

a new spring

HOW TO BECOME A

# BLENDED LEARNING CHEF



WITH THE  
INSPIRING LEARNING

# Cookbook





# Foreword

**Internet technology has unleashed a huge range of new possibilities for course designers. The technology offers the ability to really help people learn. Of course it's not just about the technology itself, but about how to use the new possibilities to enable better learning.**

The new wealth of possibilities for learning activities offers opportunities to shape learning plans that inspire and encourage learning. We believe in the power of varied and personal learning for anyone who has to learn something in order to perform better. Technology offers training providers the potential to orchestrate these powerful learning experiences.

Optimal deployment involves searching for the right mix of learning interventions for a specific purpose in a specific context. It is precisely about this challenge that we get many questions from trainers and course designers. Unfortunately there are no simple answers. That's because designing the right learning mix is a creative process.

In this book we set out to inspire creativity in the design of rich learning journeys. We do this by setting out the key ingredients and techniques for blended learning and using examples from a fictional business case to illustrate the steps.

We wish you an enjoyable read and hope this inspires creativity in the development of your learning journeys!



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**Ps. Are you looking for a blended learning platform?**

Visit [www.anewspring.com](http://www.anewspring.com) and discover how you can develop **inspiring learning journeys**.

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# Introduction

## **Why this cookbook?**

**In this book we will show you how to design your own blended learning journey to best suit your requirements. We do this by using the metaphor of cooking.**

The design process is divided into six steps. We use the analogy of preparing a meal to make it clearer to understand this process.

After completing the six steps, you will have a layout in mind for your learning journey: what the learning objectives are, what you need to do, and what learning interventions you will need to use, along with the sequence in which you will offer them.

Using this, you should be able to develop the learning resources as you go – for instance actually writing an e-book or training manual, or producing a video, quiz or serious game. This book won't describe in detail how to create a course, but it will provide an overview of each step and how it should be developed, regardless of whether you are looking to create a digital experience or use a different delivery method.

## **What is blended learning?**

A frequently used definition of blended learning is:

"Blended learning is the combination of e-learning with an offline learning intervention."

But this definition is limited, as it excludes many effective combinations (or blends) of learning interventions. Think for example of training in combination with coaching. A more suitable definition is:

"Blended learning is a rich mix of learning interventions which take place online and/or offline."

In blended learning there are different learning interventions that you can use in your learning plan.

### **Note:**

*When we talk about a 'learning plan', we mean a blended learning journey.*

### **The benefits of blended learning**

**A meal consisting only of rice is not nearly as appetising as a good Indian curry with the rice. So variety is very important!**

This also applies to training.

Blending many different learning methods increases the effectiveness of a learning journey enormously.

Here are some important benefits of blended learning:

- The learning process can be attuned better to the needs of the participant.
- The effect of learning is greater if the participant is able to apply it directly.
- It will enable new knowledge, skills and attitudes.
- It combines the strengths of different learning methods or interventions.
- By using a mix of different learning interventions, you can connect better with the participant's learning preferences.

*"If you think well you cook well"*

*- Ferran Adrià*

*(Spanish-Catalan chef of former restaurant el Bulli, 3 Michelin stars)*

## The case study

In this book we will show you all the steps you need to take to design an effective blended learning solution. To explain these steps we will use a fictitious case throughout the book, about a company called Bonhoff Chocolates Ltd. We will go through all steps, from defining a problem statement to the design of the learning plan. If you want to see examples of blended learning, have a look at our customer cases.

You can easily recognise the case by its chocolate icon and grey vertical line.



### Bonhoff Chocolates Ltd.

Bonhoff Chocolates Ltd. is a large confectionery company, located in Europe. It is a family business set up in 1902 by Paul Bonhoff. Over the many years the company has grown to become one of the major international chocolate producers in the chocolate and confectionery market.

Communication in the Sales Department of Bonhoff Chocolates is not going well. Research showed this to be due to employees rarely being given the opportunity to submit feedback. When they do, it is often regarded as criticism and management doesn't take this well. Many employees believe communication could be better, but don't really know how.

For the Bonhoff Chocolates sales team to communicate better, we will create a course in which they learn how to give and receive feedback.





# 1. What takes your fancy?



# 1. What takes your fancy?

Before we can start designing the learning journey, we must ask ourselves a number of questions:

- What should the participants achieve after the journey: what are the learning objectives?
- Who are we developing the course for: who is our target audience?
- How do we measure that the learning objectives have been achieved: how do we test?

## Establish learning objectives in three steps

**Meals can vary from a simple peanut butter sandwich thrown together in the kitchen, to creating a luxurious five-course dinner. Your appetite, and how hungry you are, determine what dish you will prepare. Before starting to cook you have to think carefully about it, so that you create the right meal.**

The same principles apply to learning and it all starts with knowing the objectives. You formulate these objectives before you start designing.

Well-formulated learning objectives are essential for every learning journey. The learning objectives will guide your design and what needs to be developed. Before and during the learning journey it will give the participants clarity on what is expected of them, and after the learning journey it forms the basis for assessment and evaluation.

The three steps to formulating learning objectives are:

1. Determine learning objectives and conditions
2. Determine the learning level
3. Formulate specific training objectives

*"Tell me what you eat and I will tell you what you are."*

– Jean Anthelme Brillat-Savarin

(French gastronome and author of 'The Physiology of Taste', one of the cornerstones of classical French cuisine).

**TIP:** Focus on the organisational goals. Training is about achieving the organisational objectives. The learning journey is certainly not a means to an end in itself.

## Determine learning objectives

Learning objectives can be formulated by answering the following questions:

*Can the problem be resolved by training?*

It's entirely possible that training is not the right solution to a problem. For example, if a department is structurally understaffed, 'personal effectiveness' training will not provide a solution.

*What should the participants be able to do after the learning journey?*

What knowledge, skills or attitude are not yet at the desired level? Perhaps there are several learning objectives with little interconnection or none at all, so it's impractical to bundle the objectives into a single learning journey.



### **Bonhoff Chocolates Ltd.**

After lots of discussion with both staff and management, we have determined that the problem of communication can be improved by effective training.

In this case there are two elements which the training must achieve:

1. Participants must be able to give feedback in an effective way.
2. Participants must be able to receive feedback in an effective way.

These are our learning objectives.

## Determine the training level

Before you can formulate the specific learning objectives, you also need to decide on the level of understanding a participant requires. Do different learning plans need to be created for different levels of staff?

You don't want a participant to be on too low a level of training, as they will lack the skills needed to do the job properly. But too high a level of training leads to an unnecessary waste of time and money.

There are roughly three levels of learning objectives, ascending in difficulty. It's easier for someone to acquire new knowledge than a new skill, and it's a person's attitude that's most difficult to change.

These three levels are:

### *Learning objectives at the knowledge level*

These learning objectives are about acquiring and remembering knowledge. Knowledge objectives are also known as cognitive objectives. At this level participants don't yet have to apply the knowledge in practice.

**Example 1:**

*The customs employee lists the countries which are part of the Schengen Treaty.*

*Learning objectives at the skills level*

These learning objectives are about applying knowledge. Applying this knowledge can occur both physically (through producing a manual) and mentally (by performing a thought process or an assessment).

**Example 2:**

*The taxi-driver changes his tyre independently using the taxi's toolbox.*

*Learning objectives at the attitudinal level*

For learning objectives at the attitudinal level, participants are expected to adopt a new attitude or new behaviour.

**Example 3:**

*After the learning plan the participant is able to lead ten technicians in a maintenance facility.*

## Formulate specific training objectives

Having now established what the learning objectives should be and at what learning level these learning objectives need to be set, it is now time to formulate more specific learning objectives. Learning plans and modules often have several specific learning objectives.

A well-drafted training objective must meet five criteria. We use the acronym SMART.

