



## *Designing Blended Learning Solutions*

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## **Learner's Characteristics**

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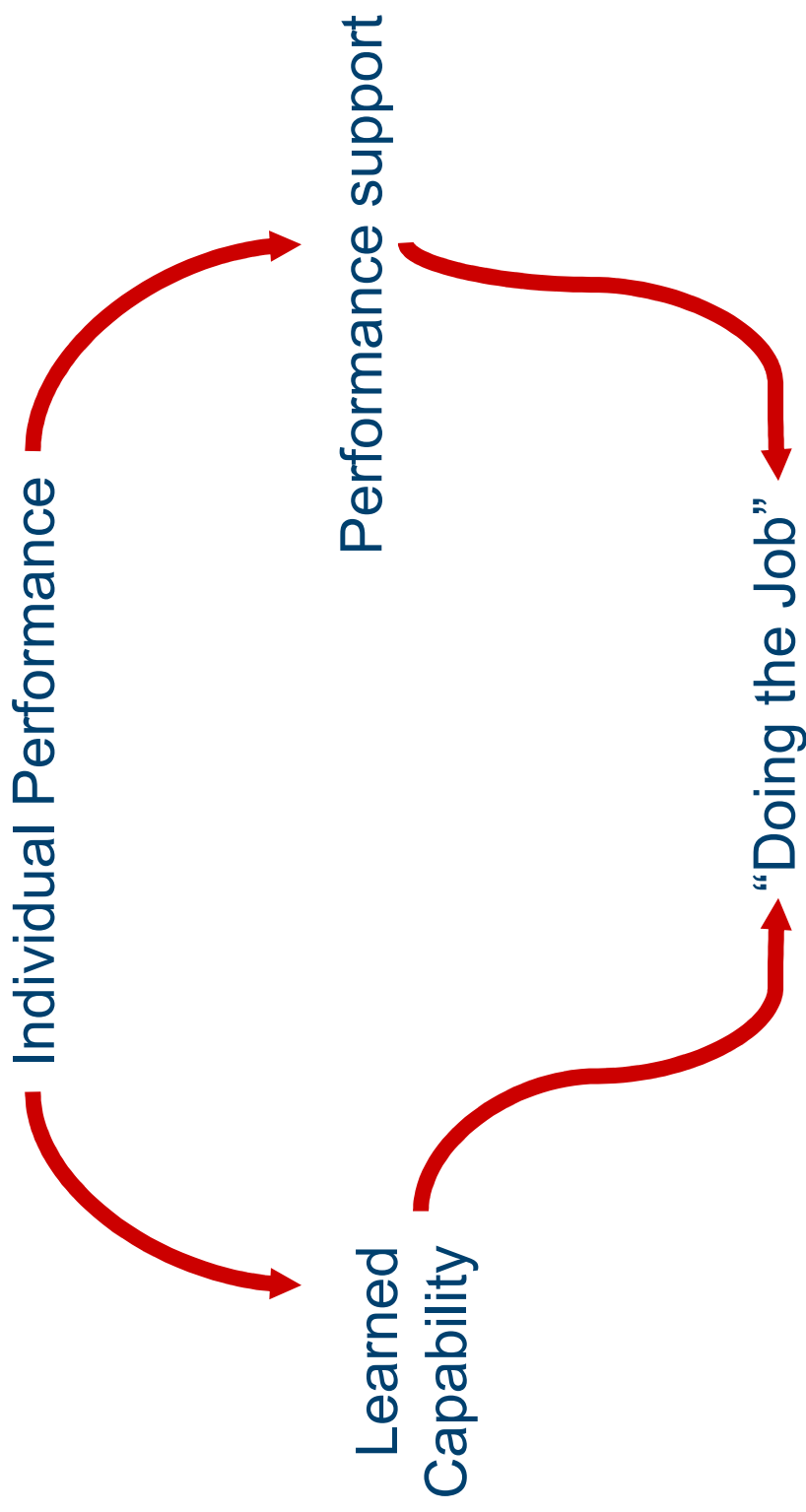
# *How do I build a bridge to my learners ??*

- **No time to learn** in a formal setting
  - Learning events must focus on a **specific work related subject** (direct help for the job)
  - Delivered '**just in time**' for when this knowledge is needed
  - **Maximum flexibility/control** is in the hands of the learner - they decide when it is a good time to learn.
  - Training that works for **ME**
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## *Performance Profile*

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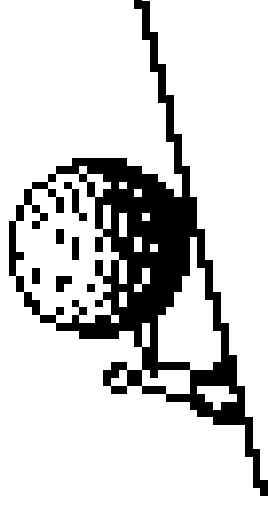
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## A Problem of Design -----

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“When you discover that you are riding a dead horse, the best strategy is to dismount”


