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Learning Delivery Channels
"What to use when?"

A study about best-practices and trends in the learning industry, and a Capgemini University Point of View

People matter, results count.

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INTRODUCTION

Why this Point of View?

This guide is intended for Learning Professionals of Capgemini Group. It provides a point of view on "which learning delivery channel to use when".
This Point of View has been developed based on two elements:

1. A study about learning delivery channel best practices and trends in the industry
2. Capgemini University's level of maturity in implementing each delivery channel.

First, it introduces criteria that can be used to select appropriate learning delivery channels based on the business expectations for a specific learning solution.

Second, it describes a visual framework to position the different learning delivery channels based on the level of learning objectives to be attained and the Capgemini University level of experience with those channels.

Third, it presents a job-aid that will guide learning professionals to select (at a high level) the appropriate learning delivery channels based on top priority criteria.

Finally, this guide provides a detailed description of the delivery channels considered for this point of view. Each channel is described with its key characteristics, when it is most effective, when it is not effective, and current trends.

This guide will be updated regularly to reflect the latest changes in the field of learning.

What are delivery channels?

Channels are the means through which organizations deliver services to customers. In the field of learning and development, delivery channels refer to how the learning interventions are delivered to learners. Examples of delivery channels include Instructor-led classrooms, eLearning and videos.

Why are delivery channels important?

The choice of delivery channel impacts both the effectiveness and the cost of a training program, as well as the speed by which the program can be setup and delivered.

*   **Effectiveness:** depending on the objectives of a course, selecting the right delivery channels will have an impact on how effective the course is. For instance, selecting an eLearning delivery channel to learn how to program will be less effective than an instructor-led classroom or virtual lab delivery channel.
*   **Cost:** there are costs associated with the development and the deployment of learning solutions. Selecting a delivery channel can greatly impact the total cost of ownership of a training program. For example, while the total costs of ownership of a learning solution leveraging online classrooms may be low, the cost of a learning solution utilizing instructor-led classrooms can be high.
*   **Speed:** selecting a delivery channel impacts the speed at which a learning solution can be developed and deployed. The speed of development and deployment are very different. For example, developing an eLearning module may be long, when deploying it may actually be quite fast.

Note that several delivery channels can be combined to support a specific learning solution. For instance, a learning journey can be composed of upfront eLearning modules, followed by an instructor-led classroom session, and completed with an online classroom session. This is a way to leverage the benefits of each learning channel, while managing resource, cost and time constraints.

RECOMMENDED USE OF LEARNING DELIVERY CHANNELS

What are the criteria for selecting delivery channels?

1. **Learning Objectives:** delivery channels can be differentiated based on the level of the learning objective they are best suited for. Learning objectives can be classified in four categories:

   a. Awareness
   b. Understanding
   c. Demonstration
   d. Mastery

2. **Size of target audience:** delivery channels can be differentiated on the basis of the number of learners that must be effectively trained. While e-learning and MOOCs can reach thousands of learners, channels like coaching and mentoring can only be used to train a few participants at a given time. Scale of target audience can be classified as follows:

   a. Low: <30
   b. Medium Low: 30-250
   c. Medium: 250-1000
   d. Medium High: 1000-5000
   e. High: 5000+

3. **Business Imperative:** delivery channels can be classified using the business imperative they support most effectively. Business imperatives can be classified as follows:

   a. Quality: building long-term and sustainable capabilities
   b. Agility: ability to respond rapidly to changes over time
   c. Cost: being the most cost-efficient possible
   d. Speed: short timeframe to deliver business impact

The business imperative should represent what is the top priority of the business owners in order to resolve the business problem at hand. If the business owner chooses one driver, the three others may be impacted. You cannot have all four criteria as top business drivers.

Delivery channels may support one business imperative better than another. Specifically, a delivery channel supporting "speed" as a business imperative must allow for fast development and deployment of the learning solution. A delivery channel supporting "quality" as a business imperative must allow for a superior engagement of the learner and hands-on experiences, so that long-term objectives are met.