**S**pecific: Is it clear what the participant will learn?

**M**easurable: How can we measure whether the training objective has been achieved?

**A**ceptable: Does the participant believe in the training objective?

**R**ealistic: Can the participants achieve the training objective in the specified time?

**T**ime: What are the time parameters for the training objective to be achieved?

**TIP:** *If your learning objectives are at the skills level, make sure that participants have enough basic knowledge to be able to achieve the objective.*

*If your learning objectives are at the attitudinal level, make sure that participants have enough knowledge and skills to achieve the objective.*



**Example:**

*After taking a management training a participant will know the three most common pitfalls when providing feedback.*

This is a *well-drafted* training objective.

**Specific:** Yes, it is clearly indicated what the participant must be able to do to achieve the training objectives.

**Measurable:** Yes, whether the participant knows the three pitfalls can be measured with assessment at the end of the module, for instance.

**Acceptable:** Depends a lot on the target audience and the current situation. For the Bonhoff Chocolates case this is certainly an acceptable training objective.

**Realistic:** Yes, remembering the three pitfalls is achievable for the average employee.

**Time Bound:** Yes, "at the end of the training plan" indicates the time at which the training objective must be achieved.

**Example:**

*The participant knows how he/she should communicate properly.*

This is a *poorly-formulated* training objective.

**Specific:** No, the communication concerned is not indicated. Is it verbal communication, or non-verbal? And what exactly does 'properly' mean?

**Measurable:** The choice of learning objectives isn't very clear. If you say that a participant should 'know' or 'can do' something, how will it be measured? As soon as the participant should 'show', 'do' or 'achieve' it is measurable.

**Acceptable:** Possibly. This depends on the target audience for whom this training objective is written.

**Realistic:** Possibly. Just like with the previous criteria, it depends on the target audience and what communicating 'properly' means..

**Time Bound:** No. There's no end date or time defined by which the training objectives should be achieved.



**Bonhoff Chocolates Ltd.**

In our case there are two learning objectives:

1. Participants give feedback in an effective way.
2. Participants receive feedback in an effective way.

Because the first training objective is too broad to formulate using SMART, we have to split it into different sub-learning objectives. At the time the participants have achieved all the underlying learning objectives, we can safely assume that the overall training objectives have also been achieved.

1. Participants give feedback in the correct way.
  - 1.1 At the end of the course the four components of the 4G feedback model are understood. (This training objective is knowledge-level-based).
  - 1.2 The three most common mistakes when giving feedback are known. (This training objective is knowledge-level-based).
  - 1.3 During simulation, the four components of the 4G model can be used correctly. (This training objective is skill-based).

The second training objective can be made SMART and reads as follows:

2. After the course is completed, participants who are given feedback using the 4G model are able to properly process and use this feedback. (This training objective is on the attitudinal level).



## Determine your testing methods

**We now know our specific training objectives and that they are measurable. The next step is to decide how we will measure the goals. There are various ways of testing this in our environment.**

There is a great diversity of possible testing methods. It could be by a simple condition test where participants need to run five kilometres, to writing an argument about the future of security services, or introducing a mystery shopper who evaluates customer-friendliness.

For each type of training objective there are a number of common methods which have their own advantages and disadvantages. In this book we will limit ourselves to only listing what they are. You will find lots more information on testing on the internet or in books.

Listed below are what we feel are the three main levels of learning objectives.

### **Testing methods for learning objectives at the knowledge level,**

Learning objectives at the knowledge level generally rely on a theory test. The diversity here lies in the number of different types of theory tests, for example with:

- Open questions
- Closed questions (multiple choice)
- Case study questions
- Fill in the blank
- Put the answers in the correct order
- Click the correct place in the image

### **Testing methods for learning objectives at the skill level**

- Practical test
- Action test
- Practical test
- Simulation
- Performance assessment

### **Testing methods for learning objectives at the attitudinal level**

- Behavioural assessment
- Self-reflection
- Performance assessment
- Practical test

We advise you to seek further information about what testing methods exist. We would also advise that you use more than one testing type, as this will raise the reliability of the results.



### Bonhoff Chocolates Ltd.

For our case we choose the following methods:

- 1.1 At the end of the learning plan, participants can name the four components of the 4G feedback model.

We test this using a short digital knowledge test in which participants must fill in the four levels.

- 1.2 At the end of the learning plan, participants list the three most common pitfalls when providing feedback.

We also test this with a short digital knowledge test, in which participants must fill in the three most common pitfalls.

- 1.3 Participants apply the four components of the 4G model correctly during a training simulation. (This learning objective is at the skills level).

We test this with a simulation at the end of the training day. Participants practise giving (in this case fictitious) feedback together. The 'receiver of feedback' writes down whether all the steps have been completed correctly by the participant.

2. After the learning plan the participants accept feedback delivered in accordance with the 4G feedback model, as being constructive.

We test this using a self-reflection assignment. Accepting feedback constructively is not something that can easily be measured by observing the participant. By letting the participant write out a self-reflection on a number of situations where he or she received feedback, we can gain insight into whether the feedback has been accepted constructively.

## Research the participants

**To ensure that the learning resources fit best with our target market, we must conduct research based on the important characteristics of our participants.**

The acronym A.U.D.I.E.N.C.E. helps you to identify the main properties of these characteristics

**A**udience: How many people? What are their jobs?

**U**nderstanding: What knowledge, if any, do the participants already have on the subject?

**D**emographics: How old are they? What gender are they? What level of education do they have? What is their cultural background?



**I**nterest: How much interest is there and what motivation is needed for them to follow the course? Are they going to be managed by an instructor or will they be responsible for managing their own learning resources and outcome?

**E**nvironment: What learning environment works best for participants? What effect does it have on them? For example, must they travel far? Do they work digitally a lot, or are they not used to this yet?

**N**eeds: What needs and interests do participants and trainers/mentors have? Is additional teaching resource material required?

**C**ustomised (adapted to the target audience): Are there specific needs among the participants?  
For example, functional restrictions?

**E**xpectations: What are the expectations of the audience on the learning journeys?

You can create a profile of a typical participant based on these questions. This profile is also called a persona. During development you see through the eyes of the persona, and set learning objectives with the resources needed. Using the persona will also help you identify how realistic it is to achieve the learning objectives.

With a target audience identified and perhaps even put into sub-groups, it is easy to adjust the course for separate personas.

**Example:**

*Employees of a hospital are to follow a training course on 'Aggression in the workplace'. The target audience consists of doctors and guards. These two groups have very different skills and knowledge levels so it makes sense to create two different personas.*



## Bonhoff Chocolates Ltd.

**Audience:** The Sales Department has 25 employees. There are 5 managers and 20 sales representatives.

**Understanding:** The participants have previously received training on communicating skills but it was related to sales skills, not on providing providing and receiving feedback.

**Demographics:** The audience is between 28 and 45 years old. The participants are mostly lower management, but the executives are at higher management level. About 80% of the group has been with the company for years, and 20% are new employees.

**Interest:** The participants are all enthusiastic about fixing the communication problems within the company. They are hoping to achieve a better atmosphere in the department with the learning plan.

**Environment:** Management wants the participants to follow the learning plan at the office as much as possible. So if they are to be trained, a trainer will need to come to the office. If they need to do assignments on the computer, this will be done at their own workstations.

**Needs:** The participants all want to improve the working environment and believe improving the communication will help them get there. The participants also believe that the improved communication can help increase sales. Since the salaries are variable based on the performance of the company, participant have a financial incentive for following the learning plan.

**Customised (adapted to the target audience):** There are no special features to be taken into account in this instance. Participants have enough computer skills to learn digitally.

**Expectations:** The expectations of the participants are high. They see learning as a solution to a number of communication problems.

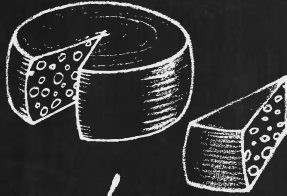
**PERSONA 1:** Paul (45) is one of the five executives of the department. He has been working for more than ten years at Bonhoff and is very driven. One of the things he finds difficult is to talk to employees about inefficient and inappropriate behaviour. He starts such discussions with the best of intentions, but unfortunately they often end up being heated and the message does not get through, never mind the staff-member actually changing his or her behaviour.

**PERSONA 2:** Renée (29) is a salesperson at the department and has only been working at Bonhoff for a few months. She did not have any communication issues at her previous job but she is currently having difficulties fitting in and is not sure why.

