Skills to Succeed Insight Event
Digital Learning Circle – Preview of the How-to-Guide
March 26th, 2015
Introduction
# Objectives of the Digital Learning Project

It is our aim for this report to provide concrete information and tools to inspire action.

## Project Objectives

<table>
<thead>
<tr>
<th>Provide insight into:</th>
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<tr>
<td>• The efficacy of digital learning as a method for delivering Skills to Succeed outcomes</td>
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<tr>
<td>• How digital learning can be effectively leveraged in a scalable way to better achieve and measure Skills to Succeed outcomes</td>
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## What does this report provide the readers?

<table>
<thead>
<tr>
<th>Primarily provides:</th>
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<tr>
<td>• <strong>Program implementers</strong> with concrete tools and step-by-step guidance to be leveraged in the context of their beneficiaries to design, implement, and track impact of a digital learning program</td>
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<table>
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<th>Secondarily provides:</th>
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<td>• <strong>Nonprofit leaders</strong> with a confident case for adopting digital learning as a strategic imperative to improve the scale and impact of their program(s)</td>
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<tr>
<td>• <strong>Funders</strong> with evidence and a framework that can be leveraged to inspire confidence that their funding is being used to create the targeted impact.</td>
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We aimed to develop concrete and actionable advice, grounded in available secondary research from 75+ sources, time-tested Accenture methodologies, and the experience of 30+ digital learning implementers across the Skills to Succeed practitioner network.

**Component 1:**
“Debunking the Myths” refuting 10 common objections to adopting digital learning

**Component 2:**
“How-to-Guide” providing steps and rationale for designing, launching, and running a digital learning program

**Component 3:**
“Toolkit” with 10+ practical tools for designing and managing a digital learning program
A successful digital learning program starts with a strong case, follows with strong, scalable design, is executed smoothly, and continuously improves and adapts.

How do each of these areas need to be handled differently with a digital learning program vs. a classroom program?
Structure of Today’s Presentation

<table>
<thead>
<tr>
<th>Today’s Objectives</th>
<th>We hope that you:</th>
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<tbody>
<tr>
<td></td>
<td>• Gain a better understanding of the types of topics and content to be published in the final report, how you will be able to access it, and how it will be useful to you</td>
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<td>• Are excited to put these new learnings to use in your own programs</td>
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<table>
<thead>
<tr>
<th>Today’s Content Includes:</th>
<th>On select topics:</th>
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<tr>
<td></td>
<td>• Overview of the steps to achieve success in each topic area</td>
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<td></td>
<td>• Select statistics to prove the case (in blue)</td>
</tr>
<tr>
<td></td>
<td>• Select frameworks and structures by topic area</td>
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<tr>
<td></td>
<td>• Experiences from Skills to Succeed partners</td>
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| Today’s Speakers: | • Luís Arancibia, Fundación Entreculturas |
|                   | • Samantha Fisher, Accenture |
|                   | • James Innes, East London Business Alliance |
|                   | • Lisa Neuberger, Accenture |
|                   | • Adam Roberts, KIPP DC |
|                   | • Aakash Sethi, QUEST Alliance |
|                   | • Kathryn Taylor, Accenture Skills to Succeed Academy |
|                   | • Tadd Wamester, Upwardly Global |
# How-to-Guide Topics

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Subtopics</th>
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| 1    | Make the Case for Digital Learning | • Target Strategic Impact  
• Quantify and Present the Case |
| 2    | Design Effective Educational Content | • Serve Beneficiary Groups  
• Inform Content with Market Demand  
• Use Digital to Train Different Skills  
• Determine Percent of Blend  
• Deliver Content Synchronously vs. Asynchronously  
• Customize vs. Industrialize |
| 3    | Build a Scalable Operation | • Partner Across the Workforce Development Ecosystem  
• Design the Detailed Digital Learning Operating Model  
• Select Supporting Technology |
| 4    | Execute the Program | • Design and Execute the Pilot  
• Roll Out the Full-scale Program |
| 5    | Engage Stakeholders and Capture Value from Digital Learning | • Define, Understand, and Measure Program Performance  
• Manage Change |
| 6    | Continuous Improvement | • Continuously Improve |

*Today’s focus*
1) Make the Case for Digital Learning
Digital learning is most successful if it is clearly communicated as an aligned and committed part of an organization’s long term strategy.