- Quality: example of business problem where quality is prime. The way we deliver the product or services we provide to our clients must be predictable, tested, consistent and standardized across the Group. It is a quality issue. To support such quality imperative, we may use more "high touch" delivery channels like Instructor-Led Classrooms and coaching.
- Agility: an example of a business problem where agility and flexibility are prime. Here, the business problem is how to ensure that our employees know about the ever evolving technology trends with a learning solution that can evolve as fast as the trends. To support such an agility imperative, a learning portal where portions of the content can be easily updated by our communities, may be a delivery channel of choice.
- Cost: example of business problem where the prime objective is "cost". By law we must ensure that employees are aware and understand our policies, health and safety procedures, and ethical guidelines – the business problem is how to make it happen in the most cost efficient manner. To support such a cost imperative, and given the scale of deployment, eLearning may be the delivery channel of choice.
- Speed: example of business problem where speed is prime, such as launching a new offering to the market. In this case, the faster we bring it to the market, the more market share we will seize. To support such a speed imperative, a virtual classroom may be the delivery channel of choice.

4. **Type of content and skills:** delivery channels can be classified using the type of content or skills embedded in the course. While channels like eLearning require content that is stable and highly codified, virtual classrooms are more easily adaptable and can support more fluid content/knowledge

that is updated frequently. The content can also be related to behavioral skills such as leadership development or "soft skills".

Higher order thinking is the type of skills that involves the learning of complex judgmental skills such as critical thinking and problem solving. Higher order thinking is more difficult to learn or teach but also more valuable because such skills are more likely to be usable in new situations (i.e., situations other than those in which the skill was learned). Type of content or skills can be classified as follows (see glossary for definitions):

  a. Codified/Stable knowledge
  b. Volatile content
  c. Behavioral Skills
  d. Higher Order thinking skills.

While the 4 categories above represent the most important criteria to select the appropriate delivery channel, additional criteria can also be used:

5. **Speed of development:** delivery channels can be classified by how quickly the learning solutions using them can be developed. Delivery channels like podcasts and videos are very quick to develop, whereas Facilitated Virtual Learning Journeys take much longer and can be quite complex. The speed of development can broadly be classified as per the following scale:

  a. Quick: 2-4 weeks
  b. Moderate: 4-12 weeks
  c. Extensive: 12-26 weeks.

6. **Speed of deployment:** delivery channels can be classified based on the time it takes a learning program to reach the participant and have the desired impact. Speed of deployment not only includes the course duration, but most importantly includes the overall time it will take to reach the total target audience.

7. **Participant access to high speed Internet and latest technology:** delivery channels can be classified based on access criteria for IT networks and technology. Online simulations require good quality Internet bandwidth whereas blogs and wikis can function over slower connections.

8. **Level of participant social interactions:** delivery channels can be classified based on the level of peer interaction during a course. Peer interaction plays a key role in delivery channels like MOOCs and social learning, while for online assessments there is no peer interactions.

9. **Profile of target audience:** delivery channels can be classified based on the profile of the target audience for the program. For the purpose of this document, we have classified the target audience into:

  a. Traditional learner
  b. Modern learner.