## 2. Select your ingredients



bread



cheese



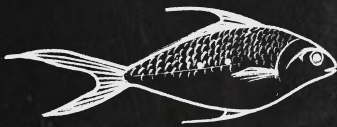
ham



sausage



veggies



fish



egg



chicken

## 2. Select your ingredients

**Different dishes require different ingredients. If you are baking an apple pie, you don't need potatoes. Apples are imperative, but raisins can be used or left out.**

### **Properties of learning interventions**

The ingredients to prepare a great learning journey are what we call the learning interventions. These learning interventions are based on many different properties. In this cookbook we will answer the questions below to make several properties clear:

- What is the learning intervention?
- For which learning objectives are the learning interventions suitable?
- How can the learning intervention be delivered digitally? When is it better for the learning intervention not to be facilitated digitally?
- Are the learners learning at the same time (synchronous) or at different times (asynchronous)?
- What time is needed to develop the learning interventions?

*"I approach cooking from a science angle because I need to understand how things work. If I understand the egg, I can scramble it better. It's as simple as that."*

*– Alton Crawford Brown  
(American creator and presenter of the TV series 'Good Eats'.)*



## Overview of learning interventions

It is very important to establish whether a learning intervention matches a training objective.

The choices of interventions are shown in the table below.

### Selection of appropriate learning interventions

Knowledge level	Skill level	Attitudinal level
Book or e-book	360° feedback	360° feedback
Forum	Game-based learning	Coaching
Game-based learning	Testing	Game-based learning
Collaboration	Training	Intervision
Job aid	Serious game	Serious game
Knowledge module		Testing
Memotraining		Self-assessment
Quiz		Self-reflection
Seminar		
Test		
Self-reflection		

Apart from deciding which learning intervention suits which objective, there are other things to consider.

For example:

How is the expenditure for a learning intervention going to be calculated? Is the expenditure linked to the number of participants or is it a one-off cost regardless of the number of participants?

Perhaps, you have to deal with technical restrictions which are not suited to an online learning intervention.

You should consider the characteristics of the target audience's to decide what learning interventions you can and cannot do.

**TIP:** When calculating the expenditure consider not only the development time and costs, but also the indirect costs. For example, the cost of training participants during working hours, travel, subsistence, venue, facilitator, and printed material.

For example:

- If you are going to offer online courses, participants must know how to use a computer or tablet and have access to the internet.
- If you want to use coaching, participants have to be open to reflect on their own functioning, convictions and values.
- Are participants willing to look critically at themselves in a 360-degree feedback intervention?



## **What is e-learning?**

**Before we describe the most common learning interventions, we want to explain what we consider to be e-learning. We do this because e-learning is often incorrectly labelled as a type of learning intervention.**

The word e-learning consists of two parts: 'e-' and 'learning'. The 'e-' refers to the way e-learning is facilitated, generally digital or online. The word 'learning' covers all the interventions already discussed.

E-learning is therefore the digital facilitation of these learning interventions. E-learning should be accessible across all devices like laptops, desktops, smartphones and tablets.

In contrast to the learning interventions in this part of the cookbook, e-learning is thus not a separate learning intervention, but a way to facilitate a learning intervention.

### **Drop the 'e'**

Commerce on the internet or cloud has become commonplace. Music and consumer goods are largely bought on the internet these days. One still hears the word e-commerce but it is no longer as mainstream as it once was.

E-commerce has become the norm and it has become unnecessary to define it as such.

Because we no longer speak of 'e-music' or 'e-shopping' we believe it is no longer important to use e-learning either. It has largely also become the norm, especially in the developed world. We therefore feel there is no value in separately labelling a digital way of facilitating learning.

For the vast majority of any learning intervention, the possibility has arisen to facilitate it digitally. In the following pages we take a closer look at what learning can be facilitated digitally, and which learning interventions would be better if facilitated traditionally. We also consider the benefits of both ways of facilitation.

### **The (digital) knowledge module**

The most common learning intervention facilitated digitally is the knowledge module. A digital knowledge module is often called e-learning. The knowledge module will be elaborated further as a learning intervention, shortly.







## Common learning interventions

This section of the book explains the previously mentioned learning interventions in detail. Use the information about each learning intervention to assess whether it's a suitable ingredient for your learning plan.

## 360° feedback

### What is 360° feedback?

360° feedback is a tool to measure competences. It is focused on the assessment and development of staff. With 360° feedback, a questionnaire can be sent to multiple people. In the questionnaire, they provide feedback from their perspective on the behaviour of the participant. The aim is to describe as broad a picture as possible of the current behaviour in the working situation.

The term 360-degree refers to the fact that the feedback is not from one angle, but from the entire surroundings.

### Which learning objectives are suitable for 360° feedback?

360° feedback is very suitable for learning objectives at the attitudinal level. The information from 360° feedback can help the participant in his/her career, or can indicate the competences the participant needs to develop.

The tool can be used simultaneously as a baseline test and final assessment for a learning plan. The difference between these two measurements indicates the individual development. The effectiveness of a learning plan with 360° feedback can also be measured.

### What can you facilitate digitally?

The whole process of 360° feedback can be offered digitally.

### What can you facilitate better otherwise?

Discussion on the 360° feedback is better face to face but could be done digitally over Skype or similar.

### Benefits – digitally

To facilitate digital feedback, you're spending less time on administration. You have an overview more quickly of what has been completed and can process the data feedback forms more easily.

### Benefits – non-digitally

Participants do not need access to a computer or tablet.

### Synchronous

The discussion call to the supervisor could be classified as synchronous.

### Asynchronous

If everyone fills in the feedback in their own time, then this could be classified as asynchronous.

### Resources

360° feedback requires a one-time investment for setting up the competence profile per job function.

A competence profile is a description of the competences required for a certain function. For each competence there are a given number of behavioural indicators. This makes each competence clear and it's easier to provide feedback.

How much input the 360° feedback requires, will depend heavily on whether a competence profile is already available to you and its level of quality.

### Conditions

- A good-quality competence profile must be available.
- The participant and people from his or her environment must be prepared to give feedback.
- Any learning platform you use must support 360° feedback.



## Book or e-book

### What is an e-book?

An e-book is typically an online book or publication.

### Are learning objectives more suitable for a book or e-book?

E-books are especially suitable for learning objectives based on knowledge as opposed to skill. The problem is that there can be little interaction with learning interventions, in contrast perhaps to a digital knowledge module or quiz.

### What can you facilitate digitally?

Books can be published and distributed digitally, for example as a PDF document.

You can also use animation, video or sound to enrich the learning experience.

### What can you facilitate better otherwise?

There's nothing to match sliding your fingers over a physical book!

### Benefits – digitally

You have no printing costs, as it is easy to send a digital book to large groups of participants, and you have the ability to record audio and video in your book.

It is also easy to update the contents of a digital book and send participants a new version.

### Benefits – non-digitally

Participants do not need a computer or tablet to read the book.

Some of the participants find reading texts on paper easier than on a screen.

### Asynchronous

Books are asynchronous learning interventions; participants learn at different times.

### Resources

The amount of effort required to create a book depends on the volume of the content. It is a one-time effort, regardless of the number of participants.

### Conditions

Not applicable.

## Coaching

### What is coaching?

According to Wikipedia, coaching is any training or development in which a person called a coach supports a learner to achieve a specific personal or professional goal.

A participant and a coach should have one-on-one conversations. In these conversations the coach helps the participant to want something and to enable something which could not previously be achieved, or provides the ability to exhibit new behaviour.

### What learning objectives are suitable for coaching?

Coaching is especially suitable for learning objectives at the attitudinal level.

Coaching has a very personal characteristic.

The learning objectives can and should be tailored specifically to the individual participant.

### What can you facilitate digitally?

In the last few years, digital coaching has become more popular with the use of Skype or Google Hangouts, but also, for example through e-mail. This last method has the advantage that the 'coachee' has time to put his or her thoughts 'on paper'.

### What can you facilitate better otherwise?

Real personal face-to-face meetings between coach and the 'coachee' have a better effect.