1. Make a long-term commitment to Digital Learning

2. Ensure Digital Learning is aligned to your strategy and communicate the strategy

Ways to incorporate into the strategy include:

- Complement and improve existing program offering
- Drive growth and scale
- Differentiate the organization
- Define the organization

- 91% of institutions cite this as a success factor
- 64% of institutions cite this as a success factor
In Upwardly Global’s experience, what is challenging about successfully making the case for digital learning?

What has Upwardly Global seen work well in making the case for digital learning?
Quantifying the Case

The benefits of Digital Learning can be quantified along the primary lines of mission value, operational value, and financial value.
Having and articulating a strong business case for digital learning is critical to demonstrating the expected value it will bring to the organization and to securing funding or buy-in.

<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
<th>Additional Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Identify the value drivers of Digital Learning</td>
<td>Mission, operational, financial</td>
</tr>
<tr>
<td>2</td>
<td>Consolidate these findings into a business case to project net impact for the organization (ROI over 3-5 years)</td>
<td>ROI was &gt;15% in nearly half the measured cases</td>
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<tr>
<td>3</td>
<td>Determine whether to “build, borrow, or buy” content and systems</td>
<td>Model scenarios to see how they impact ROI</td>
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<td>4</td>
<td>Examine potential risks and adjust the business case accordingly</td>
<td>Reduce the learning curve by involving experts</td>
</tr>
<tr>
<td>5</td>
<td>Present the Case</td>
<td>Succinctly answer the audience’s questions</td>
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2) Design Effective Educational Content
Digital learning can be successful with a broad range of beneficiaries across ages, geographical regions, backgrounds, and socioeconomic conditions, though some beneficiaries are immediately suited to digital learning, while others require preparation.

Serve Beneficiary Groups (1/2)

1. Determine if beneficiaries are immediately suited for digital learning

Characteristics for suitability include:
• Familiarity with technology and basic technology skills
• Reading and writing proficiency (in language of instruction)
• Ability to work independently (strong time management/project management skills)
• Motivation to learn
• Willingness to ask for help (awareness & high emotional quotient)
• Cognitive Engagement
• Young age (ability/speed to become digitally literate)
Digital learning can be successful with a broad range of beneficiaries across ages, geographical regions, backgrounds, and socioeconomic conditions, though some beneficiaries are immediately suited to digital learning, while others require preparation.

Serve Beneficiary Groups (2/2)

2. Prepare those beneficiaries not immediately suited for digital learning (online preparation or offline preparation)

Extra cost to serve needs to be baked in

Online preparatory courses improve learners’:
• Technical proficiency (89%)
• Self-directed learning (74%)
• Ability to be successful online (94%)
• Re-enrollment (90%) and reduce attrition (to 15%)

3. Match the digital learning program structure to beneficiary needs based on their learner segment
The right model for a program is a function of the beneficiary needs, cost considerations, and the desired level of incidental learning. The “Flex” model, with a minimum of 30% online delivery, is effective for delivering content to at-risk learners.

Examine the beneficiaries’ learner profiles to determine the optimal blend of online delivery.

For at risk learners, the “Flex” model often works well:

Online learning is the backbone of student learning but directs students to offline activities at times. Students move on an individually customized schedule and have regular check-ins with instructors.
The right model for a program is a function of the beneficiary needs, cost considerations, and the desired level of incidental learning. The “Flex” model, with a minimum of 30% online delivery, is effective for delivering content to at-risk learners.

2. Match the beneficiary needs in terms of online vs. offline delivery mix with the program’s outcome and cost considerations.

3. Analyze the impact on incidental learning.

Incidental Learning more Common In-Person
- Clarification of personal ambitions
- Changes in world view
- Social networking
- Developing interpersonal relationships
- Sense of professional community
- Professional identity
- Team working skills
- Cultural awareness
- Appreciation of cultural diversity
- Second Language acquisition
- Vocabulary advancement
- Interpersonal communication skills

Incidental Learning more Common Online
- Time management
- Self-directive behavior
- Problem solving
- Self-discipline

Higher % online content = reduced cost without lower quality
In KIPP DC’s experience, what is challenging about successfully choosing a blended model and appropriate content?
What has KIPP seen work well in choosing blended learning models for different age groups and associated content?
Dynamic digital learning content is better at leveraging the unique capabilities of the digital format to improve efficiency and effectiveness of training than the more popularly adopted static learning content.

