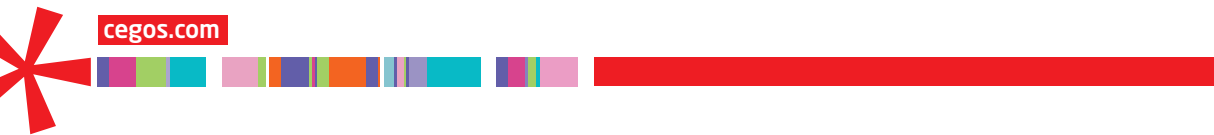

INNOVATION
HANDBOOK
2018

LEARNING & DEVELOPMENT : DECODING THE FUTURE



cegos.com



BEYOND KNOWLEDGE*



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INTRODUCTION

Company Learning & Development departments face three challenges today:

- **Measuring the impact of the professional development projects they provide** by creating a stronger link between training and individual and organisation performance;
- **Optimise the Total Cost of Ownership¹ of these projects** by implementing solutions that maximise the individual's time spent at his/her workstation;
- **Digitise**, by changing usual practices (in particular classroom training) and by finding new digital methods proving that L&D is keeping up with the digital transformation of the company.

Initiatives are already underway: development of enriched classroom solutions, integration of MOOCs (Massive Open Online Courses) and free digital resources in internal training market places, mobile learning in transformation projects etc.

Promising trends are emerging: adaptive & data driven learning, real-time videos, virtual and augmented realities.

There is one pitfall left to be avoided: L&D managers and training organisations must strive to improve the quality and economic performance of training methods, without falling into a race to digitisation.

1.

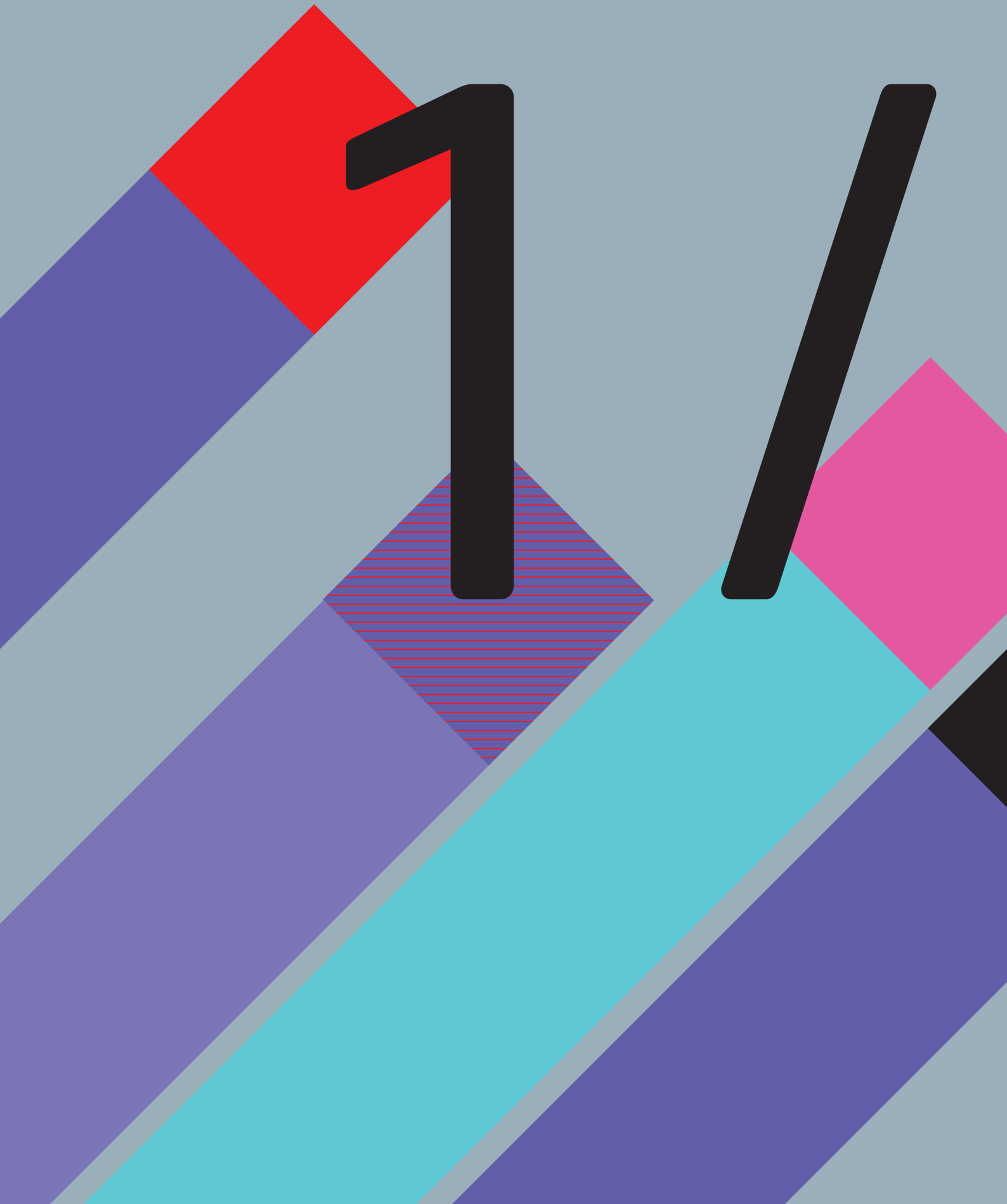
The TCO represents the total cost of a project. It includes educational costs, as well as the costs of physical, digital and logistics, and change management.

HOW TO READ THIS INNOVATION HANDBOOK

The first two questions focus on the key L&D issues: transformation projects and workplace adaptation. This consists of **developing professional development strategies by integrating innovations associated with “agile” approaches to support performance.**

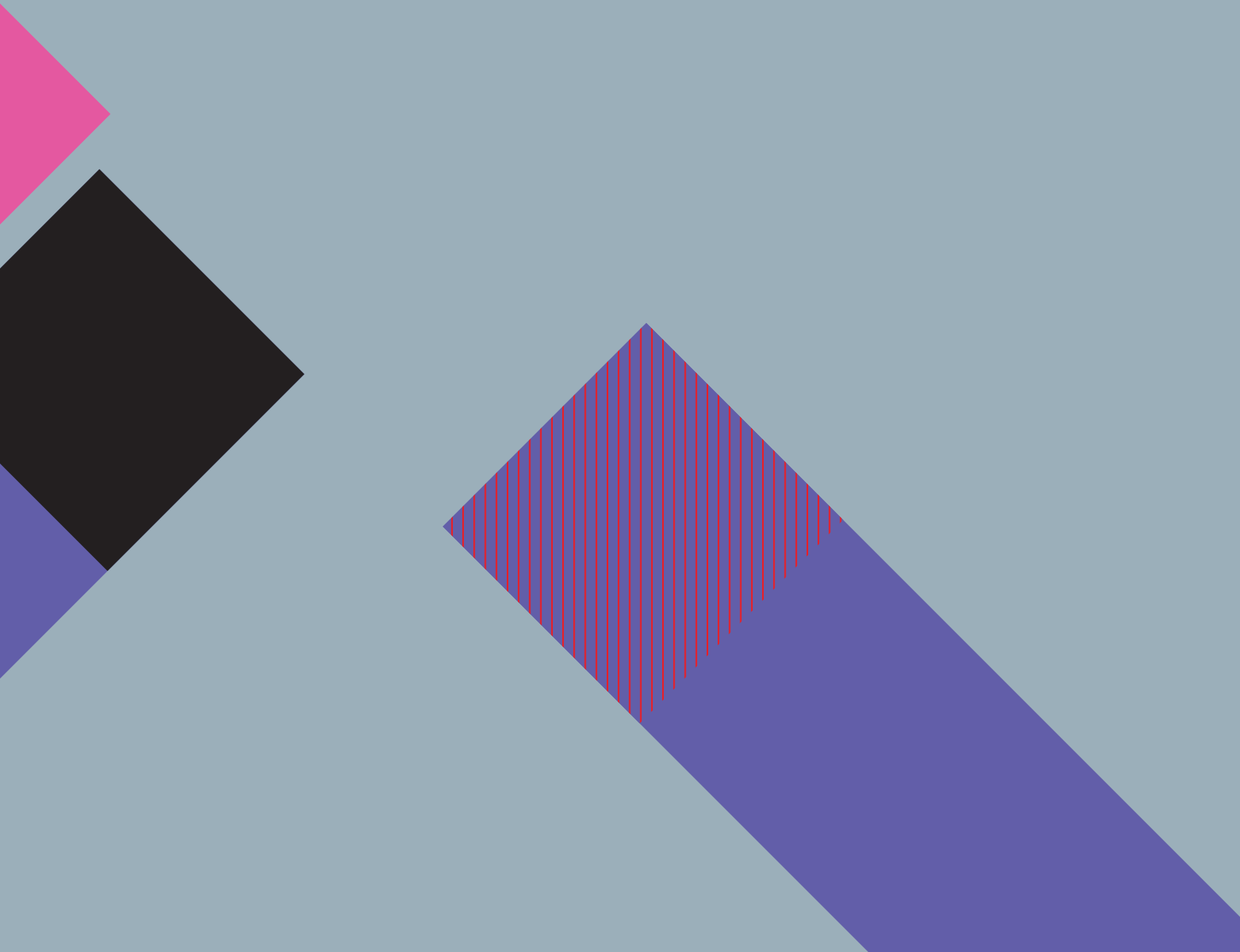
The next two questions focus on the learner's experience and one of its main drivers: the digital platform. They provide a basis for reflection on **how to achieve learner engagement and performance over time.**

The last two questions deal with two solutions that can be integrated into transformation projects or workplace adaptation initiatives: videos and virtual classrooms. Already widespread, these methods are now experiencing considerable growth and major innovations. **The key is thus to adopt a tactical approach to exploit the full potential of videos and virtual classrooms.**





IS CHANGE MANAGEMENT STILL RELEVANT TO TRANSFORMATION PROJECTS?



→ **BACKGROUND.**

ORGANISATIONS UNDERGO AT LEAST 5 MAJOR CHANGES EVERY 3 YEARS, WHICH THEY MUST DEAL WITH AGILITY. TIME-TO-PERFORMANCE NEEDS TO BE ACCELERATED!

Change management has historically been associated with this issue, integrating training schemes into its toolkit. But today it faces the challenge of volatility:

- The solutions and skills on which training is currently being given will certainly not be the same in three months' time.

- New practices will spread at a speed that isn't yet possible to be determined - perhaps ambassadors of the practices will help their rapid roll-out; external opportunities may also accelerate their adoption; conversely, obstacles can slow down their dissemination.

As a result, we are no longer sure that the training as it was defined - and financed - at a given point in time will still make sense at the end of its implementation!

→ **TALKING POINT.** 

Are the usual change management processes still effective or are they a hindrance?

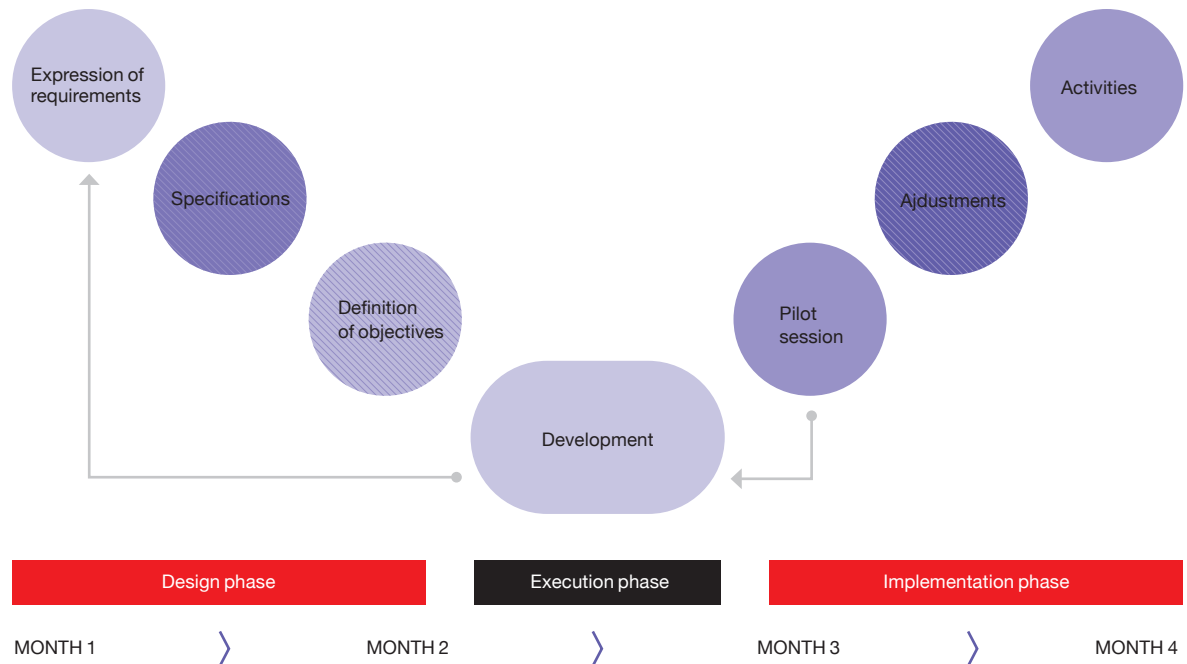
Should we still talk about change management?

Are there new ways to accelerate time-to-performance?

How can L&D be transformed to accompany changes even better?

> WATERFALL APPROACH

Source : Cegos



WHAT WE KNOW.

Traditional approaches to change management are based on:

- The combination of essential levers: information, stakeholder participation, communication and accompaniment by intermediate management and of course, training.

- And a deterministic approach, the so-called "waterfall approach".