### Benefits – digitally

Coach and coachee do not have to be in the same physical location, which saves travel time and expenses.

### Benefits – non-digitally

Face-to-face contact is often a more personal experience than contact via Skype, Google Hangouts and e-mail.

### Asynchronous

Coaching is an individual learning intervention. As a result the learning happens asynchronously.

### Resources

Coaching is always done on a one-on-one basis, and coaches usually have between five to fifteen learners to manage at any one time.

### Conditions

- There must be a 'click' between the coach and participant.
- The participant must be open to coaching.
- There must be a safe and comfortable learning environment. The coach will often discuss personal matters.

## Forum

### What is a forum?

A forum is a discussion place where participants can meet to discuss defined topics.

### What learning objectives are suitable for a forum?

Forums are a suitable means of information, knowledge, and experience sharing. They are especially suitable for knowledge-based learning objectives.

### What can you facilitate digitally?

In principle everything! Modern forums are located on the internet, intranet or on an online learning platform.

### What can you facilitate better otherwise?

If face-to-face interaction between participants is very important you can facilitate the forum in a different way – for example, in the form of a meeting, symposium or any other type of gathering where participants can exchange information with each other.

### Benefits – digitally

Everything that the participants share is stored and is therefore easily accessible later.

### Benefits – non-digitally

With face-to-face conversations it is easier to pinpoint nuances which may be lost in written texts.

A digital forum needs a minimum number of participants (usually several dozen) to function properly. At a meeting you can get by with fewer people.

### Synchronous

If a forum takes place in a traditional face-to-face way, it is a synchronous learning intervention.

### Asynchronous

Most forums these days are online forums where participants discuss asynchronously. They do not therefore need to be present at the same time to consult with each other or to have discussions. They can be held over much longer periods of time.

### Resources

Forums generally require a low investment of time to set up. You can choose to have instructors or trainers on the forum to answer questions from participants. This increases the effectiveness of a forum but requires considerably more manpower.

### Conditions

- The learning platform or network must support the use of forums.



## Game-based learning

### What is game-based learning?

Game-based learning uses a game with a purpose: the so-called 'serious games' or 'simulations'. After playing the game, the participant gains knowledge or skills for a particular subject.

Game-based learning and Gamification are often confused. There are clear differences between the two. Game-based learning is an isolated learning intervention on the basis of a game. Gamification is not isolated but adds game elements like training or a quiz, where participants can compete against each other.

### What learning objectives are suitable for game-based learning?

Game-based learning depends on the learning materials for the learning objectives at all levels.

#### What can you facilitate digitally?

There is a wide diversity of game-based learning, each with a completely different purpose. Think for example of a flight simulator for pilots, or 'Democracy' which is a game for students to learn how the democratic decision-making process works, or 'Foldit', a game where people at home can help scientists to make complex protein calculations.

All these examples work best digitally.

#### What can you facilitate better otherwise?

Game-based learning where personal interaction between participants is extremely important, works best face-to-face.

#### Benefits – digitally

Participants need not be in the same physical location, which saves on travel expenses and time.

It is easier to process and analyse data in a serious game that is facilitated digitally.

#### Benefits – non-digitally

Participants can easily consult and cooperate. If a coach or trainer is present for the serious game, it is easier for those giving feedback as the game takes place offline.

#### Synchronous

If a player is participating against colleagues or other people then this would be synchronous.

#### Asynchronous

If a player is competing against a computer then this would be asynchronous.

### Resources

Game-based learning requires a one-time upfront investment. The size of this investment depends entirely on the degree of complexity of the content and to what extent the material has to be custom-made.

### Conditions

The platform needs to support game-based learning.

## Intervision

### What is intervision?

Intervision is a method in which participants help each other to be better in their work environment. Intervision is always done with a group. An intervision group should consist of small teams (four to eight members) who meet regularly either online or face-to-face to discuss problems they encounter and how these can be overcome. An intervision group may be led by a trainer.

### What learning objectives are suitable for intervision?

Intervision is suitable to encourage knowledge transfer between colleagues. If an organisation has many employees with the same jobs, they share the same problems. Intervision can be a formal instrument for colleagues to get together and swap notes.

If well led, participants can also learn to self-reflect. So intervision can also be used for learning objectives at the insights level.

### What can you facilitate digitally?

If participants are spread across the country, you can easily facilitate intervision digitally. For example through Skype or Google Hangouts.

### What you can facilitate better otherwise?

Real personal conversations between colleagues can only truly be done face-to-face.

### Benefits – digitally

Participants need not be in the same place.

### Benefits – non-digitally

Face-to-face contact is often a more personal experience than digitally-facilitated contact. This adds to the quality.

### Synchronous

Intervision is always synchronous. The group comes together at the same time for intervision.

### Asynchronous

Asynchronous knowledge-sharing would be forum-based.

### Resources

The effort for intervision depends on the course design. Guided intervision requires time from both participants and instructors. In unguided intervision, an instructor will still have to coordinate the meetings.

### Conditions

- The participants in the group must be at the same level, and ideally a supervisor should be one of the members of the group.
- The discussions in the intervision group should be confidential.
- The participants must all be available at the same time.







## Job aid

### What is a job aid?

A job aid is a small tool that helps participants during the execution of their work. This can be a checklist, a choice diagram or prescribed instructions. Participants also often make their own job aids: for example to create a list or write reminders on a sticky note.

### What learning objectives are suitable for a job aid?

Job aids are especially suitable for knowledge objectives. Participants use the job aid to find the right information quickly. If participants perform an action frequently the need to constantly refer to the job aid becomes redundant. It's also possible that participants perform a certain task rarely, and the job aid means that the knowledge needed for this does not have to be remembered.

### What can you facilitate digitally?

With digital job aids you can use video, audio and texts.

### What can you facilitate better otherwise?

If a job aid is not going to change regularly it can be printed. An example would be a memo sticker with the task on the monitor.

### Benefits – digitally

You have no printing costs, it is easy to send the job aid to large groups of participants, and you have the ability to use audio and video as a job aid.

It is also easy to update the job aid with a new version and distribute it.

### Benefits – non-digitally

Participants do not need to have a computer or tablet to use the job aid.

### Asynchronous

A job aid is an asynchronous learning intervention. Job aids are used by each individual as and when they need it.

### Resources

Job aids require very little one-time effort.

### Conditions

Not applicable.

## Knowledge module

### What is a knowledge module?

A knowledge module is focused on the transfer of knowledge, for example a minimum understanding of a particular subject. A knowledge module can have text, pictures, videos, animation, presentations and much more.

### What learning objectives are suitable for knowledge modules?

A knowledge module is especially suitable for knowledge-learning objectives. A knowledge module can also be used as excellent preparation for other learning interventions, including classroom-based training and informal learning.

### What can you facilitate digitally?

You can deliver any content in a knowledge module digitally.

### What can you facilitate better otherwise?

There are no disadvantages to doing it digitally, other than for those participants who do not have a computer or tablet.

### Benefits

You have no printing costs, it is easy to provide the knowledge module to large groups of participants, and you have many more opportunities to use multimedia (videos, audio, etc.).

It is also easy to update the lesson and send participants a new version.

### Asynchronous

A knowledge module is an asynchronous learning intervention. Lessons are accessed by each participant at their convenience.

### Resources

Knowledge modules require a one-time effort to develop. The size of this investment is linked directly to the size and complexity of the content.

### Conditions

The knowledge must be transferable by means of text, images, video and animations.

## Memotraining

### What is memotraining?

Memotraining is a personalised knowledge retention tool which allows participants to remember more.

With memotraining you deliver a number of questions on a regular basis.

When students have knowledge gaps, additional questions on the subject are sent to build up the knowledge gaps.

The 'forgetting curve' discovered by psychologist Hermann Ebbinghaus in 1895 proves that knowledge is retained better after repetition. Practice makes perfect as the saying goes.

### What learning objectives are most suitable for memotraining?

Memotraining is relevant for most learning objectives, especially when there is a lot of material to cover or when complex topics are covered.

#### What can you facilitate digitally?

With digital memotraining, scores are automatically updated daily.

