

STRATEGIC VERSUS DOCTRINAIRE BLENDING

(A GOALS-ORIENTED APPROACH TO
CHANNEL SELECTION)

DON MORRISON

© 2003 THE MORRISON COMPANY

ORIGINALLY PRESENTED AT

**"STRATEGY + PRACTICE IN
BLENDED LEARNING"**

LONDON – 10 SEP 2003

**NOTE: THIS VERSION OF THE PRESENTATION
HAS BEEN RENDERED AS "NOTES PAGES"**

© 2003 The Morrison Company

**STRATEGIC VERSUS DOCTRINAIRE
BLENDING**

(A GOALS-ORIENTED APPROACH TO
CHANNEL SELECTION)

DON MORRISON

© 2003 THE MORRISON COMPANY

ORIGINALLY PRESENTED AT
**"STRATEGY + PRACTICE IN
BLENDED LEARNING"**
LONDON – 10 SEP 2003

**NOTE: THIS VERSION OF THE
PRESENTATION HAS BEEN RENDERED
AS "NOTES PAGES"**



Good morning.

Today I'm going to make a case for
adopting
a STRATEGIC
rather than a DOCTRINAIRE
Approach to blended learning.

What's the difference?

- A strategic approach is goals-oriented.
- A doctrinaire approach is goals-ignorant.

*** NEXT SCREEN ***



I believe it's important to practice what we preach.

Which is why I've designed this as a "blended presentation".

Quite simply, I've taken advantage of a number of delivery channels to put my message across.

So today, I'm just going to assume that each of you has completed the 6 PRE-REQUISITE ONLINE EXERCISES which have been available on the event Web site for the past three weeks.

*** NEXT SCREEN ***



(ONLY JOKING)

But it was a good way to get your attention

And it would have been a good idea if each of you had done some prescribed background reading online ...

that way I would know that everyone in the room was starting on a level playing field.

... Which is one of the benefits a blended solution delivers.

*** NEXT SCREEN ***

INSTANT SURVEY

© 2003 The Morrison Company

OK. A quick survey.

How many of you have made or received a WORK RELATED PHONE call during the last week? Raise your hands.

How many of you have participated in a CONFERENCE CALL during the last week?

How many of you have participated in a FACE TO FACE MEETING during the last week?

How many of you have WRITTEN AND/OR RECEIVED E-MAIL during the last week?

I don't think there were any surprises in your responses ...

But what did they tell us?

*** NEXT SCREEN ***

BLEND ED BUSINESS

© 2003 The Morrison Company

What they told me that you are all busy doing BLENDED BUSINESS.

And here's what I'm wondering?

Did you choose a phone call over a conference call or vice versa because of the content to be discussed?

Because of the personality types of the participants?

I hope not. I hope you chose each medium because it was the most effective way to do what needed to be done.

And that's how we should approach blended learning.

*** NEXT SCREEN ***



Recently one of my clients asked me to help them improve the Instructional Design aspect of their content development.

I said, OK, describe your current design approach ...

They explained that they aimed to design and deliver content that was Fit for Purpose. I told them that Fit for Purpose was as good a starting point as I could imagine -- but what Purpose? Whose purpose?

They couldn't know whether their output was FIT unless they had clarified PURPOSE.

*** TURN PAGE ***



What was their process for establishing the learning outcomes of a course, a module, a sub-module, a screen? I asked next.

They didn't have one.

By associating themselves with Fit for Purpose, I think my client was telling me they tried their hardest to deliver the best possible work within the time, cost and political parameters of each project ...

and there's nothing wrong with that ... but it's not the same thing as Fit for Purpose.

*** NEXT SCREEN ***

**TECHNOLOGY-
FACILITATED
COACHING**
(Or how I invented
Blended Learning)

© 2003 The Morrison Company

Let me tell you a story that begins early in 1999 ... not that long ago

but by today's standards the learning environment was primitive.

I found myself working with a client in the business of delivering "performance coaching" ...

This client had a very successful business .. In fact, they couldn't keep up with their own success.

*** TURN PAGE ***

**TECHNOLOGY-
FACILITATED
COACHING**
(Or how I invented
Blended Learning)

© 2003 The Morrison Company

They had a smart marketing ploy. They would approach a large potential client, one of the high street banks for example, with the offer of one day's free coaching. The only catch was that they would only coach senior management or, at least, key decision makers.

Remember that these guys were experts at motivating people, getting them focussed or re-focussed on goals and mapping out a personal development programme.

So by the end of the free day, senior management would be pumped up, straining at the leash.

And they would invariably say the same thing,

Everyone in the company has to take this course.

But when the coaches and their potential clients went off to work out next steps, two critical barriers emerged.

*** TURN PAGE ***

**TECHNOLOGY-
FACILITATED
COACHING**
(Or how I invented
Blended Learning)

© 2003 The Morrison Company

One, because ideally coaching was on a one-to-twenty basis or less, there wasn't enough quality coaches to train a massive workforce in a reasonable time frame

Nor could they recruit and train enough.

Two, the potential client would begin to realize the true cost of "everyone in the company taking a course".

The critical cost was **not the fees** charged by the coaches —
but the opportunity costs

for example, every teller in Barclays or NatWest being away from their branch for anything between one and three days.

Inevitably, the barriers proved insurmountable and so an opportunity was lost on both sides.

*** TURN PAGE ***

**TECHNOLOGY-
FACILITATED
COACHING**
(Or how I invented
Blended Learning)

© 2003 The Morrison Company

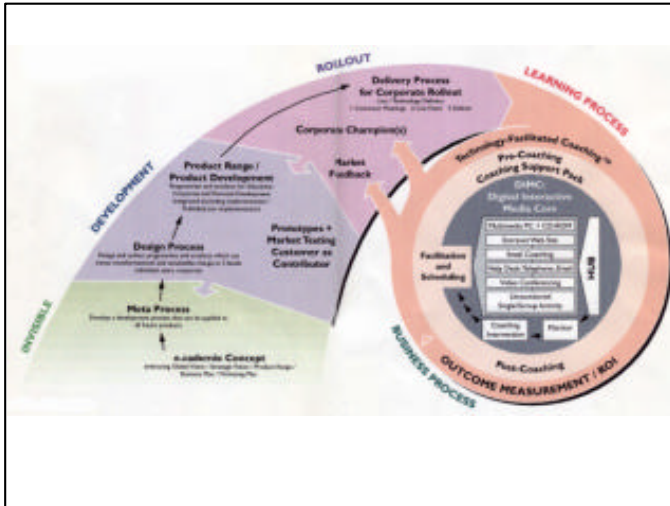
The client was wondering,
Could technology help?

We thought it could and
devised a blended solution ...
though in 1999 I called it
TECHNOLOGY FACILITATED
COACHING.

**By the way, I'm not really
claiming that I invented
Blended Learning.**

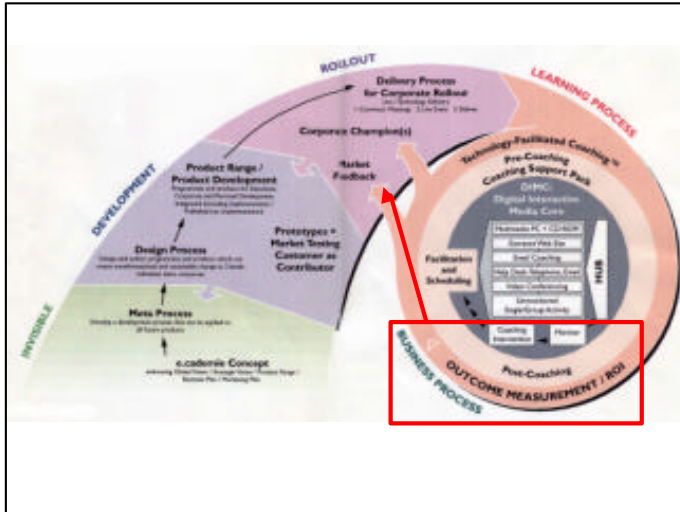
Later I'll tell you who I think
did invent it or at least who
came up with the phrase.

*** NEXT SCREEN ***



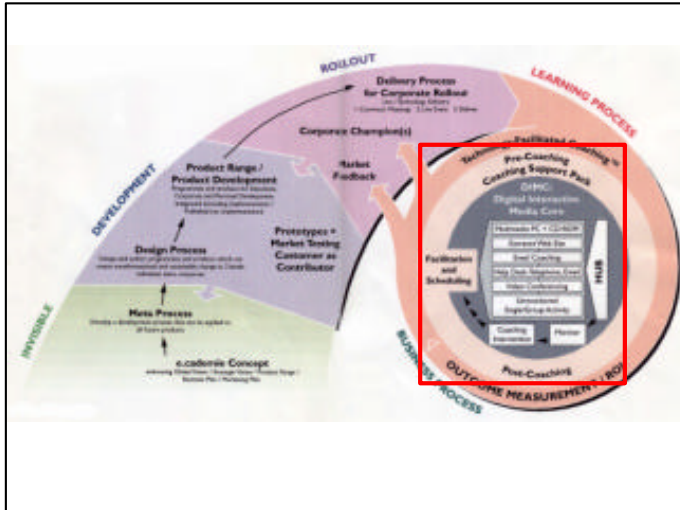
I dusted off this process map to remind myself of the business and learning processes I developed back in 1999.