*Dakota Indian*



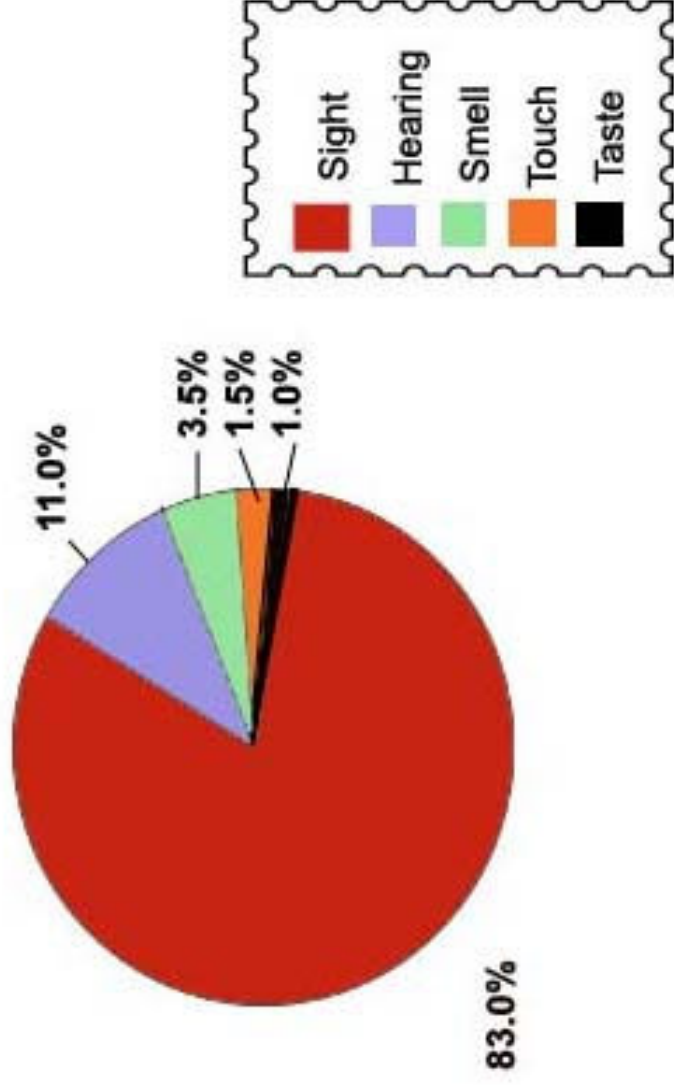
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## ***Blended Learning Design Maxims***

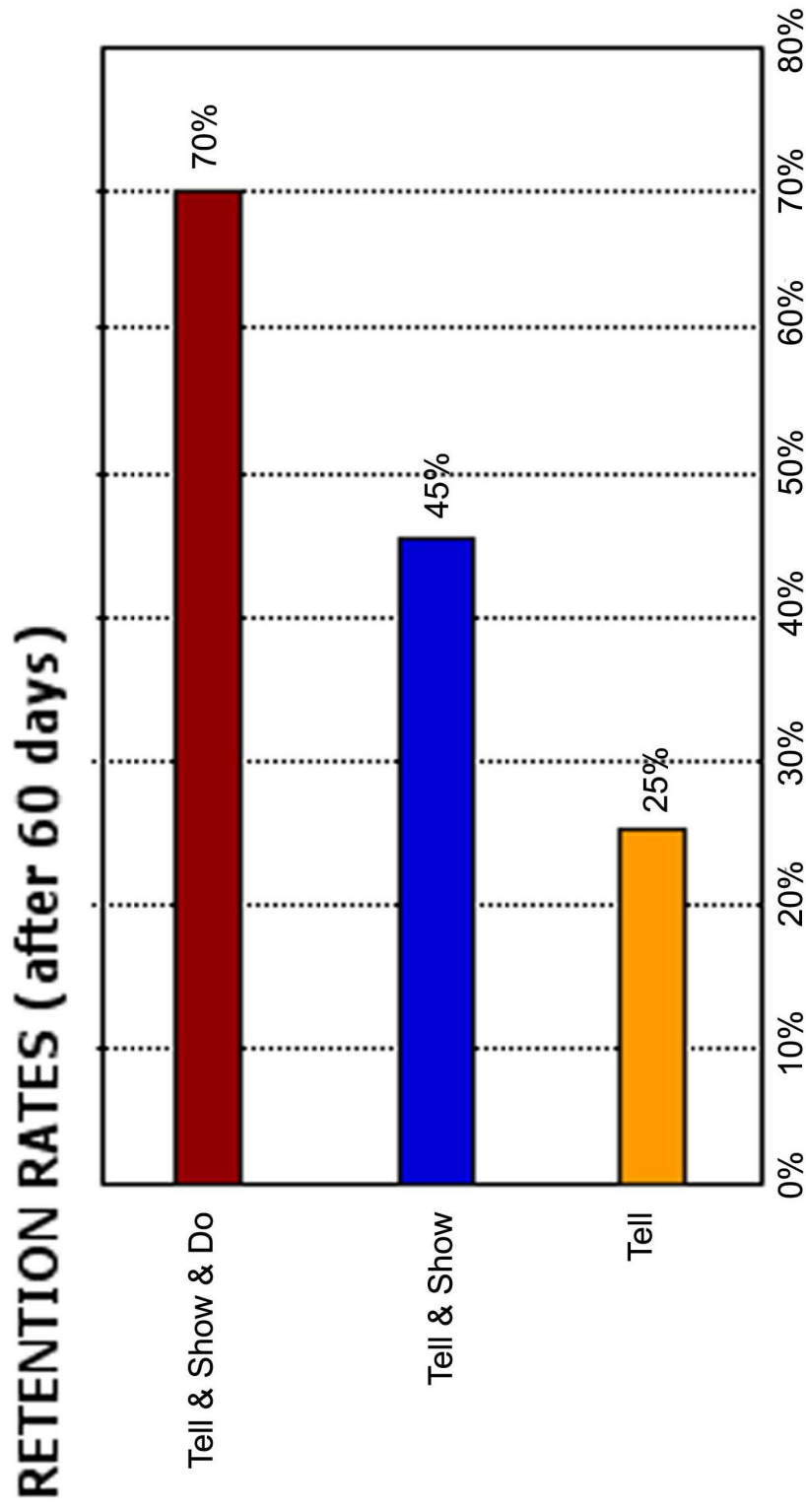
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- **Good and bad design is a point of view**
  - **Entertaining technology does not guarantee learning results**
  - **Context has different perspectives**
  - **Cognitive activity promotes learning**
  - **Experience = Event + Interpretation**
  - **Motivation will always provide the winning edge**
  - **Learning needs a marketing treatment**
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## *Key Design Point 1 - Information Uptake*



