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Learn Better and Faster: Helping On-Demand Learners in an On-Demand Era

Sponsored by





Ray E. Jimenez, PhD
Chief Learning Architect
VignettesLearning.com
rayvft@gmail.com

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Ray E. Jimenez, PhD
Chief Learning Architect
VignettesLearning.com
rayvft@gmail.com

Learning Strategy & Implementation
Social Learning Implementation
Performance Learning Systems
Rapid Content Development
Scenario-Based Learning (SBLs)








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Worth \$700
Raffle of one seat to the Story-Based Webinars March 4, 2014



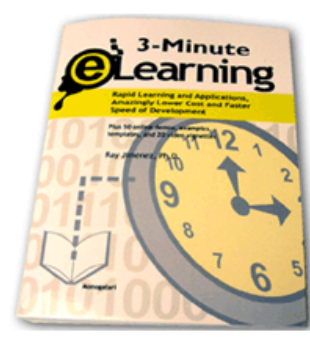
The image features two main graphics. On the left is a hand-drawn banner for a 'Story-based Technical & Compliance eLearning Design Workshop'. On the right is a laptop displaying 'Story-Based Webinars Online Workshop'. The laptop screen is surrounded by various icons and labels: 'Discovery', 'No-lecture', 'Seamless', 'Real', 'Provoke', and 'Real'. Above the laptop are icons for a sun, a person, a laptop, and a gear.

[Http://vignetteslearning.com](http://vignetteslearning.com)

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Free eBook :“Unbundling Content”



The image shows the cover of an eBook titled '3-Minute eLearning'. The cover features a clock face, a magnifying glass over the letter 'e', and the text 'Rapid Learning and Applications, Amazingly Lower Cost and Faster Speed of Development'. The author's name, 'Ray Jimenez, PhD', is also visible.

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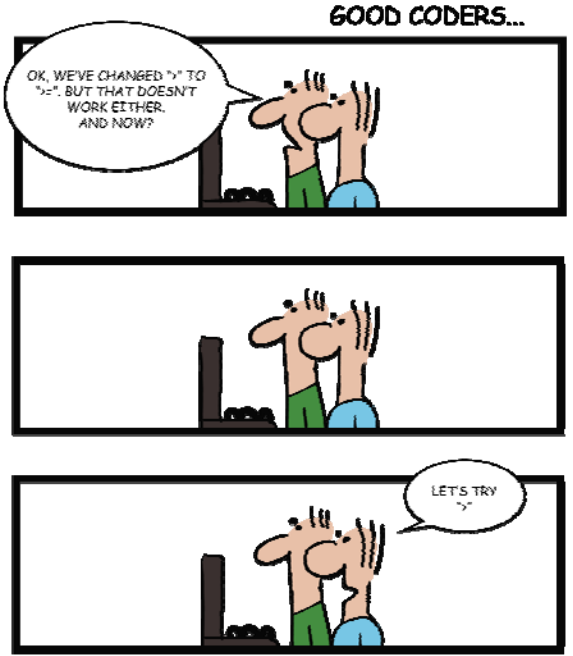
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GOOD CODERS...



How are these people learning?

Type in chat


LET'S TRY >

- KNOW WHAT THEY'RE DOING

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How do we help learners learn faster and better in on-demand learning conditions?

- Multi-tasks
- Multi-jobs
- Limited time
- Rushed
- Harassed



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The image shows a man in a blue shirt and black vest sitting at a desk. He has multiple arms, each performing a different task: one holds a tablet, another a pen, another a mobile phone, and another a coffee cup. This visualizes the concept of multitasking and being overwhelmed in an on-demand learning environment.

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How do we help learners learn faster and better in on-demand learning conditions?

- Rapidly-learn
- Deliver more
- Contribute more
- Productive time
- Capable



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The image shows a woman in a white blazer sitting cross-legged on the floor. She has multiple arms, each holding a different device: a tablet, a laptop, a smartphone, and a pen. This visualizes the concept of being capable and productive in an on-demand learning environment.

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How do we design learning for the short-attention-span and busy learner?

- What are the opportunities ?
- What are the challenges ?