*** NEXT SCREEN ***



What I find interesting now is how — down on the right — the map shows nice feedback loops for both learning and business.

*** NEXT SCREEN ***



The map also indicates the learning blend ...

which was based around

- Pre-Coaching
- Coaching, and
- Post-Coaching

Terms we borrowed from Franklin-Covey.

*** NEXT SCREEN ***

PERFORMANCE COACHING

- **PRE-COACHING**
- **COACHING**
- **POST-COACHING**

© 2003 The Morrison Company

This was a third-party solution to be sold into businesses ...

- of different sizes
- in different sectors
some product-based
- some service based ...

Part of our strategy for the blend was to offer a solution flexible enough to be implemented anywhere.

***** NEXT SCREEN *****

PERFORMANCE COACHING

- **PRE-COACHING**
 - **360 degree profiles (paper + e-mail)**
 - **Live events (large groups)**
- **COACHING**
- **POST-COACHING**

© 2003 The Morrison Company

PRE-COACHING consisted of

- obtaining **360 degree profiles** — and
- **Live events** but for large groups ... in the hundreds ... designed to emulate the coaches' one-to-twenty sessions — but without the meaningful one-to-one interactions

***** NEXT SCREEN *****

PERFORMANCE COACHING

- **PRE-COACHING**
- **COACHING**
 - **Online content**
 - **Video conferences**
 - **CD-ROM content**
 - **Print content**
 - **Individual and team activities**
 - **Live interventions where required**
 - **Help Desk**
- **POST-COACHING**

© 2003 The Morrison Company

- COACHING consisted of
 - **Online content** — designed to emulate the face-to-face content AND interactions ... with plenty of activities and quizzes
 - **Video conferences** — again to emulate the face to face experience

*** TURN PAGE ***

PERFORMANCE COACHING

- **PRE-COACHING**
- **COACHING**
 - **Online content**
 - **Video conferences**
 - **CD-ROM content**
 - **Print content**
 - **Individual and team activities**
 - **Live interventions where required**
 - **Help Desk**
- **POST-COACHING**

© 2003 The Morrison Company

- **CD-ROM content** — where corporate networks were not robust enough to deliver online content ...
- **Print content** — for reference material and **PERSONAL DEVELOPMENT PLANS**
- **Online team activities** — to emulate the group activities which were part of the traditional face-to-face courses

***** TURN PAGE *****

PERFORMANCE COACHING

- **PRE-COACHING**
- **COACHING**
 - Online content
 - Video conferences
 - CD-ROM content
 - Print content
 - Individual and team activities
 - Live interventions where required
 - Help Desk
- **POST-COACHING**

© 2003 The Morrison Company

- **Live interventions** —were the safety net. Where feedback told us that learners were not getting the message through distributed learning, face to face remedial events and telephone coaching would be scheduled specifically for those learners.

- Finally, a **Help Desk** was considered essential to support distributed learning

*** NEXT SCREEN ***

PERFORMANCE COACHING

- **PRE-COACHING**
- **COACHING**
- **POST-COACHING**
 - Telephone coaching
 - E-mail coaching
 - Synchronous Chat

(Instant Messaging hadn't been invented)

© 2003 The Morrison Company

• Post Coaching was about follow up ... and consisted of

- Telephone coaching
- E-mail coaching
- Coaching and peer to peer help through Synchronous Chat Rooms

Today we'd probably label these activities E-mentoring

*** NEXT SCREEN ***

***ULTIMATELY, THE
SUCCESS OR FAILURE OF
A LEARNING INITIATIVE IS
IN DIRECT PROPORTION
TO THE QUALITY OF THE
STRATEGIC THINKING
THAT UNDERPINS IT.***

© 2003 The Morrison Company

If I could give you only one piece of advice about learning, it would be this:

Ultimately, the success or failure of a learning initiative is in direct proportion to the quality of the strategic thinking that underpins it.

And that applies to blended learning as much as it does to any other kind.

***** NEXT SCREEN *****

***There is no easy way
to implement blended
learning successfully.***

***(There is NO formula!
You need to THINK
about EVERYTHING.)***

© 2003 The Morrison Company

If anyone tells you they have an easy, simple formula for implementing blended learning, know they're either out of their depth or selling you something.

There is NO formula. You need to think about everything.

What was satisfying about re-visiting the performance coaching solution was seeing how much we had thought about ... how the blend of delivery channels had been designed as a strategic response,

- first, to the client's needs and,
- second, to the client's client's needs, and
- Third, to the learner's needs

***There is no easy way
to implement blended
learning successfully.***

***(There is NO formula!
You need to THINK
about EVERYTHING.)***

© 2003 The Morrison Company

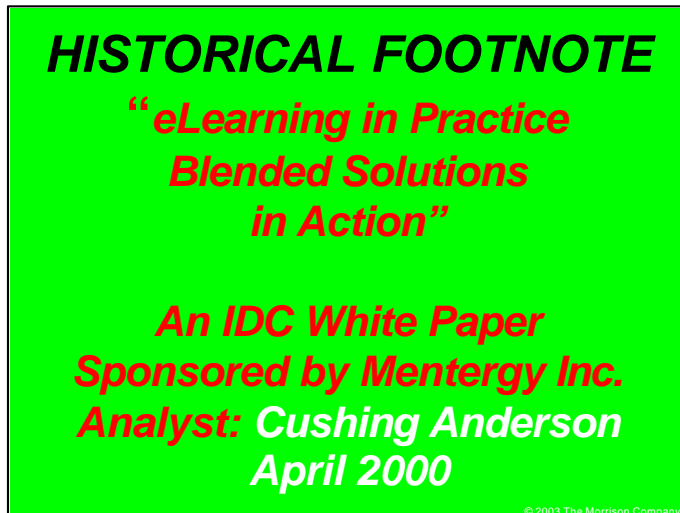
In other words, the blend was FIT FOR PURPOSE.

The blend had NOT been designed according to doctrines which hold that

- some CONTENT TYPES only work with some CHANNEL TYPES
- ... or that certain LEARNER TYPES can only learn through certain CHANNEL TYPES.

More about channel types and learner types later but first ...

*** NEXT SCREEN ***



I said I would tell you who — as far as I have been able to establish — came up with Blended Learning.

It was Cushing Anderson who first talked about BLENDED SOLUTIONS in a white paper he wrote in April 2000. A month later, at the ASTD 2000 Conference, all the vendors were promoting their take on blended learning. And it's been snowballing ever since.

Cushing, as some of you will know, works for IDC as an e-learning industry analyst.

Here's what he told me about the white paper he wrote in April 2000 ...

*** TURN PAGE ***

HISTORICAL FOOTNOTE

***“eLearning in Practice
Blended Solutions
in Action”***

***An IDC White Paper
Sponsored by Mentergy Inc.
Analyst: Cushing Anderson
April 2000***

© 2003 The Morrison Company

“In that document ... I expanded ... the definition to include blending across multiple dimensions. I began discussing blending as including delivering a single curriculum in multiple formats appropriate to the particular topic/stage of the learner

- Start with self-paced pre-reading to level-set the participants**
- Then attend a live lecture**
- Then participate in a group exercise, etc**

either using technology or not...

We also began to use the phrase "content parity" that suggested whatever delivery modality a learner chose, the content and objectives were the same ...”

***** TURN PAGE *****

HISTORICAL FOOTNOTE

***“eLearning in Practice
Blended Solutions
in Action”***

***An IDC White Paper
Sponsored by Mentergy Inc.
Analyst: Cushing Anderson
April 2000***

© 2003 The Morrison Company

Cushing uses the phrase “blending across multiple dimensions” ... I prefer to talk about “delivery channels”.

Tell your BOARD that you’re blending learning across multiple dimensions ... and, well, God help you.

Tell your BOARD you’re using a number of delivery channels to distribute learning .. and they might just get the message.

*** NEXT SCREEN ***

***REDUNDANCY IN
BLENDED
LEARNING
IS A
GOOD THING***

© 2003 The Morrison Company

There's a lot to like about Cushing's prescient vision of blended learning ..

Particularly the notion of CONTENTY PARITY

... the idea that the same CONTENT is available through more than one channel.

Because REDUNDANCY IN BLENDED LEARNING IS A GOOD THING.

We'll see why in a moment.

*** NEXT SCREEN ***

**DELIVERY
CHANNELS
FORM YOUR
LEARNING
VALUE CHAIN**

© 2003 The Morrison Company

Delivery Channels form your
LEARNING VALUE CHAIN.

