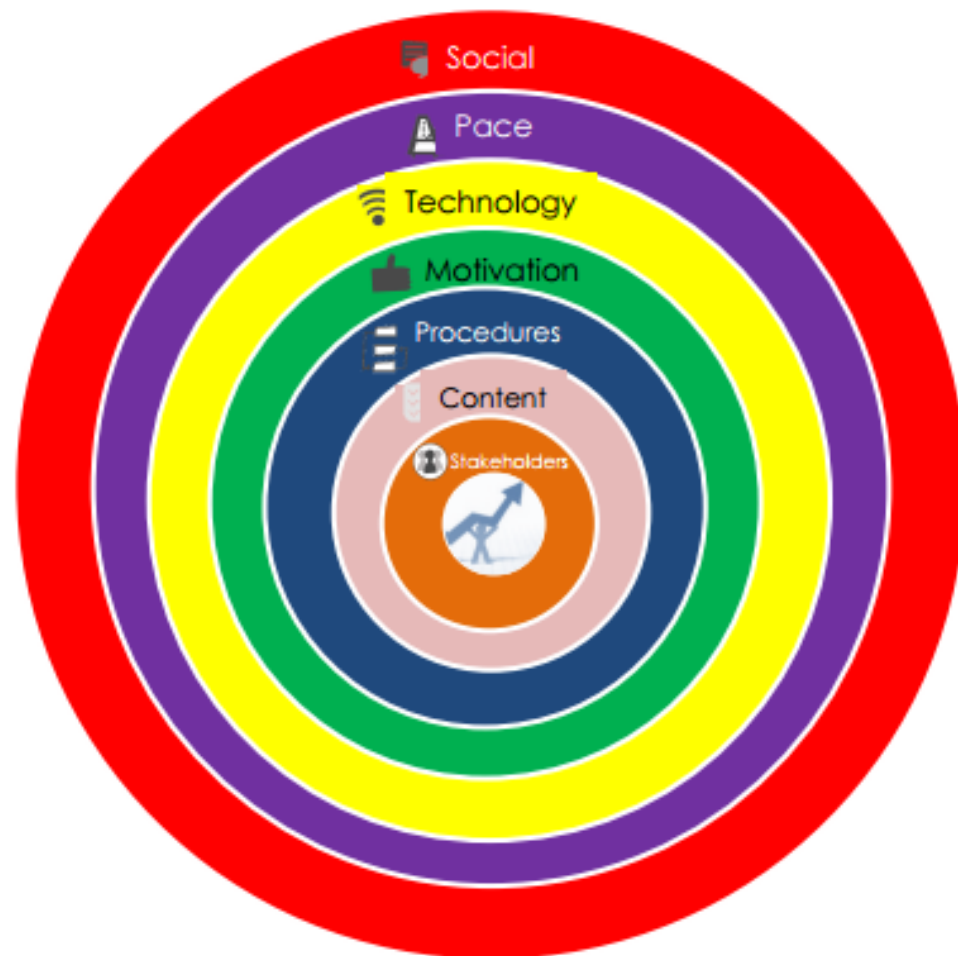
LONGER TIME BETWEEN EACH REPETITION










“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.”

Logan, J. M., Castel, A. D., Haber, S., & Viehman, E. J. (2012). Metacognition and the spacing effect: The role of repetition, feedback, and instruction on judgments of learning for massed and spaced rehearsal. *Metacognition and Learning*, 7(3), 175-195. doi:<http://dx.doi.org/10.1007/s11409-012-9090-3>

