Learning Environments by Design
A framework for designing comprehensive learning solutions in organizations

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Catherine Lombardozi, Ed.D.

Learning 4 Learning Professionals
Imagine a Budding Scientist

How do we help our budding scientists to actively engage in learning?
Our Learning Challenges

- Well-defined role
- Clear knowledge base and skills
- Similar baseline
- Many learners in one location

*Example: New call center representatives*

- Multi-faceted role
- Multiple knowledge bases
- Multiple, complex skills
- Diverse baseline
- Mobile, dispersed

*Example: Sales representatives*
Hyped Solutions

Informal Learning

Communities of Practice

Social Media
A New Culture of Learning

What are the components that support learning in organizations?

Can we curate or design a culture that will support the learning we want?
Components That Support Learning

- Information databases
- Community of practice
- Intranet resources
- Conferences
- SharePoint site
- Degree program
- Job aids
- Podcasts
- Procedure manual
- How-to videos
- Manager
- Working with colleagues
- Public seminars
- Lessons learned meetings
- Training
- Tech support
- Webinars
- Teamwork
- Professional organizations
- Mentors
- Twitter feed
- Books & journals
- Google
- Trial & error
- Discussion board
- Industry blogs
Drawing from Theoretical Models

- Blended learning
- Transfer of learning
- Informal learning
- Personal knowledge management
- Social learning
- Constructivist theory
# Components of a Learning Environment

## Learning Environment Components

<table>
<thead>
<tr>
<th>Resources and tools</th>
<th>Relationships and networks</th>
<th>Formal training and education</th>
<th>Work-based programs and practices</th>
<th>In-the-job action and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Online databases</td>
<td>- Peer support systems</td>
<td>- Classroom training</td>
<td>- Action learning programs</td>
<td>- Learning by doing</td>
</tr>
<tr>
<td>- Knowledge management systems</td>
<td>- Expert directories</td>
<td>- E-learning</td>
<td>- Stretch assignment management</td>
<td>- Experimentation</td>
</tr>
<tr>
<td>- Study resources: books, articles, book chapters, internet resources</td>
<td>- Communities of practice</td>
<td>- Online learning</td>
<td>- Rotation and other experiential learning programs based in workplace activities</td>
<td>- Collaboration</td>
</tr>
<tr>
<td>- Job aids</td>
<td>- Mentor relationships</td>
<td>- Blended learning programs</td>
<td>- After action review practices</td>
<td>- Self-monitoring and analysis of outcomes and feedback</td>
</tr>
<tr>
<td>- Podcasts, video-casts</td>
<td>- Collaborative online resources (ongoing blogs, discussion boards, wikis created by experts and active practitioners)</td>
<td>- Webinars</td>
<td>- Supervisor support, feedback and coaching (designer may provide models and tools)</td>
<td></td>
</tr>
<tr>
<td>- Reference library</td>
<td>- Professional networks (live and online), e.g. professional organizations, user groups</td>
<td>- Formal coaching after training</td>
<td>- Communication activities to influence learning readiness and application</td>
<td></td>
</tr>
<tr>
<td>- Procedure manuals</td>
<td>- Conferences and professional meetings</td>
<td>- On-the-job training</td>
<td>- Company and supervisor support for on-the-job training and coaching activities (e.g. selection, development, recognition of trainers and coaches)</td>
<td></td>
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<td>- Technical manuals</td>
<td>- Electronic performance support (process-driven directions for completing transactions)</td>
<td>- E-briefings (communications or content delivery, no activities)</td>
<td>- Self-provisioned activities and exercises designed to support learning from other components of the learning suite (e.g. enrichment activities, reflection activities)</td>
<td></td>
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</tbody>
</table>

## Learner Motivation

Desire to learn * Belief in link between learning and performance * Confidence in ability to learn * Self-directedness

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Learning Environment Component Categories

- Resources and tools
- Relationships and networks
- Formal training and education
- Work-based programs and practices
- In-the-job action and reflection

Learner Motivation
A well-designed learning environment is a deliberately curated collection of resources and activities for learning, compiled with a specific learning need in mind.
An Example Learning Environment for Frank

<table>
<thead>
<tr>
<th>Sales Executive Learning Environment / Developing Sales Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources and tools</strong></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Competitor web links</td>
</tr>
<tr>
<td>Product database</td>
</tr>
<tr>
<td>Sales success library</td>
</tr>
<tr>
<td>Subscription to sales success podcasts</td>
</tr>
<tr>
<td>Sales dashboard</td>
</tr>
<tr>
<td>Customer database</td>
</tr>
<tr>
<td>System job aids</td>
</tr>
</tbody>
</table>

**Learner Motivation**

- Sales incentives
- *Hiring criteria (looking for self-starting individuals)*

Note: * denotes a preference.
### Your Example

<table>
<thead>
<tr>
<th>Audience:</th>
<th>/ Targeted Knowledge Base or Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources and tools</td>
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</table>

**Learner Motivation**
Step by Step: Learning Environment Design

- Identify business and performance goals for target audience.
- Identify emerging learning needs.
- Conduct learning environment analysis.
  - Gather data on current state.
  - Evaluate current state effectiveness.
  - Research and evaluate possibilities.
- Visualize ideal state.
- Prioritize design projects.
- Design a portal or marketing/PR strategy.

# Learning Environment Analysis Template

<table>
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**Current Elements**

**Improvements Needed**

**Potential Additions**

## Learner Motivation

*Desire * Belief in link between learning and performance * Confidence * Self-directedness*

Assessment of learner motivation:
Learning is impacted by:

- Degree of learner motivation
- Quality of learning resources and activities
- Depth of reflection
- Opportunity for in-context application and developmental feedback
• Target audience / primary users
• Learning needs to be addressed
  – knowledge base or skills
• Business and performance objectives
• Scoping parameters
  – what’s to be included and excluded
• Access point
  – how the components will be collated or accessed
• Components
  – list of learning components included
The Learning Environment Design Framework

**Performance Environment**
- Performer capability
- Expectations
- Work flow and systems
- Task support
- Performance resources and tools
- Supervisory practices
- Team dynamics
- Incentives and rewards

**Learning Environment**
- Resources and tools
- Relationships and networks
- Formal training and education
- Work-based programs and practices
- In-the-job action and reflection

**Learner Motivation**

**Business Goals**
- Performance Context
- Emerging Learning Needs

**Design**

**Evaluate**

**Implement**

**Analyze**

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Thank You!

Contact me @

clombardozzi@L4LP.com or catherine.lombardozzi@gmail.com

Learning 4 Learning Professionals – 302.994.0451 (no texts)

www.L4LP.com
www.learningjournal.wordpress.com

http://www.linkedin.com/in/catherinelombardozzi

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Catherine Lombardozzi, Ed.D.