- **Adaptive Learning Benefits**
  - Increase learner course pass rates by 18%
  - Reduce student course withdrawals by 47%

- **Game-Based Learning Benefits**
  - Improve learning scores by 14%
  - Improve retention by over 108%

- **Social Learning Benefits**
  - Improve learner engagement
  - Highly engaged students 2x as likely to use social platforms
### Design Methods for Imparting Digital Content (1/2)

<table>
<thead>
<tr>
<th>Physical Classroom in Digital Form</th>
<th>Static Assessment-Based</th>
<th>Adaptive</th>
<th>Scenario-Based / Gamification</th>
<th>Social</th>
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<tbody>
<tr>
<td>Provides standard classroom lectures through a multi-media digital medium without making significant changes to teaching pedagogy</td>
<td>Provides standard classroom lectures through digital medium, and tests end user for acquired competencies, generally through multiple choice tests</td>
<td>Similar to Static-Assessment-Based, but chooses quiz questions and content based on the previous answers and quiz performance to match the needs of the learner</td>
<td>Provides a variety of problems, puzzles, or games that the learner must solve. Successful solving indicates learning of the material</td>
<td>Provides real-time feedback during courses through chat windows or question/answer sessions. Leverages social technology to create study and discussion groups</td>
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<tr>
<td>Examples: • Video Lectures • Online slide presentations/webinars</td>
<td>Examples: • Online slide presentation or video with culminating quiz • Game to “win” points for completion</td>
<td>Examples: • Skills to Succeed Academy • GMAT</td>
<td>Examples: • Skills to Succeed Academy</td>
<td>Examples: • IVMF</td>
</tr>
<tr>
<td>Advantages over non-digital: • Accessibility</td>
<td>Advantages over non-digital: • Standardized certification</td>
<td>Advantages over non-digital: • Efficient use of time and resources to deliver content most needed by the learner, bringing them to proficiency regardless of starting level competency</td>
<td>Advantages over non-digital: • Opportunity to apply learning through practice and get rapid feedback • Nuanced understanding of skills imparted • Interactive and engaging</td>
<td>Advantages over non-digital: • Increased learner engagement • Increased effectiveness and lower dropout rate</td>
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Challenges of Dynamic Learning

While highly beneficial, dynamic learning can be challenging to adopt.

Challenges of Adapting Dynamic Learning

- Perception that dynamic methods of imparting content aren’t “serious” (games)
- Integration with existing digital learning content *can be addressed by creating “spot” activities*
- Authentic/relevant language & cultural alignment to learners
- Development of needed facilitator skills to deliver dynamic learning
- Cost (if not designed strategically)
- Bandwidth and/or device requirements for participants
In the S2S Academy’s experience, what is challenging about designing content and choosing which content to make adaptive, gamified, etc?

What has the S2S Academy seen work well in designing gamified and adaptive content?
Enable Trainers

Digital learning programs require support to help trainers learn to use new digital tools and understand how to shift their role from the ‘sage on the stage to the guide on the side’.

1. Determine pedagogical approach trainer will need to adopt, based on the beneficiaries (homogeneous or heterogeneous)

2. Prepare trainers for their new role
   - Requires significant training, especially if trainers are not already digitally literate
   - Cannot be done as “extra credit”

3. Support trainers and create buy-in for digital learning

Example:
- Create trainer communities

Trainer coaching in course development, technical help, and instructional design are key to success of digital learning.
Enable Trainers: Experience of QUEST Alliance

- In QUEST’s experience, what is challenging about enabling trainers to be effective using digital learning?
- What has QUEST Alliance seen work well in enabling trainers?

Aakash Sethi – QUEST Alliance
Executive Director
Learning validation for the beneficiary can take place at the program level, at the digital content level, or both.

- **89%** Track Course Completion
- **33%*** Verify acquisition of skills post-training
- **67%** Measure incremental improvement
- **50%*** Provide certifications or badges

*Those that don’t provide evaluation of skills or certification may provide it for the program as a whole, but do not test the digital content separately.
ROI
Did the training investment pay off?