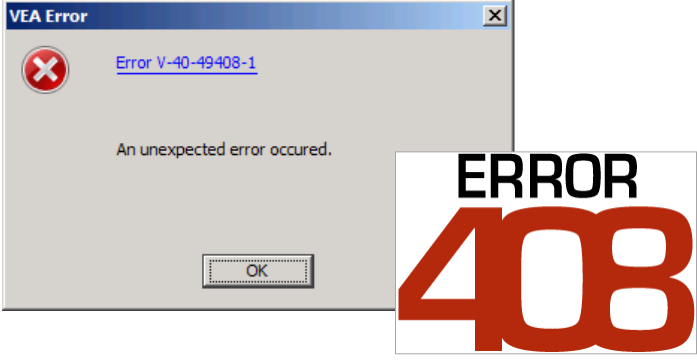
Type in chat



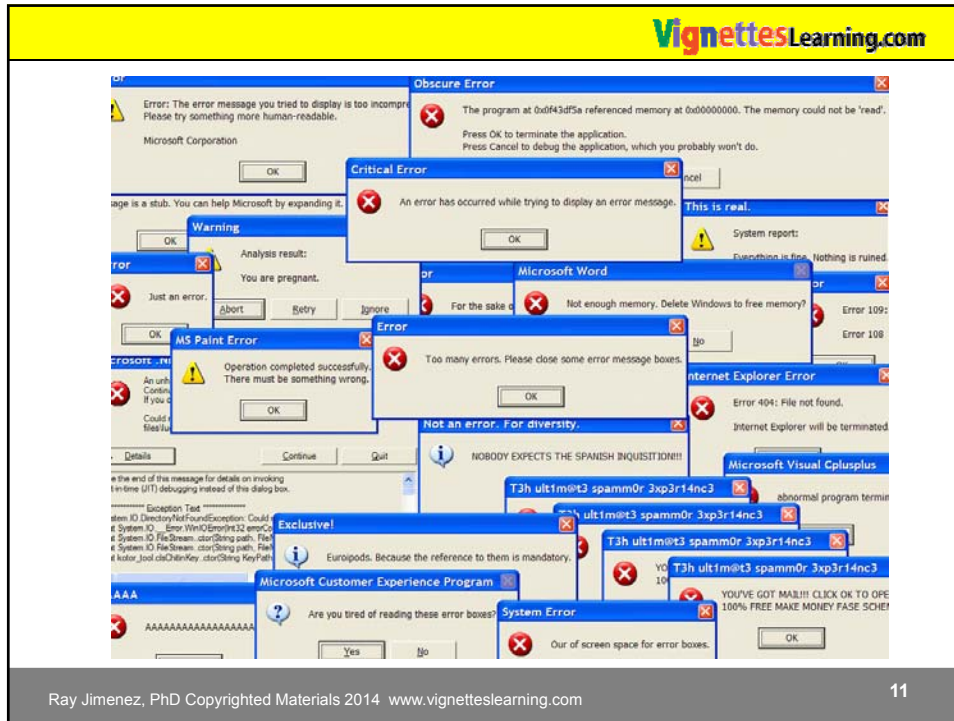
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FDA 101: Medication Errors

A medication error is any preventable event that may cause or lead to inappropriate medication use or harm to a patient. Since 2000, the Food and Drug Administration (FDA) has received more than 95,000 reports of medication errors. FDA reviews reports that come to MedWatch, the agency's adverse event reporting program.

"These reports are voluntary, so the number of actual medication errors is believed to be higher," says Carol Holzman, R.Ph., Director of the Division of Medication Error Prevention and Reduction at FDA's Center for Drug Evaluation and Research.

"FDA works with many partners to fix medication errors, including the U.S. Pharmacopeia (USP) and the Institute for Safe Medication Practices (ISMP). Every report received through the MedWatch voluntary Medication Error Reporting Program (MREP) automatically gets sent to FDA's MedWatch program," says Mike Cohen, R.Ph., Sr. Director of MREP. "It takes a cooperative approach to monitor errors, evaluate them, and educate the public about strategies to keep errors from happening again."