#### What can you facilitate better otherwise?

If questions are consistently answered incorrectly, or where direct communication with an assessor is needed (e.g. so that the assessor can ask for clarification of answers), it's better to facilitate memotraining differently.

#### Benefits – digitally

Memotraining happens automatically. So you don't have to put in any more work, for example to check questions or draw up personal exercises.

#### Benefits – non-digitally

Participants need to have a computer or tablet to do memo training.

### Asynchronous

As memotraining is done individually, learning happens asynchronously.

### Resources

Memotraining requires a one-time investment to provide a series of questions properly linked to objectives.

### Conditions

- If you want to combine memotraining with other learning interventions, you need to ensure that the platform has a knowledge retention tool like the MemoTrainer web application.

You might not have gotten this memo, but aNewSpring has developed the MemoTrainer™ as a (mobile) app. Many of our customers successfully use this innovative tool alongside their learning journeys.

Read more at:  
[www.anewspring.com/memotrainer](http://www.anewspring.com/memotrainer)

## Informal Learning

### What is informal learning?

Informal learning is knowledge gained during the practical experience. Participants performing their work often hit problems or make mistakes. They learn by resolving these problems independently or with the help of a colleague. The learner has the opportunity to learn from the skills and experience of other colleagues.

### What learning objectives are suitable for informal learning?

This learning intervention is not a formal one, but as the name indicates, it is an informal one. In this way this learning intervention differs from all the other interventions described in this book.

With formal learning you set learning objectives in advance, while with informal learning the objectives only become visible at the moment a situation occurs from which the participant learns something.

Although you can't plan exactly what the participant will learn, informal learning is suitable for all three levels of learning objectives. When carrying out their work, participants can both acquire new knowledge and skills, while also developing new behaviours.

### What are the benefits of informal learning?

There is not a more realistic learning environment than one which takes place in the workplace itself. It is cost-effective.

### Asynchronous

Informal learning happens asynchronously, because the learning process is done individually.

### Resources

No direct effort is necessary for informal learning. However, there are conditions that promote informal learning, a number of which require an investment of time.

### Conditions

- Colleagues are prepared to help each other and learn from each other.
- Colleagues know how to give and receive feedback.
- Staff can self-reflect.
- Staff are able to take their own initiative.
- Leaders are actively involved in the informal learning process.

## Seminar

### What is a seminar?

A seminar is a comprehensive meeting around a particular subject, in which experts share knowledge, usually via workshops and lectures. Seminars are intended to transfer knowledge.

### What learning objectives are most suitable for a seminar?

A seminar focuses mainly on the transfer of knowledge. Seminars are ideally suited for learning objectives based on knowledge

#### What can you facilitate digitally?

A seminar can be presented digitally in its entirety through a webinar. When no interaction is offered between the presenter and participants, then it is called a podcast or webcast.

#### What can you facilitate better otherwise?

Traditional seminars are done face-to-face. This means that there is a lot more interaction between the participants and presenter, but this is also possible between participants themselves.

#### Benefits – digitally

Participants do not need to be in the same area to facilitate the seminar.

#### Benefits – non-digitally

Interaction between participants and the presenter is more personal in a traditional seminar.

#### Synchronous

Usually seminars are synchronous as interaction between the presenter and the participants needs to take place.

#### Asynchronous

If there is a recording of the seminar or webinar, then it can be played at a later date. This allows participants to choose when they wish to view the seminar. Unfortunately live interaction with the presenter won't be possible, negating one of the advantages of a seminar.

### Resources

The investment in a seminar is a one-time effort. There may also be costs for the technology required, to purchase or rent equipment such as cameras, lighting etc.

### Conditions

- Participants must be available at the same time to get the most from the seminar.
- For webinars, the learning platform must support webinars and you must have a fast and reliable internet connection in the space where the webinar is being presented.

## Training

### What is training?

Training is a group event with usually five to fifteen participants, usually booked in half or full-day slots. A facilitator or instructor with the necessary skills on the subject matter manages the process.

### What learning objectives are most suitable for training?

Training is very suitable for learning objectives directed at skill levels, especially for communication or practical skills.

### What can you facilitate digitally?

Much of the theory training can be delivered digitally, usually in advance. This will shorten the time of classroom-based training and the time can be better spend by the facilitator delivering skills-based content.

### What can you facilitate better otherwise?

Practical experience cannot really be delivered effectively digitally, unless participants just need to watch a video to gain the skill. For example to learn to negotiate well, participants really need to be facing a person.

### Benefits – digitally

The participants and trainer do not need be present in the same place. This saves travel time and expenses.

### Benefits – non-digitally

Face-to-face training is a more personal experience, making it more effective.

### Synchronous

The training itself is synchronous as the participants are there at the same time.

### Asynchronous

Preparation to a training in the form of a digital knowledge module can take place asynchronously. Participants choose when exactly they want to prepare for the training.

### Resources

The effort for training is split into two parts: a one-time investment for the development of the training material, and then costs to facilitate each session.

The time taken to develop the content is varied and dependent on source material, content availability etc.

Training generally takes one or two half-days, which is the time you need per group to carry out the training.

### Conditions

- The delegates and the trainer must be present at the same time (and place).





## Quiz

### What is a quiz?

A quiz is a short series of questions that the participant must answer. After answering the questions, the participant gets feedback on the questions that have been answered correctly or incorrectly, with the possibility of receiving an extended explanation of why an answer is right or wrong.

The results of a quiz usually have no consequences, which is in contrast to an assessment.

### What learning objectives are most suitable for a quiz?

Quizzes are suitable for the participant to practice his/her knowledge level. A quiz can be placed at the end of a lesson. After the quiz, the participant can see whether the desired level of knowledge has been achieved. This is very helpful if you use adaptive learning.

Participants may also take a quiz prior to the start of the module to see how much knowledge they have to start with.

### What can you facilitate digitally?

Almost all forms of quizzes can be done digitally.

### What can you facilitate better otherwise?

Of course quizzes can be done on paper, but this is not ideal – among other things because data arising from an offline quiz (such as scores) is more difficult to process.

### Benefits – digitally

In a digital quiz the subscriber receives the score directly so he/she can get feedback on the answers (whether they are correct or incorrect and why). This reinforces the learning process. It is also much easier for group scores to be processed and analysed.

### Benefits – non-digitally

Participants do not need a computer or tablet. An offline quiz is also a good alternative if participants do not have sufficient computer skills.

### Synchronous

Quizzes or polls could be classified as synchronous if they are done during a webinar for example, and participants are asked to vote or to answer questions.

### Asynchronous

Quizzes are mostly asynchronous, for example as part of a digital knowledge module.

### Resources

The investment cost for a quiz is very low. The only thing you need for a quiz is have some good questions, answers and feedback to ensure they understand why an answer is either correct or incorrect.

### Conditions

- Participants must be clear on the consequences of a pass or fail before the quiz is taken, as well as the final outcome of the learning process.
- The learning platform must support quizzes.



## Self-reflection

### What is self-reflection?

Self-reflection is the process by which a participant goes over newly-acquired knowledge with reflection on their own performance. Examples: thinking about why certain choices have been made, how he/she works, and what skills have been acquired and how they feel about it.

Self-reflection can happen in a managed or unmanaged way. Reflection is often part of another learning intervention. If a participant with a group reflects and then formulates improvement points, this is intervention. When a participant has a one-on-one discussion with a colleague this is considered a reflection.

The main difference between an evaluation and reflection is that there is no consequence of choice. The issue is to investigate and consider a situation.

### What learning objectives are most suitable for self-reflection?

Self-reflection is ideally suited for learning objectives on the attitudinal level.

#### What can you facilitate digitally?

This can be done digitally if you provide students with a clear step-by-step guide on how to go about the process of self-reflection.

#### What you can facilitate better otherwise?

If there is collaborative reflection then this usually needs to be done face to face with someone who can spar with you and pose critical questions.

#### Benefits – digitally

The administration is easier. Participants do not lose a self-reflection and reflections can easily be stored in a Personal Development Plan, for instance.

By recording the reflection, the participant can also read it back again after the passage of time.

