



# ENSURE STICKY LEARNING WORKBOOK

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LEARNING REBELS



# Important Notes

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This workshop provides 4.5 ATD APTD/CPTD Points for certification or recertification.



# Where do we go from here?

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# Workshop Roadmap

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You will leave this workshop with the following pieces:

## Workshop Goals

1. Be able to clearly define learning reinforcement, tools and its applications
2. Be able to articulate why learning reinforcement is critical to the adult learning process
3. Be able to confidently talk with leadership about learning reinforcement techniques and how the appropriate modality can be used to augment training initiatives.
4. Be able to develop a learning reinforcement strategy to support training within your organization.
5. Applying the Learning Rebels learning reinforcement framework to current training programs
6. Identify the specific action item that learning reinforcement is supposed to address
7. Apply the concept of "conversational content" to address "human-centered" outcomes
8. Leverage AI tools to help generate and curate relevant and engaging content
9. Analyze the use cases between different drip delivery platforms to build into your content designs
10. Leave with tools, checklists, and templates to be able to create microlearning content and objects related to video, audio, and other virtual media.
11. Leave having developed a basic project concept to set the foundation to build learning reinforcement elements from inception to implementation.

# What is Learning Reinforcement?

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## Learning Reinforcement as Microlearning

**Microlearning is short bursts of focused “right-sized” content to help people achieve a specific objective.**

Consider the needs of today's workers. We spend \$160 billion on workplace learning...however...

The modern workforce with large workloads and packed schedules imposes a barrier to providing the sticky training needed to address the growing skills gap. With only 1% of the workweek dedicated to professional growth and development (The Modern Learner, Bersin by Deloitte), the struggle is real regarding reinforcing the exchange of skills or knowledge with a distracted workforce.

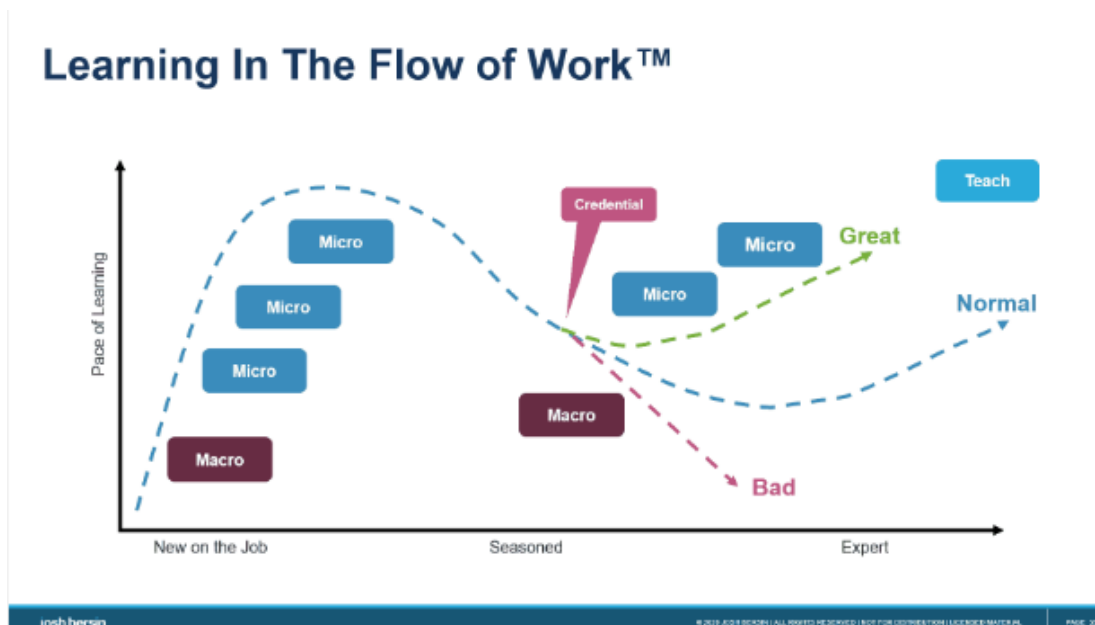
Addressing this barrier requires allowing people to have ownership of their learning by providing them with time and resources they can access during their workday outside the confines of formal training programs.

### Additional workplace barriers to learning

1. 2 out of 3 workers don't have the time to do their day to day jobs. (The Modern Learner, Bersin by Deloitte)
2. Technology turnover is 2.5 years
3. Life of professional skills 2.5 – 5 years
4. People spend 21% of their time just looking up stuff
5. People spend 41% of their time doing things that do not apply to their day to day responsibilities

**Only 15% of workers apply formal training to their day-to-day jobs!**

Reinforcement time dedicated to learning in the flow of work<sup>1</sup>.



Coined by Josh Bersin in 2018, learning in the flow of work (LIFOW) is a concept where employees are given access to learning opportunities within their existing workflow. In other words, they are served training content right at the point of need and without being pulled away from their current task.

The idea is that, by making learning a part of the worker's day rather than distracting them from it, learning becomes more effective. When learners receive information in context, they're able to immediately apply it and return to what they were doing. The result is higher engagement with training, increased productivity and a higher return on training investments. Time to dig deeper and talk about markers.

How do you know if you are on the right path?

In reality, LIFOW isn't just providing training that's easier to access. It's giving your teams access to the exact knowledge they need, at exactly the right time. For many years, workers would have to sift through pages or hours of training just to find the information they needed.

This is where microlearning and LIFOW can hold hands.

<sup>1</sup> <https://joshbersin.com/2018/06/a-new-paradigm-for-corporate-training-learning-in-the-flow-of-work/>

Microlearning is not just putting pages of classroom training online, nor is it splitting an entire 8-hour classroom experience into 2-3 minute chunks. Rather, the core goal is about finding “application points” and aiming for “working proficiency.”

There are seven factors that we can double check to ensure that learning reinforcement stands a chance of success:

1. **Relevance:** The reinforcement should be directly related to the training content and applicable to the learner's job or role. This helps learners see the value and applicability of what they've learned, which in turn motivates them to retain and use this knowledge.
2. **Timeliness:** Reinforcement should be timely, ideally starting immediately after the training program. This helps to consolidate the learning and prevent the "forgetting curve" - the decline in memory retention over time.
3. **Spacing:** Known as spaced repetition, this involves repeating the learning content at increasing intervals over time. This method is proven to improve long-term retention.
4. **Variety:** Using a mix of reinforcement methods such as quizzes, real-world tasks, discussions, and refresher courses can cater to different learning preferences and keep engagement high.
5. **Feedback:** Providing constructive feedback on learners' performance helps them understand their progress, identify areas for improvement, and feel supported in their learning journey.
6. **Social Construct or Community: Encouraging** learners to share their insights and experiences with peers can reinforce learning. This can be facilitated through online forums, social media groups, or in-person meetings.
7. **Real-world Application:** Encouraging learners to apply their new knowledge or skills in their daily tasks can reinforce learning. This can be facilitated through on-the-job training, role-playing, or simulations.

