table 12

Habit

Words of wisdom

Something you've tried

? we have

Source of info

Staying relevant
as a 'learning' practitioner
Table 12's tips, tools and words of wisdom

Gathered from loads of most clever 'extreme learners' who contributed to the Table 12 discussion group at AITD National Conference 2018

Compiled by Chemène Sinson

Introduction

Hello from Chemène!

A heartfelt 'thank you' to those who joined me at Table 12 on Friday, 08 June 2018. At Table 12, we discussed our questions about latest learning trends and shared ways that we 'learning people' can keep developing our skills and remain 'relevant' in our industry. In the process we cleared up a few things, reflected on key learning from the conference, and acknowledged that, simply by having attended this conference, we are already taking steps to ensure our skills, knowledge and practice remain current and relevant in today's shifting L&D landscape.

This book is a compilation of tips, tools and words of wisdom that emerged from Table 12. We hope you find them useful!

Terms

For the sake of brevity, I'll use the following terms in this book:

- **training** to refer to the range of ways we may help people learn—including face to face training, online learning, self-paced learning, etc.
- **participants** to refer to the people we help to learn.

Contents

Q&A

Below are some questions Table 12 attendees posed and answered.

Why are learning styles 'out'?

The simple answer to this is because, "Many educational psychologists have shown that there is little evidence for the efficacy of most learning style models, and furthermore, that the models often rest on dubious theoretical grounds." (https://en.wikipedia.org/wiki/Learning_styles).

Put simply, there is little evidence to show that training outcomes will improve if we:
1) assess and label people as having a particular learning style (or combination of styles), then 2) adapt our training approach to suit participants' identified learning styles.

In my opinion, though (this is Chemène and my views are my own), learning style models *are* useful, if only to remind us that training/learning experiences we design should include diverse types of learning activities and give us some insight into what these diverse types of activities might be. So, I think learning style models *are* useful... we just shouldn't label people with them.

	More info – learning styles	https://en.wikipedia.org/wiki/Learning_styles

More info about learning styles de-bunked

Wikipedia link above is a good start, plus:

- Just Google 'learning styles de-bunked' and you'll get a plethora of links
- Read the views of some outspoken people in this field: Cathy Moore (@CatMoore), Donald Clark (@DonaldClark) or Will Thalheimer (@WillWorkLearn), just to name a few.

What's the difference between Virtual Reality (VR) and Augmented Reality (AR)?

We sorted this out in our discussion, but I wanted to provide a link to verify information given. I found this succinct and plain-English explanation of VR vs AR:

	VR vs AR	https://www.fi.edu/difference-between-ar-vr-and-mr

What is xAPI and why do I care?

To consolidate what we discussed about xAPI in our table groups...

The 'x' in xAPI stands for Experience. API stands for Application Programming Interface.

> **For a clear explanation of xAPI (and why you might care about it)**, go to:
>
> https://xapi.com/overview/

Questions about micro-credentials

What are micro-credentials?

We discussed that a micro-credential is like a 'mini-qualification' (Chemène's term). A more educated definition suggests that micro-credentials are, "...mini-certifications in a specific area of study or professional development, like leading a team or applying computer coding skills to complete a project. Micro-credentials are also referred to as digital badges, mini-degrees, and micro certifications, depending on the person or institution issuing them." (https://info.portfolium.com/blog/what-is-a-micro-credential).

Where do I get more info on microlearning?

I suggest starting with JD Dillon. JD was one of four panelists in a discussion about micro-learning held at last month's ATD Conference in San Diego (#AITD2018 presenter Shannon Tipton was another panelist). The discussion attracted hundreds of attendees. In the blog post referenced below, JD has answered all 170 questions that attendees posed about microlearning.

> **Everything you ever wanted to know about micro-learning**
>
> https://www.learngeek.co/2018/05/answering-every-question-from-the-atd2018-microlearning-panel/

What is Socrative?

We didn't cover this in our discussions, but I'll attempt an answer. I'm assuming that by 'Socrative' this questioner meant 'Socratic method'.   This method is named after the philosopher, Socrates, upon whose work this method of facilitating learning is based.

In teaching or training, the Socratic method essentially means, 'ask, don't tell'. For example, if teaching how to bake a cake, ask questions like, *"What equipment might we need?"* or, *"How might we know when the cake is ready to take out of the oven?"* Let the participants attempt responses and facilitate a discussion from there.

The Socratic method is a powerful way to help people learn. By asking questions, we convert a *transmission* of information (such as in a lecture) to a *transaction* (a conversation) that allows participants to engage in, and explore, the subject matter in more depth than a simple transmission does. Such conversations create more effective learning experiences.

My explanation above is simplistic. Many websites explain the Socratic method in more detail. Below is one such site:

> **For more information about the Socratic method**
>
> http://www.criticalthinking.org/pages/socratic-teaching/606

Mistruths about the TAE upgrade – marketing

One group wrote this question, but we didn't have time to discuss it with the large group. In response, I have summarised requirements below and given a link for more detailed information.

If you work for an RTO (or want to) and you already hold TAE40110 (the 2010 version of the Certificate IV in Training and Assessment), you must add the two units of competency listed below to your TAE40110 qualification by 01 April 2019:

- TAELLN411 Address adult language, literacy and numeracy skills
- TAEASS502 Design and develop assessment tools.

The current version of the Certificate IV in Training and Assessment is TAE40116 (the 2016 version). The 2016 qualification is similar to the 2010 qualification. In the 2016 qualification, the two units listed above were added as core—required—units. Previously they were elective units. If you already hold the 2010 qualification:

1. Check your TAE40110 transcript to see if you have already attained units with the titles listed above (the unit code may be slightly different to what you see above; that's okay)
2. If you don't have these units, you will need to attain them by 01 April 2019. You don't need to attain entire 2016 qualification unless you want to—you just have to add the two new units.