#### Benefits – non-digitally

Because self-reflection is something personal it is often preferred that it is handwritten in a personal space like a diary or letter. Reflection can also be done without being captured, for example, in discussions with colleagues.

#### Synchronous

Self-reflection can happen synchronously, for example in groups, such as during collaboration or by having a chat with a colleague.

#### Asynchronous

Self-reflection can be used as an individual learning intervention. For example reflection on a course module regarding a particular situation.

### Resources

The effort is usually small, especially if participants already reflect as part of their skill set. If reflection in groups takes place (such as intervention), you may spend time managing the group.

### Conditions

- Participants only really reflect properly if there are no negative consequences. This means everything should be treated confidentially.
- Participants must be trained or coached on how to self-reflect effectively. If this is not the case, then they need to learn this first through training or coaching, for instance.





## Bonhoff Chocolates Ltd.

For our learning objectives we have chosen the following learning interventions:

- 1.1 At the end of the learning plan the participants name the four components of the 4G feedback model.

Here we are opting for a digital knowledge module. This module is a written introduction to the theory of the 4G feedback model and an illustration showing the four steps in it. At the end of the module there is a short knowledge check, where participants answer a number of questions about the 4G feedback model.

- 1.2 At the end of the learning plan the participants list the three most common pitfalls in giving feedback. (This training objective is on the knowledge level).

This module includes a number of videos of actors depicting good and bad examples of feedback. After each video is shown, the participants are asked which parts the actor did correctly and which they did not. Participants see immediately whether the answer was correct or not and why.

- 1.3 During a training simulation participants apply the four components of the 4G model correctly. (This training objective is on the skill level).

Here we use training as a learning intervention. During this exercise participants practise with each other by giving and receiving feedback. A trainer will guide the learning process and help participants where possible.

2. Participants do not perceive feedback following the learning plan, delivered in accordance with the 4G feedback model, as a personal attack. (This learning objective is at the attitudinal level).

Coaching is used optionally in this instance. Participants learn during the digital lesson and in the collaboration they are taught, how to give feedback correctly. If a colleague gives feedback in the correct way, it is much easier for the recipient to receive feedback correctly as well. This makes the chance much smaller that feedback will be seen as criticism or a personal attack. Should it however occur that the recipient has difficulty in accepting the feedback, he or she can work on it, for example with the help of a coach.

### 3. Prepare the courses



### 3. Prepare the courses

**Big fancy meals are usually made up of several courses. It is the same with learning plans. They are divided into smaller pieces, which are called modules.**

In the previous step we looked at the learning interventions (ingredients) that could be used in your learning plan. Now we need to put together individual learning interventions into one or more modules to bring the learning plan together.

#### **Devote attention to application at the workplace**

Applying what has been learned in the workplace is one of the most important aspects of each curriculum. It is pointless to train someone when new knowledge, skills and behaviour do not apply in the workplace. You can ensure that they are applied and applicable in the following ways:

- Involve executives when creating the learning resources. This means there is strategic alignment and purpose.
- Ensure cases, examples, and questions in your learning plan are linked closely to plausible real life work situations.
- Support participants after completion of the learning resources. This can be done by organising follow-up days or by offering memotraining. By continuing to pay attention to the subject matter after finishing the learning journey, the learning process is prolonged and a better retention of the newfound knowledge is secured.

*"Real food does not have ingredients,  
real food is ingredients."*

*- Jamie Oliver*

*(British chef and author of many successful cookbooks)*

## Groups based on topics

Often learning groups have more than one primary learning objective, each with several sub-learning objectives. Split large modules into smaller modules whose content matches, to increase the effectiveness of the entire learning journey, making it easier to follow and absorb.

This way a participant does not have to keep switching between content, which improves the effectiveness of the entire learning plan.

## Considerations for your blend

What is the smart way to compose your blend?

Blended learning has a number of obvious combinations, for example:

- Digital knowledge modules + training
- Job aids + intervention
- Training + informal learning
- Coaching + training
- Digital knowledge module + intervention + informal learning

You can also bring in less obvious combinations, such as:

- Seminar + coaching

Dependent on the context and elaboration, combinations can be either very effective or not effective at all. There are unfortunately no fixed rules for blended learning. You have to be creative and test what works and what does not. So we would like to offer you a number of considerations so that you can make your own assessment as to whether your mix of learning interventions has a good chance of succeeding.

- Does your learning intervention contribute directly to the achievement of targets, or are you using it because it's trendy or nice to do?
- Does the mix of learning interventions highlight individual weaknesses? A disadvantage of digital learning interventions can be a lack of face-to-face contact. Schedule an offline training to overcome this.
- Does the learning intervention impact a participant's work schedule too much? For example, if you have many synchronous learning interventions will they have enough time to commit to the project? What organisational consequences are there in the workplace?
- Do the learning interventions successfully address the problem/subject? In a learning plan which crosses boundaries in the workplace it's important to involve the entire team, so use learning interventions like forums or social learning.

- Do the learning interventions adjust to the level of knowledge of the participant?  
Participants who have little or no knowledge of the subject will benefit more from a good design and lots of interaction.

This is less important for participants who already have prior knowledge.

**TIP:** When you complete your learning plan, allow people from outside the organisation (without prior knowledge of the organisation) to contribute. In this way you can get a far broader perspective on how effectively the course material and structure will work.

## Combine learning preferences

Learning can happen in different contexts. The five most common are:

1. Learning by observation: this is done by participants being in the 'real' world. Participants observe, analyse, and listen to how others are working. Example: informal learning.
2. Learning by acquiring knowledge: this is done by learning new theory, doing a lesson, reading a book or listening to an expert. Examples: book, seminar, lesson etc.
3. Learning by participation: this is done by participant interaction and learning together. This means that they learn with and from each other. Example: social learning or collaboration.
4. Learning by practice: this is done by letting participants practise in a secure learning environment. Repetition is important in this learning preference. Participants who enjoy this way of learning generally are not unhappy about making mistakes. They regard this as a way of learning. Examples: training, serious game (particularly simulations).
5. Learning by discovery: this is done by participants determining their own way in the learning process. Some learners are restricted by structure and prefer to figure out themselves what knowledge, skills or behaviours they want to acquire. Connection here does not occur at the level of learning intervention but rather in the design of the entire learning plan. See the section on 'Fixed order or freedom of choice'.

Every learner has a conscious or unconscious preference for one or more of these ways of learning. In your learning plan ensure that there are multiple ways of learning that can take place so they can match their preferences. In addition, variation in the learning methodology provides a better result for all participants, regardless of their personal preference.

## Construction of a course

### Introduction

Each module/learning intervention should begin with a clear definition of what the participant can expect. The learning objectives will be explained by means of a description and this can be supplemented by a short description of the exercises in the module. The participants often find it quite relevant to have a brief introduction, so as to know what to expect and what will be relevant.

#### **Good example:**

*"In this module you will learn the theoretical basis for feedback according to the 4G feedback model. During the module there will be a number of fictitious cases. The aim of this module is to help you to learn how to give constructive feedback to colleagues or executives in your company. At the end of the module your new-found knowledge will be assessed."*

#### **Bad example:**

*"Today we're going to talk about feedback. This means that you can communicate better."*

The introduction to a lesson, for example, is an introductory text. In training can this can be done as an introductory talk by the trainer, or in game-based learning as a game manual.

### Content

After the introduction has been completed, the actual learning can take place through whatever learning interventions you have chosen. How these are elaborated depends on the learning intervention you have chosen and the context in which this learning plan occurs.

Here are a number of questions you can ask yourself during the design:

- Study the learning journey through the eyes of a participant; what do you want them to experience?
- Is the participant encouraged and motivated to learn?
- Can the participant monitor their own progression in the learning plan?

To ensure that you place the chosen learning interventions in a good sequential combination, it's advisable to draft in professional help for this component.



## Conclusion

On the last pages you summarise what the participant should have learned throughout the module.

### **Good example:**

*"This is the end of the module on the theory of feedback. You should have a solid understanding of the theory behind the 4G feedback model."*

### **Bad example:**

*"This was the module on feedback. Now continue with the next module."*

On this point it might also be an idea to run a summary test to assess the participants' levels. Prior to the module, you should however let the participants know whether there are any consequences arising from the test score.