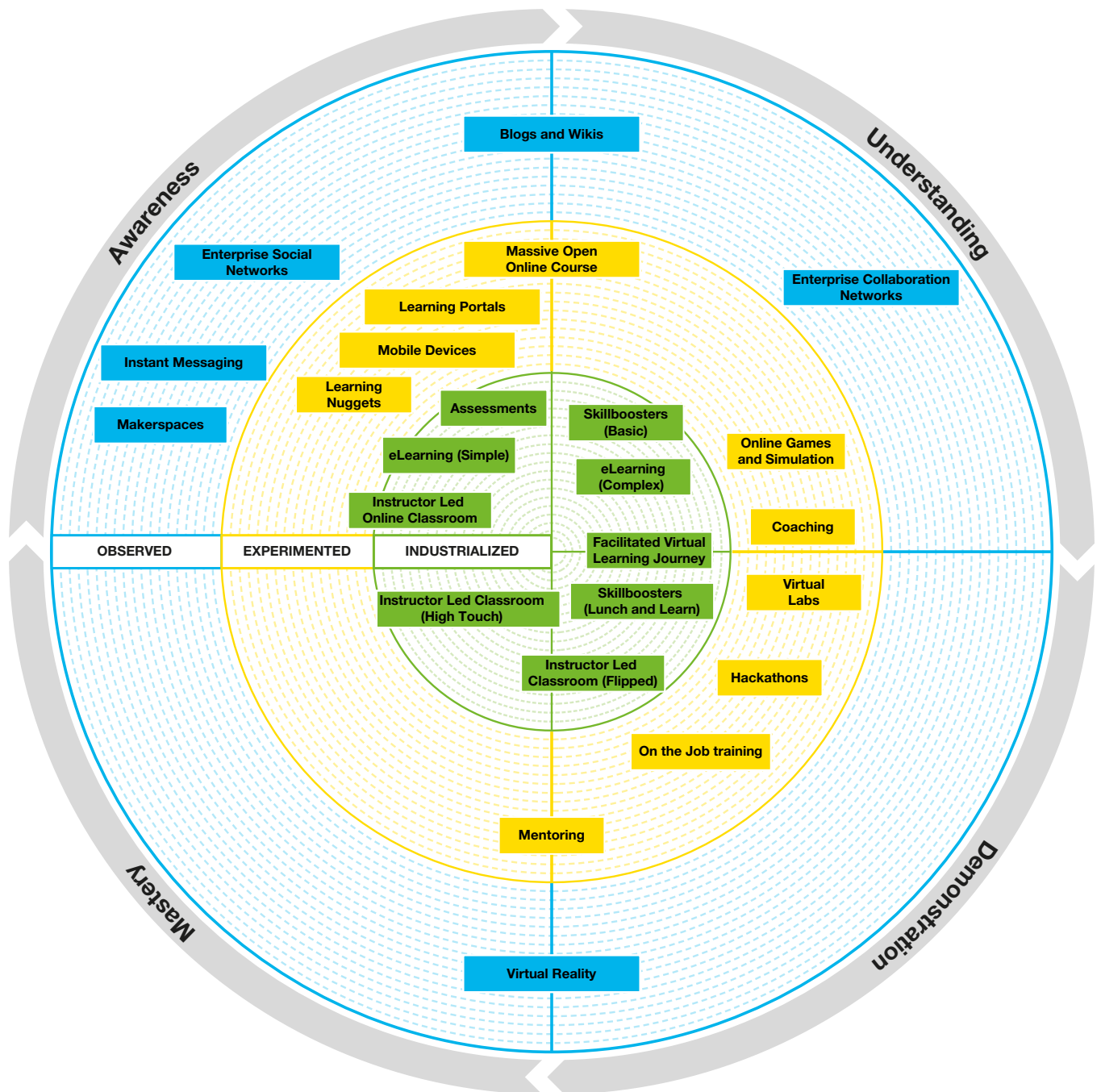# What is delivery channel maturity?

Additionally, for each delivery channel, the level of maturity Capgemini has reached in implementing that delivery channel has been classified as follows:

- **Industrialized:** Capgemini University implements this type of delivery channel regularly. Processes associated with this delivery channel are industrialized. Risks of implementation are minimal.
- **Experimented:** Capgemini University has experimented with this type of delivery channel at least once. Processes associated with this delivery channel are being formalized. Risks of implementation are low to medium.
- **Observed:** Capgemini University has not implemented this type of delivery channel to date; however, other external organizations have reported the use of this delivery channel, which is being observed. Processes associated with this delivery channel are not defined. Risks of implementation are high.

In this document, we will explore the various delivery channels available to deliver training programs. The objective is to provide a point of reference for training designers and help you choose the best delivery channel based on your requirements.

Learning Delivery Channels at a Glance

Awareness

Understanding

Mastery

Demonstration

Blogs and Wikis

Enterprise Social Networks

Massive Open Online Course

Enterprise Collaboration Networks

Learning Portals

Mobile Devices

Instant Messaging

Learning Nuggets

Makerspaces

Assessments

Skillboosters (Basic)

eLearning (Simple)

eLearning (Complex)

Online Games and Simulation

Instructor Led Online Classroom

Coaching

OBSERVED   EXPERIMENTED   INDUSTRIALIZED

Facilitated Virtual Learning Journey

Virtual Labs

Instructor Led Classroom (High Touch)

Skillboosters (Lunch and Learn)

Instructor Led Classroom (Flipped)

Hackathons

On the Job training

Mentoring

Virtual Reality

"WHAT TO USE WHEN": choosing the appropriate learning delivery channel

As a Curriculum Director, an Instructional Designer or an L&D professional, you are often asked to recommend the most appropriate delivery channel to be used to address a particular training need. The table below gives a comparison of the primary criteria that needs to be considered when designing a course. This table can be used as a guide to eliminate learning channels that are not appropriate for a specific business problem and explore the appropriateness of the remaining channels. Based on your requirements, you will be able to select a set of delivery channels appropriate for the course and combine them to create a blended solution that delivers the results you want. This table should be used while developing a business case and in preparation for Rapid Design Workshops.