Results
Did the employer see improved results?

Behavior
Did the learners change their behavior related to their learnings?

Learning Acquisition
Did the learners learn and retain the content?

Learner Reaction
Were learners satisfied with the training program and think they learned something?

Kirkpatrick Model

Philips Model

ROI

Only 3% make an effort to measure business results

95% of organizations measure satisfaction of training programs
Validating Learning (3/3)

Validating learning comes with its own set of challenges.

<table>
<thead>
<tr>
<th>Challenges of Validating Learning</th>
<th>Potential Solutions</th>
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<tr>
<td>• Difficulty tracking “results” post training once learners leave the program</td>
<td>• Feedback from mentors/coaches throughout the program (especially for soft skills)</td>
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<tr>
<td>• Legislative challenges of tracking learner performance during their post-learning employment</td>
<td>• Measure of employment outcomes (immediately upon training completion &amp; 1 year after)</td>
</tr>
<tr>
<td>• Isolating the impact of the digital learning program components from that of the program as a whole</td>
<td>• Feedback from employers regarding performance during internship and/or post-training employment</td>
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3) Build a Scalable Operation
Partnering Methods (1/2)

There are several ways to partner across the workforce enablement ecosystem in digital learning.

**Private Sector**
- Provide instructor and program administrator training/development
- Enable access to ICT infrastructure
- Provide funding/sponsorship for internship and apprenticeship programs
- Participate in program management committee

**Public Sector**
- Provide tax incentives to private sector to encourage involvement with Digital Learning
- Align policy with digital learning
- Provide public funding
- Delivery channel

**Educational Institutions**
- Provides programs with access to a wide range of resources at the disposal of the university.
- Improves credibility of certification
- Higher quality trainer certification

**Delivery Partners**
- Faster scale
- Existing local knowledge
- A detailed scorecard can be used to leverage this evaluation framework for rating the fit of potential delivery partners
Learning Circle participants would recommend approaching partnership differently.

What would Learning Circle Participants do Differently?

- Align resources/incentives among partners
- Increase focus on change management to engage and align partners
- Choose partners with similar ways of operating and reactivity/speed
- Focus on building long-term partnerships
- Maximize content accreditation across multiple geographies where possible (to maximize content sharing among partners)
- Gain content recognition by employers
- Maximize degree of common program elements among delivery partners to increase program scalability (only customize when needed)
- Ensure access to technology among partners
- Watch out for leadership turnover at partners
For the Skills to Succeed Academy, how have you achieved scale through forging successful partnerships in the public sector. What is challenging and what works well?

What has ELBA seen work well when partnering with other organizations?
4) Execute the Program
Digital learning pilots need to take special care to ensure instructors are sufficiently trained to deliver digital learning and need to account for the longer time-to-impact when designing pilot success metrics.

1. Establish a clear set of objectives for the pilot
   • It can take years to realize full impact, so interim success measures are needed to make a go/no-go decision for the full program

2. Design the pilot program

3. Set metrics for the pilot to gauge progress

4. Ensure the staff administering the pilot program receive professional development needed
   • Pedagogy differences inherent to digital learning and use of technology

Don’t make the mistake of thinking a pilot is not a small-scale program – it is the 1st phase of a large deployment and funding must be planned accordingly.

70% of pilots cost <$70k USD, had 5 courses and ran for 6 months
• In F. Entreculturas’s experience, what is challenging in terms of execution and change management in pilot and full programs?
• What has F. Entreculturas seen work well in execution and to manage change?
For more information....
# Next Steps in Digital Learning

## What’s Happening? | When? | Why? | How can you be involved?
--- | --- | --- | ---
Report Launch *Interactive PDF* | April/May | • Full report in a visually appealing, user accessible and modular format | • Download, read, and send the report on to your networks
Report Launch *Live Networking Events Live GU Events* | May, June, July | • Live discussion in your local area at a time and place that is convenient for you to spur discussion and networking among local partners around digital learning | • Attend live events
Adopt Digital Learning Principles | Ongoing | • Use the How-to-Guide and report to shape more effective digital learning programs in the future. | • Provide feedback as to what worked/didn’t work in the how-to-guide
Questions?