Completing a digital knowledge module or a book, for example, will be a summary text at the end of a module or chapter. In training this could be a summary from the trainer, and in game-based learning the score with an explanation as to how this status has been achieved.

## General tips

Pay attention to good design. Having an attractive course both visually and with interesting content will ensure participants spend more time and attention on it. This will benefit the yield from the plan.

Ensure consistent use of terms. If you choose to refer to participants as 'participant' then make sure it does not change to trainee or learner at a later stage.

Make sure it is written in a language they can understand. The way you write text will differ for the security team and the doctors in a hospital.

## 4. Add flavour



*Vanilla*



*Mint*



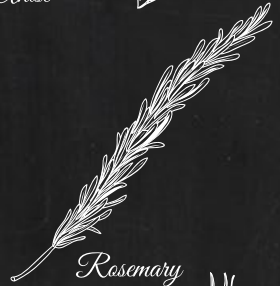
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*Dill*



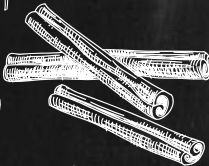
*Pepper*



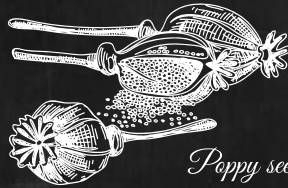
*Rosemary*



*Basil*



*Cinnamon*



*Poppy seed*



*Peppercorns*



*Bay leaf*



*Chives*

## 4. Add flavour

### Reinforcing learning techniques

In addition to a good mix of ingredients, it's important to add a bit of flavouring to create a really delicious meal. As in the kitchen, there are basic techniques that you can apply to improve your learning plan: the herbs.

The following techniques are not isolated learning interventions but methods that you can use to make your learning experience even better.

*"The discovery of a new dish confers more happiness on humanity than the discovery of a new star."*

*– Jean Anthelme Brillat-Savarin  
(French author of the book 'The Physiology of Taste'  
that formed the basis of classical French cuisine).*

## Adaptive Learning

### What is adaptive learning?

Adaptive learning adjusts the content of a course to suit an individual's knowledge gaps, so that the resource fits the progress and understanding of the individual participant. An adaptive learning platform 'knows' which learning objectives match which course parts, and how far an individual participant is on their way to achieving each training objective.

If the participant already knows 'Topic 1' at the beginning, but not 'Topic 2', then you or the platform will serve up content and questions that relate to 'Topic 2'. This ensures that the participant does not waste time on content they already know.

Additionally, you can design an adaptive learning solution to provide content when a participant has attained a predetermined level of achievement. Adaptive learning is used mainly in digital learning interventions (and especially in knowledge modules).

### What does adaptive learning add to a learning plan?

Adaptive learning uses learning resources far more effectively. A participant is not bombarded with unnecessary information that they already know. This takes away a lot of unnecessary frustration and ensures a much better 'flow' of learning. In addition, an adaptive learning platform gives the participant clear feedback on how much progress he/she is making with training objectives, and this helps to improve the motivation of the participant.

### Resources

Adaptive learning requires effort to build and it is recommended that this happens right from the beginning. Each content part must be matched to training objectives. The additional cost for adaptive learning in a new learning plan is low. If you have an existing learning plan that you want to make adaptive, the cost will depend on the time it takes to restructure.

### Conditions

- The learning platform must support adaptive learning.
- The learning must have clear learning objectives, so that all content can be labelled.

At aNewSpring we are a firm believer in adaptive learning journeys. We even got a bit geeky and gave our platform an adaptive algorithm! Doing so has helped the learning journeys of our clients to be personalised and at the same time much more effective.

Read more about adaptive learning journeys at: [www.anewspring.com](http://www.anewspring.com)

## Gamification

### What is gamification?

Gamification is the use of game play and makes use of awards such as points, ranks and badges in a learning environment. Gamification is often confused with game-based learning. In game-based learning the basis of the learning intervention is a game played by participants on their own. In gamification participants compete against each other.

### What does gamification add to a learning plan?

Well-designed gamification elements add to your learning programme costs, but participants can be motivated intrinsically and extrinsically and can be rewarded for performance. For example the top-scoring winner in a participant group on a particular test.

### Resources

The effort in gamification is a one-off investment to investigate how participants can get the best from the content. Budget should also be reserved to improve the gamification. After the initial implementation it can often be improved further by feedback from participants

### Conditions

- The learning platform must support gamification.
- There must be thorough research into the way to motivate participants. Poor or superficially designed gamification has a negative impact on learning efficiency.



## Social Learning

### What is social learning?

Social learning combines formal learning with informal learning (for example, communication between participants in a forum). Participants can exchange ideas and experiences as well as content. They do this in an online forum.

By talking with each other about their own progress, they also learn from the experiences of others. Another example of social learning is that participants can post a comment under each text and video of the digital modules.

In this way they can answer each other's questions about the substance and quality of content.

### What does social learning add to a learning plan?

Social learning improves the individual learning experience. This is because there are multiple moments at which the participant masters the material. In the first instance in the formal moment (in the example above, when the training and knowledge module are followed), second when the participant talks to other participants about the material.

Participants can support each other during learning, motivating each other while not feeling they are learning in isolation.

### Resources

If you have a platform that can facilitate social learning, you do not have to make any extra investment in social learning. If you also want a trainer or content specialist to be present in the forums or discussions (which is advisable!), this entails extra costs.

### Conditions

- Ideally social learning is integrated in the learning platform. Using a separate platform, for instance a forum, creates a barrier, so that fewer participants will use it. A separate platform is thus not advisable.
- Multiple participants must follow a learning plan at the same time so that social interaction is possible.

The integrated features of our platform will allow your learners to experience a social learning journey. You can create an engaging community where instructors and learners can easily interact with each other.

Read more about our social learning platform at:  
[www.anewspring.com](http://www.anewspring.com)





### Bonhoff Chocolates Ltd.

For our learning plan about feedback we will use social learning. We will do this in the digital knowledge module where participants will see videos with good and bad examples of feedback.

Below every video there is a discussion widget on the online learning platform. There, we encourage participants to discuss how the actor in the video performed, and how the feedback could have been better. Social learning ensures that participants learn from each other, as well as learning from the training materials provided.

A prerequisite for social learning is that multiple participants follow a training plan simultaneously. In our case study this is the case, because the whole department is following the training plan at the same time. The second prerequisite is that the learning platform supports social learning. Because we deliberately opted to deploy social learning, we take this into account when choosing our learning platform.

**TIP:** You can also mix the flavours of these herbs. Head over to [anewspring.com](https://anewspring.com) and find out how our clients combined different learning techniques for their learning journeys.



## 5. The taste test



## 5. The taste test

### **Taste it yourself first**

**While you are developing the learning plan it's advisable to be the first to test the learning interventions. For example if you have written a section of text, it's useful to read it first before passing it over to the pilot group.**

Leave material which you are developing for a few days and then look at it again with a fresh vision.

Repeat the plan's learning objectives to yourself, and assess whether the learning intervention matches and you're on the right track.

### **Put together a pilot group**

During course development it's always a good idea to put together a team of testers. The team should reflect the demographics of the intended students, as well as instructors and subject matter experts. Present the content to the team and get them to comment and provide feedback on where the course can be improved. It will have to suit a variety of tastes, and the only real opportunity to make sure you have it right is during development.

If you are going to train large numbers of participants, you can even research whether the pilot group is actually applying what they have learned in practice, or whether improvements must be made in this area.

*'Tis an ill cook that cannot  
lick his own fingers.*

*- William Shakespeare*

*(world-renowned English playwright, writer and author).*

### **Tips for working with a pilot group**

- Ensure that the team has a similar profile to that of the participants. If you have a wide range of participants, in terms of age, level of education and work experience, ensure that the test group is also diverse.
- When asking for feedback, do so in a structured way. Use feedback forms with specific questions but provide space for their own comments and suggestions. In this way you get feedback on all the important parts, but students still have the opportunity to provide feedback on areas you may not have even considered.
- Select a group leader. This person is your first point of contact and provides further communication with the rest of the group. In this way you keep focused and will get a better overview.
- Make your expectations clear in advance, what do you expect from the group and why are they there. How much work is needed from them and why? Let them understand what you need from it and what you are going to be doing with the feedback. Will something actually be achieved with the suggestions from the pilot group, etc.?