	Delivery Channel	Learning Objective	Business Imperative	Type of Content or Skills	Size of Target Audience	Delivery Channel Maturity
Face to Face	Instructor-led Classroom (High Touch)	3-Demonstration 4-Mastery	Quality	High order thinking, Behavioural principles	Low	Industrialized
	Instructor-led Classroom (Flipped)	3-Demonstration 4-Mastery	Quality	Stable, High order thinking	Medium low	Industrialized
	Coaching	2-Understanding 3-Demonstration	Quality, Agility	Behavioural skills	Low	Industrialized
	Mentoring	3-Demonstration 4-Mastery	Quality, Agility	High order thinking	Low	Experimented
	Skillboosters (Basic)	2-Understanding	Speed, Cost	Stable, Volatile	Medium low	Industrialized
	Skillboosters (Lunch and Learn)	3-Demonstration	Speed, Cost	Stable, Volatile	Medium low	Experimented
	Hackathons	2-Understanding 3-Demonstration	Agility, Speed	Stable, Volatile	Low	Experimented
	On-the-job Training	3-Demonstration	Quality, Agility	Stable, Volatile	Low	Experimented
Virtual	Instructor-led Online Classrooms	1-Awareness	Speed, Cost, Agility	Volatile	Medium	Industrialized
	Learning Nuggets (Videos, Podcasts)	1-Awareness	Cost, Agility	Volatile, Stable	High	Experimented
	eLearning (Simple)	1-Awareness	Cost	Stable	High	Industrialized
	eLearning (Complex)	2-Understanding	Cost, Quality	Stable, High order thinking	High	Industrialized
	Assessments	1-Awareness 2-Understanding	Quality	Stable	High	Industrialized
	Facilitated Virtual Learning Journey	2-Understanding 3-Demonstration	Quality	Stable, High order thinking	Medium	Industrialized
	Massive Open Online Course (MOOC)	1-Awareness 2-Understanding	Quality, Cost	Stable	High	Experimented
	Online Game and Simulation	2-Understanding 3-Demonstration	Quality	High order thinking	Medium	Experimented
	Virtual Labs	3-Demonstration	Quality, Cost	Stable	Medium high	Experimented
	Virtual Reality	3-Demonstration 4-Mastery	Quality	Stable	Medium low	Observed
Social and Mobile	Learning Portals	1-Awareness	Cost, Agility	Stable, Volatile	High	Experimented
	Enterprise Social Networks	1-Awareness 2-Understanding	Speed, Agility	Volatile	High	Observed
	Enterprise Collaboration Platforms	2-Understanding 3-Demonstration	Cost, Agility	Volatile	High	Observed
	Makerspaces	1-Awareness	Cost, Agility	Volatile	High	Observed
	Instant Messaging	1-Awareness	Speed, Agility	Volatile	Low	Observed
	Blogs and Wikis	1-Awareness 2-Understanding	Cost, Speed	Volatile, High order thinking	High	Observed
	Mobile Devices	1-Awareness	Quality	Stable	High	Experimented

LEARNING DELIVERY CHANNELS in details

INSTRUCTOR-LED CLASSROOMS (HIGH TOUCH)

High touch experiential way of delivering content

Instructor-Led Classrooms (ILCs) are face-to-face learning events where an instructor or facilitator presents material and there is an opportunity for interaction, feedback and hands-on learning or practice. The ILC focuses on leveraging the in-depth expertise of the trainer/facilitator and participants.

Facilitators can structure the ILC to their facilitation style and learners' learning styles. Real time feedback loops, hands-on workshops and exercises, and the ability to create a powerful impact on the learners, make them a very popular delivery channel. ILCs have a high reliance on facilitators and speakers. ILCs work best with codified content since the cost of maintenance is high.