Most businesses and organizations have more than one way to deliver learning. That means they have a LEARNING VALUE CHAIN ... and a choice — and with choice comes responsibility.

So let's look at the kinds of delivery channels you might have and might need to discriminate between.

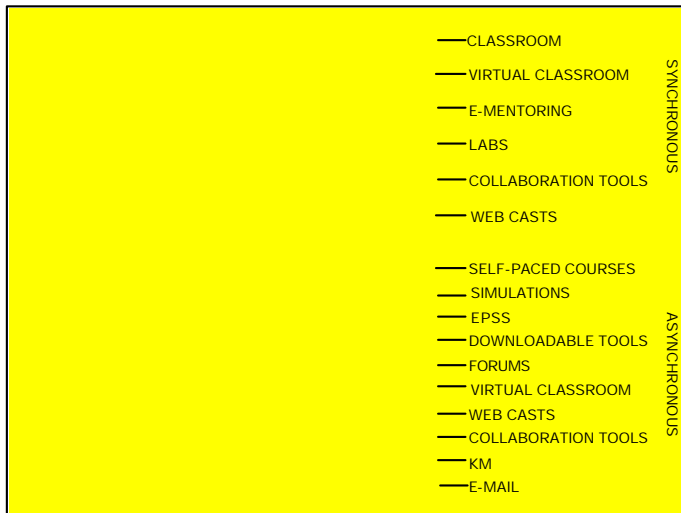
*** NEXT SCREEN ***



Here are typical
Synchronous Delivery Channels where learning is delivered live ...

- In this context LABS means online software models
- COLLABORATION TOOLS means ... Webex style conferencing and conference calls. Instant Messaging can also be a real-time collaboration tool.

*** NEXT SCREEN ***



Then **Asynchronous channels**

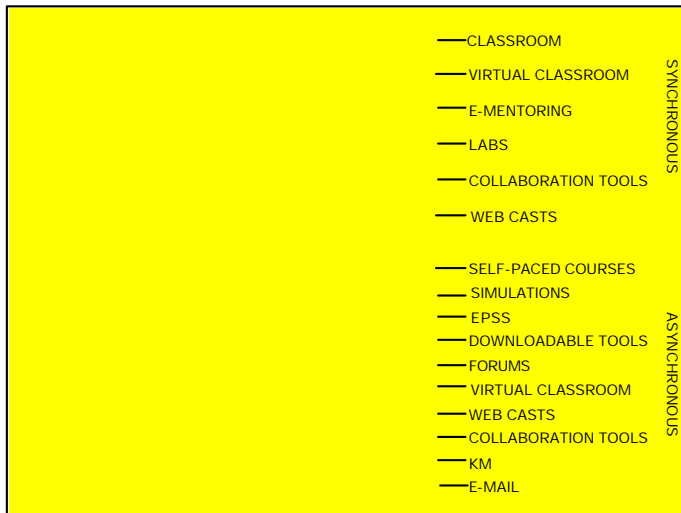
... where content is

- packaged and stored once,
- then delivered many times ...

These include ...

- **EPSS** - Electronic Performance Support Systems where learning is embedded in an application
- **Downloadable tools** ... which might be forms, templates and spreadsheets
- **Forums** ... where learners, subject matter experts and coaches can post their thoughts and experiences organized in searchable threads

*** TURN PAGE ***



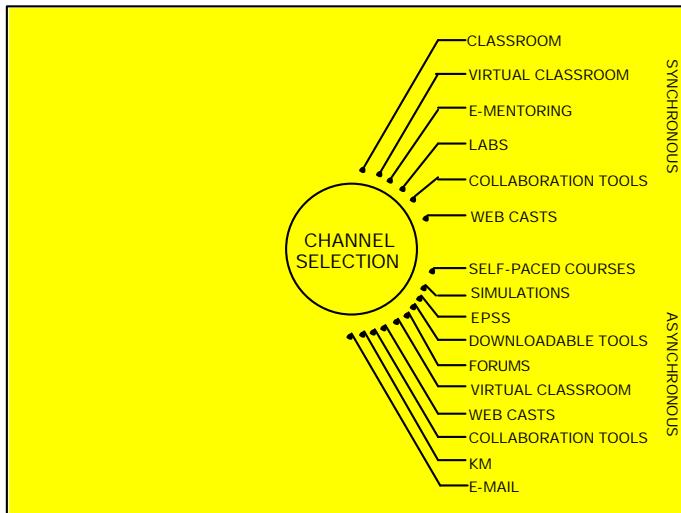
- **Virtual Classrooms** ... here the live class has been recorded so learners can see it whenever they want. The event has moved from synchronous to asynchronous.

- Same with **Web Casts** ... They've been recorded for ongoing use.

- **Collaborations Tools** ... Here this means Lotus Notes or Web-based tools like Groove and Lotus Anytime

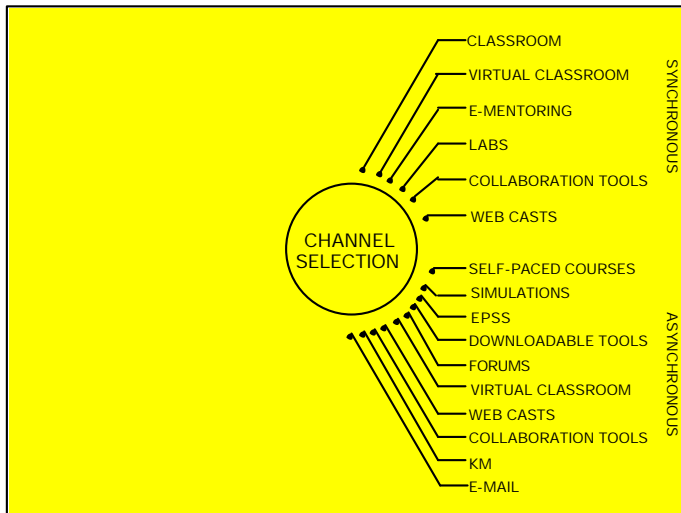
- **KM or Knowledge Management** ... which might include searchable databases, so called corporate yellow-pages, even Blogs

*** NEXT SCREEN ***



It's uncommon for one organization to have all these delivery channels ... But even if you have only a sub-set, you need to think about what channels you are going to select and why.

*** TURN PAGE ***



And who owns the responsibility for assigning content to a channel?

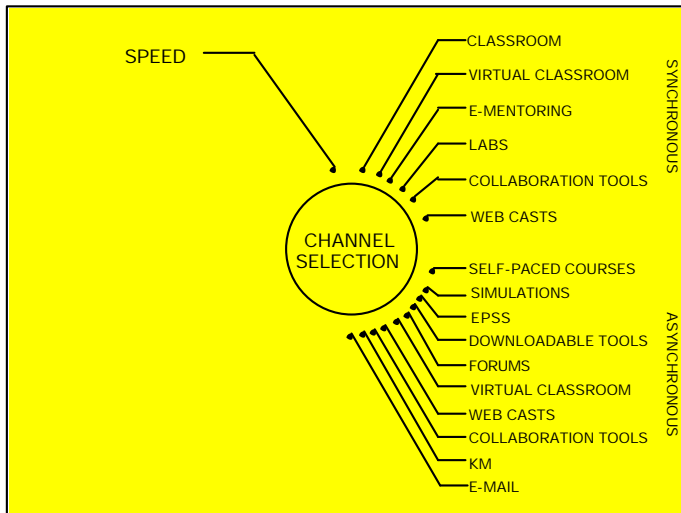
After all, CHANNEL SELECTION is a key stage in the development of blended learning.

I happen to believe that Instructional Designers probably have the best skill-set and experience to carry out the task. But that's not a rule.

What criteria should be applied to strategic channel selection?

I believe there are SIX KEY INTERRELATED CRITERIA.

*** NEXT SCREEN ***



SPEED ...

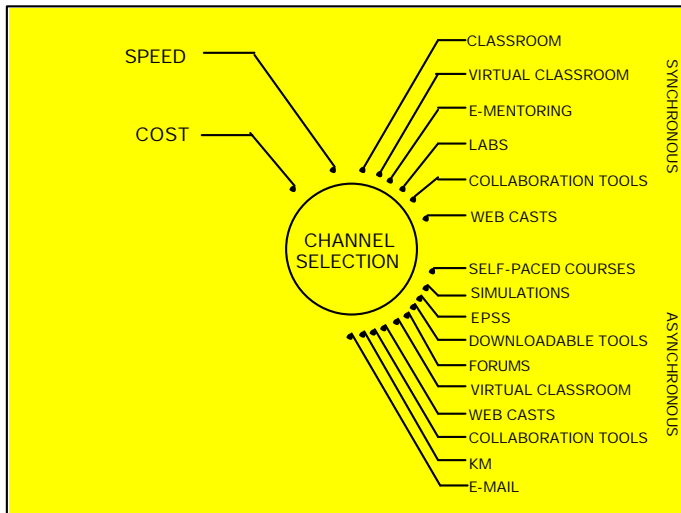
How important is speed to market for the content under consideration? For example ...