Remember, the goal of reinforcement is not just to help learners remember information, but to help them integrate this knowledge into their everyday work and behaviors. This is where the connection between learning goals and business goals becomes crucial. Effective reinforcement methods can lead to improved performance, productivity, and ultimately, business outcomes.

## Common Learning Reinforcement Misperceptions:

Learning Reinforcement or spaced learning<sup>2</sup> is a highly effective learning technique that involves revisiting and reinforcing information at increasing intervals over time<sup>3</sup>. However, there are several common misperceptions about this method:

1. **It's only for memorization:** While spaced repetition is indeed excellent for memorization, its benefits extend beyond that. It can also enhance understanding, application, and integration of knowledge. It's not just about rote learning, but about deepening comprehension and facilitating long-term retention.
2. **It's time-consuming:** Some people believe that spaced learning requires more time because of the repetition. However, while the learning is spread out, it doesn't necessarily take more time overall. In fact, it often saves time in the long run because it reduces the need for extensive relearning.
3. **It's one-size-fits-all:** The optimal spacing intervals can vary depending on the complexity of the material, the learner's prior knowledge, and other factors. There's no universal "best" schedule for spaced repetition; it needs to be adapted to the individual learner and the learning context.
4. **It's only for academic learning:** Spaced learning is often associated with academic contexts, like studying for exams. However, it's equally effective for professional development, skill acquisition, and other types of learning. It can be used in diverse contexts, from corporate training to language learning.
5. **Immediate mastery equals long-term retention:** Some people believe that if they've mastered something once, they'll remember it forever. However, without spaced repetition, our memories naturally fade over time. Even if you've understood something perfectly, you'll likely need to revisit it to maintain that knowledge in the long term.

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<sup>2</sup> Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin*, 132(3), 354–380.

<sup>3</sup> Dempster, F. N. (1988). The spacing effect: A case study in the failure to apply the results of psychological research. *American Psychologist*, 43(8), 627–634.



Review the chart below, identify some LIFOW delivery methods that may be best suited for the content.

Content	Delivery Method (Be creative!)
How to conduct a performance review?	
How to complete your benefits information?	
How to use the LMS to find a course that has been assigned to you?	
How to improve your networking skills?	
How to create a formula in Excel?	
How to be more creative using Powerpoint?	
How to be a good mentor?	



Think about a program offered by your organization. What elements of that course could potentially be converted to LIFOW objects?

## Getting Buy-In

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### How learning can be reinforced to achieve high-impact employee training.

Hiring top talent takes time and money, and how you engage and develop that talent from the time they are first onboarded impacts retention and business growth. For example, Great Place to Work® found that employee development, more than any other area, was identified by the 2014 100 Best Companies as a top area of focus.

In their Predictions for 2015, Bersin by Deloitte said, “Organizations with high-impact learning delivered profit growth three times greater than their competitors. Why is this? Simply put—if you can keep your employees current and skilled, you can evolve and perform better than your competitors.”

Learning Reinforcement can take high-impact learning to high-impact application. Closing the skills gap more rapidly than seen before, without depending on time consuming, high-cost training initiatives that may be focused on the wrong problem.

**70% of strategic failure comes from poor execution – not the actual idea – having well defined processes and leadership buy-in will be the difference between success and failure**

**SOURCE: Ram Charan, author of Execution: The Discipline of Getting Things Done**

## Going Digital

According to the 2021 Model Thinkers Learning Benchmark Report: Since 2010, the use of digital tools has nearly trebled. On average, in 2010, 10 digital tools were used per organization. Now that number is approximately 27. The below figure highlights some trends since 2019.

Adopting these tools may help smooth the transition into the future of work, which, according to the World Economic Forum, is expected to be turned on its head by mass automation.

By keeping solely to the classroom we lose on important learning modalities that will support workflow learning and decrease learning frustration.

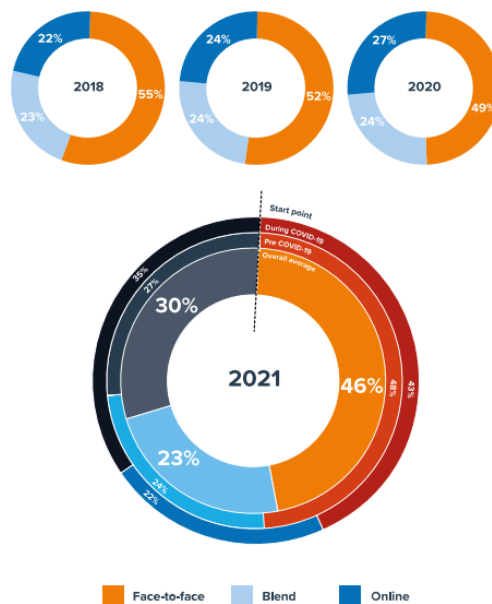
## Model Thinkers 2021 Annual L&D Benchmark Report:

Full report located in the resources.

**Figure 18. Use of digital tools over time, with a COVID-19 breakdown**

Digital tool	2019	2020	2021	Pre-COVID	During-COVID
Webinars	69%	68%	74%	72%	77%
Virtual classrooms	37%	41%	53%	43%	72%
Collaborative project tools	46%	52%	43%	39%	49%
Learning communities	44%	47%	40%	40%	38%
MOOCs (e.g., via Coursera)	33%	38%	33%	30%	39%
Conferencing/Screen sharing tools	70%	79%	82%	77%	89%

**Figure 19. Use of digital tools over time, with a COVID-19 breakdown**



## Making the Business Case

How can you convince the rest of your organization to jump on board? Whether you know it or not, you are about to embark on a huge marketing effort. To develop a successful, well-rounded business case for a using microlearning appropriately, you need to address business challenges, analyze current processes, identify organizational needs, calculate the impact of training and how those results will align with business goals, and build alliances throughout your organization.

What stage of the buy-in process is your leadership in?

1. Confused – Why are we doing this?
2. Interested – Does it support the strategy?
3. Willing – Can you provide me more details?
4. Supportive – I'll work to support the team
5. Convinced – Can we do this faster?

## Reshaping L&D

According to LinkedIn Learning's 5th Annual Workplace Learning Report 2021, 66% of L&D professionals globally agree that they are focused on rebuilding and reshaping their organizations in 2022.

Yet, in a survey conducted by the Corporate Executive Board, Gartner (CEB), only 33% of business leaders think the L&D function impacts business outcomes, and fewer consider the function to be relevant or timely.

It's an ugly cycle in which L&D finds itself time and time again:

- Business leaders don't believe L&D adds value
- Business leaders cut L&D budget or human capital
- L&D no longer has the time or resources to conduct a needs analysis
- L&D creates learning interventions that miss the mark

Wash, rinse, repeat.

