BOOM!

5 Education Disruptors For Conferences
How do you know if you have learned something?
To Avoid Encouraging

MIMICRY
To encourage authentic learning which is **TRANSFORMATIONAL**
1) Identify five education disruptors and innovations.
2) Discuss how to apply these trends to the learning design (what your participants will do during session) for your meetings.
3) Discover strategies to improve your attendees’ ability to learn, retain and apply information.
Your Turn

Which of these LOs are important to you?
1. Identify five education disruptors and innovations.

2. Discuss how to apply these trends to the learning design of your sessions.

3. Discover strategies to improve your attendees’ ability to learn, retain and apply information.
You’re teaching your session attendees really critical information that they’ll be able to use in their jobs.

You are engaged with them in a 90-minute session on Wednesday—the first day of a three-day conference.

You decide to repeat 3 key concepts to ensure they are remembered.

Which design is most likely to help them remember what they learned?

A. **Wide Spacing**
   Each key concept is repeated—in a well-designed manner—once in the 1st 30 minutes, once in the 2nd 30 minutes, and once in last 30 minutes.

B. **Narrow Spacing**
   Each key concept is repeated—in a well-designed manner—each within its own 30 minute block.

C. **Both will create about the same level of remembering**
Which design is most likely to help them remember what they learned?

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<tr>
<th>1st 30</th>
<th>2nd 30</th>
<th>3rd 30</th>
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<tbody>
<tr>
<td>Topic A</td>
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A. **Wide Spacing**

Each key concept is repeated—in a well-designed manner—one in the 1st 30 minutes, once in the 2nd 30 minutes, and once in last 30 minutes.

B. **Narrow Spacing**

Each key concept is repeated—in a well-designed manner—each within its own 30 minute block.

c. **Both will create about the same level of remembering**
“The spacing effect is one of the oldest and best documented phenomena in the history of learning and memory research.”

Harry Bahrick & Lynda Hall
Journal of Memory and Language

So, why don’t we use it more?
Research Example

Spacing is helpful in minimizing the forgetting curve.
Spacing is helpful in minimizing the forgetting curve.

Conference Session | Retention | Performance

1st Event → 2nd Event → 3rd Event

Attendees Remember Content, Use it in Their Work
Attendees Remember Us, Sign Up for More Learning!

1 week

Memory Retrieval

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
Subscription Learning

Learners Subscribe or are Subscribed

Many Learning Events

Usually Short Nuggets

Spaced Over Time

Usually Relies on Push Technology

Remembering

Retrieval Threshold

Failing to Remember

Usually Utilizes the Spacing Effect
# Subscription-Learning Course

Short segments spread over time

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To Learn More:

[SubscriptionLearning.com](https://SubscriptionLearning.com)
How can you use **spacing** and/or **subscription learning** at your conferences?
Subscription-Learning
App
wins
App of the Year!
### Participation Rate Table

<table>
<thead>
<tr>
<th>Group</th>
<th>Participation Rate</th>
<th>1st Chance Average Score</th>
<th>2nd+ Chance Average Score</th>
<th>Improvement</th>
<th>Detail</th>
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<tr>
<td>&lt;All Selected Groups&gt;</td>
<td>72 %</td>
<td>69 %</td>
<td>88 %</td>
<td>28 %</td>
<td></td>
</tr>
<tr>
<td>Cards - Brands</td>
<td>100 %</td>
<td>79 %</td>
<td>95 %</td>
<td>20 %</td>
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<tr>
<td>Retail Bank - Call Ctr Ops</td>
<td>100 %</td>
<td>73 %</td>
<td>93 %</td>
<td>28 %</td>
<td></td>
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<tr>
<td>Cards - Retail Svcs</td>
<td>100 %</td>
<td>70 %</td>
<td>88 %</td>
<td>26 %</td>
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<tr>
<td>Mortgage</td>
<td>98 %</td>
<td>75 %</td>
<td>93 %</td>
<td>24 %</td>
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<tr>
<td>Fraud / Credit Ops</td>
<td>97 %</td>
<td>71 %</td>
<td>89 %</td>
<td>25 %</td>
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</tr>
<tr>
<td>Collections</td>
<td>53 %</td>
<td>62 %</td>
<td>83 %</td>
<td>33 %</td>
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Blog Post – [http://is.gd/QMINDshareSL](http://is.gd/QMINDshareSL)
INVITATION

Jeff & Will
cordially invite you to:

Subscription-Learning 2-month pilot...

www.is.gd/pcma_jeff_will
Science of Learning
What level of expertise do your conference presenters have about Human Learning?