The waterfall is a model inherited from industry and building construction, based on two assumptions:

- We can't build a house until we have identified the needs of the family, had plans drawn up by an architect etc.

To guarantee the sturdiness of the building, several development phases need to be followed in a sequence - analyse > plan > develop resources > implement > measure impact.

- A modification upstream of the cycle (at the top of the waterfall) has a major impact on downstream costs - once the roof of your house has been built, if you decide to modify the foundations, it will be very expensive!

Applied to change management, this approach involves analysing the impact of change on business lines, identifying new

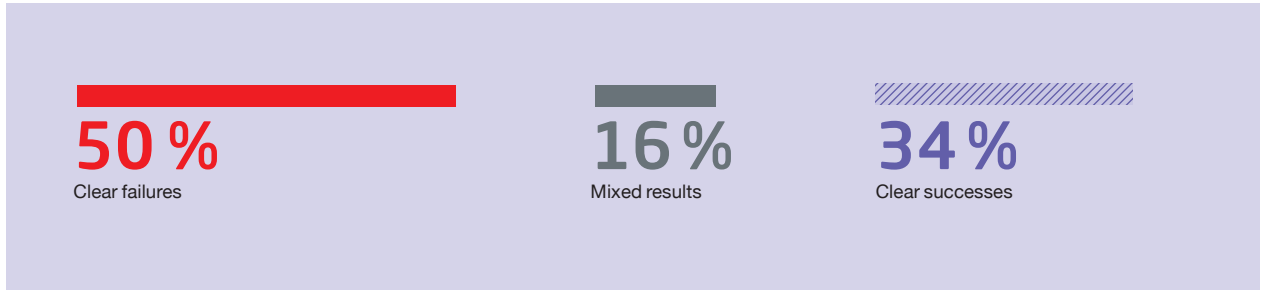
skills to be acquired, developing a training programme, designing pedagogical methods then its tools, training the trainers... so that the learners can finally be trained.

With a major risk: that their needs have greatly changed during the 4 months used to design the training!

The sturdiness of this model, which sometimes suffers from a certain rigidity in the light of a request for change, is therefore increasingly challenged in terms of performance.

> SUCCESS OF ORGANISATIONAL CHANGE

Performance in relation to the objectives defined by the company



Source : CEB HR Change Readiness Survey

WHAT WE THINK ABOUT IT.

The success of change projects called into question

66% of organisational changes are considered clear or moderate failures.

How can these results be explained?

Increasingly uncertain changes!

60% of transformation initiatives undertaken by organisations include new types of change with which they had no previous experience: the drawing up of a change management plan over 6 months is effective in 4 out of 10 cases, but shows its limits in the other 6 cases.

This is particularly problematic when it comes to means of assimilating new practices: how is it possible to organise training on a fluctuating subject and in a changing context?

It is the end of a deterministic approach guaranteeing the same results from the same methods in the long term.

Change management techniques need their breakthrough!

Watch out for the myth of "change"! Changes can make their promoters look good, but scare those who have to implement them. So how can transformation be supported?

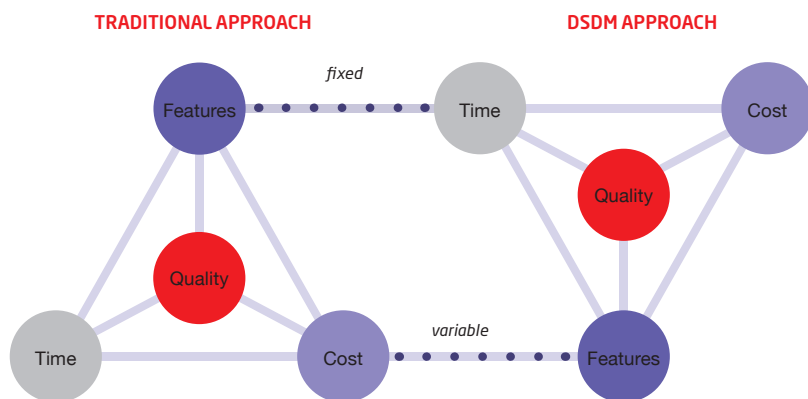
First of all, projects that don't produce visible results in the short term almost never produce them. The most successful are focused on action and the accumulation of evidence of success at a local level.

What's more, projects presented as aiming to make progress rather than make a change (in methods, behaviour, organisation etc.) are better accepted. Progress focuses minds on concrete results rather than on what is going wrong, interpersonal tensions, etc.

Progress thus reinforces team cohesion: teams build success but success also builds teams! The change should therefore be seen as a consequence, and not as a first step.

How can this be done in practical terms?

In the same way that application development projects have adopted agile approaches, transformation projects must be open to alternatives to the waterfall model.



What exactly are agile approaches?

It is a software development legacy, translated into the Agile Manifesto in 2001, which is based on the following principles:

1.

Fix the time and cost of the transformation project

In its [Framework AGILEPM®](#), DSDM outlines the differences between the two approaches:

In the traditional approach, the content to deliver is fixed, and this controls project costs and deadlines.

The agile approach fixes the project in terms of costs and deadlines, and the project changes to adapt to this.

Let's take the example of a transformation project requiring the uptake of new practices:

- In a traditional approach, we first identify the training needs (for example, 10 new business techniques to acquire), and then decide the time and resources necessary to achieve this.
- In an agile approach, we first decide to deliver the 3 most important business techniques in 3 months and for €100,000.

The agile approach involves determining the priorities of the "backlog"² of skills to be obtained (list of business techniques, methods to be acquired, observable visible behaviours,

etc.) and to accept that the entire list will not be covered.

The challenge is to limit investment into secondary objectives. For example, the business technique in 10th position in the backlog could cost 30% of the investment because it is complex to learn in the short term, and this with no certainty as to its real utility.

2.

Adopt an iterative/by "doing" approach

The agile process is iterative: rather than training on 5 business techniques at once, we will first focus on the most important, which will be the subject of a first iteration, then on the 2nd priority etc. The project will be punctuated by sprints, that is to say mini projects of 1 to 4 weeks.

Let's take the example of a transformation project aiming to improve the client experience:

The KPIs (Key Performance Indicators) can focus on the Net Promoter Score (indicator showing the level of recommendation of a product, brand or service by its customers) or the loyalty rate. One element of the Backlog could be management practices that question employee experience versus customer experience, based on the principle that if you look after your employees, they'll look after your customers (the employee-customer profit chain theory). In this context, a priority objective can be feedback, which will then

Source : [Agile Business Consortium](#)

<https://www.agilebusiness.org/resources/dsdm-handbooks/the-dsdm-agile-project-framework-2014-onwards>

be treated as Sprint 1 and immediately tested by managers with the sales force.

In an agile process, difficulties are dealt with from the beginning. For example, if a strong challenge for the project is its acceptance by the back office managers, development will be carried out with them first. This "doing" approach makes it possible to be in direct and immediate contact with the people displaying the expected behaviour, rather than imagining what their needs will be in several months' time.

The agile approach also involves a paradigm shift when it comes to adopting new practices: **rather than seeking "approval before an action", we seek to "gain approval through an action".**

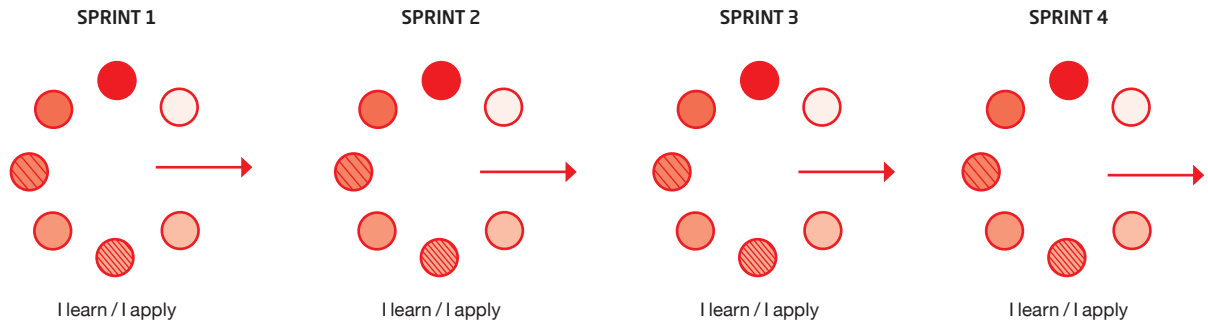
The "product owner", who is external to the project team and represents the interests of the "client/s" during the transformation project, will in this way be able to see whether the result corresponds to their real needs. They may at any time, redefine the expected deliverables of the subsequent sprints, or even decide to stop a sprint if its deliverable is no longer needed.

This progression through iterations maximises the performance of the combination of transformation, skills development, and transposition engineering.

<https://www.dsdm.org/resources/dsdm-handbooks/the-dsdm-agile-project-framework-2014-onwards>

² In an agile approach, the backlog refers to the list of features or tasks, deemed necessary and sufficient for satisfactory completion of the project.

> AGILE APPROACH



Start with the most important business technique first!

Adaptation of contents of sprints based on results achieved on the background

Source : Cegos



3.

Vision as a “navigation aid”

If the agile approach - which is based on tactics and loops of action/feedback - is seductive, it deserves to be discussed!

First of all, it could be considered too “mechanistic”, in that it implicitly considers that each business technique can be isolated. This is to the detriment of a systemic, holistic vision that integrates the business technique carried out by the person within a set of interactions.

However, the agile approach is all the more effective in that it is backed by this systemic vision and stable markers. Anyone who has already sailed a stormy sea knows how unpleasant it is to be in an environment where everything is moving. To avoid seasickness you need to focus on a clearly identifiable landmark, what sailors call a navigation aid.

The vision associated with the transformation project and the values of the company are two vital vehicles of motion - it must be expressed, worked on and above all structured just like the positioning of a brand.

Then, through a more or less open collaborative process, the following needs to be agreed on:

- Mission and “raison d’être” - what is our use in our environment?
- Ambition - what do we want to be in our ecosystem (for customers, employees, shareholders, suppliers, or partners)?
- Shared values - what makes us special? What brings together the values promoted by management, those lived by employees and those perceived by customers and partners?

4.

Developing empowerment and a “learning culture”

Team members involved in an agile project are all the more able to accept changes if they are open to adaptation.

The success of a transformation project doubles when the organisation has ensured a “sustainable ability to change”.

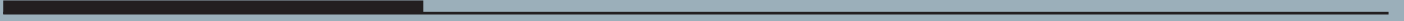
Empowerment and subsidiarity should therefore be promoted as much as

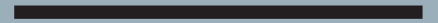
possible so as to enable people to seek solutions as close as possible to the situations they are experiencing. It is necessary to change from push to pull, with for example:

- The creation of “enabling” environments (see question 4);
- The development of the skill of “learning to learn” ;
- The promotion of social learning and the spreading of practices through internal example. This peer learning can be based on:
 - Short formats (including video) and personalised formats, generated by the participants themselves: seeing colleagues dealing with a given situation in a video shows that it is possible, and contributes to the adoption of a new social norm;
 - The establishment of workshops on practice sharing, performance boosters;
 - Tutors who give training and catalyse initiatives on the new job to be invented.

CONCLUSION.

Agility, just like change management, is not an end in itself. But it broadens the range of solutions to ensure the success of transformation projects by focusing on “doing”, iterative roll-outs, shaping a vision creating movement, and building a learning culture conducive to future changes.





WORKPLACE ADAPTATION:
WILL "PERFORMANCE SUPPORT"
REPLACE "GOING TO TRAINING"?



→ BACKGROUND.

IN COMPANIES, MANAGERS (WHETHER THEY ARE RESPONSIBLE FOR TEAMS, POSTS OR BUSINESS LINES) NOW FACE TWO CHALLENGES:

1. ACCELERATING "TIME TO PERFORMANCE";
2. MAXIMISING THE TIME EMPLOYEES SPEND AT THEIR WORKSTATIONS.

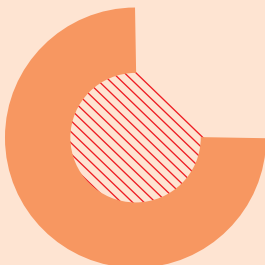
As such, the performance of existing training is now being challenged - according to CEB in the HR change readiness survey, only 23% of business leaders think that L&D is able to respond to the challenges at the pace they face them.

They might be tempted to propose other professional development schemes which, rather than getting their employees out of their daily tasks, are focused on their execution.

→ TALKING POINT.

In a world where agility and speed govern work, will new learning methods that better meet the needs of businesses replace more formal training?

Will business lines and peers - inside or outside the company - gradually compete with the training department?

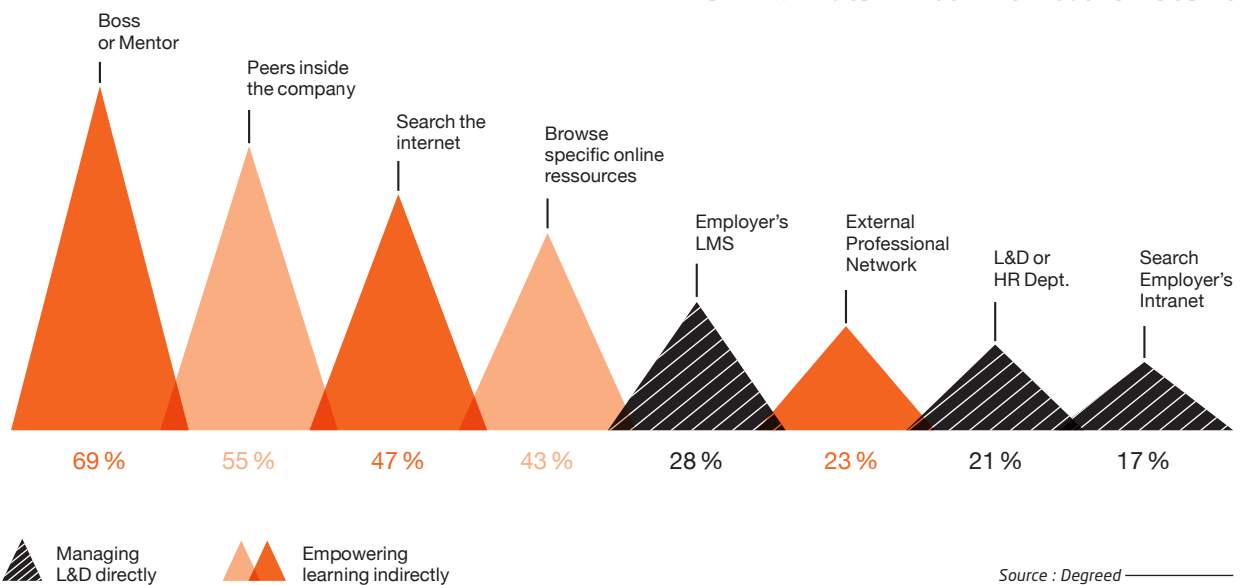


WHAT WE KNOW.