Wouldn't you rather elevate L&D's position from being a low-value add expense to a trusted business partner? Of course you would, and presenting a solid business case for your microlearning efforts is the first step.

## Top 10 Ways to Get Buy-in

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# Top 10

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Involve leaders in the process

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Present supporting evidence

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Connect goals to the business strategy

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Connect reinforcement to dept KPI's

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Provide cost benefit analysis

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Show collaborative effort: Who did you talk to?

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Build accountability plan: How will success be demonstrated?

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Share success stories

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Small pilots

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Know the time investment

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Which of the top 10 would make the greatest impact on your leadership?

# Types of Non-Traditional Delivery Methods



## Email Campaigns

One of the simplest ways to drip feed learning is through regular emails. These can contain short lessons, tips, quizzes, or links to further resources. They can be scheduled to go out at regular intervals to maintain a steady pace of learning.

## Chatbots or AI Tutors

These can deliver personalized learning content to each employee at regular intervals, adapt to their learning pace, and provide instant feedback. Chatbots reinforce learning by revisiting previous topics at regular intervals. This aligns with the principles of spaced repetition and can enhance long-term retention of knowledge.

## “Blogs”

Blogs can provide a platform for sharing knowledge and insights in a format that's engaging, accessible, and easy to update. Schedule regular blog posts on various topics related to the training content. These posts can serve as mini lessons, providing new information or reinforcing previous learning in a digestible format.

## Social Enterprise Networks (SEN)

Social enterprise networks like Slack or Microsoft Teams are excellent platforms for drip feed learning. They offer various features that can be leveraged to deliver learning content in a regular, engaging, and interactive manner. Encourage learners to discuss the learning content, ask questions, and share their insights. This can foster a collaborative learning environment and enhance understanding through peer interaction.

## Mobile Apps

Mobile apps allow learners to access content anytime, anywhere. This flexibility can increase engagement and make it easier for learners to fit learning into their busy schedules.

## SMS Text

Almost everyone has a mobile phone capable of receiving text messages, making SMS a universally accessible platform. This means you can reach learners wherever they are, without requiring them to have a specific app or internet access.

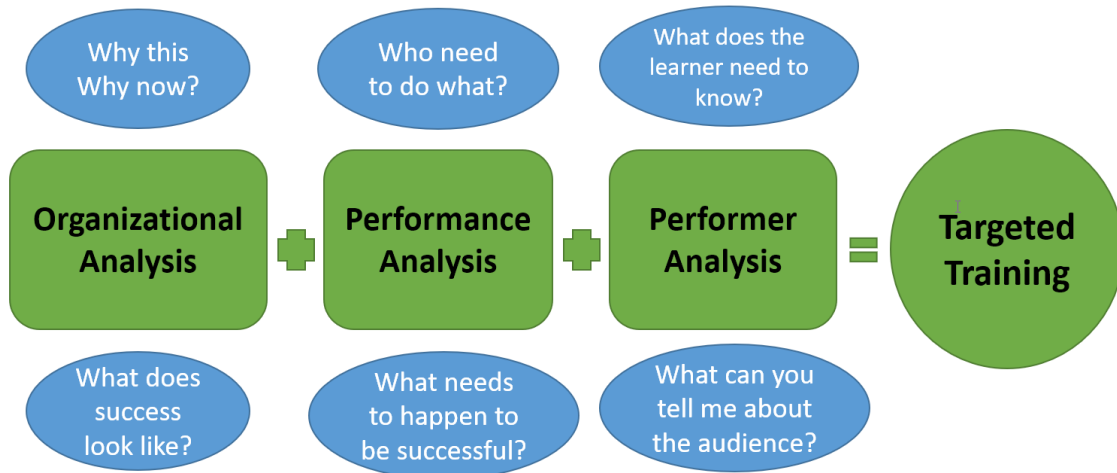
## Drip Feed Tools: Pro's and Con's

<i>Tool</i>	<i>Pro's</i>	<i>Con's</i>
<i>Email Campaigns</i>	<ul style="list-style-type: none"> <li>Widely used</li> <li>Can contain a variety of content types</li> <li>Ease of scheduling</li> </ul>	<ul style="list-style-type: none"> <li>Email overload</li> <li>Limited interaction</li> <li>Technical issues such as firewalls or compatibility issues</li> </ul>
<i>Chatbots or AI Tutors</i>	<ul style="list-style-type: none"> <li>Adaptive personalization</li> <li>Interactive dialogs</li> <li>Automated delivery</li> </ul>	<ul style="list-style-type: none"> <li>Development cost</li> <li>Lack of digital literacy</li> <li>Regulatory compliance</li> </ul>
<i>"Blogs"</i>	<ul style="list-style-type: none"> <li>Engaging content types</li> <li>Community building</li> <li>Informal and conversational</li> </ul>	<ul style="list-style-type: none"> <li>Challenging for engagement</li> <li>Accessibility issues</li> <li>Moderation needed</li> </ul>
<i>SEN</i>	<ul style="list-style-type: none"> <li>Collaborative learning through community</li> <li>Integration with the flow of work</li> <li>Wide range of content types</li> </ul>	<ul style="list-style-type: none"> <li>Can cause distractions</li> <li>Information overload</li> <li>Lack of structure Where to begin or end</li> </ul>
<i>Mobile Apps</i>	<ul style="list-style-type: none"> <li>Anytime, anywhere accessibility</li> <li>Notifications</li> <li>Interactive features</li> </ul>	<ul style="list-style-type: none"> <li>Technical issues</li> <li>Data privacy concerns</li> <li>May require download</li> </ul>
<i>SMS Text</i>	<ul style="list-style-type: none"> <li>Almost everyone has a phone</li> <li>Direct and immediate</li> <li>Simple</li> </ul>	<ul style="list-style-type: none"> <li>Limited content</li> <li>Lack of interaction</li> <li>Cost</li> </ul>

# What Content When? Skill Gap

## Targeted Training Model

3 questions YOU need to know the answers to for your design document



Questions YOU ask the business sponsor (remember, their language not ours)



Refer to the Case Study and “Macro to Micro” handout in the Google File to answer the following questions:

What are the questions that need answering?

**What is the targeted skill:** What will the end-user be able to do? What problem(s) will this solve? (Using their language)

What is the “DO”? Be as narrow and specific as possible.

**Who is the focused audience:** Who EXACTLY is the target audience for this content? Be specific.

Who is the end-user?



Ideas Here

Use this space to map out any ideas or capture any notes.

# Human-Centered Learning Objectives

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Learning objectives describe the specific knowledge, skills, attitudes (KSA's), or techniques a learner needs to develop by the end of the training or module. They need to align with the greater learning outcomes and project goals.

It's critical your learning reinforcement align with stated learning objective to build relevance and applicability to the topic. If you notice you've written a learning objective that does not align with project goals, assess whether it's extraneous-- in which case, it can be excluded-- or if it's necessary and the learning outcomes need to be reexamined.

