

# ELearning that Grabs and Sticks

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## **Plan for Forgetting**

Ebbinghaus's Forgetting Curve (1885). Forgetting is exponential and it happens easily. 50% within 48 hours, 70% within a week, 90% within a month – Unless effort is made to strengthen these memories.

Spaced out learning helps!! Once per month is very good.

## **Begin with the End in Mind**

**“Success is getting people to do the right thing at the right time!”**

Michael Allen, Guide to eLearning, pg. 17.

**“. . . the result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; . . .”**

T. H. Huxley ([www.thequotationspage.com](http://www.thequotationspage.com))

Success is performing the right thing at the right time. Plan for this! Success is less about knowing and more about doing. Knowing is not a good predictor for doing (performance).

If learning is not the answer, look for another way to convey information (job aid, manual).

Determine the performance and then determine the steps, objectives or components, assessment, content, then the learning events – CCAF.

**“If you don't know where you are going, you'll end up someplace else.”**

Yogi Berra, [www.Goodreads.com](http://www.Goodreads.com)

## **Audience Analysis**

Determine the audience needs or gap analysis. Also get to know their experiences to make connects. Adult learners bring a lot of experience to the table – use it!

Connections speed knowledge acquisition, deepen understanding, and improve recall and performance.

**“You don't learn anything in isolation.”** (Julie Dirksen, 2016, pg. 92)

The “stuff you memorized shelf” is probably empty. Make connections with your learners.

## **Cognitive Load (John Sweller, George Miller)**

Short term or working memory – limited capacity (7±2), Dual Channels.

Cognitive load is the effort of memory.

Reading new information is complicated. Listening to new information is complicated. Combining reading and listening is a learning disaster – not enough cognitive capacity to do both. Distractions require cognitive load also. Avoid them. No storage in long term memory – No remembering and no doing, no success.

### **Bloom’s Taxonomy Revised (Anderson and Krathwohl, 2001)**

Stepwise – from lower level thinking skills (remembering) to higher level thinking skills (like applying to creating). You can only jump a level if there is time. Novel information is more difficult without connections. Chunking and attaching information to “constellations” is good.

### **CCAF – Effective Learning Events**

**Context** – Environment - preferably where the doing is expected.

**Challenge** – Problem – real life something. (focus on the objectives.)

**Action** – Activity – real life action or activity.

**Feedback** – intrinsic self-diagnostic is best. It is easy for the learner to know they got this wrong or right.

Failure should be an option. Built in forgiveness makes failure better for learning. Failing is learning, but design for success also. Rubrics are helpful for you and the learner, and anyone else. (Competency Assessment and observability)

### **Resources**

Allen, M. 2016. Michael Allen’s Guide to E-Learning 2<sup>nd</sup>. Hoboken, NJ: Wiley.

Allen, M. & Sites, R. 2012. Leaving ADDIE for SAM. ASTD

Dirksen, J. 2016. Design for How People Learn 2<sup>nd</sup>. Berkley, CA: New Riders.

### **ELearning Resources**

<https://elearningindustry.com/> (Christopher Poppas, Patti Shank)

<http://www.alleninteractions.com/> (Michael Allen, Richard Sites, Julie Dirksen)

<https://www.elearningguild.com/>

<http://elearningbrothers.com/>

<http://thelearningcoach.com/>