“On the job” learning is a reality

According to a study by Degreed³, 47% of employees said they learned through internet research on a weekly basis, 69% said they learned from their managers, 55% from their colleagues, and 43% by reading articles and blogs online.

> THE PATHWAY TO LEARNING STARTS AT SOCIAL AND SEARCH



Another study by Degreed shows that employees spend only 37 minutes of their working week on average using training resources made available to them by their employer, but spend 3.3 hours per week learning independently.

Digital media accelerates the emergence of new formats: performance support, virtual or augmented reality and user-generated content.

Performance support

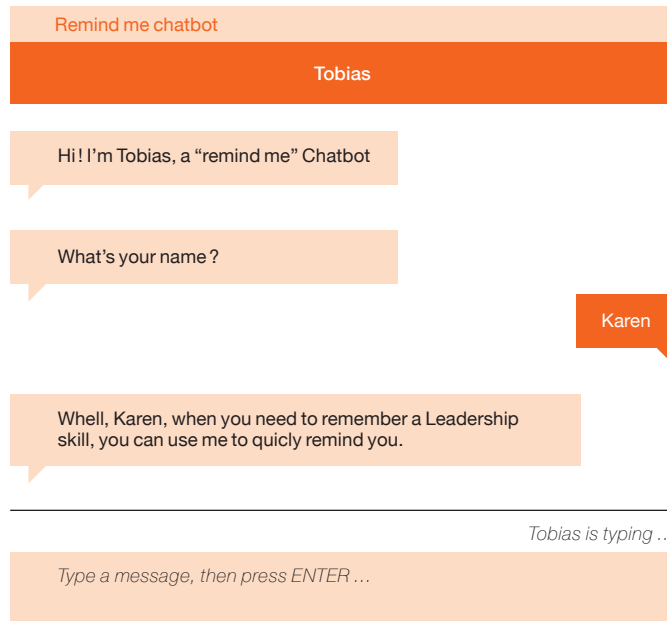
Performance support consists in setting up a workplace environment or tools to optimise employee performance, by helping them to gain operational skills and providing them with the bare necessities to accomplish their assigned tasks.

The principle is as follows: the employee gets the information he/she needs, when they need it, so as to be able to carry out the next step of the job at hand correctly and quickly, in “two clicks, ten seconds”. If the helpdesk isn't open for example, or if the expert is on leave, the employee can still find an answer and move forward in his task.

³. 2016 study, based on a sample of 512 people in the USA CEB, HR Change Readiness Survey

> "TALK WITH TOBIAS", TO TEST THE CONVERSATION EXPERIENCE WITH A CHATBOT

Source: [vignettes Learning](http://vignettes.learning.com/)



http://vignettes.storlys.com/?format=html&user_force_to_proceed=true

In addition to the traditional tools contributing to performance support (posters, process descriptions, computer graphics, checklists and report cards), digital media extends the range of solutions:

• **EPSS or Electronic Performance**

Support Systems provide information or decision proposals to software programme users to reduce complexity and speed up the work to be accomplished;

• **Scripts** in call centres assist operators in account opening, resolution of common problems, etc.;

• **Chatbots, chat engines with artificial intelligence**, can automatically respond to customer and employee needs

These "bots" now combine three key technological ingredients:

- Automatic Speech Recognition (ASR), to convert speech into text;
- Natural Language Understanding (NLU), which aims to recognise the intention of the text;
- Artificial Intelligence (AI):
 - by lexical analysis - recognition of words in a sentence

- by semantic analysis - recognition of the meaning of a sentence
- by machine learning/deep learning to enrich its knowledge and behaviour.

Although bots are still rare in formal training (examples are Andy or Pipplet to revise or test your English level), it is interesting to observe how businesses are gradually using them to improve their performance⁴.

Will tomorrow be the age of the bot-net?

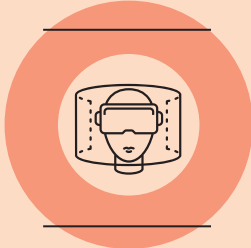
As machine learning is now a reality, the bots will soon be able to identify the most frequent difficulties among employees and be able to anticipate them. According to Charles-Edouard Bouée and François Roche, who penned *La Chute de l'Empire Humain, Mémoires d'un robot (The Fall of the Human Empire, Memoires of a Robot)* (Grasset, 2017), in 2026 we will be able to rely on Bot-Nets (convergence of robot and Internet), to give us the answers to our questions without having to search on the Internet and sometimes without even having to formulate the question!

In that same vein, in certain lines of business, virtual and augmented realities will support performance.

They make it possible to no longer "go to training", as the operator is helped in a physical situation as to how to perform a technical skill as and when needed.

⁴. According to *Harnessing Revolution: creating the future workplace*, a 2017 Accenture study, 87% of workers believe that some of their work will be automated in the next 5 years

VIRTUAL AND AUGMENTED REALITY

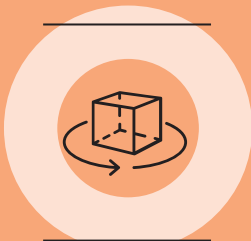


Virtual reality

- Three-dimensional computer-generated environment, which can be explored and interact with a human.
- Immersive learning to fully involve learners with learning materials.
- Allows for kinesthetic learning by doing, allowing users to interact with the system using their bodies and the space around them.

Let's go!

- Integration process, with 360° videos (or panoramic images) to be able to visit all company sites and teams.
- Create Virtual worlds for learning without physical learners with risk (for example, how to work with hazardous waste) and to enable learners to be aware of the (virtual) consequences of their actions.
- Travel in time to explore things that no longer exist.
- Teach languages by connecting and working with other learners in the same virtual space.



Augmented reality

- Applications that add virtual content to visible reality.
- Users stay in the real world.
- Encourage "on-demand" learning, foster a culture of personalised and continuous learning.
- Contextual teaching content.

Let's go!

- Integration process, with rich media triggered by the environment.
- Improve the learning experience for printed documents (for example, replace manuals for special safety procedures).
- Learning on site for factory/warehouse employees (for example using RFID tags integrated/implemented in strategic locations to provide customised learning content).
- Pocket cards in augmented reality as performance support.
- Simulation for high-cost training (for example, 4D modelling for technical training with expensive equipment).

User Generated Content (UGC)

consists of all media produced directly by employees (videos on YouTube, responses posted on enterprise social networks, wikis, case studies), to be shared with their peers. They enable employees faced with operational difficulties to access the knowledge and collective expertise of an organisation.

At least three factors explain the current growth of this approach:

1. Demand

Connected employees, especially those from the Millennial generation, are strong advocates of mobile and social learning technologies;

2. Impact

Beyond the simple observation of a peer's technique, learning by UGC contributes to the adoption of new social norms (seeing a colleague adopt a new practice convinces me that it is important for me to adopt it and shows that this is possible, see Chapter 1);

3. Intergenerational transmission

Capturing the expertise of seniors to make it available to juniors.


WHAT WE THINK ABOUT IT.

Performance support tools bring a multitude of benefits such as:

- Making learning a continuous process
- Accelerating learning because it is part of the learner's workflow and is available precisely when they need it
- Contributing to improved performance
- Supporting formal training to improve sustained learning over time and its possible application to work
- Minimising the use of third parties


When they are relevant and realistic, these methods are well-accepted by learners and promote the rapid adoption of new professional skills. It is therefore essential that an L&D department investigates and positions itself in relation to these tools.

Combine "just in time" training with "ahead of time" training

To use performance support wisely, we need to bear in mind the five particular moments when the learner may be in need of learning or development, as defined by [Gottfredson et Mosher](#) .

Performance support is relevant when employees need to apply, solve, adapt to change, learn more, and immediately (examples: call centres, technical skills). However, performance support does not provide in-depth knowledge or understanding of the overall process, even though employees may want or need to dig deeper into the subject.

In other words, performance support explains **HOW** to perform the task or function rather than **WHY**. In fact, it is an understanding of the meaning that enables an employee to make the most appropriate decisions in the face of complex situations.

 <https://www.learningsolutionsmag.com/articles/949/are-you-meeting-all-five-moments-of-learning-need>

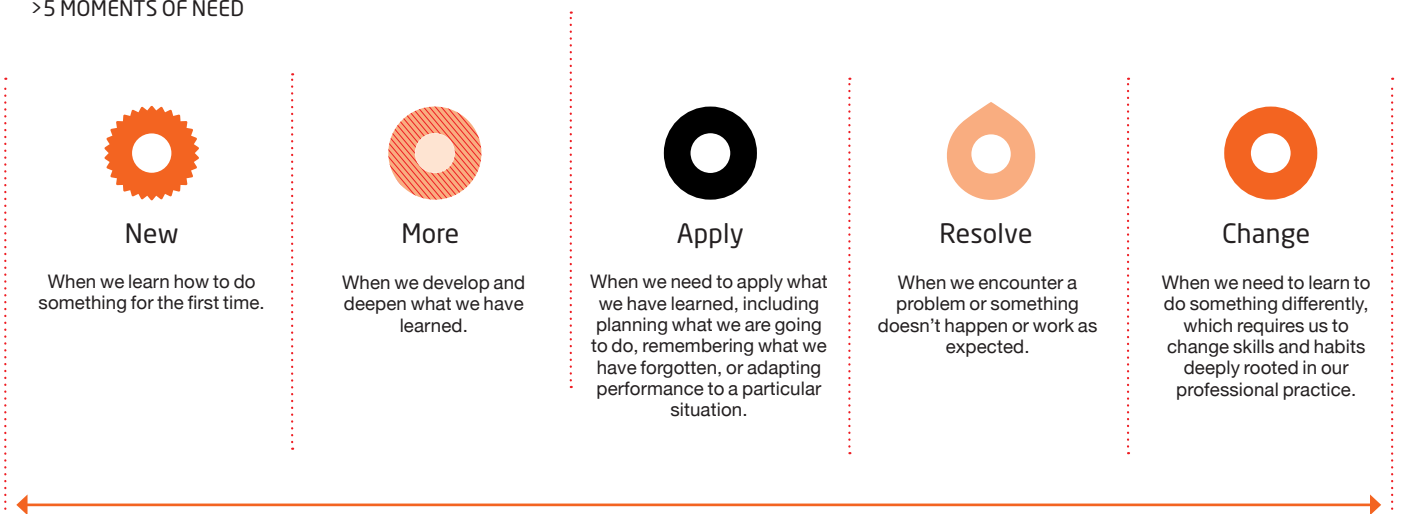
It is therefore good to combine "just in time" ("task-oriented") and "ahead of time" (focusing on the acquisition of a new field of knowledge or practice) methods.

L&D must therefore position itself as an agent of future change.

User generated content (UGC) : giving the means to produce, guaranteeing quality, and inventing new forms of "blended learning"

Anyone who has spent hours searching for a good-quality video on how to make a particular dish knows that too much information is both a threat and an opportunity. The L&D department has a threefold role:

>5 MOMENTS OF NEED



**1.****Give the means to produce**

The L&D department must:

- Ensure the adoption and promotion of a learning culture within the organisation (activities, recognition of those participating);
- Provide authoring and sharing tools (wikis, private YouTube channels etc.);
- Allow employees access to a “one stop shop” to obtain the information they require.

This is true both for content and containers (Learning Management Systems, enterprise social networks or wikis), which have the same user logins, so that it is possible to easily switch between applications.

2.**Guarantee content quality**

Depending on the themes and ways of sharing (especially when users cannot like or comment on the content), it is necessary to check the quality, relevance and consistency of content to enable learners to quickly locate the best “chunks” (content items).



3.

Organise new ways of mixing formal and informal content

- **Integrate UGC into formal learning**

content: comments from forums and blogs and/or wikis are examples of valuable information that can be used in formal content repositories. The goal is to provide a unified and compelling view of the content, from an organisational and social perspective.

- **Create expertise communities to**

make the content “social”: this consists in setting up communities based on certain topics, to foster a rich dialogue and harness the links between content authors and their networks. In this way, formal content can now be supported and complemented by an ecosystem of experts and related information.

- **Incorporate social media as a step**

in training design flows: the idea here is to make social collaboration a fully-fledged step in the revision process by publishing formal content in communities (internal or external) who will comment on the information before it is widely disseminated. It is a key way to ensure that the content responds well to user needs.

- **Republish the external UGC in**

formal learning products: for example, completing your company’s product and service training materials with instructional demonstrations created by your user customers and published on YouTube. This involves monitoring your social networks and capturing the UGC identified as potentially relevant to users of your products or services, and therefore also relevant to your employees.

Create “enabling” places and times rather than training programmes?