## The Difference Between Learning Objectives and Learning Outcomes

Aspect	Learning Objectives	Learning Outcomes
Definition	Statements about what instructors intend to teach or what learners are expected to achieve by the end of the instructional period.	Statements about what learners should be able to do after completing the instruction.
Focus	Instructor-centered, as they reflect what the instructor plans to convey.	Learner-centered, as they reflect what the learner should demonstrate post-instruction.
Tense	Typically written in the future tense (e.g., "By the end of this course, students will understand...").	Often written in the present tense to describe current capabilities (e.g., "The person demonstrates...").

Aspect	Learning Objectives	Learning Outcomes
Clarity	More general, providing a broad overview of what the instruction aims to cover.	More specific, detailing precise skills or knowledge acquired.
Usage	Used to design and plan the instructional process. They guide the content, methods, and assessment techniques.	Used to assess the effectiveness of the instruction. They are the basis for evaluation and assessment.
Formulation	Often start with phrases like "By the end of the course, the learner will be able to..."	Often start with action verbs that can be observed and measured, like "list," "explain," "demonstrate," etc.

## Creating “Human-Centered” Learning Outcomes

In the case of developing learning reinforcement, we want to focus on developing “Human-centered” objectives which means making the outcome more targeted to the person. Giving them the “why” and answering the “so what” questions. We are putting the person in the forefront.

### Example #1:

Learning Objective: Given a project example, by the end of the training, participants will be able to effectively use the company's project management software.

*Human-Centered Outcome: With the project example, **you will** be able to assign team members, and set deadlines using the company's project management software **so that** you and our customers know all the project deadlines, avoiding customer conflict.*

### Example #2:

Learning Objective: Upon completing the workshop, employees will be able to articulate the principles of conflict resolution in a team setting.

*Human-Centered Outcome: Using a workplace conflict scenario, **you will be** able identify the root cause of conflict and apply at least two conflict resolution techniques to address conflict situations **so that you** can mitigate escalation and remove yourself from stressful situation.*

### Example #3:

Learning Objective: By the end of the webinar, attendees will be familiar with the basics of time management and prioritization.

*Human-Centered Outcome: Given a list of tasks, **you will be** able to categorize the tasks based on urgency and importance **so that** you can create a prioritized daily schedule to encourage workplace balance and mindfulness.*

These examples highlight the transition from the intention of the training (learning objectives) to the skills or knowledge acquired by the people (learning outcomes), so they can connect learning to live.

## You try:

In your groups, practice writing “human-based” learning outcomes to support your learning reinforcement.

What skill is the outcome supposed to support? (See item 4.1 on “content reimagining” handout)

Learning Objective:

*Human-Centered Outcome:*

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Learning Objective:

*Human-Centered Outcome:*

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Learning Objective:

*Human-Centered Outcome:*

# Break Down the Content

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Questions to ask yourself as you create your learning reinforcement lessons:

With your learning outcomes in mind:

1. What is the anchor content? What is the point of reference for the learning reinforcement?
2. What content will need to be developed to best help to achieve the goal you outlined?
3. How much content is required to support the learning? What is the minimum required for maximum efficiency?
4. What content is absolutely needed for success? Use this as a hard stop to prevent bloat.
5. Are there downloads, additional resources, or other assorted support materials that would be a valuable augment.



## Brainstorm Content!

### Activity Example #1: Timeline Development

In this exercise you will think through a sequence of event to help define performance moments or actions.

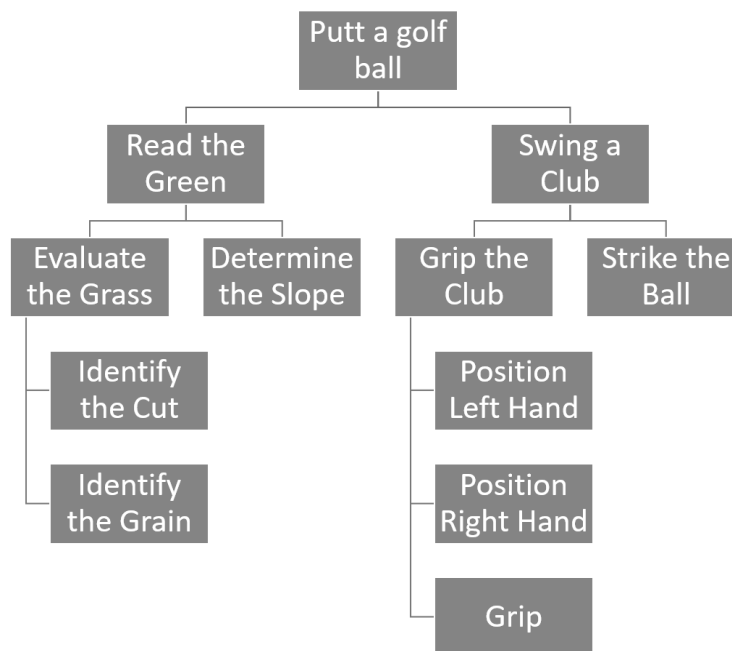
1. On one wall apply a long strip of blue tape. This represents the element of time. The timeframe may be a single moment (a typical customer call) or a day in the life.
2. Divide people into small groups. Groups are assigned by topic area. (Call initiation, problem resolution, call ending, follow-up)
3. Give each group a specific set of colored post-it notes.
4. On each sticky note the group writes an action each participant will need to take, with one reflecting one action only.
5. Once all notes are on the timeline, the leader of the group facilitates a needs discussion, moving and combining sticky notes as necessary.
6. Reposition notes as needed until reaching an agreement that all steps for the task has been covered from start to finish.

## Activity Example #2: Sticky note brainstorm using skills hierarchy

A skills hierarchy is a diagram or chart that breaks down complex skills or behaviors into simpler, less complex steps.

1. Begin by writing a desired skill or behavior on a specific color sticky note.
2. Using another color, below the behavior write the major skill needed to accomplish this behavior.
3. Using another color under each of the skills, write the prerequisite skills needed.
4. Continue to work down until have a completed hierarchy.

During the construction, discussions will lead to the addition and removal of certain skills. The discussion should help clarify which skills are needed for the participant to perform better and to help you focus on developing the exact skills needed to develop your microlearning object.