# 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

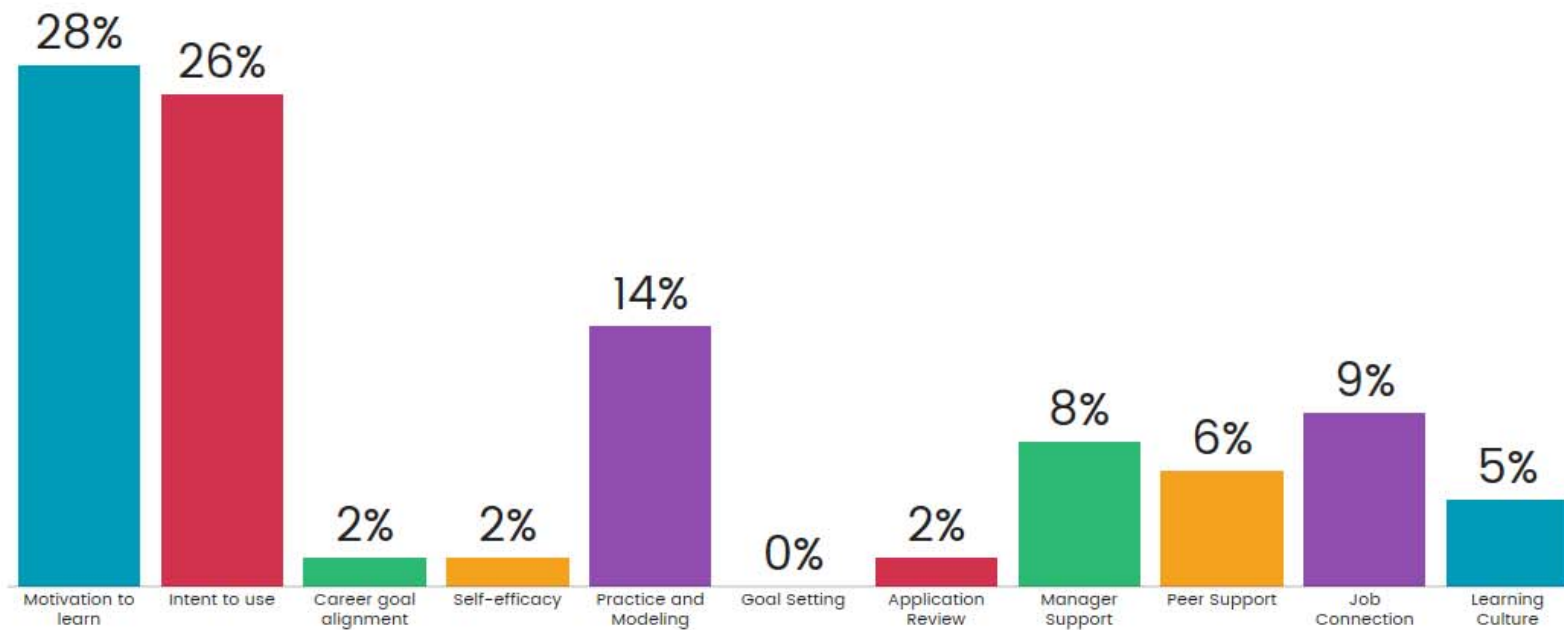
- Manager Support
- Peer Support
- Job Connection
- Learning Culture