Learning is above all about coming out of your comfort zone, experimenting and sometimes failing. However, it is not always possible to “test” new skills in operational situations. This can be counter-productive and even dangerous in some cases: if the learner makes a mistake that is detrimental to him, negative psychological anchoring will be associated with the skill carried out.

Moreover, according to Prof. Philippe Carré (head of the “Apprenticeship and adult training” team at the University of Paris - Nanterre), **“we always learn alone, but never without others”**.

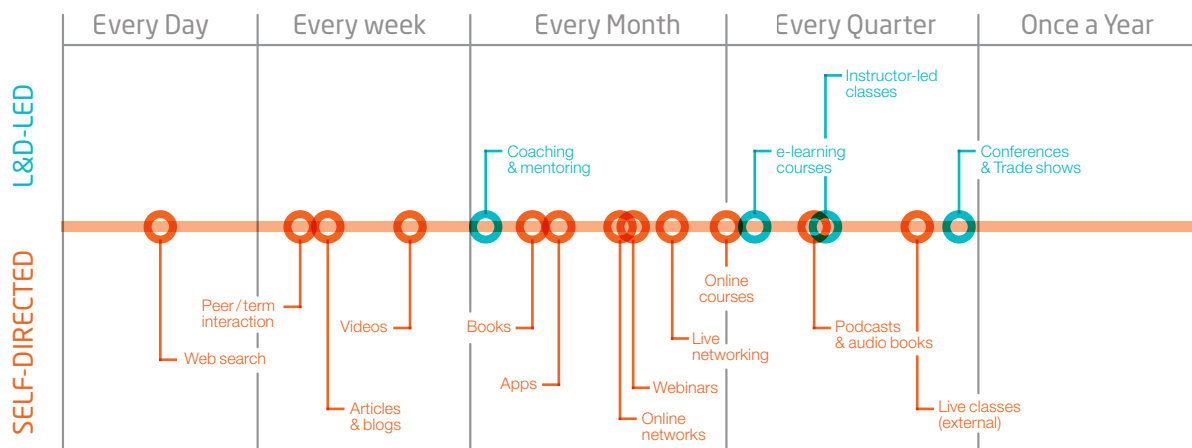
Finally, even if learning takes place through practising a skill, it is also vital to take breaks for reflection, which contribute to the process of [metacognition](#)

It is therefore essential to maintain places and times where experimentation is allowed, where discussion with peers and breaks for reflection are allowed.

This doesn't necessarily mean that you have to "go to a training session". It is possible to create "enabling environments" in a work situation, with good managerial or tutorial support, the establishment of a learning culture and the design of spaces conducive to collaborative work and "out-of-the-ordinary meetings".

<https://en.wikipedia.org/wiki/Metacognition>

> TODAY'S WORKFORCE LEARNS SOMEPLACE AND ALL OVER THE PLACE



Source : Degreed, How the workplace learns in 2016, 1/2016

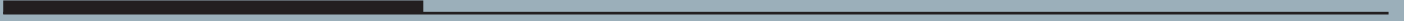
CONCLUSION.

And be warned: performance support doesn't necessarily mean cost reduction

Of course, performance support entails fewer logistical costs (travel and accommodation) and involves fewer trainers. But it does require an investment to:

- Understand the work process;
- Develop tools and digital logistics to support them;
- Approve and edit content generated by employees;
- Establish enabling environments, both in terms of people and culture.

This is why we believe that while organisations today can't do without a performance support strategy, they should consider it as an approach that complements their overall L&D strategy and not as a replacement for formal training.





SHOULD WE MOVE
FROM INSTRUCTIONAL
ENGINEERING TO
EXPERIENCE ENGINEERING?

→ BACKGROUND.

A FEW YEARS AGO, A LEARNER WOULD ENROL IN A TRAINING SESSION AND SPEND TWO DAYS IN A ROOM WITH A TRAINER AND THEIR PEERS. THEY WOULD THEN GO BACK TO THEIR WORKSTATION AND TRY TO APPLY WHAT THEY HAD LEARNED.

Due to the three issues mentioned in the preamble (impact measurement, TCO improvement, digitisation), we are currently witnessing the development of much richer tools, with an enlarged range of relational and numerical interactions: learners can use their smartphones in the classroom, they can take part in digital activities upstream or downstream, they can exchange with others in a peer learning approach etc.

The idea seems good, but what appears to be educationally relevant and simple for the designer may sometimes seem complicated from the learner's point of view.

→ TALKING POINT.

Is the question "Is the teaching method suitable?" sufficient in the digital era?

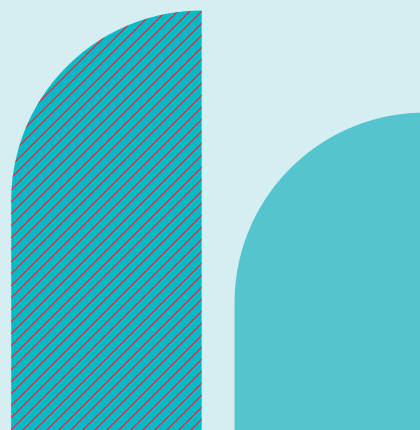
Two other questions now arise:

1.

Is the device easily accessible and effortless for the learner?

2.

Is it exciting enough to involve remote learners?



WHAT WE KNOW.

Access to training: from ultra-simple to ultra-complex

The spectrum of training tools available today stretches between two extremes:

- Tools which are entirely digital, with little or no synchronous interaction, and centred essentially on learning content - using content on some platforms, for example, simply involves connecting and then browsing from one video to another.
- Tools that combine synchronous and asynchronous modes and exploit all digital tools available today.

One might think that digital technology facilitates the roll-out of solutions. In reality, from the learner's point of view it can be more complex:

- Combination of synchronous (classroom, virtual classes, tutoring, etc.) and asynchronous moments;
- Time split with learning sessions that sometimes last 5 minutes, sometimes 2 days;
- Diverse nature of available resources (for example a wonderful video teaser alongside a classic training support);
- Number and nature of notifications linked to each key moment;
- Various interfaces not using the same navigation rules (training registration, Learning Management Systems, virtual classrooms, enterprise social networks,

mobile learning solutions, evaluation of training, etc.)

All in all, some tools combine up to 20 different types of learner interactions!

On a daily basis, services and everyday consumer goods are made available to learners in a very fluid way. They compare their experiences, demand more and tolerate complexity less and less.

Rational tools...with no soul?

If we look back at certain cognitive science teachings, neuroscience confirms the power of emotion as a factor affecting engagement and memorisation.

While emotion may be used with relevance in certain methods, other tools still exclusively rely on very rational methods.

The rise of CX/UX approaches

Customer experience is a long-standing, widespread approach in BtoC marketing. It is progressively spreading to BtoB environments and also to fields other than purely marketing.

What is it exactly?

- **Customer eXperience (CX)** is the way that the customer perceives each of his interactions with a company, brand or service throughout and at each stage of his customer journey (research, purchase, use and evaluation of a product or service). To understand Customer eXperience, we need to adopt a vision of said journey which is

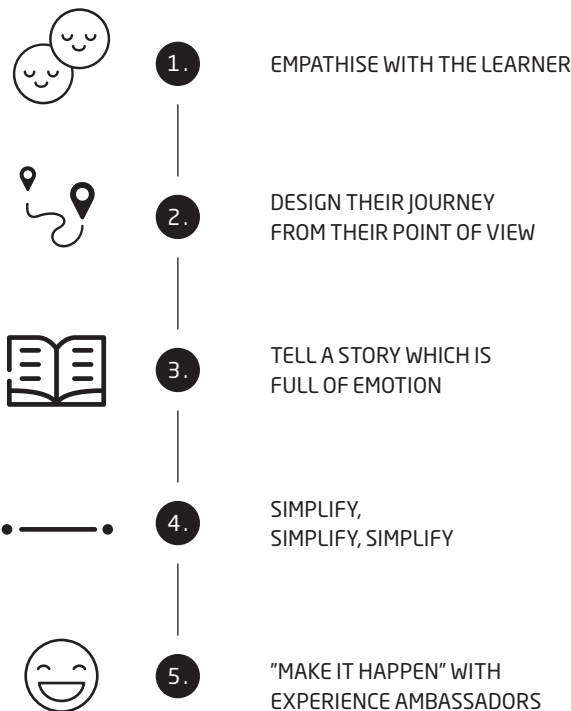
both global, and detailed for each point of contact. For example, a customer wishing to reserve a hotel room for his/her next holiday will probably search the Internet and will then be hosted by the hotel itself, spend a hopefully pleasant night and finally have a delicious breakfast.

- **User eXperience (UX)** concerns the use of a product, service or site. It can be a component of Customer eXperience. Quality UX leads to high-performance CX - but it isn't enough. For example, when browsing the hotel's website, our travelling customer will be able to access the information they are looking for more or less easily.
- **Learner eXperience (LX)**, according to the same principles as Customer eXperience, covers all relational and numerical interactions between a learner and a training device - including the part of UX related to digital tools.

WHAT WE THINK ABOUT IT.

Good content, good pedagogy, good digital resources are necessary, but not enough for a tool to be successful.

When designing a tool, it is essential to put oneself "in the shoes" of the learner, identify all points of contact with the tool, locate possible irritants and seek to eliminate them!



Source : Cegos

1.

Step "into the learner's shoes"

A Persona is a typical user, a fictitious representation of the target users of a solution. It can be used to set priorities, guide design and ergonomic decisions, and test priority scenarios.

Invented by Alan Cooper in 1999 in his bestseller "*The Inmates Are Running the Asylum*", this method provides the development team with a shared view of the learners, focusing on their objectives, expectations and potential obstacles, proposing a visual format that promotes empathy.

2.

From acquisition to transposition

The learning time frame must be thought of from the learner's point of view: no longer in terms of 2-day events, but stretched over a longer period which encompasses the time registering on the tool, learning, repetition of skills and anchoring for the long-term.

3.

Move from the educational staircase to emotional scenarios

Derived from the remembered utility model by Barbara Fredrickson and Daniel Kahneman, the Peak-End Rule is a psychological principle that describes how we perceive experiences and what we retain.

According to this rule, we will assess an experience on an emotional peak felt at the end of the process. It is therefore essential that the last stage of a training course be exciting!

If, as a general rule, we make sure that the introduction to a tool is appetising and if we think over the long-term, the final stage of the training course should not be the "end of the training session", but, should be for example, the moment when the learner is congratulated for having transposed the acquired knowledge!

4.

Improve the experience: simplify learner interactions with all digital interfaces

Learning and adopting a new practice requires effort. Access to training must therefore require as little effort as possible! “Friction zones” that cost energy need to be removed:

- The first step is using a new indicator, the Net Easy Score, which shows the ease of access to available resources.

- The second step is to design a simplified experience. The learner can access the course from any device, in any learning situation: before or after classroom training, but also at the same time!

Interfaces designed by UX experts streamline navigation: removing extra mouse clicks, Single Sign-On (single login to access all resources of a course, modules, virtual classes, etc.), harmonisation of notifications, customisation of the interface by the user themselves based on their needs

5.

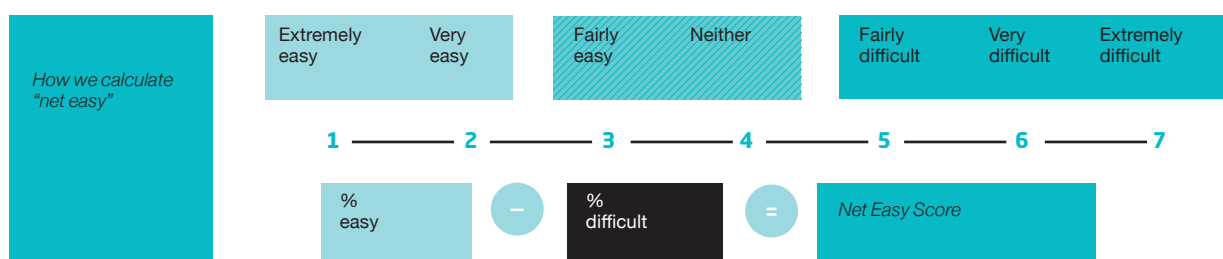
“Make it happen” with experience ambassadors

“Keeping the initial promise” means ensuring the project is implemented properly.

This requires fine tuning of the digital interfaces and supporting people who will join in the experience with learners (trainers, managers, peers).

Based on the employee-customer profit chain theory, it may be relevant to train these stakeholders in the same way as the learners (for example, if the learning tool is virtual classes, training the trainers via virtual classes will be the best way for them to understand the learners).

> OVERALL, HOW EASY WAS IT FOR YOU TO FOLLOW THE TRAINING SESSION?



Source : Net Easy - The adaptation of the customer effort score in a NPS way by BT

CONCLUSION.

The challenge for L&D is no longer to simply design a relevant tool. To engage learners, we need to ask whether it captivates (generates positive emotions) and simplifies the experience (minimises effort to access the tool).