- They know the topic so well they could teach it.
- They know the topic well, but could learn more.
- They know a modest amount.
- They know a little.
- They don’t need to know it.
- They can look it up on Wikipedia.
What level of expertise about human learning do your speakers have?
“It has long been recognized that traditional, stand-up lectures are an inefficient and unengaging strategy for imparting new knowledge and skills.” (p. 86)

“Recent reports suggest that information and demonstrations (i.e., workbooks, lectures, and videos) remain the strategies of choice in industry. And this is a problem [because] we know from the body of research that learning occurs through the practice and feedback components.” (p. 86)
# The Decisive Dozen
for Learning Design and Learning Measurement

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<td>Baseline</td>
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<td>Engagement &amp; Understanding</td>
<td>Remembering</td>
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<td>Application</td>
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http://is.gd/DecisiveDozen
http://is.gd/ddResearch
The Decisive Dozen
For Learning Design and Measurement

1. Content
2. Exposure
3. Guiding Attention
4. Creating Correct Conceptions
5. Repetition
6. Feedback
7. Variation
8. Retrieval Practice
9. Context Alignment
10. Spacing
11. Persuasion
12. Perseverance

Baseline
Engagement & Understanding
Remembering
Application

http://is.gd/DecisiveDozen
http://is.gd/diResearch
What can you do to help your speakers improve their presentations with science of learning that ultimately improves your participants’ learning?
Intimate Learning
Gamification
How would you describe gamification?
Gamification is NOT

- badges, points, rewards
- trivialization of learning
- perfect for every situation
- easy to create
- just game mechanics
Gamification is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems.

Dr. Karl Kapp
The Human Element
Learning can benefit from social interaction.
How can you add more intimate learning moments through human elements?
Learner Feedback & Measurement
If we knew nothing about whether our learners benefitted from our learning sessions, what harm would befall our conferences?
How do we know if your conference education is effective and leads to attendee learning?
Learner Responses to Performance Results

r = .16

Learner Responses to Learning Results

r = .09

Very Weak Relationship between Learner Responses & Learning

Correlation?

\[ r = 0.09 \]

Practical Significance

No

Weak Relationship is below .30 and .09 is VERY WEAK

So...SMILE SHEETS tell us VERY LITTLE about Learning

Sharon Shrock and Bill Coscarelli, authors of the classic text, now in its third edition, *Criterion-Referenced Test Development*, offer the following wisdom:

On using Likert-type Descriptive Scales (of the kind that uses response words such as “Agree,” “Strongly Agree,” etc.):

“...the resulting scale is deficient in that the [response words] are open to many interpretations.” (p. 188)

**Likert-like Scales provide Poor Data**

A. Strongly Agree  
B. Agree  
C. Neither Agree Nor Disagree  
D. Disagree  
E. Strongly Disagree

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>4.1</td>
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</table>

Compared to:
- Previous
- Standard
- Others
# Improved Response Forms

## Participation
- [ ] The session INVOLVED US in discussions, exercises, and/or decision-making.
- [ ] The session used TOO MUCH LECTURE.

## Handouts
- [ ] I had NO HANDOUTS.
- [ ] The HANDOUTS HAVE GOOD VALUE.
- [ ] The HANDOUTS ARE LESS VALUABLE THAN NEEDED.

## Practice
<table>
<thead>
<tr>
<th>How extensive was the practice you received in the session? SELECT ALL THAT APPLY.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] The session was MOSTLY LECTURE.</td>
</tr>
<tr>
<td>[ ] We participated in substantial WORK-RELATED DISCUSSIONS.</td>
</tr>
<tr>
<td>[ ] We made a number of WORK-RELEVANT DECISIONS.</td>
</tr>
<tr>
<td>[ ] We were immersed in extensive WORK-RELEVANT EXERCISES.</td>
</tr>
</tbody>
</table>

## Work Results
<table>
<thead>
<tr>
<th>What Results are YOU Likely to Achieve Based on the Insights You Gained from This Session? SELECT ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] I will RADICALLY TRANSFORM AND IMPROVE my work.</td>
</tr>
<tr>
<td>[ ] I will MAKE ONE OR MORE SIGNIFICANT IMPROVEMENTS in my work.</td>
</tr>
<tr>
<td>[ ] I will MAKE ONE OR A FEW SMALL IMPROVEMENTS in my work.</td>
</tr>
<tr>
<td>[ ] I will NOT MAKE IMPROVEMENTS in my work.</td>
</tr>
</tbody>
</table>
# 5 Performance Focus
How do we know if your conference education is effective and leads to attendee learning?
What happens here, matters less, than what happens on the job...
When conferences offer education session that do not translate into increased performance and productivity, it is learning scrap!
Too much of our conference education is wasted efforts, time and information because it is never applied on the job!
Less than 25% of adult education offerings measurably improve job performance.

Mounting evidence that adult education offerings make little or no difference in job behavior.

J. Mosel, 1957
More than 50 years later and we still haven’t improved conference education so that participants improve their job performance!
What happens here, matters less, than what happens on the job...
During the Session

Is Content Valid?

Are Learners Engaged?

Do Learners Understand?

Do Learners Get Realistic Practice?

Do Learners Get Job Aids?

Do Learners Do Triggered Action Planning?

After the Session

Are Learners Motivated?

Are Learners Monitored?

Are Learners Prompted to Action?

Do Learners get Spaced Repetitions?
How do we know if your conference education is effective and leads to attendee learning?
INVITATION

Jeff & Will
cordially invite you to:

Subscription-Learning 2-month pilot...

www.is.gd/pcma_jeff_will
Jeff Hurt
Velvet Chainsaw

Phone: 214-941-4330
Email: jhurt@velvetchainsaw.com
Website: VelvetChainsaw.com
Blog: velvetchainsaw.com
Twitter: @JeffHurt

Will Thalheimer, PhD
Work-Learning Research, Inc.

Phone: 888-579-9814
Email: info@work-learning.com
Website: Work-Learning.com
Blog: willatworklearning.com
Twitter: @WillWorkLearn