Medication errors occur for a variety of reasons. For example, miscommunication of drug orders and look-alike packaging, confusion between drugs with similar names,

FDA Reduces the Risks by:

- ✓ Reviewing drug names to minimize confusion
- ✓ Working with drug companies to improve labeling/packaging
- ✓ Requiring bar codes on certain products
- ✓ Analyzing reported errors
- ✓ Creating guidances for industry
- ✓ Educating the public

<http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm048644.htm>

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Equipment Failure

Safety



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Share a moment or time when you learned quickly through an error or mistake.

Type in chat



Equipment Failure

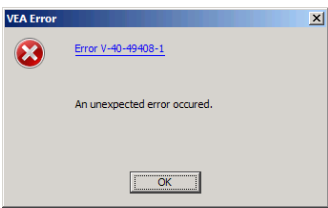
Safety



FDA 101: Medication Errors

FDA Reduces the Risks by:

- Reviewing drug names to minimize confusion
- Working with drug companies to improve labeling/packaging
- Requiring bar codes on certain products
- Analyzing reported errors
- Creating guidelines for industry
- Educating the public



VEA Error

Error V-40-49408-1

An unexpected error occurred.


OK

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Learning by



what if?

OOPS!

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Learning by workarounds:

Why a

workaround

is a great learning approach

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work·a·round

[*wurk-uh-round*]

1. *Computers.* A strategy or technique used to **overcome a defect** or other problem in a program or system:
This is a known bug in version 1.5, but a workaround is available.

2. Any method used to **overcome a technical problem**, especially a **problem that could prevent success**:
The astronauts needed a workaround to bypass the faulty cable

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Workaround

is a great learning approach

Cheapest, fastest, effective way to design learning to learn

In **positive ways**, also known as: **problem-solving, trouble-shooting, tricks, maneuvers, short-cuts, best solutions, etc.**

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What do you do?

Your GPS malfunctions and you must be in an important meeting in 15 minutes?

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What do you do?

You have an hour to present training which used to be done in six hours?

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← “What the heck. The guide is no help.”

What do you do?




The training or guide book is not really clear.

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What will you do in these situations? What’s the fastest way to learn to solve the problems?



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Learning by




what if?

OOPS!

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???

Error Fix

Why is it that people always want to fix things?
What motivates them?

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Wired early
to see an error
and learn how to
fix it

Cause and effect

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The on-demand
learner

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Beng, Beng, Bingo Learning

Trial and error, constant searching and finding solutions

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The diagram illustrates a learning process. A ladybug is shown at the bottom left, with red arrows indicating its path as it moves between four rectangular blocks, each labeled 'BENG'. The blocks are arranged in a sequence from left to right. The final block on the right has a target symbol above it labeled 'BINGO'. The ladybug's path starts at the bottom left, moves to the first 'BENG' block, then to the second, then to the third, and finally to the fourth 'BENG' block, which is directly below the 'BINGO' target. The ladybug is shown in a state of constant searching and finding solutions.

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Beng, Beng, Bingo Learning

- Instant
- Think
- Search
- Apply


How do we help this learner learn better and faster?
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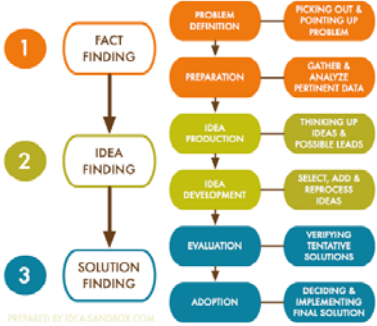
The diagram is similar to the one on slide 27, but includes a cartoon ladybug character on the left side. The ladybug is red with black spots and is waving. The diagram shows the ladybug moving between four 'BENG' blocks towards a 'BINGO' target. The text 'How do we help this learner learn better and faster? Type in chat' is positioned below the diagram.