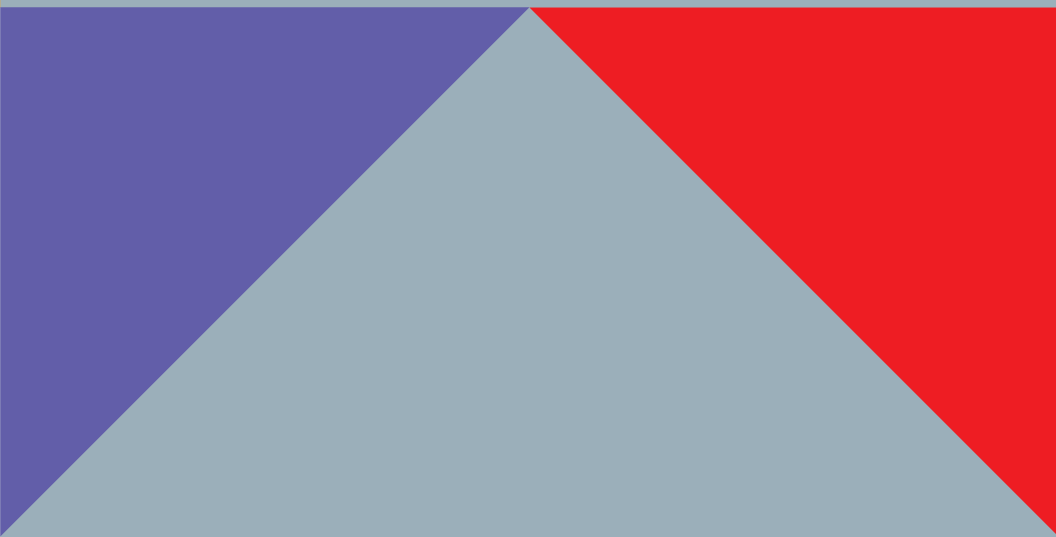


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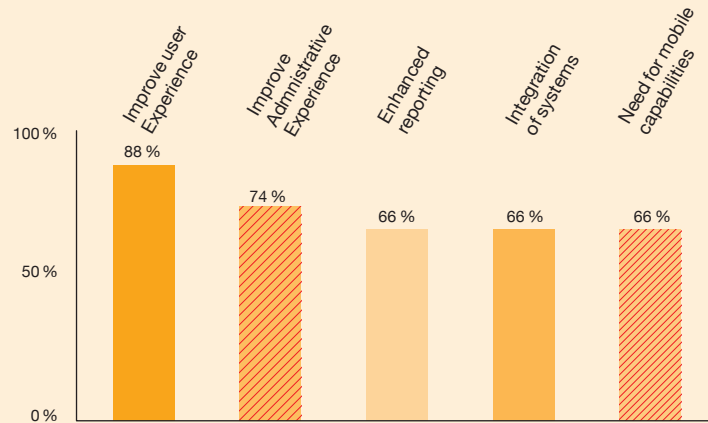


HOW MUCH SHOULD
THE EXPERIENCE BE
PERSONALISED VIA A PLATFORM
TO GAIN EFFICIENCY?



→ **BACKGROUND.**

> TOP 5 REASONS FOR SWITCHING LMS



Source :
2015 Brandon Hall
Group Training Study

BUSINESS LMSs (LEARNING MANAGEMENT SYSTEMS) WERE INVENTED NEARLY 30 YEARS AGO WITH THE MAIN OBJECTIVES OF PROVIDING TRAINING AND MAKING SURE THAT EMPLOYEES AND SUPPLIERS ADHERED TO CERTAIN RULES. HOWEVER, OVER THE PAST 30 YEARS, EXPECTATIONS AND THE WAY WE LEARN AND TRAIN HAVE CHANGED DRAMATICALLY.

Until recently, the LMS market was structured around two types of solutions: business solutions on the one hand, and academic/educational solutions on the other, each with different characteristics, specific to each need.

Even if these two types of LMS platform differ on several points - teaching design principles, monitoring options, back office functions, integration capability, etc. - they were built with the same idea of "managing a training tool".

However, the current challenge is not so much to manage a tool, but to design and provide a real experience (see question 2), as traditional platforms seem to have reached their limits on this point.

This observation is corroborated by statistics. When organisations are asked if they are satisfied with their LMS ⁷, most of the time their answer is NO. Some new entrants to the LMS market rely on these studies to market their solutions and promise a different learning experience⁷

Between the traditional players and new entrants, with more than 600 solutions available on the business market, L&D managers are faced with a difficult choice and a challenge to find the solution that is suitable for the specific needs of their organisation.

⁷ <https://elearningindustry.com/time-change-your-lms>

→ **TALKING POINT.** 

How far can we go with existing LMSs?

Does the market currently provide solutions adapted to present and future learning needs?

7.

- [Only 40% of learning organizations are happy with their legacy learning management system](#) ⁷
- [Six e-learning LMS trends in 2017](#) ⁷
- [Corporate e-learning trends in 2017](#) ⁷

⁷ <https://www.expertus.com/only-40-of-learning-organizations-are-happy-with-their-legacy-learning-management-system/>

⁷ <https://www.upsidelms.com/blog/6-e-learning-lms-trends-in-2017/>

⁷ <https://www.talentlms.com/blog/corporate-e-learning-trends-2017/>

WHAT WE KNOW.

Up to now, LMSs were designed from the point of view of the human resources department. But they now need to conform to that of learners:

In the past	Today
"Learning" is a series of business programmes built around content designed by L&D together with approved experts.	Learning is an "environment" and an "experience" that takes advantage of the experts but also of content and materials supplied and recommended by third parties (not only by L&D).
The learning environment is managed by a company LMS: large catalogue offering courses and e-learning modules.	The learning environment is similar to a mainstream web site on which you find videos, courses, access to experts and recommendation engines that help learners find exactly what they need.
L&D, companies and compliance experts determine and "push" the training, identifying the training required for their employees according to their roles and missions.	Employees look for and "pull" learning; they navigate by themselves and access the opportunities offered inside and outside the company.
Employees learn specific skills mainly through structured expert training.	Employees learn more through coaching and mentoring.
L&D plays a leadership role vis-a-vis the learner and focuses on transposition experiences, interaction and formal training, in the traditional 70-20-10 ratio.	L&D plays a support role vis-a-vis the learner: <ul style="list-style-type: none"> • By expanding the 10% to include "inside" and "outside" learning • By moving the 20% to include internal and external networks; • By redefining the 70% to include business, community and social experiences.

Today's learners, regardless of age, want to consume just-in-time resources when they need them in their professional lives. They also want to take advantage of collective knowledge to benefit from the best content instantly, at a lower cost and reliably.

WHAT WE THINK ABOUT IT.

To define a new approach to LMS, it is vital to change its portrayal. This leads to a new acronym, **LEMS - Learning Experience Management System.**

The LEMS must be able to support the learning experience and strengthen learner engagement.

By engagement, we don't just mean "use", percentage of enrolment, completion rates, etc. **Engagement is much more than that: it corresponds to the level of "presence" and mental effort devoted to an activity during the learning experience.**

If we can apply a neuroscience theory here, it is the fact that engagement is necessary to attract attention, hold the learner's attention and increase his/her performance.

LEMSs therefore have to combine 8 characteristics:

1. **Learners can easily find what they need to focus their attention**

Navigating through a current LMS is often like finding yourself in a labyrinth, with its many pathways. More than 3 clicks are often necessary to find and start an activity. The user spends a lot of time navigating. On the contrary, the LEMS user interface should be as simple and uncluttered as possible, with clear indications of what needs to be done, where, when and how.

2. **More than training, learners have access to performance support**

The user can very easily find the content that they need in a professional situation. It depends on how the content was created, but traditional LMSs are focused on what happens during the training session and not on what is needed after the training ends. However, LEMSs must support "solution 100[®]" to move from learning to performance.

3. **Each learner can see and monitor their own progress**

The system must be able to support the user so as to identify his or her actual needs, assess his/her level of knowledge or practical skills, and provide recommendations on what the learner should accomplish and how to access it. Not forgetting the trainer who can easily monitor group progress and actively support individual needs.

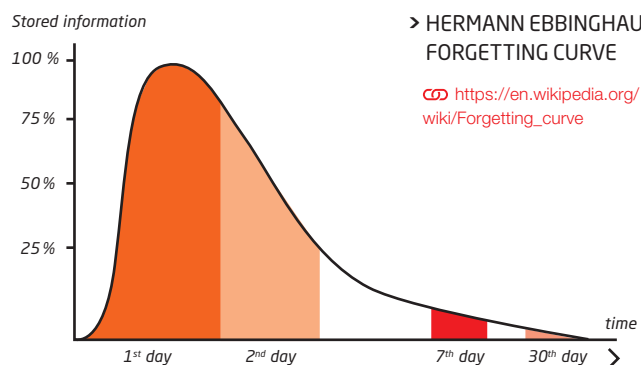
4. **Learners can benefit from reinforcement strategies**

According to Hermann Ebbinghaus' [forgetting curve](#), the more the learner needs to remember, the more spaced out the learning should be. "Spaced learning" is therefore a technique that integrates increasing time intervals between first contact with the content and its mastery in an operational situation. We all know that micro-learning is a current trend, but once we have obtained these small blocks of knowledge, we need a system that can distribute them for long-term retention.

8. *In contrast to solutions which are only "10", according to the 70/20/10.*



Hermann Ebbinghaus' forgetting curve shows that after a one-hour reading session, the next day we have already forgotten 50 to 80% of the information read, between 85 and 90% seven days later, and about 97% after a month.



5.

Gamification can be used - and this word can mean many things!

It might mean giving badges so individuals are aware of their progress. For some areas it may also be interesting to set up leader boards between learners. But be careful: although positive competition can promote engagement for some tools, it might work against collaborative learning in others, particularly when it comes to generating collective learning stemming from sharing and jointly delivering. This is why a LEMS must adopt certain gamification principles, but selectively!

6.

Positive emotions are encouraged:

All users must feel free to navigate the environment, to take what they need and to contribute as they wish. There are no penalties, but on the contrary, regular recognition of contributions made! This is true for everybody, from trainers to support teams or learners themselves. All are part of the learning experience and actively contribute to it.

7.

Social interaction goes beyond interactive moments (face-to-face or virtual classrooms)

Social interaction goes beyond interactive moments (face-to-face or virtual classrooms): this allows a continuous flow of communication between learners and the trainer, as well as a sharing of experiences and ideas before, during and after interactive events.

8.

The user can configure their learning experience

Most LMSs provide options for the user to set preferences (how they want to be contacted, their privacy or security settings, notifications, etc.). These options are important because they give the user some control, but they don't create what we call a personal learning experience. To do this, a LEMS must go well beyond configuration!



From configuration to personalisation... and adaptive learning

Before addressing personalisation strategies, let's see the difference between personalisation and configuration. What distinguishes these two concepts is whether the user is at the origin of the request or not.

Configuration is standard and expected. Personalisation is about giving users what they need, without them having to ask for it. For example, when you leave work at 6pm, the Waze app automatically shows you the best route to go home. This is an intelligent UX (user experience) that learns and adapts to the user's behaviour. The experience seems new and surprising, which creates a kind of "passive magic".

There are 3 levels of personalised learning systems:

1.

Differentiated learning

Several options are offered to learners inside the platform, generally organised into predefined categories. The learner can choose whichever option they wish.

2.

Personalised learning

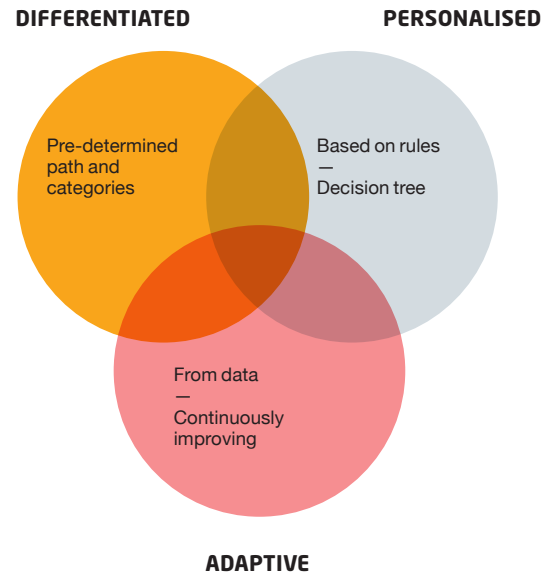
There is a different option for each learner, suggested based on a set of rules. For example, the learner can take a pre-assessment and depending on the answers, the system will propose a specific course and content. This technology combines each learner's profile with appropriate resources for him/her. Research shows that this type

of personalisation improves learning outcomes. In short, the system treats each learner as being unique, and acts like a professional trainer offering live individual tutoring.

3.

Adaptive learning...

...takes over when personalised learning ends, using data and analysis to continually adapt the user's learning programme. It evolves and improves over time for each learner. This type of complex adaptability is found today in specialised programmes based on research such as Dreambox (Math) or Carnegie Math: the programme adapts the order and material presented according to the specific learning style and a deep, complex and iterative analysis of the student's understanding of a mathematical concept.



Source : Cegos

Even though several tools ([Woonoz](http://www.woonoz.com), [Gutenberg Technology](http://www.gutenberg-technology.com/product-adaptive.html), [Domoscio](https://domoscio.com/), [Didask](http://www.didask.com), [Axonify](https://axonify.com/)) integrate some or all of the principles of adaptive learning, as a minimum the following two conditions need to be set up:

- The contents need to be structured, broken up into independent learning items, associated with knowledge or skills, and finally defined with metadata.
- Have access to data about learners, their learning styles and their assimilation of concepts.

<http://www.woonoz.com>

<http://www.gutenberg-technology.com/product-adaptive.html>

<https://domoscio.com/>

<http://www.didask.com>

<https://axonify.com/>

DATA... why do we need it? Why don't we have it?

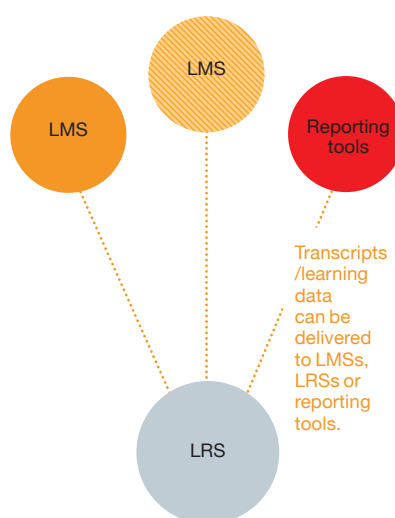
We lack data because traditional LMSs are only compatible with SCORM, a standard language that allows content to talk with the LMS. However, this standard written in 2001 merely tracks attendance and training completion. Today, to learn more about the user's behaviour and learning experience, we need to go beyond SCORM.