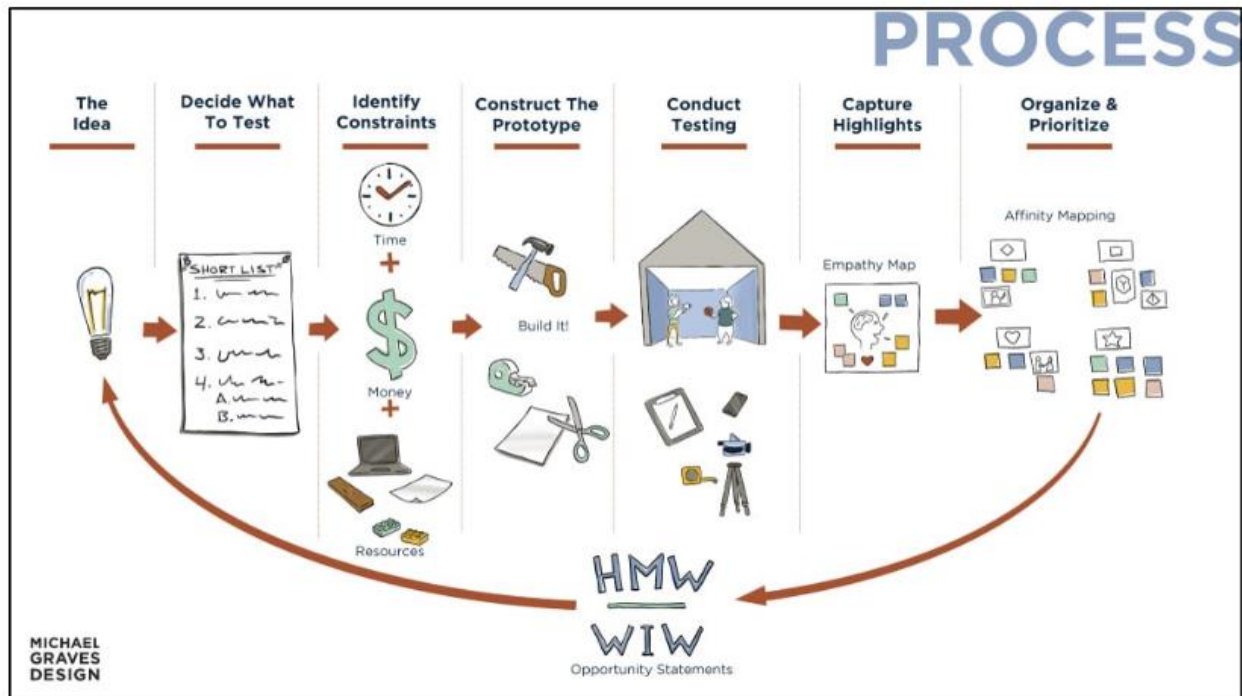


# Content Prototyping

## What is Prototyping?

Prototyping is a non-linear approach that produces a *sample* working model that is a scaled-down representative version of the whole course.

The primary goal of a prototype is to provide a general understanding of how the you concept will look and how it will work. It is built to test the instructional efficacy and/or usability of concepts or processes like interactive activities and the navigational framework.



HMW: "How might we?"  
WIW: "What if we?"

## Prototyping steps<sup>4</sup>

It starts with your idea.

1. **Decide what to test.** A prototype isn't going to be the full embodiment of your idea, so you need to create a short list of those critical assumptions we talked about a minute ago. This requires some work in and of itself. Don't stress about it though. What you think they are may be wrong after you make your first prototype. That is why you are doing this. You are looking to gain understanding of how, and whether, your idea fits into the world of your users.
2. **Identify Constraints.** A good way to figure out what to make and how to make it is to understand your constraints. These typically fall into 3 categories; how much time do you have, how much money can you spend, and what resources do you have at your disposal? These resources are both materials and skills. Counteractively, these constraints increase your creativity and can make prototyping easier.
3. **Construct The Prototype.** Now comes the building part. It is always better when you can be part of the building process because so many things reveal themselves just through the act of making. You see what is hard to do. You realize you haven't thought about many details that you will have to make a decision on for this prototype. The act of making is one of the most valuable parts of the design and design thinking process for this reason. You aren't always building as a means to an end, you are looking to test something. Sometimes you are building to learn. Some of the greatest designers I have worked with favored building over drawing because they get so much more intimate with the problem in ways that a seductive drawing can gloss over.
4. **Conduct Testing.** Test your prototypes. You will learn from the act of building and using it yourself, but the perception of your users will be different. Put it in the hands of someone who is unfamiliar with it, and who stands to really benefit from it if it were made. Whenever you can test it in the environment where it would be used that is ideal. Unfortunately, that is difficult during a pandemic. Record the session with video so you can go back and watch what they did. One thing I have learned very well at this point is that what people say is often different from what they do.
5. **Capture Highlights.** When you complete the test, make notes about what you learned from the user. We find that empathy maps are great frameworks for noting not only what the user said, but working to capture what they saw, what they heard, what they felt, and what they did.

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<sup>4</sup> <https://www.michaelgraves.com/if-you-build-itprototyping-minimally-viable-products-chapter-1/>

6. **Organize & Prioritize.** As you collect info from multiple users, take the individual feedback and merge the information. We find affinity mapping is a simple and effective way to organize this information into themes that allow us to understand how different aspects of the prototype were received, and what that means to our big idea.
7. **HMW & WIW Opportunity Statement's.** Last, you turn that information into opportunity statements. The “How might we’s” and the “What if we’s.”(We know our brainstorming sessions are getting into high gear when people start excitedly saying “Wumsifwe,” a word me made up.) Fold that info back into your idea, quickly iterate to advance it and improve it based on the feedback. Then repeat!

# Rapid Prototyping

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As the name “rapid” suggests, rapid prototyping is nothing if it cannot be produced rapidly and at the least cost possible. After all, you will probably make more than one prototype.

Here's the conventional **three-step process** of creating an effective prototype:

- **Creating the Prototype:** This is the stage where you create the mock-ups based on the learning needs of your audience and the technical scope of the project.
- **Reviewing:** This is the stage where your clients and/or the end-users step in to have the first peek. They review the prototype for functionality and usability. This stage comes quite early in the developmental phase.
- **Refining:** This is your chance to make slight tweaks or revamp the prototype to match the feedback and recommendations of the users.

Prototypes usually starts small, with a few key areas mocked up, and grows in breadth and depth over multiple iterations as required areas are built out, until the prototype is finalized.

The rapidness of the process is most evident in the iterations, which range from real-time changes to iteration cycles of a few days or hours.

Here you will make your ideas more tangible and considered by visualizing the steps in your case study.

By drawing out each step of your idea using PowerPoint and graphics you can iterate quickly at an early stage when you still have a lot of flexibility. This will help you refine the idea and identify questions about possible pain points.

# Content Outline

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## Design outline or prototype!

### Remember!

- ✓ Eliminate everything that doesn't immediately support the action of your learning outcomes. Save them for another time or add them as a resource.
- ✓ Arrange your notes in the order you believe is best suited for the content.
- ✓ Create a final outline on one of the tools provided. (Google Doc, Evernote, OneNote or SessionLab.com)

### Sample outline formats:

- ✓ Word (Google Doc)
- ✓ Excel Spreadsheet
- ✓ Sessionlab.com
- ✓ PowerPoint for storyboard and video shot lists

## Content Outline Tips

- ✓ Try not to edit yourself too much as you write. Just get it out.
- ✓ If you feel stuck:
  - Back away from the computer
  - Switch to something completely different
  - Switch to another section of the lesson. Plan the video, graphics, or audio.
  - Get some network friends or co-workers and do some divergent thinking

# Content Outline

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Design your plan!