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(A) Trial and Error



OR (B) Scientific Procedure




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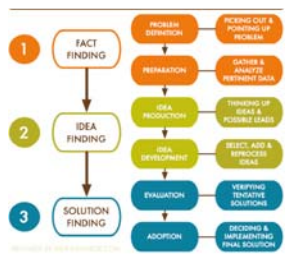
**Which is a better learning, A or B?
Why? Type in chat**

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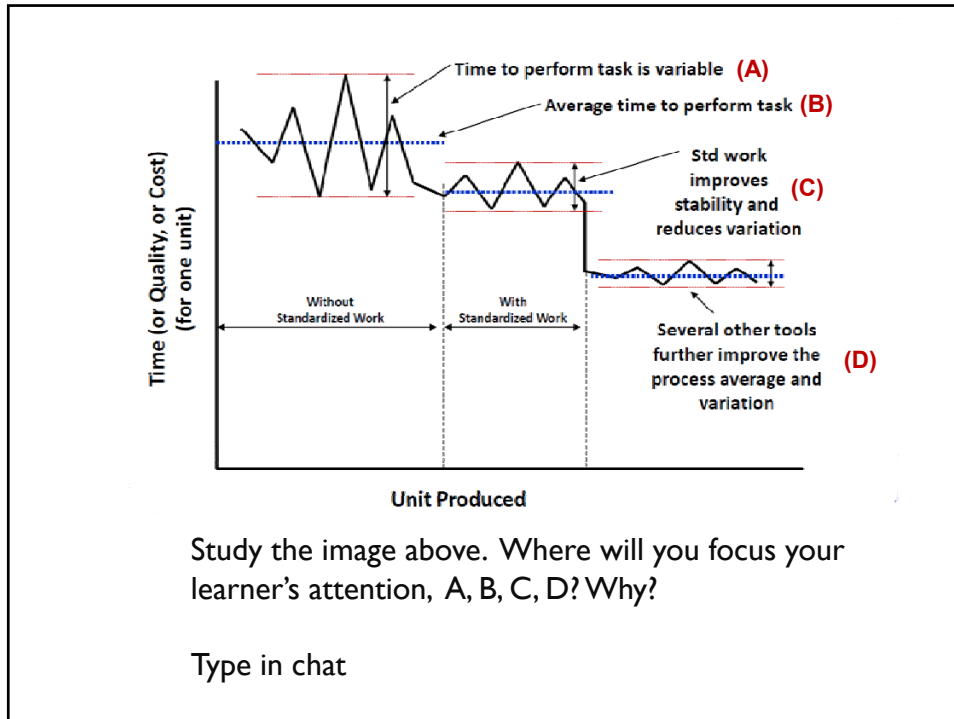
Scientific Procedure



**In a scientific procedure there is still the Beng,
Beng then Bingo Learning.**

They overlap.

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Idea 1 **eLearning Design for Short-Attention Span and Busy Learners in On-demand Learning**

Focus on highest value, errors, workarounds and solutions **Identify high impact work and business performance areas**

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Opportunities for learning

○ High value / error areas
○ Basic content

Defects Bottlenecks Low returns Poor quality Employee Failures Complaints

Standard operating systems, policies, process, basic knowledge, etc.

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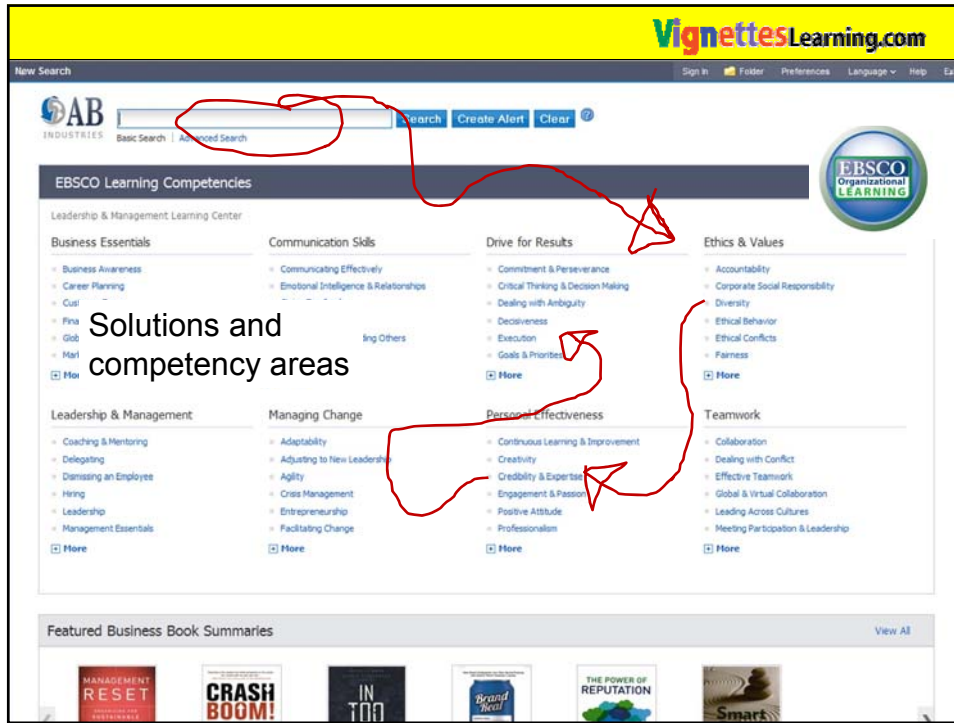
Using your own situation, what are example topics in “high value/error areas”? Type in chat

