The e-learning skills gap

Clive Shepherd
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So, what are you looking at getting out of this session?
Learning methods are timeless
Learning methods are timeless

- exploration
- case studies
- simulation
- assessment
- games
- questioning
- reflection
- practice
- observation
- instruction
- performance support
- feedback
- discussion
- collaboration
- visits
- coaching
- demonstration
- reading
- research
- briefings
- networking
- consultations
- demonstrations
- networking
- observation
- instruction
- feedback
- performance support
... although the emphasis can shift
We’re having to rethink the methods we use

New theories

New science

New expectations
Rethinking methods

New theories
New science
New expectations

CONNECTIVISM
“Instead of the individual having to evaluate and process every bit of information, she/he creates a personal network of trusted nodes: people and content, enhanced by technology. The act of knowledge is offloaded onto the network itself.”

George Siemens, *Knowing Knowledge*
Rethinking methods

New theories
New science
New expectations

NEUROSCIENCE
Rethinking methods

New theories
New science
New expectations

learning styles?

neuro-linguistic programming?

Maslow’s hierarchy of needs?
Rethinking methods

New theories
New science
New expectations

learning styles?
neuro-linguistic programming?
Maslow’s hierarchy of needs?

What else goes in the bin?
Rethinking methods

New theories
New science
New expectations

RATIONALISTS
Hard skills
Instruction
Systems
Analysis
Control
Learning objectives
Assessment
Behaviourism

ROMANTICS
Soft skills
Guided discovery
Intuition
Creativity
Empowerment
Learner goals
Happy sheets
Constructivism

Rethinking methods
New theories
New science
New expectations
“Teachers do not create learning. Learners create learning. Teachers create the conditions under which learning can take place. Our schools don’t function like that, which is why somebody once joked that schools are places where kids go to watch teachers work.”

Prof. Dylan Wiliam
Rethinking methods

New theories, New science, New expectations

Gen Y: digital, social and always-on
Two ways of looking at Gen Y

“Gen Y are tolerant, optimistic, collaborative, open-minded and driven.”

suite101.com
Two ways of looking at Gen Y

“Gen Y are tolerant, optimistic, collaborative, open-minded and driven.”

suite101.com

“Gen Y are the 'diva' generation: high-maintenance, out for themselves, lacking in loyalty, thinking only of the short term and their own place in it..”

Association of Graduate Recruiters
Rethinking methods

How Gen Y want learning to be:
Interactive
Student-centred
Authentic
Collaborative
On-demand

Barking Robot, 2006
Rethinking methods

But in the end, we need to do the right thing, not pamper to Gen Y or anyone else
So, new thinking and new expectations demand a shift in emphasis …

exploration observation coaching discovery

simulation demonstration consultation briefings networking

case studies instruction discussion games lectures

assessment feedback reading work experience

role-play reflection visits research projects

coaching practice sharing
So, new thinking and new expectations demand a shift in emphasis …

Where would you put the most emphasis?
At the same time, we face great pressures:

- Time pressures
- Budget pressures
- Green pressures
Pressures for change

“72% of all training challenges are time-critical.”

_Bersin & Associates (2005)_

TIME PRESSURES
Pressures for change

- Time pressures
- Budget pressures
- Green pressures
Pressures for change

A PYRAMID OF LEARNING INTERVENTIONS

Time pressures
Budget pressures
Green pressures

TOP DOWN

Formal responses
Rapid responses
User-generated responses

BOTTOM-UP

Source: Nick Shackleton-Jones, BBC
Pressures for change

Time pressures  Budget pressures  Green pressures

COST PRESSURES
“Be aware that the magnitude of the financial meltdown is almost beyond comprehension. I can foresee training departments being eliminated almost entirely.”