- Does the content support a merger or acquisition?
- The launch of a new product?
- The emergence of a new competitor?
- An imminent change in legislation?

Where speed is critical, synchronous channels like virtual classrooms and Web casts deliver your message to the most people at the highest speed.

And as we've seen, synchronous content can be packaged and distributed in the medium term through asynchronous channels.

*** NEXT SCREEN ***



COST ... a real constraint on all learning solutions.

There are two basic costs —

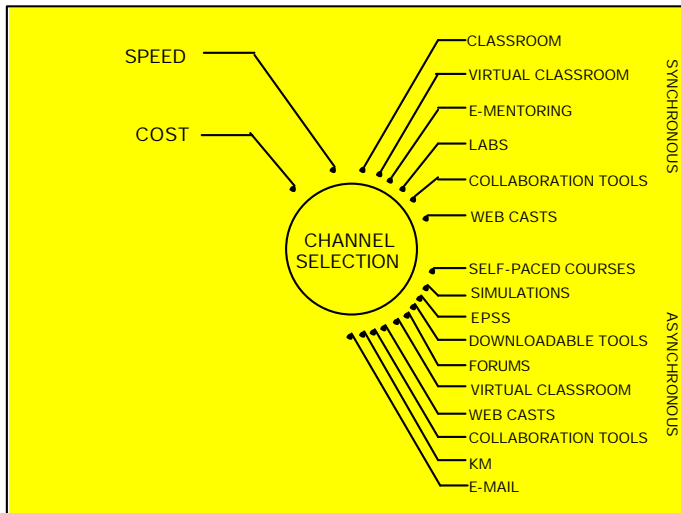
- Content development
- Content delivery

As it turns out, content that is inexpensive to deliver is expensive to develop ... and vice versa.

For example, developing self-paced courses can be hugely expensive but delivering those courses is very inexpensive.

Classroom content is inexpensive to develop ... but very expensive to deliver.

*** TURN PAGE ***

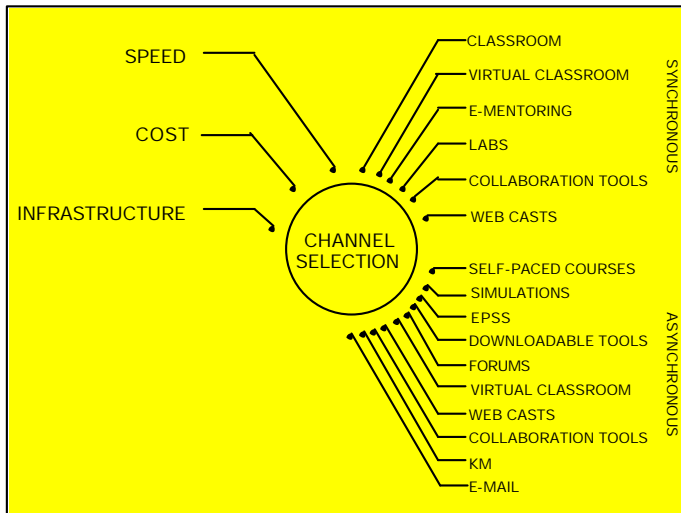


Be realistic about costs and channel selection. **Select those channels that will give you the biggest performance-improvement for your buck.**

That might mean investing most of the budget in something as unglamorous as templates and forms.

But if these downloadable tools ... combined with a ten-minute self-paced quick-study about how to use them ... are going to create the most positive impact on performance, that's the way you should go ...

*** NEXT SCREEN ***



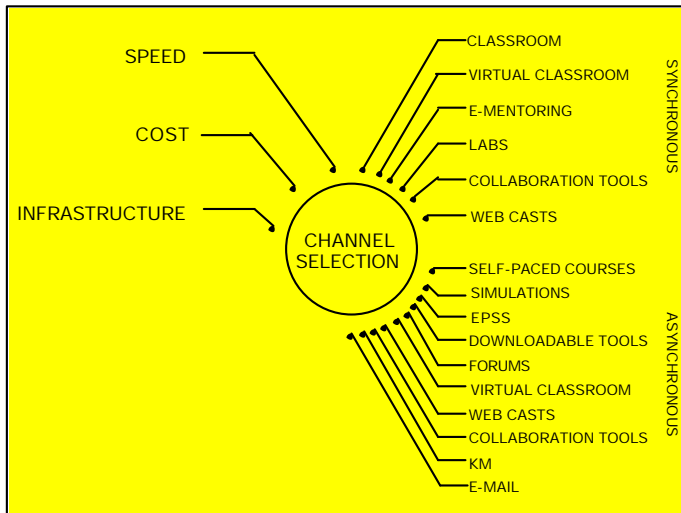
INFRASTRUCTURE

This tends to change only slowly — unless there is a merger or acquisition when it can change overnight.

Where your learner base is spread across regions, countries or continents, you need to consider local infrastructure issues.

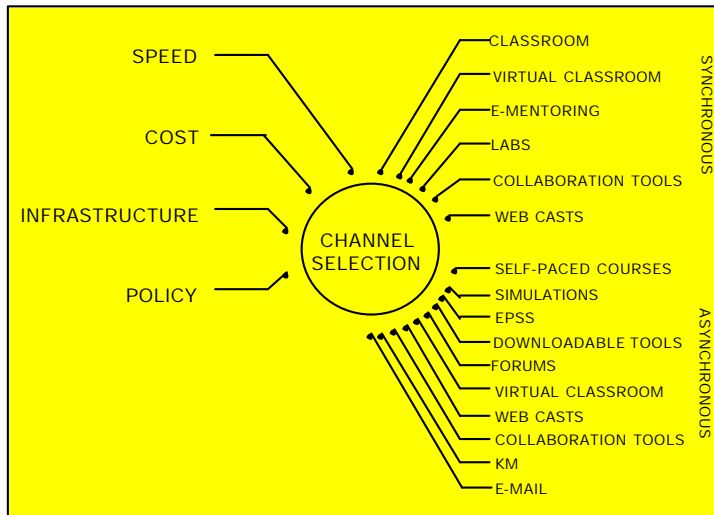
For example, the corporate network in Western Europe and the US might be robust enough to carry live Web casts but not the network in Eastern Europe, Africa or South America.

*** TURN PAGE ***



In poorly served regions you might need to e-mail learners a transcription of the Web cast and run some live classes or e-mentoring to support those messages.

*** NEXT SCREEN ***

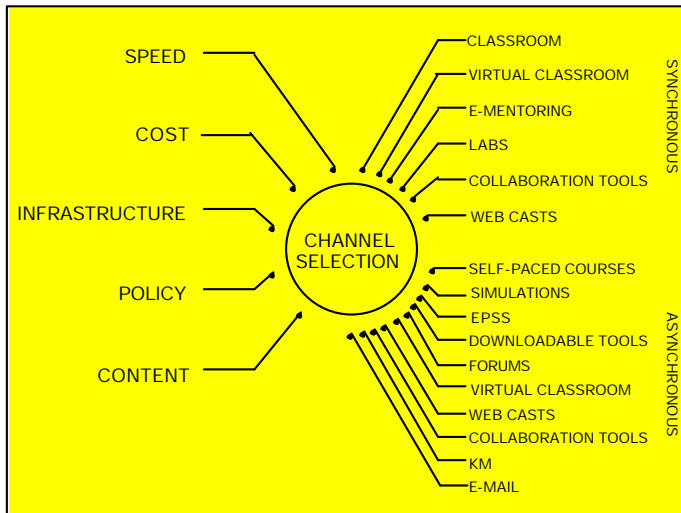


Learning POLICIES and TARGETS can impact on channel selection.

The learning department might have a policy of moving 50 percent of learning content to online channels. That might dictate the selection of virtual classroom delivery over face to face classroom delivery.

Or, a policy of high-investment in learning that supports high-value customers might mean selecting high cost, high-impact channels even though less costly options are available.

*** NEXT SCREEN ***



I've said, I don't believe that certain types of CONTENT dictate certain channel types.

But some content factors need to be considered.