(See Part 5 of your handout.)

- ✓ Remember, content first then match delivery system
- ✓ Using a different color of sticky notes. Make note of the media you may use to support the microlearning object. (Video, screenshots, screencasts, worksheets, workbooks etc)

## How this works:

1. **Topic/Context:** *Key concept goal.*
2. **Resources/Content Type:** What resources are you going to share to activate the memory for spaced learning? Example: Article with audio clip
3. **Production Notes:** Is there anything special to be aware of – i.e. Change happens often, how will versioning be handled? Need to determine best size and application for job aids. Write it down now or lose it forever!

Example:

### Skill: Deescalate conflict situations with co-workers

<p>Outcome: <i>Using a workplace conflict scenario, <b>you will be</b> able identify the root cause of conflict and apply at least two conflict resolution techniques to address conflict situations <b>so that you</b> can mitigate escalation and remove yourself from stressful situations.</i></p>			
1 – Resource	2 - Resource	3 - Resource	4 - Notes
<p>YouTube Video: De-Escalating An Argument by GCFLearnFree</p> <p><a href="https://youtu.be/eR8Zzp6E8sl">https://youtu.be/eR8Zzp6E8sl</a></p> <p>Option B: TedTalk “3 Ways to resolve a conflict” Dorothy Walker</p> <p><a href="https://www.ted.com/talks/dorothy_walker_3_ways_to_resolve_a_conflict">https://www.ted.com/talks/dorothy_walker_3_ways_to_resolve_a_conflict</a></p>	<p>Option A: Infographic Style Job Aid</p> <p>Mindtools:</p> <p><a href="https://www.mindtools.com/aob47es/guide-to-managing-workplace-conflict-infographic">https://www.mindtools.com/aob47es/guide-to-managing-workplace-conflict-infographic</a></p>	<p>Article: De-Escalation At Work: An Overview Of What To Understand:</p> <p><a href="https://neuroleadership.com/your-brain-at-work/de-escalation">https://neuroleadership.com/your-brain-at-work/de-escalation</a></p> <p>NeuroLeadership Institute</p>	<p>Maybe include ethics hotline for extreme issues?</p>



## Group Exercise!

Skill Focus:

	Resource #1	Resource #2	Resource #3	Notes
Outcome #1				
Outcome #2				
Outcome #3				

# Developing a Social Construct

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Developing a “social construct” or community around your learning reinforcement efforts has multiple advantages. A workplace community is more than just a group of individuals working together; it's a dynamic ecosystem of shared experiences, values, and goals. This community framework is instrumental in reinforcing learning for several reasons:

1. **Shared Purpose and Goals:** A workplace community often has a shared mission or set of objectives. When individuals learn with a common purpose in mind, the learning becomes more relevant and meaningful. This shared focus can amplify the importance of learning and make its reinforcement a collective priority.
2. **Social Learning:** Humans are inherently social beings. We often learn best when we can observe, discuss, and collaborate with others. A workplace community provides ample opportunities for social learning, where knowledge isn't just absorbed in isolation but is discussed, debated, and internalized through social interactions.
3. **Safety in Numbers:** In a supportive community, individuals often feel safer to ask questions, admit what they don't know, and seek help. This psychological safety is crucial for deep learning. When people aren't afraid of making mistakes, they're more likely to explore, experiment, and thereby reinforce their learning.
4. **Diverse Perspectives:** A workplace community typically consists of individuals from diverse backgrounds, experiences, and skill sets. This diversity can lead to richer discussions, varied viewpoints, and a more comprehensive understanding of topics. Learning from diverse perspectives ensures a more holistic understanding and reinforces learning from multiple angles.
5. **Accountability:** Being part of a community often brings a sense of accountability. When colleagues are aware of one's learning goals or when one commits to teaching others, there's an added motivation to understand and retain knowledge. This mutual accountability can be a powerful reinforcement tool.

Incorporating a social construct for learning reinforcement can be highly effective, but it requires thoughtful planning and execution. By keeping certain considerations in mind, we can create a robust and engaging social learning environment that reinforces and enriches the learning experience.

When an L&D (Learning and Development) professional uses a social construct for learning reinforcement efforts, several key considerations come into play. Here are some essential things to keep in mind:

1. **Safe Environment:** For effective social learning, participants must feel safe to share their thoughts, ask questions, and make mistakes. Creating a psychologically safe environment, where individuals are not afraid of judgment or criticism, is crucial.
2. **Facilitate, Don't Dominate:** While L&D professionals play a guiding role, it's essential to let learners take the lead in discussions and collaborative activities. The role of the L&D person should be more of a facilitator than a traditional instructor.
3. **Encourage Peer Feedback:** Peer feedback can be a powerful tool for reinforcement. Encourage learners to provide feedback to each other, ensuring it's constructive, specific, and aligned with learning objectives.
4. **Recognize and Reward Participation:** To motivate learners to actively participate in social learning activities, recognize and reward their contributions. This could be through verbal acknowledgment, badges, certificates, or other incentives.
5. **Connect to Real-world Applications:** Ensure that discussions and activities within the social construct are tied to real-world applications. This helps in reinforcing the relevance of learning and its practical implications.
6. **Flexibility:** Be prepared to adapt and modify the approach based on feedback and changing needs. The dynamic nature of social learning requires L&D to be flexible and responsive.



What ideas do you have to build a social construct into your learning reinforcement plans?

List them here. What considerations or barriers might you have to address and how can you try to address them?

# Sample Plan for Learning Reinforcement Development

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## Project Title

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### Business Goal:

What is the specific organizational goal to be addressed? How will this support tool help the end-user and the business? Not to be confused with learning objectives.

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### Target Audience

Who will be the end-user? Where/how will they be using the content?

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### Skill Focus

What skill needs to be lifted?

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### Critical Questions:

1. What happens if this microlearning fails?
  2. What will be the indicators of positive use?
- 

### Prerequisites

Are there knowledge prerequisites needed by the participants?