Jay Cross (2008)
Pressures for change

ENVIRONMENTAL PRESSURES

- Time pressures
- Budget pressures
- Green pressures
We can’t meet these pressures just by changing methods

- We choose methods to maximise the effectiveness of learning
We can’t meet these pressures just by changing methods

- We choose **methods** to maximise the *effectiveness* of learning
- We choose **media** to maximise the *efficiency* of learning
We can’t meet these pressures just by changing methods

• We choose **methods** to maximise the **effectiveness** of learning

• We choose **media** to maximise the **efficiency** of learning

• And the **new pressures** (time, environmental, budgetary) require, above all, **greater efficiencies**

but luckily …
Learning media are evolving rapidly
What learning media would have been available to this trainer thirty years ago?
But new learning media enable change

New tools
New devices
New bandwidth
New learning media enable change
New learning media enable change

RAPID DEVELOPMENT TOOLS
New learning media enable change

Tools for creating virtual worlds

New tools
New devices
New bandwidth

Thinking Worlds
Rapid Browser Based Sims
New learning media enable change

MOBILE DEVICES
New learning media enable change

New tools  New devices  New bandwidth

EVER MORE ACCESSIBLE COMPUTING
New learning media enable change

New tools  New devices  New bandwidth

LOW-PRICE, HIGH QUALITY MEDIA CREATION
New learning media enable change
A time for action …

“When the rate of change outside exceeds the rate of change inside, the end is in sight.”

Jack Welch
A time for action …

“When the rate of change outside exceeds the rate of change inside, the end is in sight.”

Jack Welch

Is this true for your organisation?
… not rearranging the deckchairs
So what’s the gap?

Barriers to the successful implementation of new learning technologies (2009):

So, what were the major barriers?
So what’s the gap?

Barriers to the successful implementation of new learning technologies (2009):

lack of knowledge about its potential use and implementation (>65%)
So what’s the gap?

Barriers to the successful implementation of new learning technologies (2009):

lack of knowledge about its potential use and implementation (>65%)

lack of skills to implement and manage e-learning (>50%)
Four gaps in particular
Four gaps in particular

STRATEGIC SKILLS
Four gaps in particular

STRATEGIC SKILLS

CURRICULUM DESIGN
Four gaps in particular

- **STRATEGIC SKILLS**

- **CONTENT CREATION**

- **CURRICULUM DESIGN**
Four gaps in particular

STRATEGIC SKILLS

CONTENT CREATION

CURRICULUM DESIGN

FACILITATION
# Measuring the gap

## Elearning Skills Matrix - View Profile

### View Profile for Test User

Benchmark role: Project Manager

<table>
<thead>
<tr>
<th>Skill</th>
<th>Target</th>
<th>User Score</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: Know about computers and how they work.</td>
<td>3</td>
<td>1</td>
<td>-2</td>
</tr>
<tr>
<td>A2: Know about the theory and practice of adult learning.</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>A3: Know about the Internet and how it works.</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>A4: Know about e-learning and blended learning.</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>A5: Know about the human-computer interface.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B1: Analyse strengths, weaknesses, opportunities and threats with regard to the use of e-learning in the organisation.</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>B2: Establish an overall strategy for the use of elearning.</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>B3: Determine e-learning skills gaps and plan to overcome these.</td>
<td>2</td>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>B4: Determine gaps in the technical infrastructure and plan to overcome these.</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>B5: Analyse the sources of resistance among key stakeholders and plan to overome these.</td>
<td>2</td>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>B6: Develop a marketing plan to support the e-learning strategy and to maximise take-up.</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>B7: Evaluate the effectiveness and efficiency of e- and blended learning programmes.</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C1: Analyse the learning requirement.</td>
<td>1</td>
<td>3</td>
<td>-2</td>
</tr>
<tr>
<td>C2: Analyse target audience characteristics.</td>
<td>3</td>
<td>2</td>
<td>-1</td>
</tr>
<tr>
<td>C3: Analyse practical constraints and opportunities.</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>C4: Select effective methods for each key stage / element in the intervention.</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C5: Select learning media to efficiently deliver each of these methods.</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Bridging the gap
Bridging the gap

Qualifications
Bridging the gap

Qualifications
Short courses
Bridging the gap

Qualifications
Short courses
Networks
Bridging the gap

Qualifications
Short courses
Networks
Resources
Bridging the gap

Qualifications
Short courses
Networks
Resources

What has helped you to bridge your skills gap
The e-learning skills gap

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