

# EVIDENCE-BASED LEARNING DESIGN

---

Trudy Mandeville, Ed.D

# PERFORMANCE OUTCOME

Acknowledge one step to take to incorporate an evidence-based approach into your learning design.



# LEARNING MINDSET: LEARNING LENS

## Mindset Definition:

Although there is no consensus definition in psychology or neuroscience, our "mindset", in common parlance refers to the worldview, mental model, or set of beliefs and assumptions we hold about ourselves, our organizations and the challenges we face.

Robert Kramer, Ph.D

# COGNITIVE OBJECTIVE(S)

(ACCT: Action, Condition, Criteria, Time)

By the end of this webinar:

- Given one common learning myth, you will be able to identify it as an obstacle to learning transfer.
- Given one learning transfer obstacle, you will be able to identify one evidence-based approach to minimize that obstacle.

# METACOGNITIVE OBJECTIVES

During this webinar, you will:

Recognize any pre-existing bias or previous experiences with evidence-based approach that could impact meeting the cognitive objectives.

# BREAKOUT SESSION

---

You are going to use a worked example, to identify the "unknowns" related to a single myth.

# IMPACT OF MYTHS

Currently, what do you think is unknowable.

## Problem

- 80% of our organization believes in the myth of learning styles and we are not sure of that implication.
- Belief in one delivery method could impact the utilization of our current library of content.

## Known

- Prevalence of learning myths in teacher training programs.

## Presumed

- Working adults taught by these educator would have been constantly exposed to these types of myths.

## Unknown

- *Add at least one question.*

## Unknowable

- *What do you think is un*

# TRUDY'S HYPOTHESES ABOUT MYTHS

1. Myths become part of our "evidence" because there is some truth.
2. Learning myths are perpetuated because we try to simplify the learning process and learning is complex. It is not simple.