Go to [www.menti.com](https://www.menti.com) and use the code **56 11 99**



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

Mentimeter



65



## 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

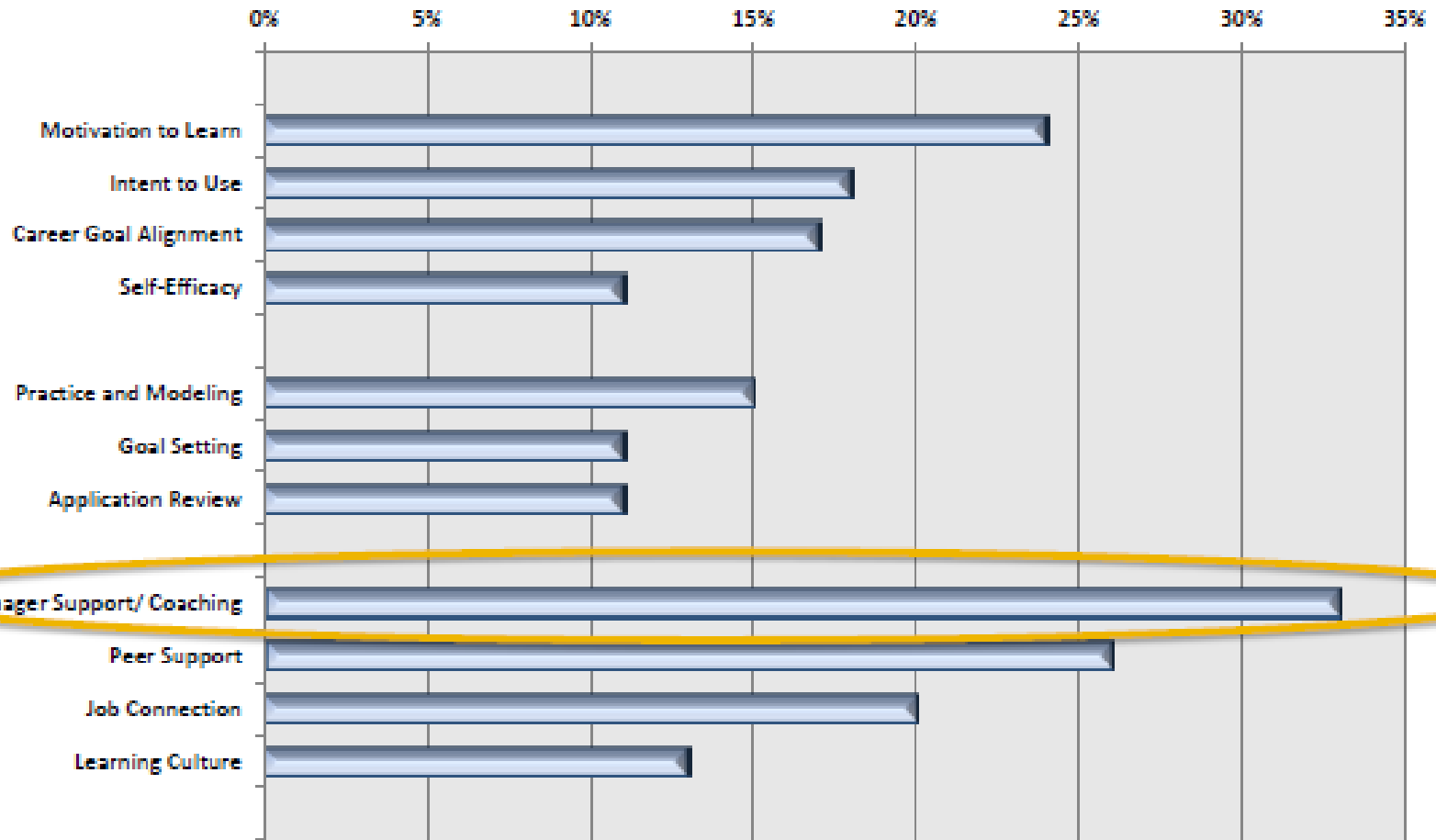
Manager Support

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%

<http://www.wilsonlearning.com/wlw/research-paper/hr/learning-transfer>



# 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

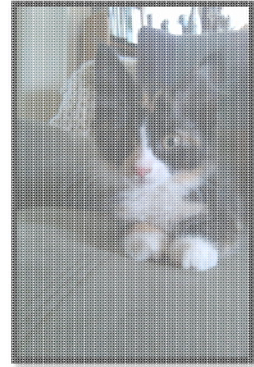
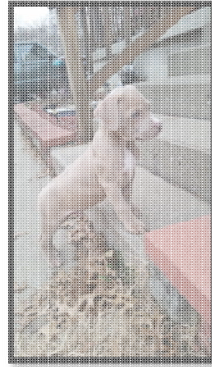
Wish

Outcome

Obstacle

Plan





# STICKY Learning

ensuring transfer

Thanks for coming!  
Please complete  
your evaluation.



Jean Marrapodi  
 **illumina**  
INTERACTIVE LEARNING  
jmarrapodi@illumina-interactive.com  
@jmarrapodi