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### Describe microlearning media application

Which performance support tool(s) will be used

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# General Video Development Guidelines

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Before deciding on video:

- ✓ Are you recreating the wheel? Does content already exist?
  - ✓ Is there going to be an additional cost?
  - ✓ Do you have the resources and support for this project?
- 

1. Plan timing. Remember this is micro. Meaning short!
2. Location
  - a. Scout for lighting
  - b. Background/Time of Day
  - c. Noise
3. Editing plan/tools
4. Designated Platform to Host
  - a. YouTube/Vimeo/Wistia
5. Write script: What will people be saying?
6. Prepare storyboard: What will people be doing?
  - a. Characters
  - b. Dialog type
7. Create shot list (does it match)
  - a. Content goal
  - b. Script/Storyboard
8. Equipment (necessary stuff)
  - a. Camera (Will your phone be able to do the job?)
  - b. Microphone: People don't notice high quality but do notice when audio is bad.
  - c. Light set-up
  - d. Plan to place footage on a back-up drive

## Video Quality Assurance Checklist

- Watch the project without sound. Does the project still make sense?
- Close your eyes and listen to the project without the video. Is it understandable?
- If there is text on the screen, is there plenty of time to read it aloud?
- Are there areas you can cut? Does everything make sense?
- Does the video answer the: Who, what, where, why and how?
- Is there enough visual variety?
- Is there anything you can add to improve the message?
- Do you have permission for everything on the video? Music, photos, graphics, people?
- Is there terminology that may be confusing? Acronyms, specific lingo?
- Does the opening shot make a strong first impression?
- Does the closing shot make a lasting impression?
- Can the video be shortened?
- Would your audience enjoy the video?
- Will they be able to use the information given?
- Is information immediately applicable?

# General Infographic Development Guidelines

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Taken from the Infographic Design Team: <https://www.infographicdesignteam.com> here are six tips for creating a GREAT infographic.

## **1 – Make it a Great Story**

One of the most important factors of a successful infographic is making sure you have a storyline in place. Since most infographics read like they are a story or break down the process of something, map out your data so it's a progression that makes sense and allows the end user to want to keep viewing it until the end.

## **2 – Visual Design is Everything**

Why are infographics heavily preferred over boring text information? Simple. It's because of the way they quickly provide users with visual data and information.

With that in mind, if your infographic isn't visually pleasing and doesn't have a clean and professional look to it, it will also be treated with less respect and attention from your audience.

In addition to a clean and professional style, it's also important to use high-quality or original images within your infographic. When it comes to colors, emotions will also come into play.

## **3 – Simplicity is Key**

Infographics are great for consuming data because they eliminate most of the fluff that text-based articles provide. With this in mind, be sure that your infographics aren't cluttered with text and have a lot of whitespace in between data points and images.

The easier it is to read and consume the information within your infographic, the more likely you are to find sharing success with it.

## **4 – Size Matters**

When creating an infographic you will need to consider the size of your image as well. Many websites will provide the full-size file for people to download and access from their sites, but this is often too large for the average user. The ideal horizontal width for an infographic is 735 pixels, while the length should be under 5,000 pixels.

In addition to the physical size of your infographic, the file size is something you will want to monitor as well. Try not to publish huge data sized .png files, but instead post a compressed .jpg file instead. This will allow for faster loading and easier viewing on different devices.

## **5 – It's All About the Data**

Intertwined within the storyline for your infographic, is also the data that you will be providing to your audience. When delivering this data, keep all of our previous key points in mind — such as making sure it's relevant, accurate and that text usage is minimal.

Some of the most popular infographic topics are ones that focus on business, technology, social media, and the economy — all of which are heavily influenced by case studies, reports, and data reports.

Many infographics struggle with the accuracy or timeliness of their data. While it's easy to find data online on just about anything, it's not easy to find the most recent data. When creating your infographic, try and keep the data as recent as possible and don't include anything from beyond a year from the date of publication unless the date is specifically referenced.

## **6 – References and Data Sources**

As mentioned the data and quality of your infographic is key. Without reliable data sources it will be hard to pull together a quality infographic that people will trust and want to share with their audiences.

During the pre-creation phase of your infographic you will want to make a list of data points you would like to include and send to your designer. Of these data sources, you will want to use only reliable sources and also double-check the facts if possible (find other sources that report the same).

# Other Development Guidelines:

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Here are some other guidelines to keep in mind as you move through the development stage.

PowerPoint: <https://www.brightcarbon.com/resources/>

Clarity of content: <https://www.informationmapping.com/en/resources>

Starting a podcast: <https://foundr.com/starting-a-podcast/>

Taking pictures with your phone (both iOS and Android):  
<https://digitalbrandinginstitute.com/take-awesome-pictures-phone/>

## Learning Bytes: Tools

<b>Tool</b>	<b>Purpose</b>	<b>Notes</b>
Learnie	Short videos: Tiktok for your business	
Adobe Spark/Viddyoze	Turn pictures into videos	
Engage by cell	Mobile resources “websites”	
PowerPoint	Create recorded audio, in picture video, infographics, job aids, record short “How-to” videos using animation	
PowToons/Vyond/Toonly	Animation videos	
My Simple Show/Doodly	Doodle (whiteboard) videos	
QR codes/Beaconstac	Gateway to other learning objects. Highly underutilized!	
EasyAR/Zappar/WakingApp	Augmented Reality tools. Embed content into documents and graphics	
Canva/Easel.ly/Piktochart/Visme	Infographics	
Canva	Job Aid Designs. Make yourself look like a graphic design pro!	
Apple Pages/FlipBuilder/InDesign	Job Aids, Dynamic ebooks and documents	
FlipBuilder/InDesign	Dynamic Ebooks	
Anchor/Podbean/BuzzSprout	Podcast Hosting tools	
UStudio/Storyboard	Podcast tool for corporations	
Camtasia/Screencast-O-Matic/	Screencast tools	
Snag-it	Picture and Video Capture	
ProProfs	Develop a wiki to host “how-to” and other knowledge information	

<b>Tool</b>	<b>Purpose</b>	<b>Notes</b>
Camtasia/Adobe Premier/Final Cut Pro	Quick video production and editing	
Wistia/Vimeo/YouTube	Video Creation and Storage	
“This” (mobile app) Gif Maker (mobile app) ImgPlay (mobile app)	Create on the go “how-to” or explainer images	
Lucid Chart/Coggle/Mindmeister	Flow charts, decision trees, diagrams	
Recast.AI/Mobilecoach	Chat Bot Creation	
Miro/Stormboards/Mural/Mentimeter/Jamboard	Whiteboards, virtual collaboration	
Kahoot/Quizlet/Socrative/Quizziz	Q&A/Quizzes/Knowledge Games	
Quizshow.io	Challenge Games/Quiz shows	
Bit.ia/Zoho Docs/DropBox Paper Notion/Google Docs/OneNote	Document Collaboration/Sharing/Project Work	
Trello/Asana/Monday	Project collaboration	
Slack/Teams/Chanty/Fleep	Discussions, team work, collaboration	
SoGoSurvey/Google Forms Typeform/SurveyMonkey Zoho Survey/SurveyPlant	Survey Tools	
Audacity	Create and edit audio files for free!	
<b>AI Tools:</b> ChatGPT/Bard/Bing/Claude: Large Language Models Beautiful AI	Ask a question, get an answer Course Development	
<b>AI Art</b> Prodia Midjourney Dall-e2 Canva Jasper AI	Have AI create your images	

# Edit – Get your Rough Draft Ready for Prime Time

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Once your resources are created, PPT decks completed, and job aids tested; now it's time to get your hard work ready for the audience. Here are some editing techniques you may find helpful.