[Tin Can xAPI](http://tincanapi.com/) is a new technological specification for learning that collects data on the wide range of experiences a person has online and offline, including mobile applications, social learning, collaborative learning, blogs, web pages, etc.

This means that the LEMS must integrate an LRS (Learning Record Store), a data storage system that can be used to receive, store and restore learning records.

An LRS is not an LMS: it is simply dedicated to storage and reporting of data. And it is because it provides the necessary DATA that it is possible to create personalised learning experiences. The idea is therefore not to replace an LMS by an LRS, but to effectively integrate the two.

<http://tincanapi.com/>



Source : Cegos

How to get started with personalisation?

There are different options depending on your current situation.

Do you already have an LMS?

Check that your existing system can adapt to new upgrades:

- Can the current version support the expected UX? Changing your interface so that users stop saying that your LMS is ugly is a first step, but not enough to cover their navigation needs!
- Is the new version mobile friendly? If your users are mobile, it is essential that your system is too.
- Can your system be more "intelligent"? Because you need data to create personalised learning experiences.

Don't have an LMS?

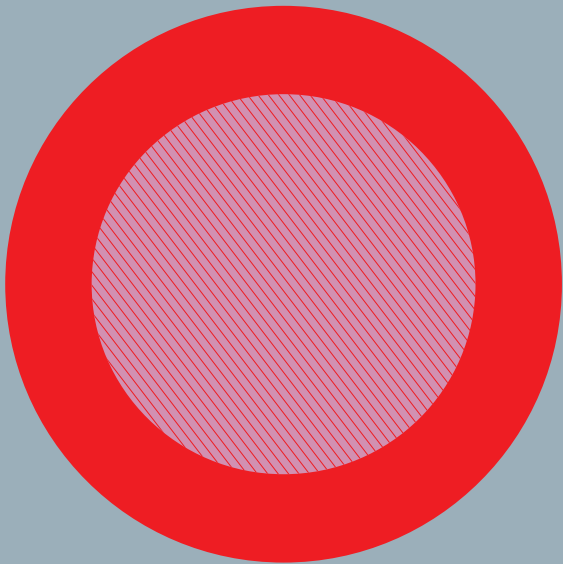
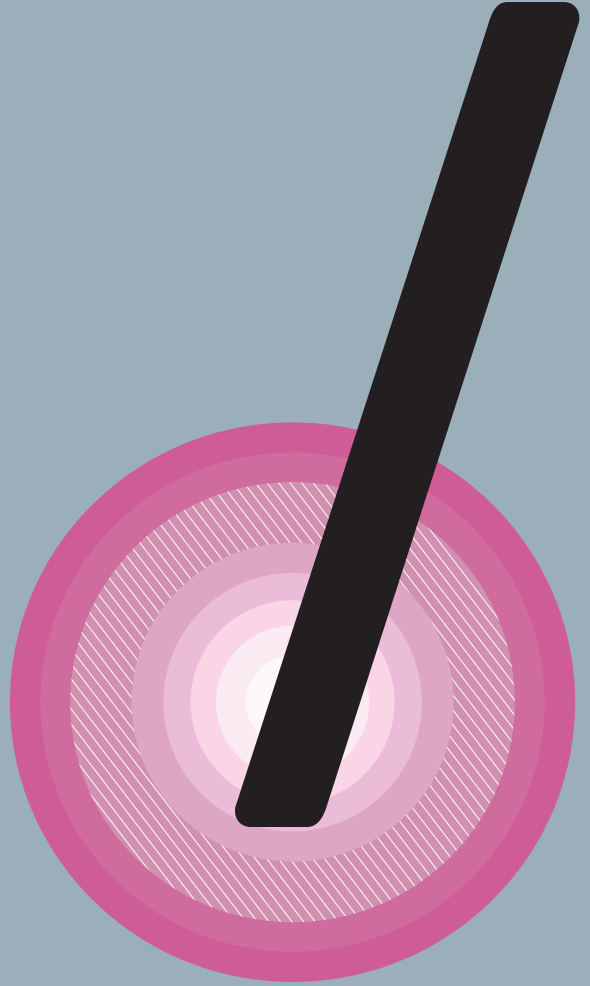
Refer to [some checklists available online](https://elearninfo247.com/comparison-tools-templates/), which cover most of the necessary features and configurations, but then come back to your users and decide on the experience you want to create with them.

<https://elearninfo247.com/comparison-tools-templates/>

CONCLUSION.

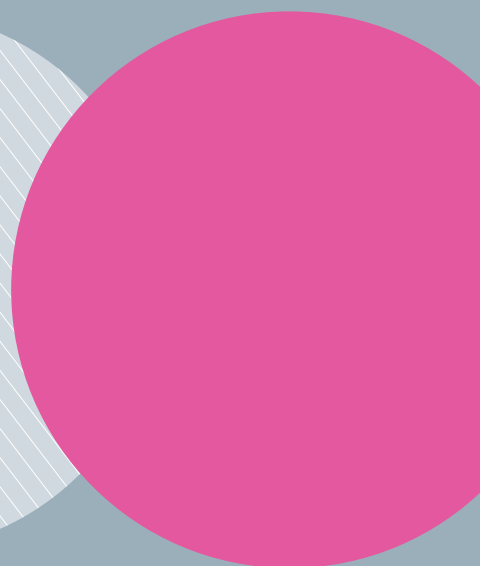
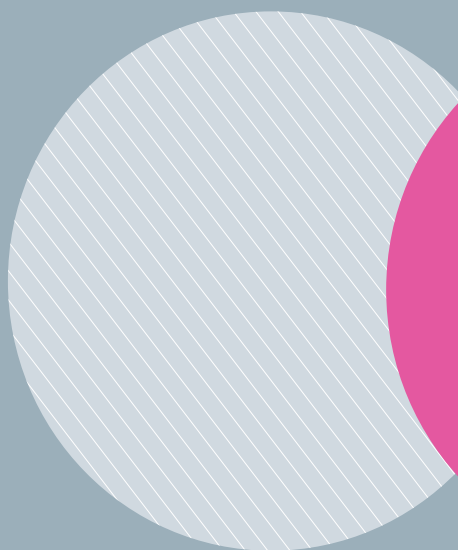
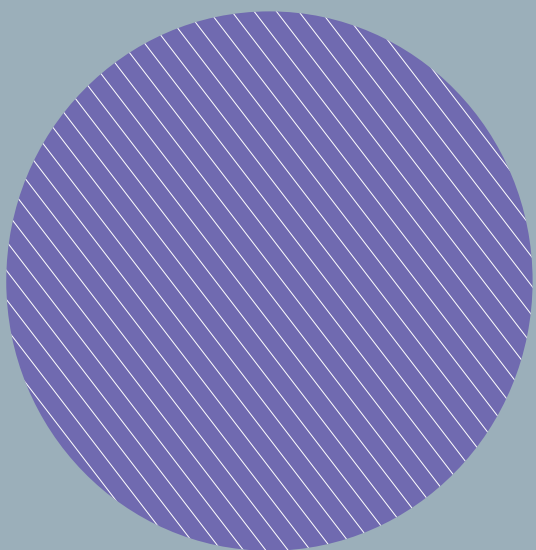
In short, make sure you have an LEMS, not just an LMS!

5





WHAT WILL THE NEXT GENERATION OF TRAINING VIDEOS LOOK LIKE?



→ BACKGROUND.

THE MASSIVE AND CONTINUOUS RISE OF VIDEO IN OUR EVERYDAY LIVES

Everything now seems accessible via video - easily, sometimes for free or at a low cost:

- I can access movies and series on the web or on Replay or Pay-per-View services offered by television and telecom providers;
- I can access and consult archives that were previously only available in libraries or viewing centres (INAthèque, BBC archives, etc.);
- I can access self-produced videos (YouTube, fiction films or self-produced documentaries);
- I can access live events such as sports events, webinars, video social networks such as Snapchat, Periscope or Facebook Live.

Now billboard advertising tends to be replaced or enriched by videos broadcast on display panels: "flash or micro videos" on screens in stations, airports, bus stops, shopping centres etc.

As a direct consequence, Internet traffic now consists of 80% videos (source: Cisco). Each minute, 400 hours of video are updated online (source: YouTube France), and a third of a user's online activity is devoted to watching videos. French Internet users spend 20 minutes a day on average watching videos (source: Mediamétrie).

Even if video isn't new in training, it would seem that it has many possibilities and opportunities for use.

→ TALKING POINT.

Beyond the fact that video is an essential medium, what innovations will contribute to its maximum effectiveness in training tools?

WHAT WE KNOW.

In the training sector, we're seeing an extension of the use of video. YouTube appears in the top 200 best learning tools (C4LP) and Google is promoting the creation of videos in line with its YouTube development and monetisation strategy.

Moving towards video massification

MOOC platforms (Massive Online Open Course), COOC (Corporate Online Open Course), and/or B2C oriented (LinkedIn and Lynda) are predominantly composed of video with its transcription, documents and complementary activities added to it. This format isn't as innovative as we are made to believe: "rich media", or synchronising a video stream with a transcript of the text and documents has existed since the end of the 90s.

What has changed is the massification: more content made accessible and viewed, more courses, more platforms made available by the company, or not! Because even if today 60% of training managers say they have already tested

a MOOC, only 3.5% of companies have put in place a MOOC or a COOC (ISTF). This doesn't stop employees learning with MOOCs on their own, outside the training provided by the company.

Is it necessary to get "straight to the point"?

Essentially, learner experience is simply following digital media in general. Firstly, their training aspirations are in line with their daily lives: mobile and unrestricted, with fast and simple access to all information, and with the desire to be an active part of, or manage their own training.

Secondly, learners generate and experience an information overload (source: Bersin by Deloitte):

- They unlock their smartphones 9 times per hour;
- They are interrupted every 5 minutes by work applications;
- Two thirds of them complain about not having time to do their work.

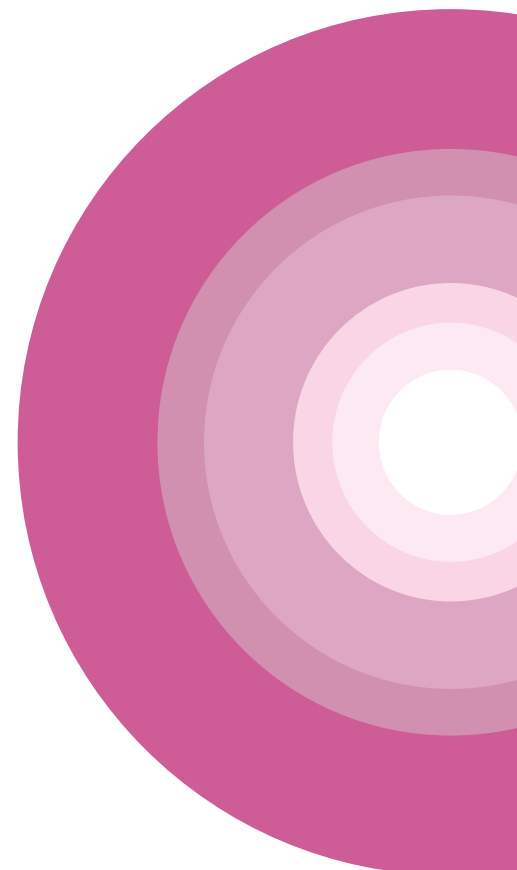
As a consequence their attention spans decrease. The user only watches the

first few seconds of a video, so they are crucially important as to whether they keep watching.

Several studies have recently highlighted the tendency to "like" and/or share an article or blog post even before finishing reading. The same thing goes for video. Watch the beginning, form an opinion and then share it quickly. This even goes as far as "speed watching": watching TV series sped up to save time and be able to say as soon as possible "I've seen it".

For content producers there is of course a temptation to make things short, fast and good.

<http://c4lpt.co.uk/top100tools/best-of-breed/>



WHAT WE THINK ABOUT IT.

As creators and producers of educational content, as leader and guarantor of the acquisition of knowledge and of its transfer to professional situations, we must remain lucid in the face of too-rapid changes.

Don't confuse first viewing and viewing duration

First of all, we believe that we should take advantage of learners' new viewing habits.

A learner can watch 30 seconds of a video, "like" it, and then recommend or save this video to find when needed. At the right time, he/she will be able to watch it fully and with his/her full attention. Following the trend for extremely short videos would be a mistake from our point of view.

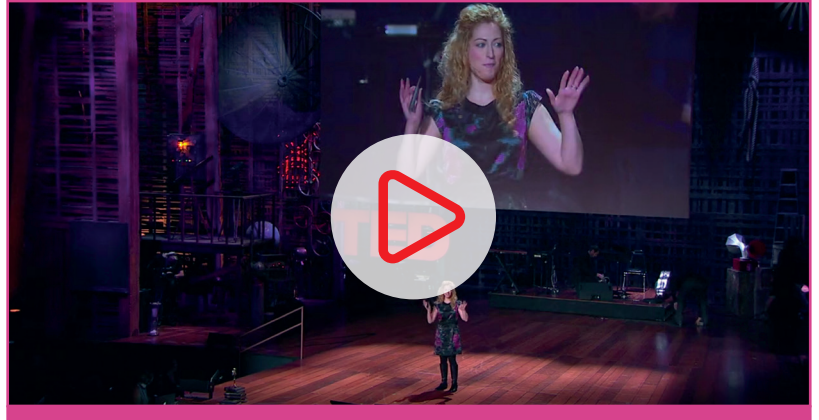
Correspondingly, an 18-minute long TED video might be watched once for a few seconds by a learner to check whether it meets their needs, and then to the end a few days later! Speaking of TED...

Innovation 1 : use storytelling to capture your audience!

All of a sudden, the audience of video game designer Jane McGonigal froze and the June 2012 TED talk participants stopped checking their e-mail or talking to their neighbours. Was she being serious?

