**The Future of Online Training: a changing landscape**

**Event Description:** Online learning has enriched lifelong learning opportunities, yet we also know that the possibilities are still expanding. This webinar explores what education innovators are doing to increase engagement through learner-centered discovery, flipped classrooms, and enhanced online learning. Presenters and participants together help to map a future for elearning to support your lifelong learning journey.

**Presented by:** **Joann Flick**, MS Ed., Continuing Education Coordinator, Montana State Library, and **Betha Gutsche**, WebJunction Program Manager

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| **What are your goals for viewing this webinar?** | |
| **Personal Goals** |  |
| **Team Goals** |  |

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| **Discussion questions** |
| Giving adult learners control over their learning is one important way to improve the learning environment. Think about training you do and identify ways you already provide learners with control. What other ways you might be able to increase the amount of control you hand over to learners?  Are there problems with giving learners too much control? What can you do to mitigate any problems but still hand over control to learners? |
| **Activity 1** |
| View [The Snowflake Effect](http://www.slideshare.net/WayneH/snowflake-effect-by-wayne-hodgins-ls2010) by Futurist Wayne Hodgins.  And, [Hodgin’s Pecha Kucha](http://www.learning2009.com/L9-keynotes/wayne-hodgins.htm).  The following activity works best in pairs or groups.  For any training you or your group has produced in the past year, redesign that training in small chunks of information that can be consumed at any time, by any learner, on any device. (You may need to do this first as a completely hypothetical exercise to free your group from concerns about changing the design of the training.)     1. Review the selected training and work together to chunk out one or more bits. See how small a bit you can pull out and make available independent of the rest of the training. 2. Discuss ways to provide context for that chunked bit, either by the trainer or the learner, to make the information meaningful. 3. Next, consider an upcoming training activity and discuss how you might plan the training to be able to harvest more chunks of information for reuse later. 4. Create a chunk – a single slide or activity – for your next training that is specifically made to be reused separately in a different context. |

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| **Discussion questions** |
| As a learner, what motivates you to pursue work-related training or learning?  If you have recently pursued your own learning online, what engaged your attention? What sapped your motivation?  As a training supervisor or a trainer, what strategies have you tried to motivate your learners? Which strategies have been the most effective? Why do think that is? |
| **Activity 2** |
| Expand your experience of online learning by trying something new.  If you are a learner:   * Find a learning partner or form study group to take the same course or pursue the same learning goals together * Enroll in a MOOC from [Coursera](https://www.coursera.org/) or [Udacity](https://www.udacity.com/) (it’s free!) * Record your learning “failures” and what you learned from them as a way to view your progress   If you are a training supervisor:   * Try designing collaborative learning that encourage coworkers to work together and support each other to achieve their goals * Encourage “failure” and work with learners to move forward from their mistakes * Consider implementing a [Self-Directed Achievement](http://www.webjunction.org/events/webjunction/Self_Directed_Achievement.html) program with your staff |

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| **Action Plan** (include next steps, who, when, etc.) |
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| **NOTES** |
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