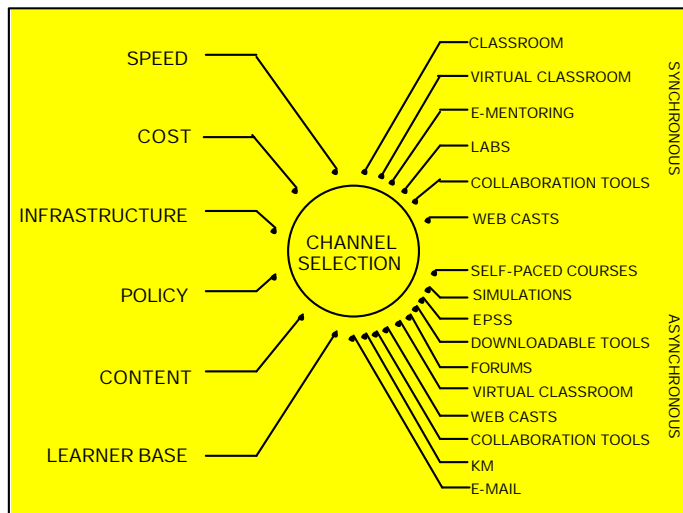
LIFECYCLE is one. All content has a LIFECYCLE. Strategies, processes, tools, all start as notions and develop over time. Eventually most are superseded or fall out of fashion.

WHERE CONTENT IS IN ITS LIFECYCLE IMPACTS ON CHANNEL SELECTION.

An obvious example, making a large investment in a self-paced course for content that is either EMBRYONIC or about to be PHASED OUT doesn't make sense.

Nor does using Webcasts to convey content when it has become MAINSTREAM. That's when an investment in a comprehensive self-paced course can deliver good ROI.

*** NEXT SCREEN ***



LEARNER BASE

- Consider SIZE.

Small numbers of learners suggest face to face classes, virtual classes ... Or video conferences.

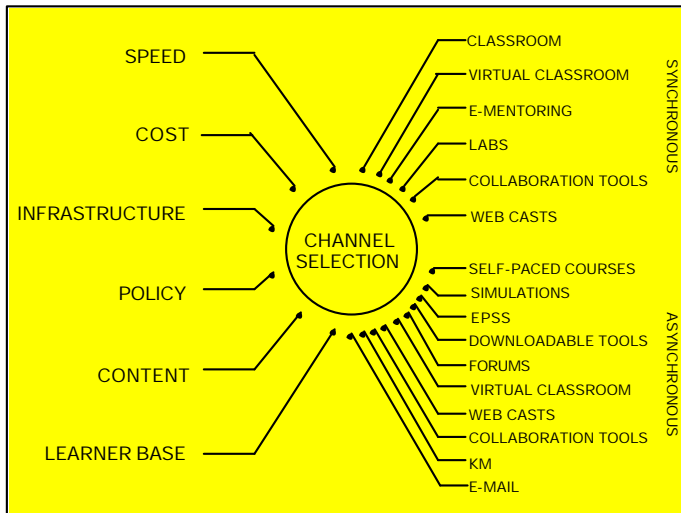
Large numbers suggest large virtual classes, Web casts and self-paced learning. But remember the impact of shelf life, in other words, the size of the learner base over time.

At first sight, a learner base might seem too small to justify an investment in a self-paced course ... but if the course has a shelf-life of five years, the audience can be 5 times larger than it appears.

Consider GEOGRAPHIC SPREAD.

The larger the geographic spread for a single learning message, the more attractive distributed Web-based channels become ...

While clustered learners might be best served by local face to face learning.



Think about the QUALITY OF CHANNELS across the learner base.

If there is a shortage of good stand up trainers in a particular region, that argues in favour of virtual classes or self-paced learning. If the network in another region is flaky that suggests avoiding distributed learning or resorting to CD-ROMs.

Learning initiatives for LEADERSHIP can throw up an exception to both learner base SIZE and GEOGRAPHIC SPREAD. Bringing leaders from all over the world together for critical learning can be cost-effective no matter what distances and costs are involved.

*** NEXT SCREEN ***



Rather than select channels, some organizations apply a strategy I call ALL CONTENT IN ALL CHANNELS.

Dow Chemicals is an example.

Dow's e-learning is phenomenal. They routinely register 7,000 course completions a week. That's because most Dow staff need a number of licences to do their job ... so compliance training is a way of life at Dow .

Because Dow's factories operate non-stop, most staff are on a shift rota. That makes scheduling tricky and opportunity costs high.

*** TURN PAGE ***



What Dow discovered was the more channels they made content available through ... the greater the take up by employees.

So Dow's strategy is to make the same content available in as many channels as possible ...

And to leave it to each learner to decide which is the best channel for them.

Which is why I said that
**REDUNDANCY IS AN AN
IMPORTANT ASPECT OF BLENDED
LEARNING.**

***** NEXT SCREEN *****

**ALL CONTENT
IN
ALL CHANNELS
MEETS
LEARNING
PREFERENCES**

If you're like me, you hear a lot about LEARNING STYLES or LEARNING PREFERENCES — and how we should use blended learning to accommodate them.

I'm going to take a hard look at Learning Preferences ... but for now, I want to make the point that ALL CONTENT IN ALL CHANNELS is often the best way of catering to learning preferences.

*** NEXT SCREEN ***

**TAKE A
DYNAMIC APPROACH
TO
DELIVERY CHANNEL
SELECTION**

© 2003 The Morrison Company

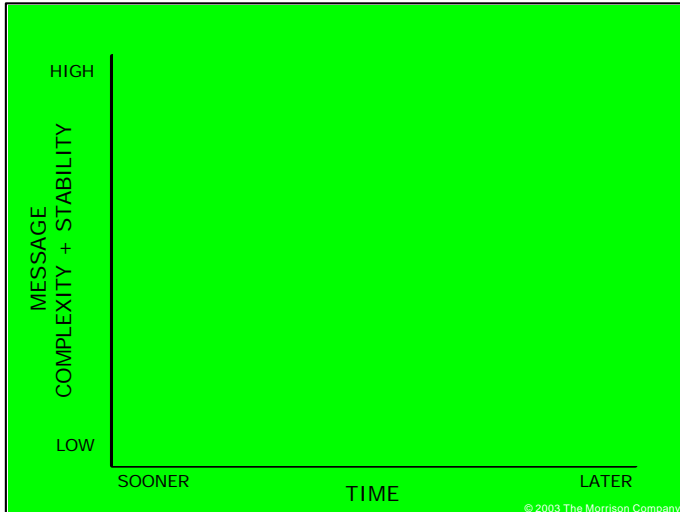
I said earlier that all content has a LIFECYCLE ...

For me, **that means that different channels are right at different times.**

I call this a DYNAMIC APPROACH TO DELIVERY CHANNEL SELECTION

Let's think about a situation where sales staff require training about new IT products ... Maybe servers, maybe hardware for the medical sector.

*** NEXT SCREEN ***



So on this graph we have
MESSAGE COMPLEXITY AND
STABILITY on the north-south
axis.

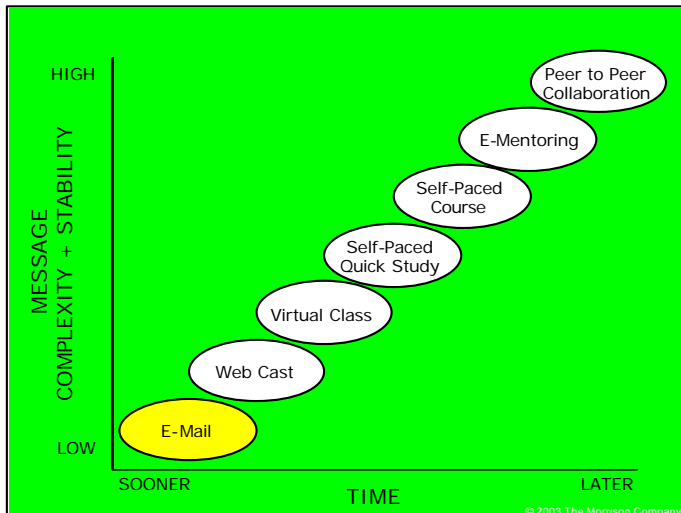
Usually, messages become more
complex and more stable over
time.

And on the east-west axis, we
have TIME ...

Moving from sooner to later.

These variables influence
channel selection.