One thing is certain, she'd hooked them enough to make them want to hear the rest!

So, rather than just following the trend of "ever shorter," we prefer to focus on dropping attention spans. You use the very first seconds to hook the learner, explain to them the benefits they can gain from the video and try to keep their attention for a longer time period.



Source : TED — https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world?language=fr

This approach is based on a fundamental storytelling principle, which the learners are used to when watching some television or web series: the **hook, hold, payoff** (1).

- The hook aims to capture the audience's attention in the first few seconds, creating an emotion or tension between a character and a situation;
- The hold aims to hold attention by putting the character up against new challenges;
- The payoff aims to give the video a conclusion, whether happy or not!

8 "hook" (2) methods to capture and hold an audience's attention

Since these techniques require careful writing, in the case of content generated by users, it can be interesting to train those producing most of the content to adopt these storytelling codes and thus promote maximum engagement.

Innovation 2 : foster engagement AND transposition

Video is an excellent tool for demonstrating technical "skills". There are new tutorial solutions every day. ex. : <https://viewedit.com/>

But from a learning point of view, we shouldn't lose sight of the fact that in terms of efficiency, watching is not doing.

Of course, you can learn to play the guitar thanks to the many existing tutorials on YouTube, but you still need to touch the guitar to repeat what you've seen!

On a different note, with regard to soft skills, the description of a behavioural technique (e.g. knowing how to say no) is not enough for adopting the new technique. In reality, it is first necessary to change preconceptions on saying no (e.g.: it is a gift I'm giving to the other person, not an offence), before being able to change in practice.

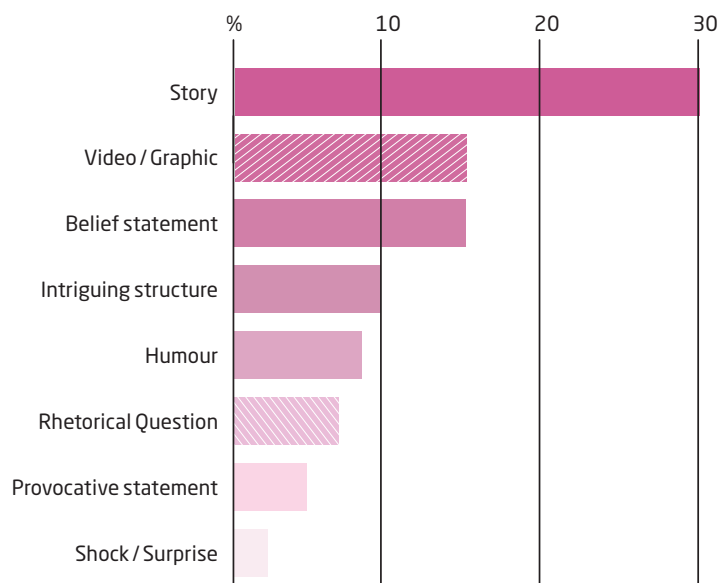
Here once again, video can prove to be very useful. The introductory videos for the **4REAL** (3), for example, immerse learners in situations they may encounter, and invite them to work on their perspectives as early as possible.

1. <https://www.youtube.com/watch?v=ratuYfL2crQ>

2. <https://www.slideshare.net/powerfulpoint/set-your-hook-ppt-rev15-no-animations>

3. <https://www.cegos.fr/actualites/Pages/real-efficient-adapted-learning.aspx>

> HOW DO GREAT PRESENTATIONS START?



Source : TED



Source : Messenger

Viewing, recording, comparing, means we can increase the value of a skill, but it can never replace it.

It is therefore necessary to integrate video as one of the many tools within programmes combining the 3 themes of the 70/20/10 method (experience/exchanges/formal).

Innovation 3 : a video made just for me?

Another approach consists in enhancing the experience by offering a bite-sized nugget, potentially rare and temporary, capable of creating the sensation that it has been made just for the viewer/learner, for his/her needs in the here and now.

Solutions exist to create personalised videos based on data available to the learner:

At the heart of the “Kwitt” mobile campaign, we see “the messenger”, a mass of frightening muscles. Users can contact him via the Facebook Messenger bot and “book his services” by creating a personalised video and sharing it with their friends.

This practice is also possible by using the adaptive learning capabilities of some platforms that will “push” the right video to the learner according to a given professional context.



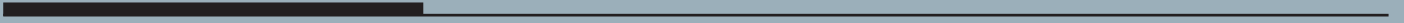
Example of 4REAL video at the beginning of the course to make the learner work on his preconceptions

Source : Cegos

CONCLUSION.

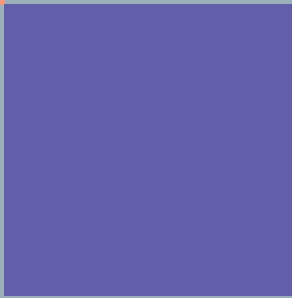
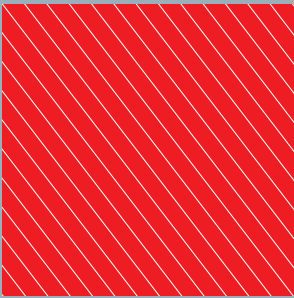
We shouldn't give in to calls to go “ever shorter” and develop formats that foster engagement by capitalising on three drivers:

- careful storytelling;
- work on preconceptions;
- personalisation.



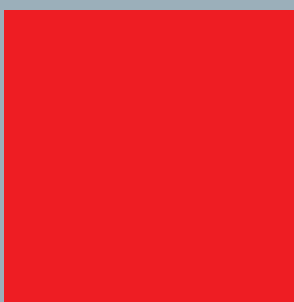
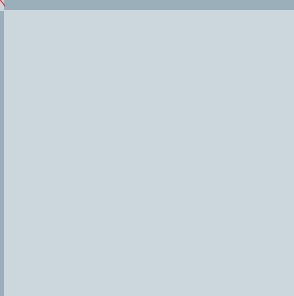
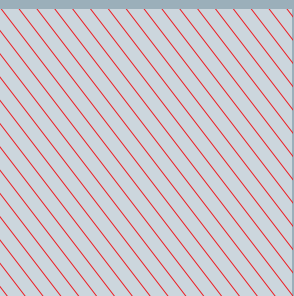
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HOW TO SUCCESSFULLY TRANSITION TO VIRTUAL CLASSROOM 2.0?



→ BACKGROUND.

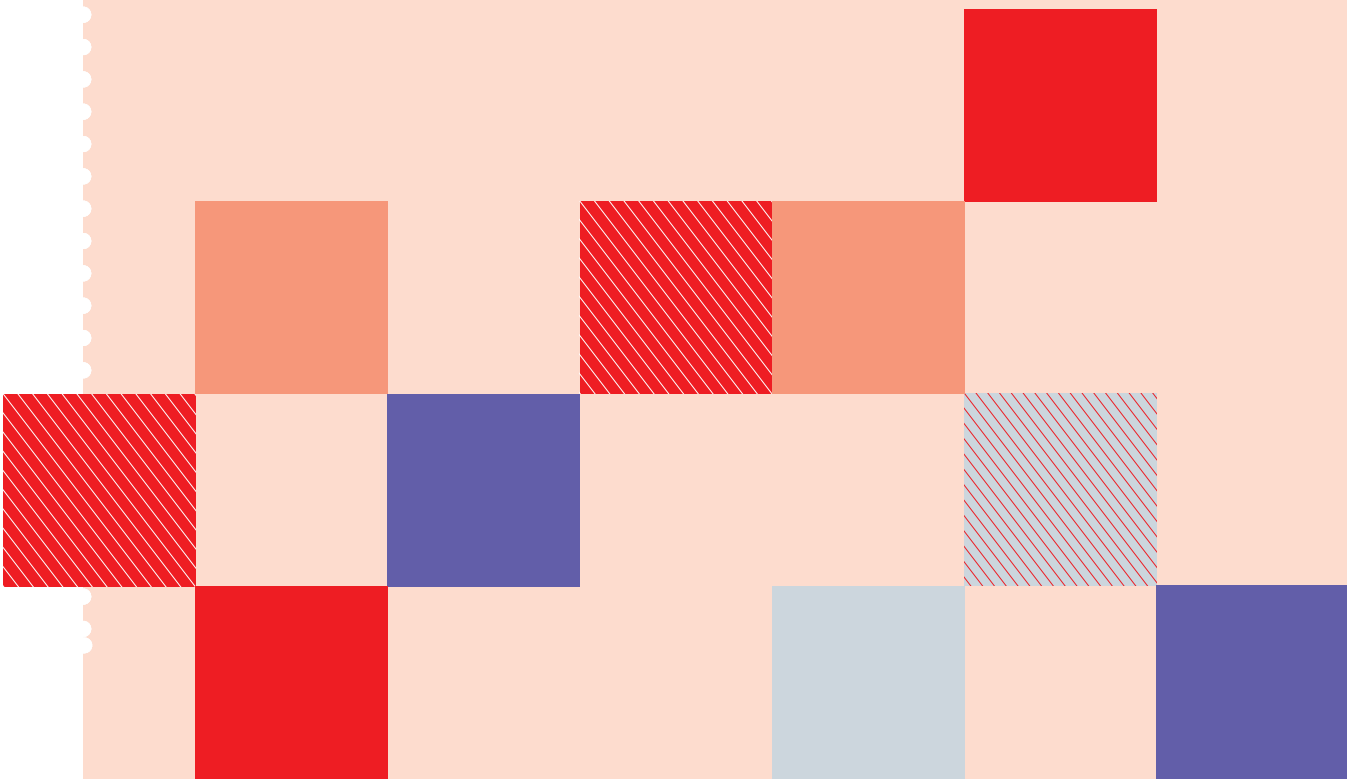
CURRENT REQUIREMENTS FOR SPEED, NEW TECHNOLOGIES AND IMPROVED LEARNING DESIGN MAKE THE VIRTUAL CLASSROOM MORE AND MORE ATTRACTIVE AS IT OFFERS:

- A synchronous trainer;
- Peer interaction;
- Training courses that are much shorter than face-to-face courses;
- The possibility for some learners to stay at their workstation.

A well-designed, well-distributed and well-taught virtual classroom provides highly interactive learning with learners and trainer in separate locations. But like any other technique, the virtual classroom has its limitations: digital logistics are sometimes complex, attention span is lower than in-person, different group dynamics.

→ TALKING POINT.

Can the virtual classroom overcome these limits and become an even stronger learning tool?



WHAT WE KNOW.

The virtual classroom is experiencing an unprecedented boom.

According to Towards Maturity, 39% of companies now use virtual classrooms. Of these, 69% say they will use them even more in the future. And this trend applies to all sectors of activity and geographical areas.

An objectively justified adoption

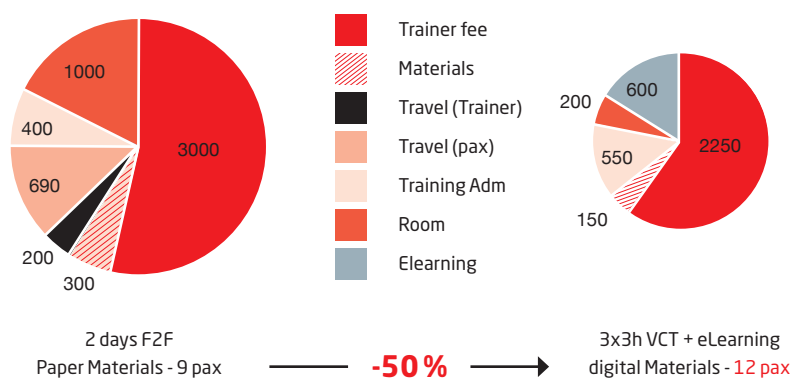
Whether from the point of view of the trainer, the learner or the L&D manager, virtual classes offer the best efficiency/ Total Cost of Ownership return:

- Ability to reach scattered populations, whether they are internal or external to the company;
- Ability to combine formal content and transposition into a work situation, with the learner at his/her workstation. This is what the "3 hours max Cegos course" provides;
- Ability to use agile/iterative learning tools (see question 1): For example, it is possible to organise a series of virtual classes every 3 weeks to replace 1 single face-to-face event;
- Drastic reduction of the cost of the tool.

Let's just look for a minute at the full cost associated with virtual classrooms. They allow you to save up to 50% of the cost per participant, and especially drastically reduce logistics expenses which have no value in terms of learning.

Added to this is the fact that virtual classes favour the use of tools (Webex, Adobe,

> COMPARISON BETWEEN THE FULL COST OF ONE FACE-TO-FACE TRAINING SESSION AND 3 VIRTUAL CLASSES



Source : Cegos

Skype etc.) which are likely to be reused in the learners' daily activities. This can lead to employees becoming more at ease with managing their scattered teams and drastically reducing the company's overall travel costs.

A reputation that needs improvement

The rational proposal may be tempting, but in reality, adoption of this tool by L&D managers and participants has sometimes proved disappointing:

- Confusion between virtual classes and webinars. If the webinar lecture teaching approach is perfectly suitable for an audience already specialised in the subject and with the ability to make connections between concepts, it may be totally counter-productive for beginners, who require very progressive and interactive learning;
- Unlike face-to-face, in the virtual classroom direct eye contact isn't always possible, affecting the motivation of some learners to express

themselves. This lack of visual contact also complicates the management of group dynamics for the trainer. Finally, the physical separation of learners can hinder their sense of belonging to a group learning together;

- The attention span during virtual classes tends to be shorter. This, combined with the lack of visual contact, can encourage learners to "multitask", which minimises the value of training;
- The virtual classroom is not immune to technological challenges, whether related to the technology itself or to its mastery by learners: login complexity, need to install plug-ins, firewalls that can block access to the tool, management of the audio channel allowing learners to express themselves etc.
- Trainers themselves are sometimes not very experienced in teaching virtual classes.