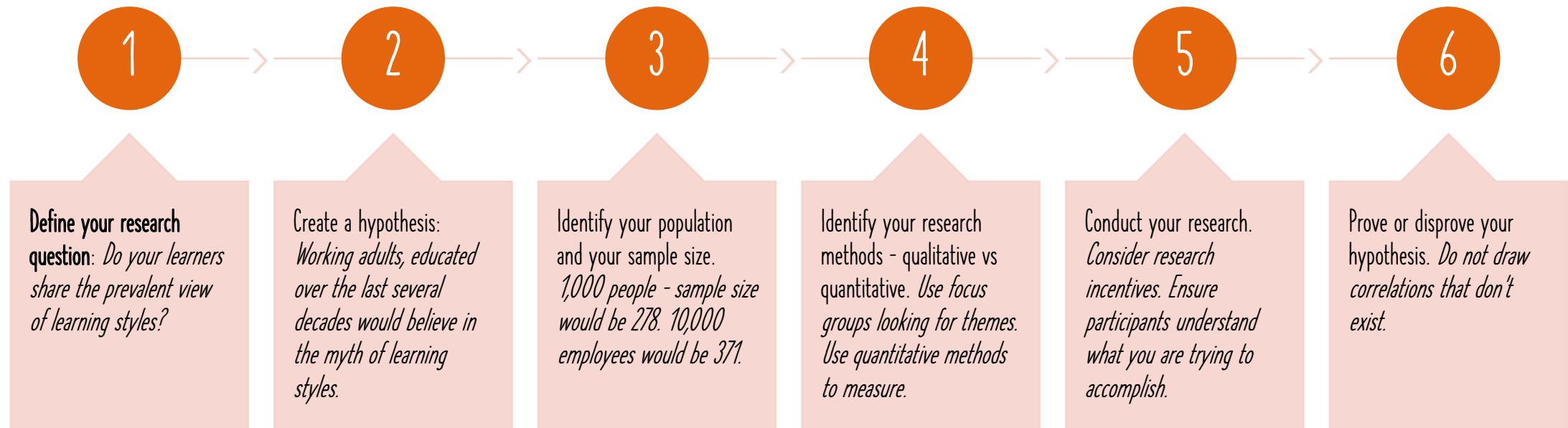


# WHY MYTHS AN OBSTACLE?

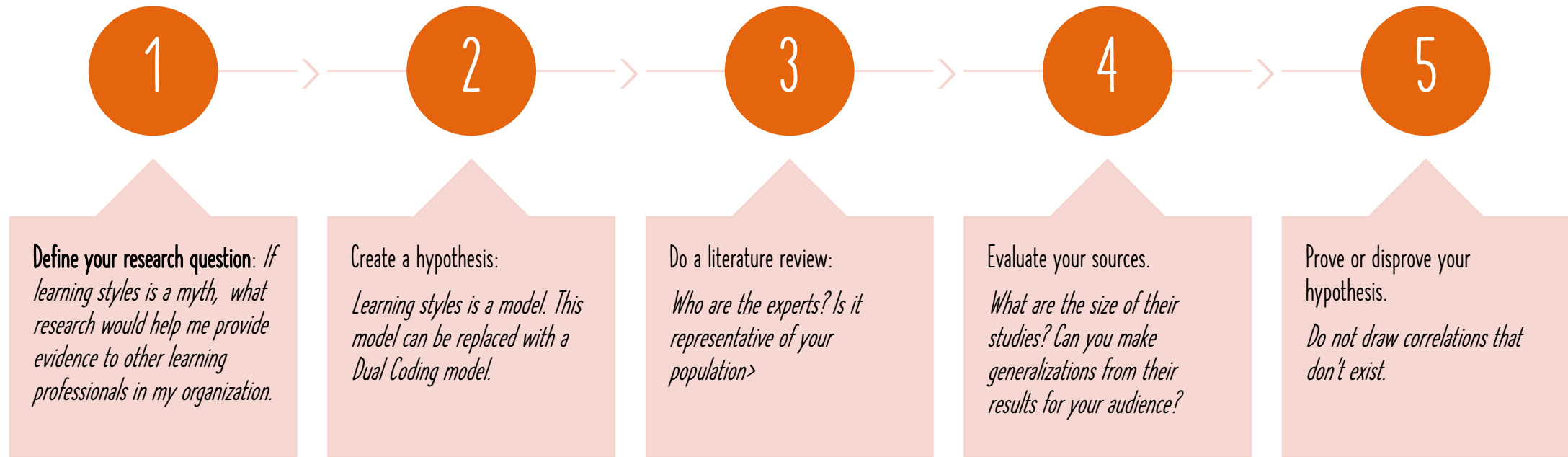
Myths could support **a learning mindset** which could limit an individual's ability to engage in learning experiences.

*Example: if I believe that the learning experience does not match my style, then I will blame the delivery method rather than effectively monitoring or reflecting on my learning performance.*

# ONE SOLUTION: PRIMARY RESEARCH



# ALTERNATE SOLUTION: SECONDARY RESEARCH



# BREAKOUT SESSION

---

Manager complains that your new training program is not working.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)



# OBSTACLE

---

How could an evidence-based learning design remove the obstacle?

# WHAT QUESTIONS DO YOU NEED TO ASK?

---

Collecting Evidence Begins with a Question

# REFLECTING ON THE PROBLEM

---

## Obstacle

- Manager complains lack of effectiveness of training

## Known

- This manager's staff has lowest enrollment and/or completion of any training.
- This manager's staff has lowest enrollment in this particular training.

## Presumed

- Manager knows the current performance outcomes of the class.
- Performance outcomes were established by collaborating with individuals with that expertise.
- Manager says training is not effective translates to no learning transfer.

## Unknown

- *What questions should you have asked during your design? And or deployment of the course?*
- *What questions do you need to ask of this manager?*

## Unknowable

- *Add questions*

# SOME IDEAS

---

## AUDIENCE

- What is the learning mindset of your participants?
- Do they have the skills to learn in this environment? (i.e., technology, learning, etc.)
- What is the learning mindset of your management team?

## OUTCOMES

- Does the course have measurable objectives to reflect learning transfer?
- Is the learning transfer defined as near or far transfer?

## TASK VALUE

- Do participants perceive the learning task as valuable?
- Is the learning task meant to change behavior or deliver new information?
- How often will I perform the job task?

## DELIVERY

- Do the course objectives map to the appropriate delivery method?
- Is the learning transfer defined as near or far transfer?



# THANK YOU



Trudy Mandeville, Ed. D.



Trudy@tcplearning.com



[www.tcplearning.com](http://www.tcplearning.com)