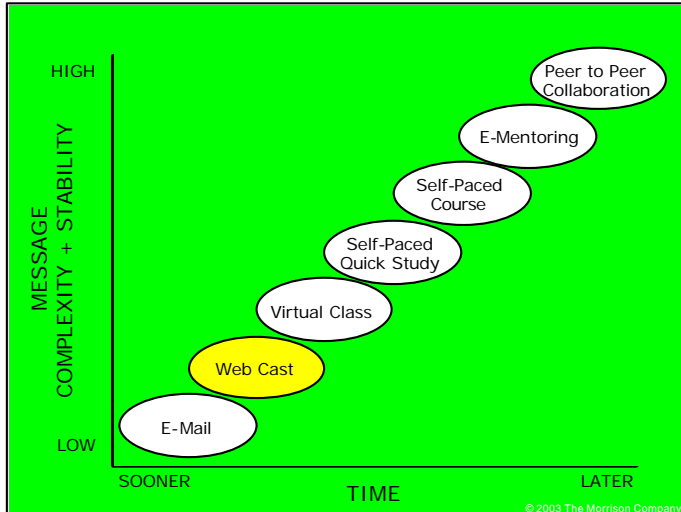
*** NEXT SCREEN ***



When the new product is in the design and development stage and there isn't that much to say,

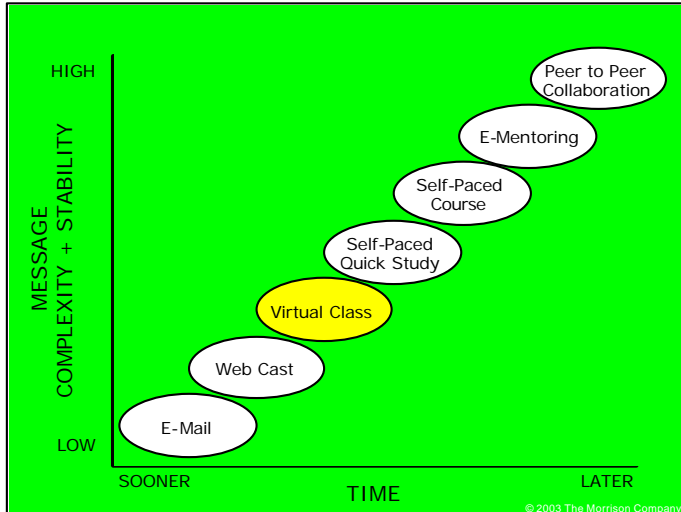
E-MAIL might be the right channel to use to introduce it to the sales force.

*** NEXT SCREEN ***



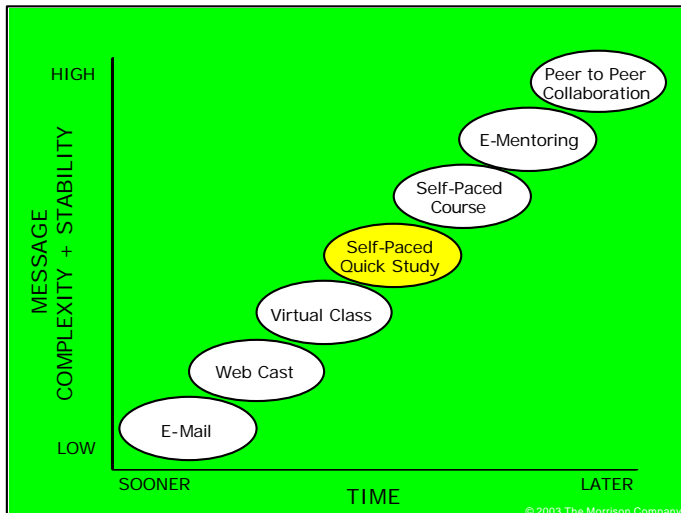
When there's a significant internal product announcement, a WEB CAST might be the appropriate delivery channel for pre-learning across the sales force.

*** NEXT SCREEN ***



As the amount of information about the product increases. a VIRTUAL CLASS might be the right channel to keep sales staff up to date.

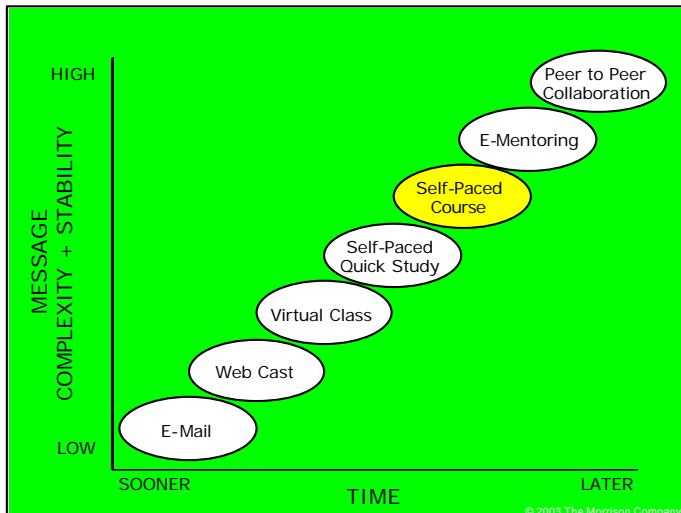
*** NEXT SCREEN ***



In the run up to launch, a short SELF-PACED QUICK STUDY ... maybe 10 or 12 minutes of content ... could deliver

- preliminary reference material
- initial specifications
- potential benefits and
- so on —

*** NEXT SCREEN ***

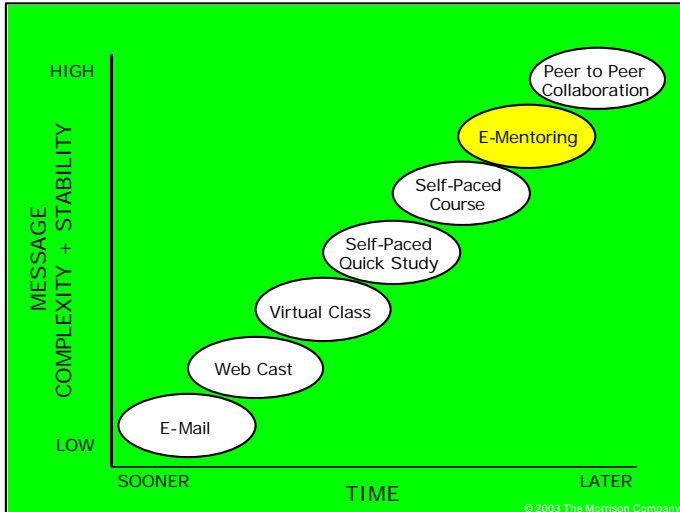


By launch time, there should be enough information to justify a FULL SELF-PACED COURSE.

But rather than starting from scratch, the designers and developers build on and consolidate the learning content they have already developed.

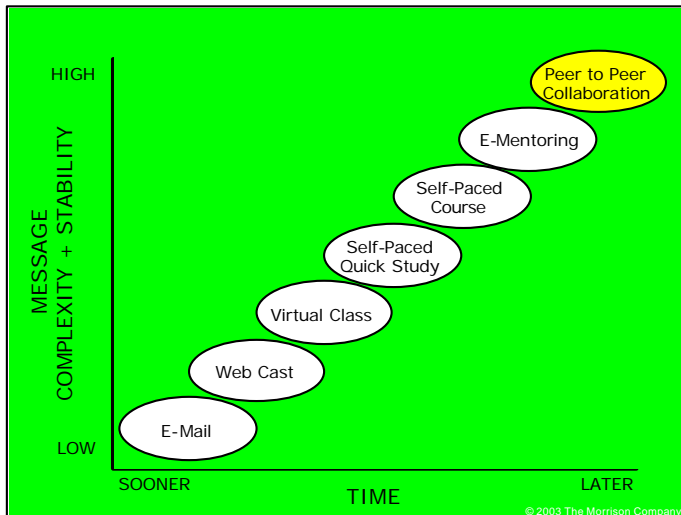
In other words, CONTENT DEVELOPMENT SHOULD RUN IN PARALLEL WITH PRODUCT AND SERVICE DEVELOPMENT ...

*** NEXT SCREEN ***



After launch, E-MENTORING becomes available for sales staff who are under performing.

*** NEXT SCREEN ***



Finally, when a body of experience in the market begins to emerge, PEER TO PEER COLLABORATION allows sales staff to share their learning about how to sell the new product ...

and to seek answers from the sales community to their client's queries.

*** NEXT SCREEN ***

**Some blends run in
PARALLEL**

**Some are
SEQUENTIAL**

**Others are
BOTH**

© 2003 The Morrison Company

A Dynamic Approach to Channel Selection illustrates how a Blend of Delivery Channels doesn't have to run in PARALLEL ...

It can be SEQUENTIAL.

Or both.

*** NEXT SCREEN ***

**Content Types and
Learner Types
DO NOT DICTATE
Delivery Channels**

© 2003 The Morrison Company

Content Types and Learner Types do not dictate Learning Channels — but many people believe they do.

What are CONTENT TYPES?

Benjamin Bloom said there were three

- Cognitive
- Psychomotor
- Affective

Robert Gagné told us there were five ...

- Verbal information
- Intellectual Skills
- Cognitive Strategies
- Motor Skills
- Attitudes

*** TURN PAGE ***

**Content Types and
Learner Types
DO NOT DICTATE
Delivery Channels**

© 2003 The Morrison Company

There is a commonly held view that Distributed Learning Channels are only effective for

- INFORMATION
- COGNITIVE STRATEGIES AND
- INTELLECTUAL SKILLS.

Changing Attitudes, so the thinking goes, can only be done through face to face learning ...

I think it's an urban myth — for a whole number of reasons.

But today I'm only going to talk about the simplest and maybe the strongest argument against this view.

*** NEXT SCREEN ***

THE BOOK

© 2003 The Morrison Company

The book is the original distributed learning channel.