○ High value / error areas
○ Basic content

Defects Bottlenecks Low returns Poor quality Employee Failures Complaints

Standard operating systems, policies, process, basic knowledge, etc.

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Idea 2

eLearning Design for Short-Attention Span and Busy Learners in On-demand Learning

Simplify content:

deliberate reduction

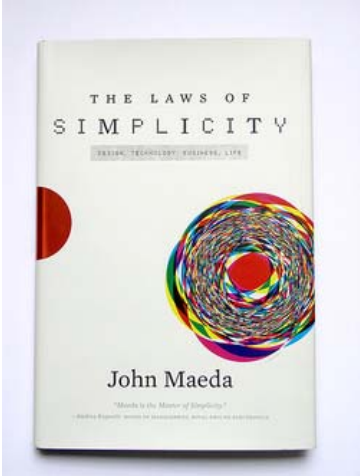
➔

Immediately useful content to solve problems

Assist in workarounds: problem-solving, trouble-shooting, tricks, maneuvers, reformulate, best solutions, etc.


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“Deliberate Reduction”

Minimalist content

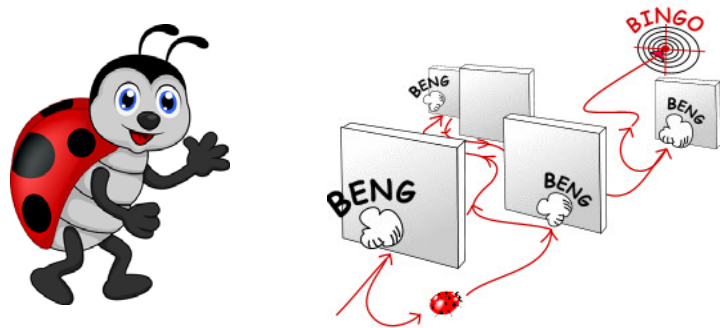


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Accelerate

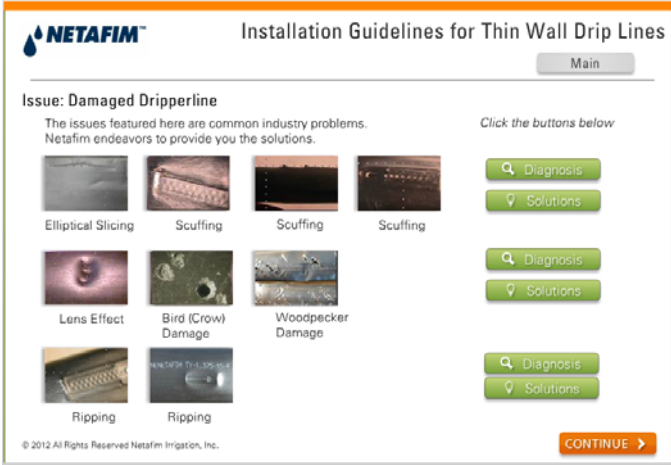
- Instant
- Think
- Search
- Apply



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Example: Diagnosis-Solutions vs Lessons



NETAFIM™ Installation Guidelines for Thin Wall Drip Lines Main

Issue: Damaged Dripperline
The issues featured here are common industry problems. Netafim endeavors to provide you the solutions. *Click the buttons below*

 Elliptical Slicing	 Scuffing	 Scuffing	 Scuffing	<input type="button" value="Diagnosis"/>
 Lens Effect	 Bird (Crow) Damage	 Woodpecker Damage		<input type="button" value="Diagnosis"/>
 Ripping	 Ripping			<input type="button" value="Diagnosis"/>

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Example: Gas and Fire Snippet



Gasoline truck delivery

John is driving a gasoline delivery truck.