1. Read the work casually and aloud. Catch the items that sound funny. Odd sounding phrases may mean you have punctuation issues. This exercise will help you catch areas and ideas that do not flow well. It will also help to pin point areas where content may need an extra boost, a story, or additional resource.
2. Read the content backwards, sentence by sentence. For example, read the paragraph above by starting with the line: *"It will also help to pin point areas where content may need an extra boost, a story, or additional resource."* Then, *"It will help you catch areas and ideas that do not flow well."* Reading "backwards" means, we are reading our work in a way that doesn't flow, so the brain doesn't subconsciously overlook errors.
3. Don't edit right away. Step away and do something – then come back and start editing.

## Content Editing Tools

1. Grammarly.com
2. Grammar Girls Quick and Dirty Tips for Writing
3. Hemingwayapp.com

Formatting digital documents for resources, workbooks, job aids:

1. Apple Pages
2. Adobe Indesign
3. Canva.com
4. PowerPoint
5. Word
6. Google Docs
7. Scribus (open source publishing creation)
8. Fiverr
9. ChatGPT/Jasper

Editing and formatting video/audio:

1. iMovie
2. Apple Final Cut Pro
3. Camtasia
4. Snag-it
5. Filmora
6. Screencast-O-Matic
7. Adobe Premier
8. ScreenFlow
9. YouTube Editor/YouTube Capture
10. Audacity
11. Libsin (audio storage)

Take some time to investigate the many free tutorials that support each area. What are you using? Share Ideas.



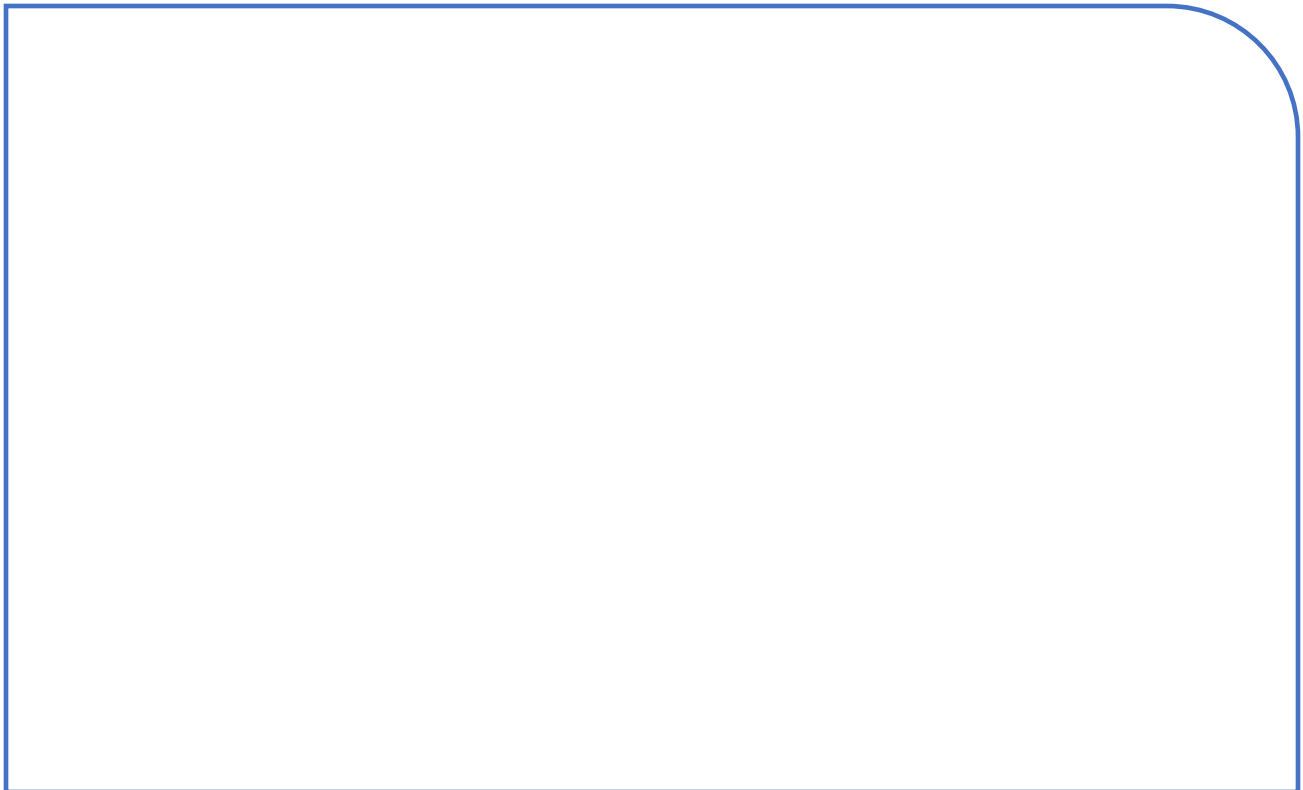
# “Marketing” Development

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Once you determine the direction of your learning reinforcement, it’s time to think about how to encourage engagement. You do not want the content ignored. Time for a communication plan. Here are some common ways to get the word out.

1. Email a promo video
2. Create a catchy graphic for your enterprise network
3. Advertise samples or a 30 second snippet of your video or support document
4. Create a blog to announce the microlearning object
5. Offer the microlearning object to test with champions and have them give a testimonial
6. Make use of company social media streams
7. Go old school – flyers, posters, door hangers (for offices), mailers

What other ideas do you have?

A large, empty rounded rectangular box with a blue border, intended for the user to write down their own marketing ideas.

# Review Before Unleashing!

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- Double check your targeted training model
- Verify the selected skill is helpful and useful
- Have your learning outcomes been addressed (or removed)
- Verify all formats and content delivery methods make sense for the topic and audience
- Edit and review all content
- Create a promotional plan and supporting materials
- Test your learning reinforcement on the desired platform
- Check all links, downloads and video/audio files are working
- Triple check the flow. Make sure the delivery makes sense to the user
- TA-DA! Launch!
- Create a maintenance plan. NAILED IT!

# Action Plan – Time for: “NOW WHAT?”

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Share with your group: Based on this session, what will you do first? What courses do you have that need learning reinforcement help?

Rose: Strengths	
Thorns: Challenges	
Bud: Ideas that have potential	

Thank you for participating in this workshop

For questions or announcing quick wins:

- tweet (@stipton)
- Post directly or message me through Learning Rebels Facebook page
- Contact me through LinkedIn (shannontipton)
- Email me directly shannon@learningrebels.com

Now what?

- Call to bring this workshop to your organization
- Bring in Learning Rebels to help deconstruct your content to incorporate microlearning or learning reinforcement
- Consult with Learning Rebels to determine your next microlearning steps!
- Visit the Learning Rebels website to view this and other services we can provide for your organization

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