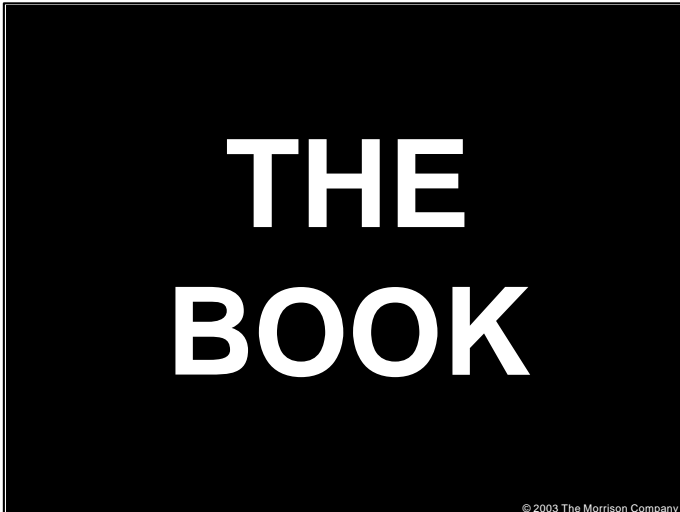
Throughout history,
has any other channel
changed more attitudes
conveyed more Information, Cognitive
Strategies and Intellectual Skills
than the book?

I believe the answer is No.

Probably everyone in this room has read
at least one life-changing book ...

How many, I wonder, have taken a life-
changing course at work?

*** TURN PAGE ***



And if the simple linear book has this power,
surely the rich interactive multimedia at our
disposal ...

which can also deliver the book's basic text,
graphics and photographs ...

have as much power as the book and more
when delivered through pervasive digital
channels ...

I'm not saying it's easy to change attitudes
at a distance

But the perception that some content can
only work in some channels is really a
judgement about

the quality of content design and
development

not the quality of delivery channels.

Don't blame the medium for poor messages.
Don't blame delivery channels for ineffectual
learning content.

“Comparing the achievement of learners ... who are taught at a distance and those taught in face to face classes is a line of research going back 50 years.

The usual finding in these comparison studies is that there are no significant differences ... regardless of the nature of the content, the educational level of the students or the media involved ...”

**Michael More, Greg Kearsley
“Distance Education: A Systems View”**

© 2003 The Morrison Company

Michael More and Greg Kearsley have spent years researching delivery channels. Here's what they have to say:

“Comparing the achievement of learners ... as measured by grades, test scores, retention, job performance ...who are taught at a distance and those taught in face to face classes is a line of research going back 50 years.

The usual finding in these comparison studies is that there are no significant differences between learning in the two different environments regardless of the nature of the content, the educational level of the students or the media involved ...”

So, select your delivery channels according to the strategy that best meets your business and learning needs ... and not according to training myths.

***** NEXT SCREEN *****

**Content Types and
Learner Types
DO NOT DICTATE
Delivery Channels**

© 2003 The Morrison Company

I also hear a lot about LEARNER TYPES and how blended learning needs to cater to their needs.

What are learner types?

Notably, Peter Honey and Alan Mumford tell us there are four:

- The Activist
- The Reflector
- The Theorist, and
- The Pragmatist

I'm sure many of have heard all this before.

*** TURN PAGE ***

**Content Types and
Learner Types
DO NOT DICTATE
Delivery Channels**

© 2003 The Morrison Company

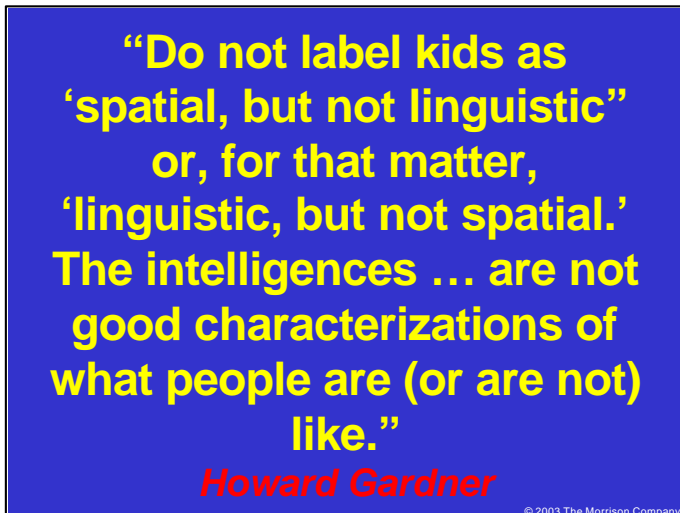
Elsewhere, Howard Gardner developed the theory of Multiple Intelligences ... of which Gardner says there are eight:

- Linguistic
- Logical-Mathematical
- Bodily-Kinaesthetic
- Spatial
- Musical
- Interpersonal
- Intrapersonal
- Naturalist

When people talk about Learner Types or Learning Preferences and Styles, this is usually what they mean.

**BUT THESE DISTINCTIONS ARE BEING
APPLIED DOCTRINALLY AND NOT AT ALL IN
THE WAY THEIR AUTHORS INTENDED.**

*** NEXT SCREEN ***



I believe Gardner would be horrified at the prospect of assigning different Intelligences to different Delivery Channels.

In an interview about applying the Intelligences in schools, Gardner warned:

“Do not label kids as ‘spatial, but not linguistic’ or, for that matter, ‘linguistic, but not spatial.’ The intelligences are categories that help us discover **differences in forms of mental representation**; they are not good characterizations of what people are (or are not) like.”

*** TURN PAGE ***

**“Do not label kids as
‘spatial, but not linguistic’
or, for that matter,
‘linguistic, but not spatial.’
The intelligences ... are not
good characterizations of
what people are (or are not)
like.”**

Howard Gardner

© 2003 The Morrison Company

I also have a practical issue with applying Intelligences. Even if I establish that a learner has a Bodily-Kinaesthetic or a Musical intelligence, how does that help me to help the learner understand the enterprise-wide SAP implementation coming on line next month?

Maybe I lack the imagination, but I have no idea how to usefully relate dance or music to learning about SAP processes.

***** NEXT SCREEN *****

“... the four styles are *all* essential steps in the total process of learning from experience.”

“Teaching exclusively to an individual's preferred style ... would undoubtedly be convenient and comfortable for the learner. But so much of what is involved in effective learning would be missing ...”

Peter Honey

© 2003 The Morrison Company

Peter Honey remains committed to the four Learner Types

However in a recent essay he cautions us by describing Learning Styles as “a place of embarkation, not a destination”.

Elsewhere Honey tells us:

“... the four styles are ALL essential steps in the TOTAL PROCESS of learning from experience.”

*** TURN PAGE ***

“... the four styles are *all* essential steps in the total process of learning from experience.”

“Teaching exclusively to an individual's preferred style ... would undoubtedly be convenient and comfortable for the learner. But so much of what is involved in effective learning would be missing ...”

Peter Honey

© 2003 The Morrison Company

In other words, learners need to adopt all styles at different times. In fact, Honey believes there are dangers in re-enforcing a single learning style.

“Teaching exclusively to an individual's preferred style, if indeed it was possible, would undoubtedly be convenient and comfortable for the learner. But so much of what is involved in effective learning would be missing—having to struggle, taking a risk, picking yourself up after a setback and having another go, and learning from failure and mistakes.”

* * * NEXT SCREEN * * *

IS THERE A MODEL?

© 2003 The Morrison Company

Just a couple of days ago I came across something that helped me understand why the way we apply these theories is flawed.

So, first, let me apologise for not having developed a relevant slide for this piece ... And second, let me explain what I found.

According to Jesse James Garrett, we can make a distinction between INFORMATION ARCHITECTURE and INFORMATION DESIGN.

Information Architecture is primarily about cognition — how people process information and construe relationships between different pieces of information.

Information Design is primarily about perception — how people translate what they see and hear into knowledge.

*** TURN PAGE ***

IS THERE A MODEL?

© 2003 The Morrison Company

I believe that Instructional Design and the design of Blended Learning operate in the domain of Information Design ...

while Gardener's Intelligences and Honey's Learning Styles operate in the domain of Information Architecture.

This isn't about semantics and I don't really care what the labels are ... But there is a difference between how the brain works sub-consciously and at a technical level ... and how we perceive and respond to learning content.

And when we create rules that dictate DELIVERY CHANNELS according to LEARNER TYPES, we're trying to use INFORMATION ARCHITECTURE as INFORMATION DESIGN.

There's nothing wrong with either ... They're just not interchangeable.

*** TURN PAGE ***

IS THERE A MODEL?

© 2003 The Morrison Company

We've looked at a lot of DON'Ts ... but is there a model for blending learning strategically and not doctrinally?