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Two types of content structure

A

- 1 Program and Course
- 2 Module(s)
- 3 Lesson(s)
- 4 Learning Object(s)

Formal structure

Hard structure
step-by-step

B

On-demand, rapid on-site, on-the-job aids

Floating content

What content helps faster learning, A or B? Why?
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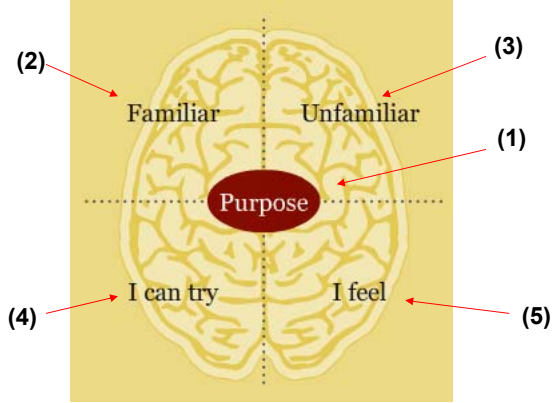
Beng, Beng, Bingo Learning

The Brain

Learners ask questions

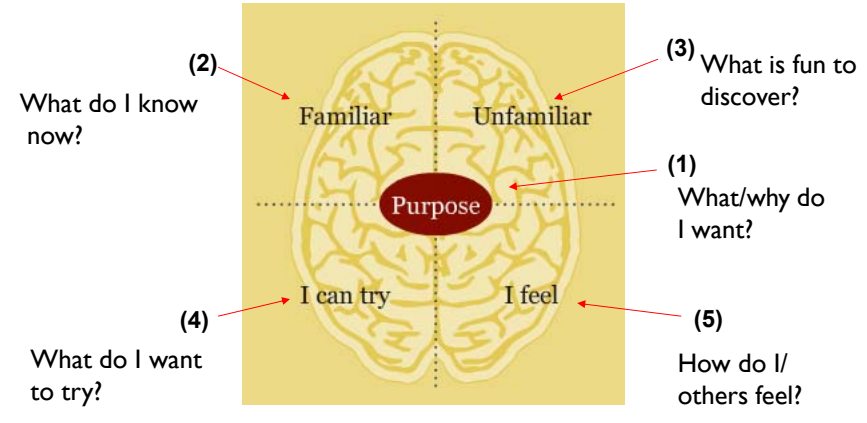
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The Brain Learning Questions



Pick one number. Formulate a question that helps accelerate brain thinking.
Type in chat

The Brain Learning Questions



(2) What do I know now?

(3) What is fun to discover?

(1) What/why do I want?


(4) What do I want to try?

(5) How do I/ others feel?

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Idea 3 Learning Skills for Learners in On-demand Learning

Teach learners to ask 5 questions



Select a topic then ask:

1. What/why do I want?
2. What do I know now?
3. What is fun to discover?
4. What do I want to try?
5. How do I/others feel?