If you do not work for an RTO, you don't need to get any training qualification, unless your employer tells you to.

If you work for an RTO (or want to) and you don't hold a training qualification, you will need to attain TAE40116 Certificate IV in Training an Assessment (there are some exceptions to this—for details see the link below).

There's a bit more to it than that, but essentially, that's it. For more detailed information and for examples of situations where the above requirements may not apply, see the link below:

> **For more information about TAE upgrade requirements, see**
>
> Standards 1.13 – 1.18 and Standard 1.23 of the Standards for RTOs. Access this here: https://www.legislation.gov.au/Details/F2017C00663

Tech tips

There was loads of discussion about 'tech tools' for learning—what's hot, what's not, and where to start! This section gives some suggestions made by Table 12.

Need to keep up with tech—but which tech tool?

The response below answers a few questions asked about tech, such as:

- What cost-effective digital learning tools are there?
- How do I identify what's relevant and what's not?
- How do I do this with NO BUDGET and no resources?
- How do you know what to believe?
- How do we manage information overload?
- How do we keep up with the speed of change?
- How do you do the technology when you're not 'tech'?
- How do I become familiar with new trends or tools—e.g. pathway to keep current CPD for us, especially digital learning.

Jane Hart's Top 200 Tools is a great place to start if you want to know which tech learning tools most people are using. Each year she gathers information from the global learning community—that's us—and produces her list of what we vote as our favourite learning tools, in order of popularity. And she gives us much more than just a list! Check out her site to see what I mean.

➡	**Jane Hart – Top 200 Tools**	http://c4lpt.co.uk/top100tools/

How do we use tech with non-tech people?

One group posed this question. This is a subject I'm passionate about. Digital literacy is a foundation skill. People need certain types of digital literacy to participate in the community, in education and training, and at work.

To use tech with non-tech people we must teach how to use the tech. Teaching means helping them to build the knowledge and skills needed to use the tech as desired, but also the confidence and commitment to use the tech. This confidence and commitment is key—this may take time for those who distrust or fear technology, or who are uncertain about how you hope they will use the tech. To build digital literacy, consider if you may need to:

1. Practice what you preach—act as a role model by using the technology in a way that you ultimately hope your participants will use it (for example, if you hope your staff will ultimately use an online community of practice to post challenges and share solutions, you may need to

do this yourself for some time, so they can reduce their unfamiliarity and possible fear of this form of 'working out loud').

2. **Explicitly teach digital skills**—e.g. break down the steps involved in using technology for a specific purpose: demonstrate these, then let them practice and get feedback in conditions where mistakes will not cause problems.

3. **Support their efforts** to embed the use of digital tools into their education and work activities. Give feedback about what they are doing and about how they are using the technology to do it. Acknowledge efforts and reward achievements.

Good reads

Here are some recommending readings from Table 12.

- Seth Godin's blog: https://seths.blog/

- Online articles—e.g. on LinkedIn

- Books:

    – About My Brain (Silvia Damiano)
      https://aboutmybrain.com/silviadamiano

    – Millennials, Goldfish, and Other Training Misconceptions (Clark Quinn)
      https://www.td.org/books/millennials-goldfish-other-training-misconceptions

    – Make it Stick: The Science of Successful Learning
      (Peter C. Brown, Henry L. Roediger, Mark A. McDaniel)
      https://makeitstick.net/

Words of Wisdom

Table 12 attendees offered these words of wisdom to guide and inspire us as we strive for ongoing relevance in our profession. Some of these came after reflecting on #AITD2018 conference presentations.

- **Use free technology** and apps to create content

- **Network** to share knowledge—e.g. with peers or 'buddies'; attend AITD membership events; use online forums, WhatsApp groups (or other suitable tool to connect)

- **Speed** is the new currency:

  - "They're not asking for perfection, they're asking for help!" (Shannon Tipton, #AITD2018 presentation). We don't have to be perfect, just fast!
  - Fail fast—this was a common theme that ran along many comments Table 12 attendees made—e.g. run pilot programs/experiment, get immediate feedback and adapt
  - 'Suck it and see'!

- **Give time** to reflect/review/digest the knowledge

- **Attend CIP events**—PD events, networks, groups

- **Use storytelling** to make our training more engaging

- **Partner with other departments** in your organisation to design and implement training

- **Research what's really needed**—ask the front line

- **Realise that we don't need to be able to do everything by ourselves**—nor can we

- **Use data analytics**: to provide relevant value-add data, understand/ask what the business wants/what they want to see

- Add a mechanism to **embed learning content into the workplace**—discussing transfer of learning with managers can help make this happen

- Consider both **the rider and the elephant** (analogy shared by Julie Dirksen in her pre-conference workshop)—contact Julie for more information (Twitter: @Usablelearning)

- **Micro learning is not chunking**!

- **'Guinea pig' new tech options** (IT often 'own' this)

- **Offer, don't impose** new 'gimmicks' (such as WhatsApp)

- **Focus on knowledge management** (i.e. knowledge the organisation already holds and how to store/curate/access this), not just new content

And finally, my personal favorite…

- **Be brave**—acknowledge what we don't know.

Questions we still have

Other questions posed in writing that may have been answered in small groups but were not discussed in our larger group forum are listed below. Perhaps discussion topics for AITD's LinkedIn Community of Practice?

- How do we get a straight answer when doing TNA?

- How do we create a case for training—for us, as trainers?

- Where can one get info about qualifications in digital learning?

- How to take a global approach local?

Over and out from Table 12...