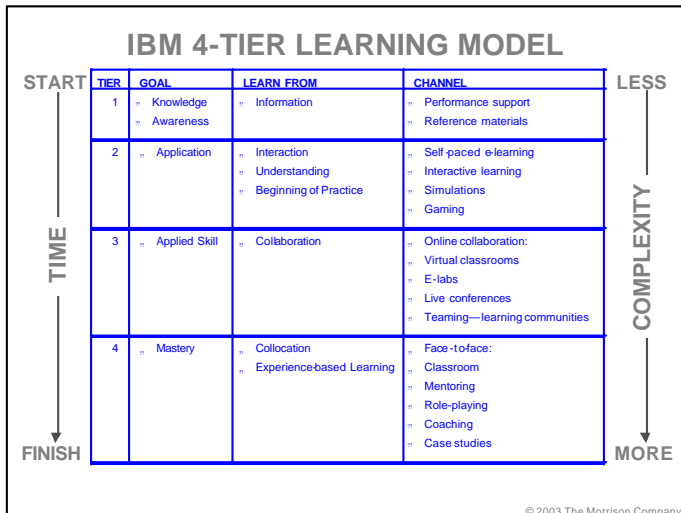
I believe there is.

IBM's Four Tier Learning Model ... which associates learning objectives with delivery channels.

It's a proven model too.

IBM has used the Four Tiers as the basis for its highly effective **Basic Blue for Managers** learning initiative.

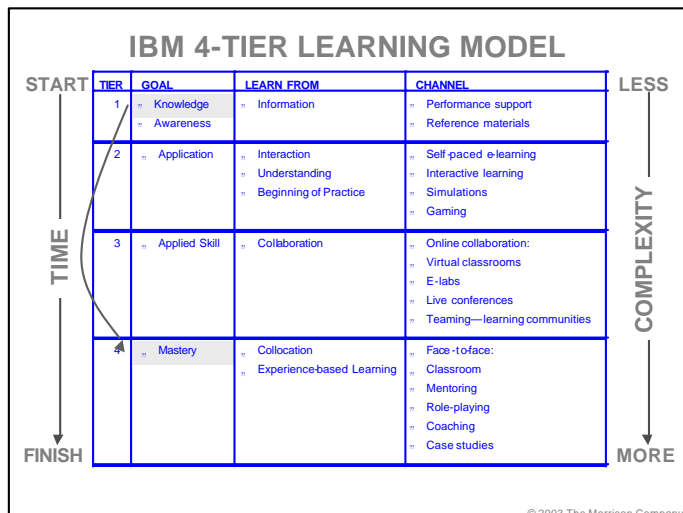
*** NEXT SCREEN ***



The model starts with Tier 1 and ends with Tier 4 ...

Each Tier delivers increasingly complex content ...

***** NEXT SCREEN *****

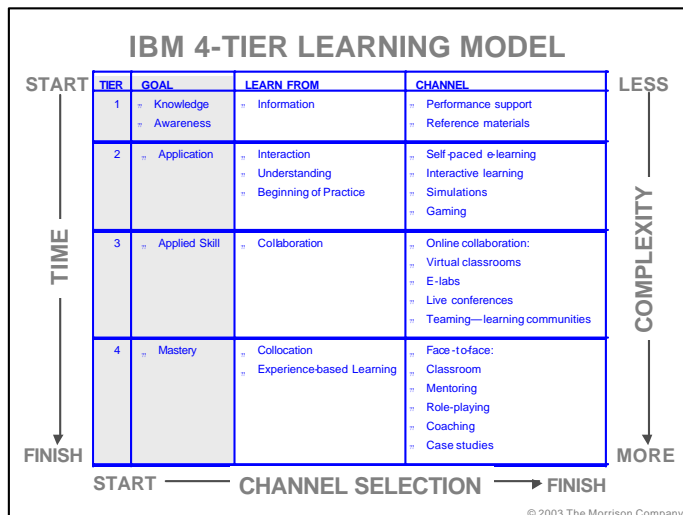


... Starting with KNOWLEDGE and AWARENESS ... and moving through APPLICATION and APPLIED SKILL to reach MASTERY.

In other words, the model is an example of both

- SEQUENTIAL BLENDING and
- a DYNAMIC APPROACH TO CHANNEL SELECTION.

*** NEXT SCREEN ***

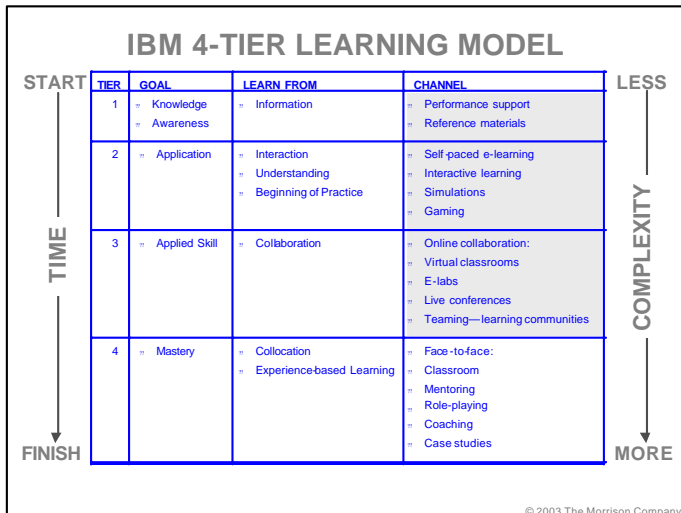


Each Tier is associated with a GOAL — and it is the GOAL which influences the selection of BROAD CONTENT and DELIVERY CHANNEL.

That's the correct sequence ...
Start with the learning and business goals ...

Then find the best delivery channel or channels to meet them.

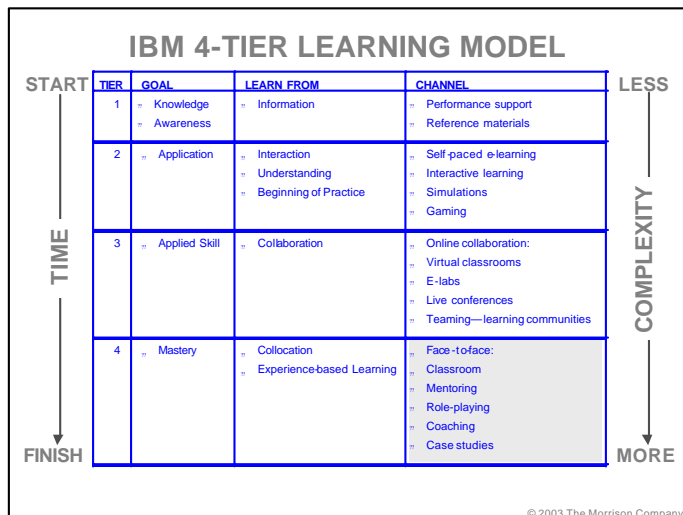
*** NEXT SCREEN ***



In Basic Blue for Managers,
there are
26-weeks of online learning

which blend 11 delivery
channels.

*** NEXT SCREEN ***



In Tier 4, the Managers are brought together for some face to face learning which blends 6 delivery channels.

As it turns out, Managers use the face time to build personal networks and continue to use these for online collaboration and learning communities long after the formal course has concluded.

The 4-tier model won't work for everyone ... And it won't apply to all learning and business requirements ...

But I believe it provides current BEST PRACTICE to learn from.

*** NEXT SCREEN ***

**The real voyage of
discovery consists
not in seeking new
lands, but in seeing
with new eyes.**

Marcel Proust

© 2003 The Morrison Company

Proust tells us that

**“The real voyage of discovery
consists not in seeking new lands,
but in seeing with new eyes.”**

I don't know about a voyage of
discovery but

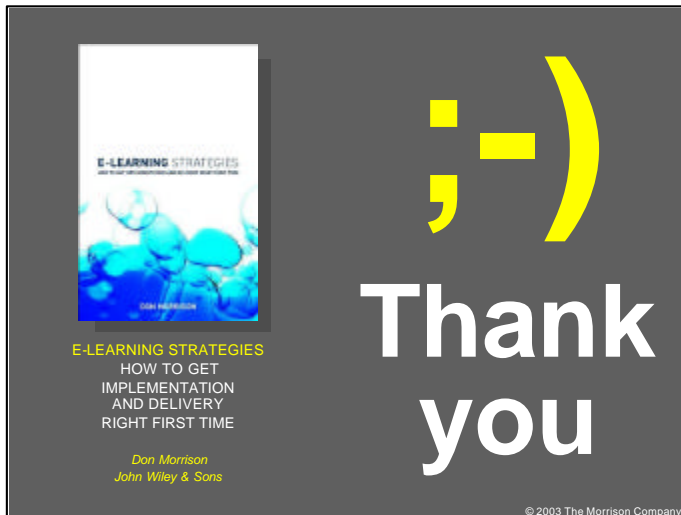
I hope that this morning I've been
able to provide some fresh insights
into

The benefits of adopting a
strategic

goals-oriented approach

to channel selection for blended
learning.

*** NEXT SCREEN ***



Thank you for your time
and attention.