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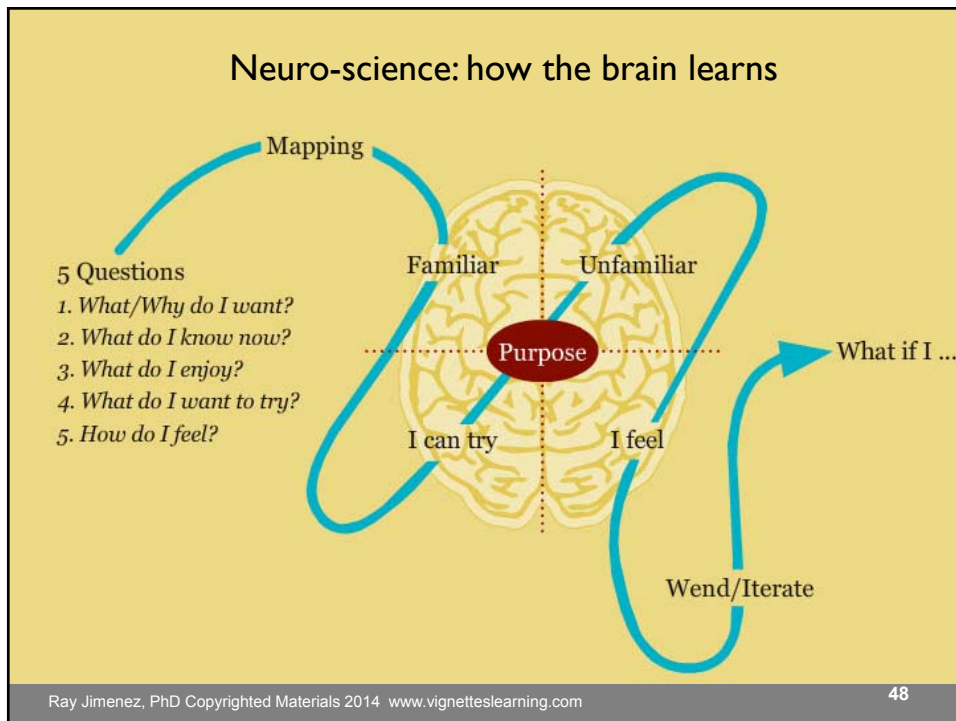
Idea 3 Learning Skills for Learners in On-demand Learning

Select a topic then ask:

1. What/why do I want? Objectives
2. What do I know now? Draw out experience and knowledge
3. What is fun to discover? Find the fun part
4. What do I want to try? Encourage exploration/adventure
5. How do I feel? Appeal to emotions

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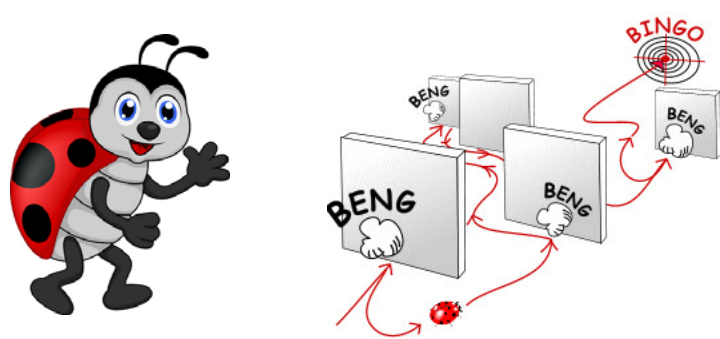
The screenshot shows the Vignettes Learning website interface. At the top, there's a navigation bar with 'Home Page', 'Publications', and 'Browse Videos'. A search bar is present with the text 'Enter any words to find books, journals and more'. Below the search bar, there are options for 'Basic Search' and 'Advanced Search'. The main content area displays a search result for a video titled 'Example: In searching for an idea in the EBSCO Team Development Lessons by Bill Bradley what questions should the learner ask?'. The video thumbnail shows a man in a suit. To the left of the video, there are options for 'Detailed Record', 'HTML Full Text', and 'Comprehension Test'. A sidebar on the left lists 'Learning Competencies' such as 'Business Essentials', 'Business Awareness', and 'Career Planning'. The EBSCO Organizational Learning logo is visible in the top right corner.



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Questions that accelerate


- Instant
- Think
- Search
- Apply



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Thinking Brain Questions: Short and Instant Learning




Click here to be part of it

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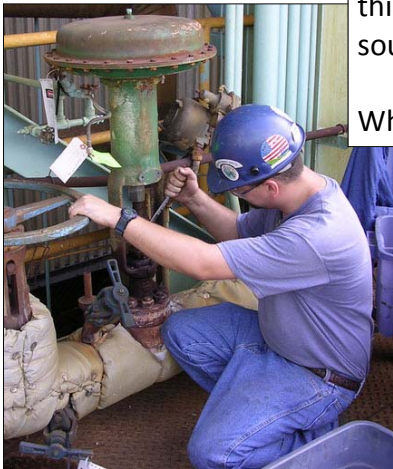
The Brain Memory Access through Hints



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Hints Design



“Hmm .. I really don’t know how this should go. This was the source of the explosion.”