WHAT WE THINK ABOUT IT.

Working towards more mature

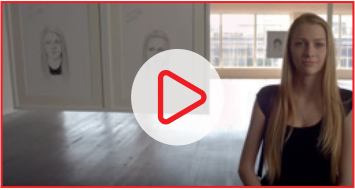
virtual classrooms

To get maximum benefit from virtual classes, an L&D department must leverage 3 things: mastery of formats, trainers and delivery

Design exciting formats

The virtual classroom has long been linked with webinars, which are a cold and not very interactive medium. The range of tools offered today makes it possible to imagine very exciting educational formats:

44% of participants said that a virtual classroom with richer interactions and media would make them engage more⁹.

Tool	Idea for interactive activity
Document sharing	Provide a tool for putting the training content into practice. Invite participants to download and use it for 20 minutes in one of their current situations.
Chat	Show a very visual example, using “storylearning” codes ¹⁰ : visually immerse participants in a tricky situation, ask the participants a question involving them personally and ask them to take a written position in the chat.
Media integration	Invite the participants to watch a short video provoking a strong emotional feeling and then ask them to express what they felt and how this can link the training content to their professional situation. <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;"> <p>https://www.youtube.com/watch?v=XpaOjMxyJGk</p> <p><i>Example of a video showing how to work on self-esteem</i></p> </div> </div>
Whiteboard annotation	Ask participants to express any difficulties they may encounter and tools available when adopting a new behaviour, and then group their proposals using colour codes.
Individual status indicators	Suggest several options for dealing with a situation and ask participants to indicate whether they agree or disagree using the individual status indicator.
Surveys	Post a list of difficult situations and ask participants to choose the ones they have already encountered.
Workshops	Divide the participants into groups of three, then assign them a role play in which one of them plays the manager, the second the employee, and the last the one who gives feedback. Act out the situation once, debrief, then rotate the roles so that everyone plays all the roles.

9. ConnecSolutions survey, 2017.

10. Storylearning is an approach developed by Ray Jimenez, PhD

<http://vignettestraining.blogspot.fr/>

Examples of learning interactions made possible by the features available in virtual classes

Source : Cegos

The Cegos group has developed the LIVE approach to design and animate powerful virtual classes:



<https://www.youtube.com/watch?v=H0Ba7qTM6xE>

Make the most of models that allow you to capitalise on best practices

Creating an engaging experience with interactions every 3 minutes requires a real design effort. On the other hand, insofar as this modality is new for the participants, it is important to give them recurring benchmarks from one virtual class to another, which will enable them to return more quickly to the training environment, with a minimum of effort.

We recommend using standard room models for each virtual classroom/ experience profile.

These models mean it is possible to have:

- **Designer's creation time**, as they can reuse displays and modules that have proven to be effective;
- The time **spent training trainers**, because a trainer who is used to a model can focus more on the content than on how to teach it, which he/she already knows;
- **The time to get to know the virtual classroom environment by the learner**, as entry into every virtual classroom is the same, as well as navigation and interaction.

Some tools (such as Adobe Connect) can now produce room templates that are "clonable" so it is possible to organise as many sessions as required.

Working on learner experience to maximise session attendance

Nothing creates more enthusiasm than a virtual class where all learners enrolled are present. This has an impact on the dynamics of the group which will be put together, and this in turn on the profitability of the session.

To ensure the attendance of the participants, it is necessary to:

- Tighten requirements for enrolling and validating technical prerequisites so that the learner feels committed to participate;
- Simplify the learner's life and improve the Net Easy Score (see chapter 2) - self-registration, provision of an "iCal" file enabling them to add the date of the session into their calendar (with a direct link to the session in the appointment), provision of a technical configuration test, automatic login between the platform/LMS and the virtual classroom tool (to avoid re-entering a login and a password).

To succeed in this, it is necessary to empathise with the learner and to apply the methodological approach in 5 steps recommended in chapter 2.

It is also a good idea to work on the ramp-up over time. A learner who knows that there will be several virtual classes in the year and who is aware of the interest of using this tool will be more committed to attending.

Skill up trainers and producers, they carry the experience

What do virtual and face-to-face classes have in common? These are moments of interaction with the participants. Apart from this, even though some of the group dynamics remain, they are two very different types of training.

In very concrete terms, in face-to-face training we move from one type of educational tool to another every 45 minutes, while this occurs every 3 minutes in the virtual classroom!

The success of a virtual class requires a combination of the following 2 conditions:

1.

Help trainers to increase in confidence in using this new practice.

They will buy-in through experience. Getting used to virtual classrooms can be done “on-the-job” and allows for very effective methods. It is thus possible to train future virtual class trainers:

- With virtual classes! It is the best way for them to experience from the inside, by putting themselves into the learners’ shoes. They will be all the more sensitive to interaction techniques needed with this media (e.g. slowing down their talking speed, starting questions with the first name of the participant, being very precise about interactions instructions);
- Giving maximum priority to all practice phases: we recommend opening “sandboxes” allowing trainers to change the different functionalities of the tool. And when several trainers are skilling up at the same time, it is possible to practise peer coaching, where the trainers play the roles of trainer and learner in turn (again without having to travel, this type of scenario can be played out on a global scale when trainers are geographically dispersed).

2.

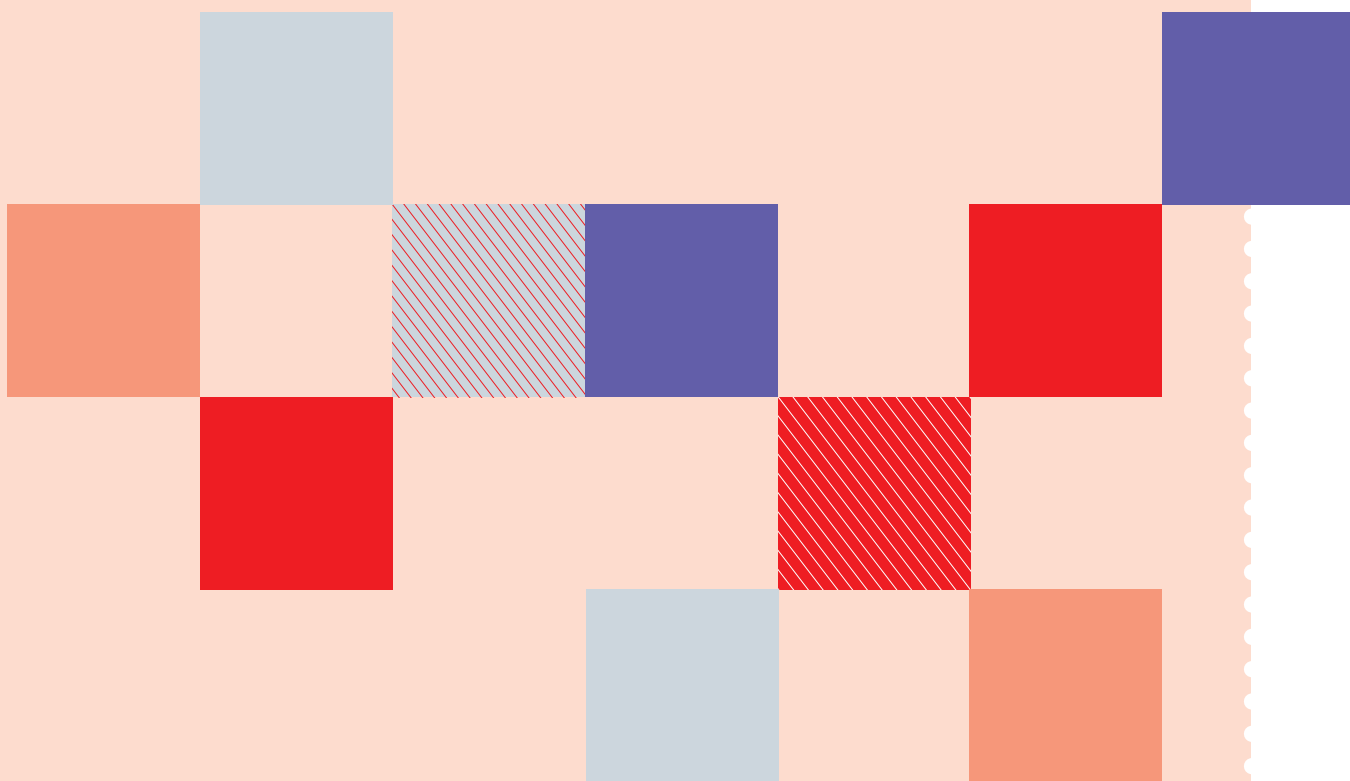
Allow the trainer to focus on teaching and not on the digital logistics of the session

Can you imagine a face-to-face training session in which the trainer is asked to go and get tables and chairs from the top floor and teach his/her class at the same time? It is equally difficult for a trainer to lead a virtual classroom while troubleshooting technical problems for learners. This is why it is important to assign the trainer a “producer”, who will play a vital helpdesk role, especially in the first 30 minutes of the virtual classroom. The producer will manage the digital logistics and the trainer will focus on learning interaction with the group.

CONCLUSION .

To take full advantage of the very promising potential of virtual classes, the following conditions must be met:

- **Create engaging formats**
- **Capitalise models as much as possible**
- **Design the learner experience in detail**
- **Give trainers the right skills and support them with producers for digital logistics**



ACKNOWLEDGEMENTS.

We would like to thank all of our partners and customers who participated in the creation of this innovation handbook by sharing information and getting involved, as well as the members of the Reading Committee. Thank you to everyone for this show of confidence.

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MANAGE CHANGES



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IMPLEMENT INTERNATIONAL PROJECTS



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200 M€

in revenue

50

countries covered

A network of

1 million

of learners

1,000

employees

25,000

client companies

1,600

distance learning courses,
in different languages

3,000

partner consultants

Training more than

+250,000

people a year

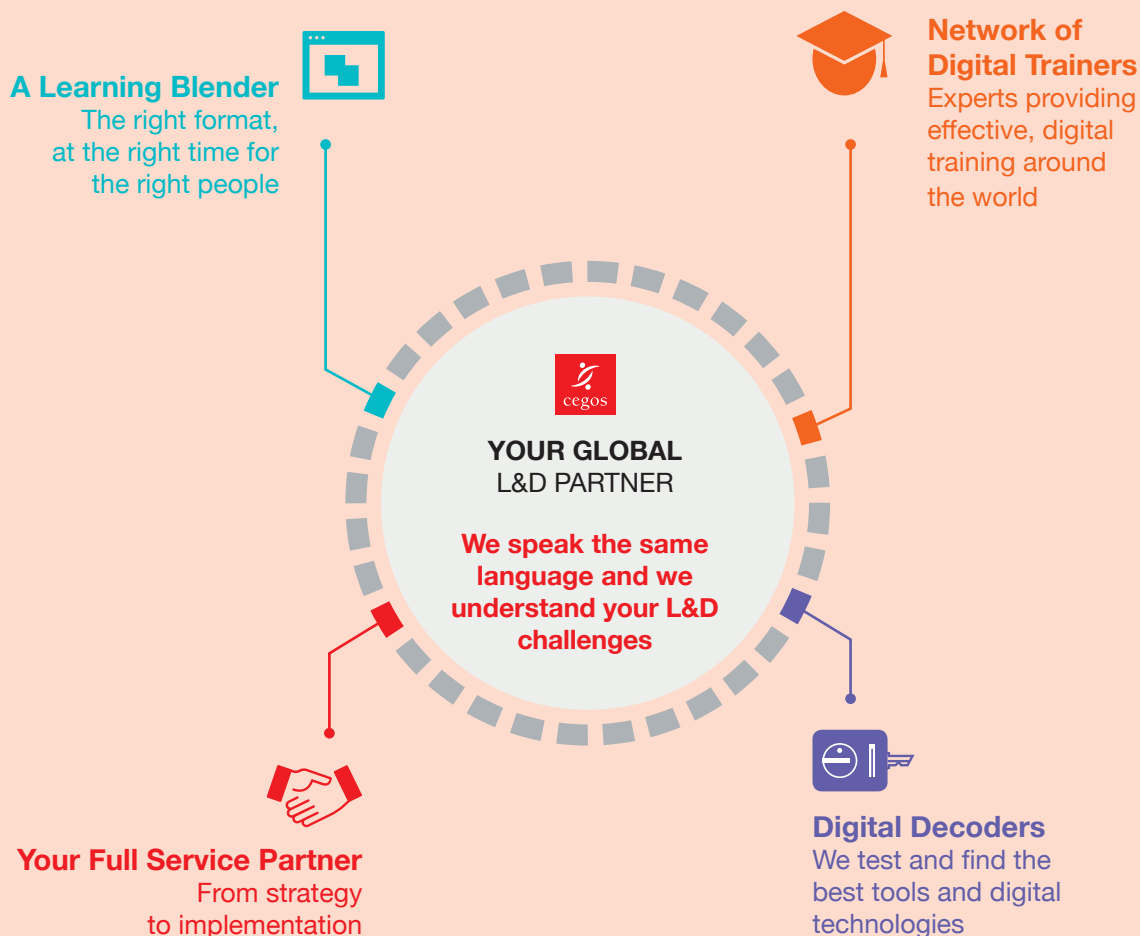
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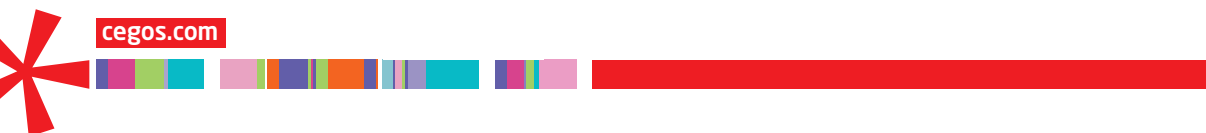
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