## *Key Design Point 2 – Aid Retention*



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## ***Key Point 3 – Cognitive Action***

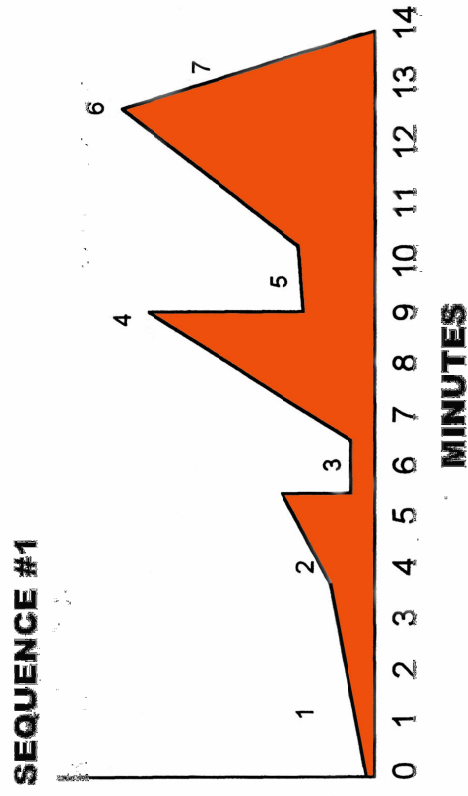
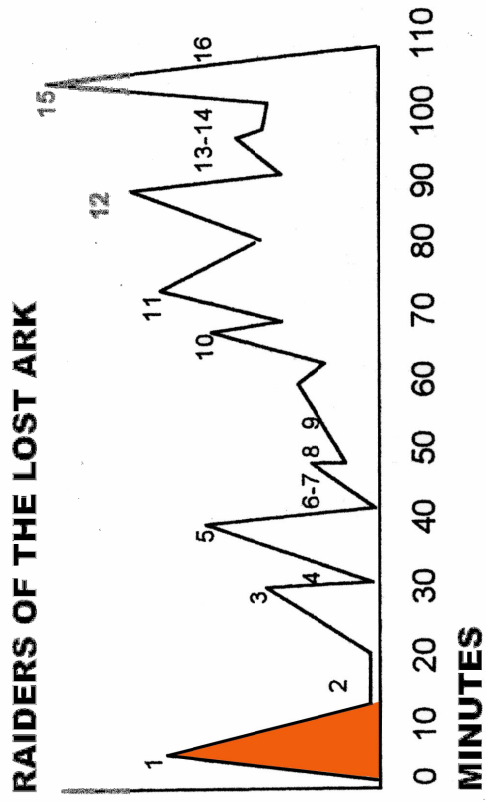
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Cognitive action = ***processing***

- Information
  - Layered Information
  - Knowledge Application
  - Problem Solving
  - Critical Incident Analysis
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## Key Point 4 – Activity Profile



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## ***Finding the best blended solution***

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- Converge learning and work
- Blended Model - Anchored in the classroom that ‘feels’ like on-the-job
- Continuously use a full range of instructional strategies
  - Promote cognitive processes
  - Maximize delivery mechanisms
  - Enhance performance tracking and reporting
- Encourage independent learning habits
- Foster professional communities
  - Alumni – Ongoing professional development
- Good Evaluation is Critical

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## *Using appropriate development tools*

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- More classroom programs must have technology based training aids
- Most programs must have an 'online' element
- Make better use of collaboration technology
  - Leveraging guest presenters (live and archived)
  - Focus Chat and Discussion Board
  - Interactive document sharing
  - Alumni