### Bonhoff Chocolates Ltd.

The pilot team consists of two employees in the Sales Department. The first employee is a young woman who has just joined the company; the second employee is a middle-aged man who has years of experience with the company. By including staff with different characteristics (age, number of years with the company, male/female) in a pilot group, you get feedback from multiple perspectives and multiple backgrounds. This will benefit the quality of the learning plan.

**TIP:** You can also have a look at the learning solutions of our customers at [anewspring.com](https://anewspring.com). Have a look at their successes and get inspired!



6. Serve it up

Bon  
Appetit



## 6. Serve it up

### **Will you order from the menu or go for the buffet?**

**As a chef you can offer your customers two ordering options. They can order from the menu (à la carte) or from the buffet. Off the menu generally means it's served up in your style, while off the buffet means they can pick and choose and build the meal themselves according to their own tastes.**

The same is true for learning interventions. Either you control the order participants have the course 'presented' in, or you leave it up to them to order it themselves.

A combination of the two is also possible. For example consider a communal kick-off for a major learning plan, after which participants choose which learning interventions they will use to acquire new knowledge, skills and attitudes, to then be evaluated in the same way at the end.

*"If cooking becomes an art form rather than a means of providing a reasonable diet, then something is clearly wrong."*

*- Tom Jaine*

*(American author of a series of award-winning cookbooks and former restaurateur.)*



The advantages of each approach:

Fixed learning interventions and order	(Semi) free choice of learning interventions and order
It's easy to follow the progress of all participants.	Participants experience more freedom of choice because they can decide which courses they are going to do and when.
It fits better in the expectation pattern participants have and a fixed sequence is common in many training courses and education.	It is easier to launch the learning resources in different phases. You can easily add learning interventions gradually.
Suitable for certified training, where you must be able to demonstrate that participants have the required knowledge, skills or attitude.	It speeds up the development process. Designers and developers can focus their attention on one course and later additional or supplementary materials.
It's easier to adapt the learning plan as the work situation changes.	



### **Bonhoff Chocolates Ltd.**

For our learning plan, we chose a fixed sequence for our learning interventions. That's because we wanted participants to come to the training once they had mastered the theory. We also only know who needs coaching once everyone has completed the digital knowledge module and the training.

## **Communicate the necessity and advantages**

Participants who know why they are following a particular learning plan are much more motivated than those who have no idea why they should be following such a plan.

You also need to make it clear just what benefits will arise for the participants themselves from following a plan. For example that's there's a chance of a raise if they work better, that they will have more advantages in the employment market, that they can develop themselves, etc. This way participants are motivated, and the learning plan has a greater chance of success.



### **Bonhoff Chocolates Ltd.**

As described in the case study, the participants themselves already felt there had to be a better way of doing things. So we don't need to take any extra measures to make it clear to participants why the learning plan is relevant to them. The fact that we have a pilot group also helps significantly in garnering support within the department.

After all, their own colleagues are assisting in the development process.

## **Adopt a just-in-time approach**

Ensure that participants acquire their knowledge, skills and attitudes at the moment they actually need them. Implementing learning interventions when participants will only need new skills months later, means that they will have already forgotten a great deal of it when that time comes.



### **Bonhoff Chocolates Ltd.**

Our learning plan is compact enough to offer in one burst. Additionally the participants need the knowledge, skills and attitudes now.



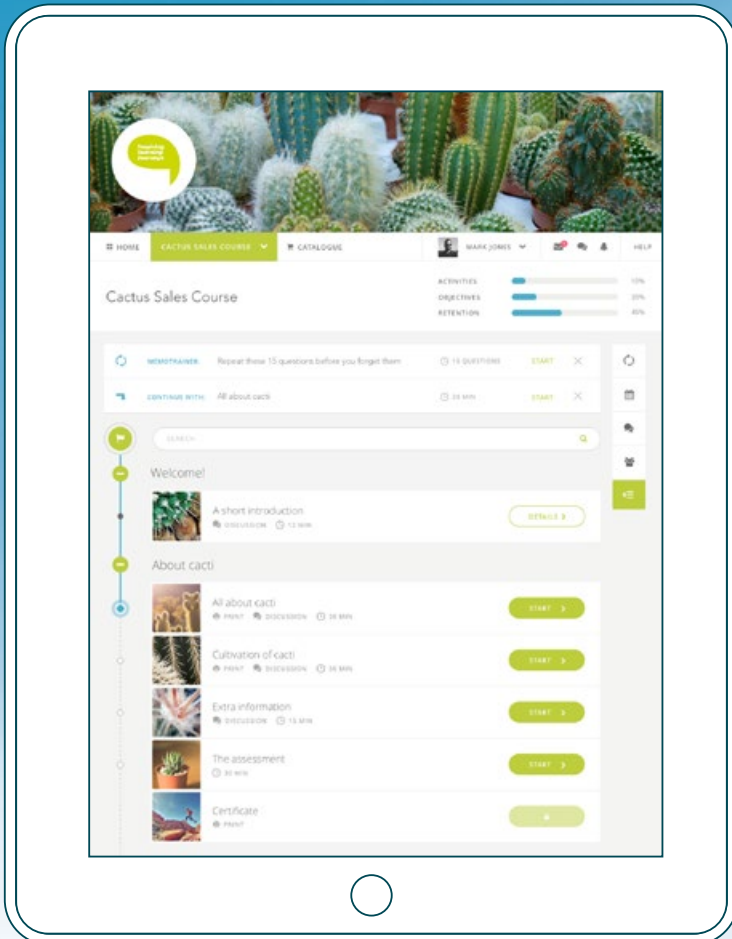
***Start cooking your own learning recipes!***

*Thank you for reading our Cookbook! We hope you have been inspired to create more inspiring learning journeys. At aNewSpring we believe in empowering the learning community in their quest of creating the best learning journeys. That is also why its completely free to start using our all-in-one platform. You can build and test your courses in your own learning environment, without any costs. You only pay when you enroll learners.*

*It's time to put the Cookbook into practice!*

*Get started at [www.anewspring.com](http://www.anewspring.com)*

# Make your training an inspiring journey!



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### Introduction

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## The authors



### Johannes Vinke

Johannes Vinke is Healthcare Coordinator at Empower Psychotherapy. After he studied aviation and aerospace engineering briefly at Delft University of Technology in the Netherlands, he discovered his passion for the development of people and is now a graduate Educationist.

Today he helps organisations to perform better by focusing on the development of professionals. He does this by putting together a good mix of performance support, formal and informal learning.



### Martèn de Prez

After obtaining his Master's in Business Economics at the Erasmus University of Rotterdam, Martèn began his career as a consultant at Accenture. Learning with dyslexia caused him challenges, but also created his fascination for innovated learning. He decided to become an entrepreneur with the product MemoTrainer which later grew to become the aNewSpring learning solution.

The adaptive technology of aNewSpring makes it possible to create online training that adapts to each individual learner.

Martèn's goal is for aNewSpring to make personalised e-learning easy and accessible to every trainer and course participant.

## With help from



### **Paul van Helmond**

After more than 10 years as a manager in the temporary employment industry, Paul decided to venture into the training world, making the transition in 2008. As a consultant he was responsible for setting up of a variety of corporate academies.

He joined aNewSpring in 2012. Paul is now responsible for all implementations for larger customers. 'The success of the customer is our success' is what Paul puts into practice each day by providing training, workshops and advice.

### **Caroline van der Schaaf**

Johannes and Martèn would like to thank Caroline for editing the text.

### **Paul Hanly**

Special thanks to Paul Hanly, CEO at New Leaf Technologies in South Africa, for translating this book into English.

## My Recipes:

## My Recipes:

## My Recipes:



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