What do you do?

Why and how does this hint work to help learners learn?

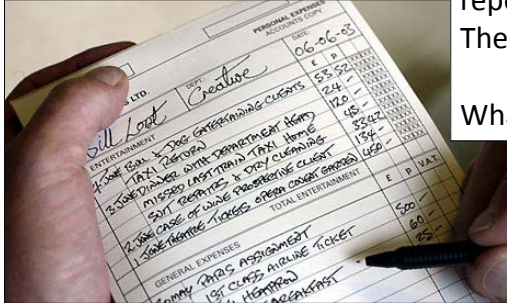
Type in chat

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Hints Design

“I can include these personal purchases in my expense report. No one will find out. They won’t notice it.”



What would happen?

Why and how does this hint work to help learners learn?

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Idea 4

Facilitate learning by introducing hints

Designing Hints to Help Learners Learn

➤

Contributor to workarounds/ solutions


Learners learn by capturing experiences from workarounds’ successes and sharing them

Introduce hints

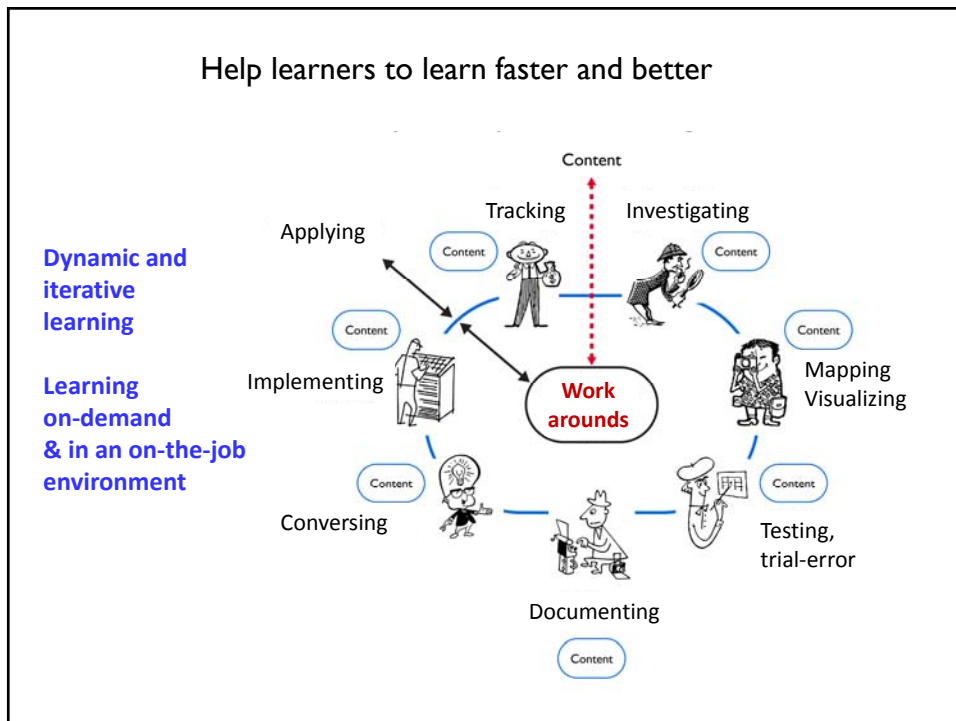
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Short-attention-span and busy learner
in an on-demand learning situation



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Help learners to learn faster and better

Idea 1	Idea 2	Idea 3	Idea 4
Focus on highest value, errors, workarounds and solutions	Simplify content: deliberate reduction	Teach learners to ask 5 questions	Facilitate learning by introducing hints

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What one idea did you learn?
How can you apply it?

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Worth \$700
Raffle of one seat to the Story-Based Webinars March 4, 2014




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Free eBook :“Unbundling Content”



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