- Best suited for: building ability to demonstrate skills and mastery in topics
- Prioritization: quality is of utmost importance, mostly constrained by costs. Design can be complex and speed to market is low
- Peer interaction: yes, most effectively when participants are able to leverage each other through case studies and workshops
- Learner engagement: high
- Target Audience: Traditional learner

ILCs are most effective when:
- There is interactive in-depth discussion and/or practice with feedback. This facilitates strong comprehension and demonstration of learning content.
- There are networking opportunities
- The group to be trained is relatively small and located in one
- geographical area
- The course can be repeated with little updating
- You want to address participants individually
- The learning content focuses on behavioral skills

ILCs are least effective when:
- Skill level varies among participants
- There is no time to practice/apply skills learned during class
- Large amount of factual program material
- Learners are unable to take time away from work to develop skill/knowledge
- Participants cannot gather in one location (e.g. due to budget or travel restrictions)
- Resources are limited

LEARNING TRENDS
- The Instructor-Led Classroom continues to be the most popular method, accounting for more than half of all training available to employees. However, further future investment seems muted with more investment going into virtual learning.

EXAMPLES
- Champions League Orientation
- Game Changers
- Technovision Masterclass

INSTRUCTOR-LED CLASSROOMS (FLIPPED)

Scalable, content-driven ILC focused on experiential classroom learning

The Flipped Classroom describes a reversal of traditional teaching where students first gain exposure to new material outside of class, usually via reading, listening to podcasts, watching lecture videos, or collaborating with peers in collaborative environments. Class time is then devoted to the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates and contextualized application of skills. Due to the high cost of maintenance, it helps to have codified content for Flipped Classrooms.

- Best suited to: building ability to demonstrate skills and mastery in topics
- Prioritization: quality is of utmost important, mostly constrained by costs. Design can be complex and speed to market is low
- Way of learning: asynchronous learning prior to classrooms session and synchronous learning in the classroom
- Peer interaction: yes, most effective when participants are able to leverage each other through case studies and workshops
- Learner engagement: high
- Target Audience: Traditional and Modern learner

Flipped classrooms are most effective when:
- Learners' ability and motivation to self-develop is high
- Learners have easy access to learning content
- You leverage curated content
- Content needs frequent updating

Flipped classrooms are least effective when:
- Learners' ability and motivation to self-develop is low
- Instructors are unfamiliar with delivering training where there is more focus on higher order thinking skills

LEARNING TRENDS
- As the flipped class becomes more popular, new tools may emerge to support the out-of-class portion of the curriculum.
- In particular, the ongoing development of powerful mobile devices will put a wider range of rich, educational resources into the hands of students, at times and places that are most convenient for them.

EXAMPLES
- Consulting Skills Workshop
- EM Practitioner
- Co-Creation Masterclass

Click here to learn more.

COACHING

Creating a customized learning environment to improve short-term performance and effectiveness

Coaching is a process of providing one-on-one guidance to improve an employee's work performance in a specific area. Usually, coaching is directed at employees with performance deficiencies, but it can also serve as a motivational tool for those performing adequately. Typically the supervisor acts as the coach. One-on-one coaching and mentoring creates substantial impact, while wider team practices are still in the experimental phase.

- Best suited to: building understanding of specific situations and activities, leading to the immediate application of specific skills.
- Prioritization: given the one-on-one model, the quality of the learning experience can be excellent. Upfront investment to train coaches to be consistent and skilled at coaching may drive up costs.
- Way of learning: synchronous, since participants learn individually with a dedicated coach
- Peer interaction: minimal
- Learner engagement: high

MENTORING

Creating a customized learning environment to make significant long-term transitions in career or thinking

Mentoring is a form of coaching in which an ongoing relationship is developed between a senior and junior employee. This technique focuses on providing the junior employee with political guidance and a clear understanding of how the organisation goes about its business. Mentoring is more concerned with improving the employee's fit within the organization than improving technical aspects of performance, thus differentiating it from coaching. **Topic Specific mentoring** is a more specialized type of mentoring that can be integrated into training programs where the learning is more focused around a certain program objective and is delivered by a SME (rather than a senior) in the area.

Reverse Mentoring is another specialized program where senior colleagues are adepts and younger colleagues are mentors. This is best applied in situations where senior leaders need to better understand operations, customer preferences or new technologies.

- Best suited to: building demonstration and mastery. Content focuses on developing organizational understanding, and guidance on career development
- Prioritization: given the one-on-one model, quality of the learning experience can be excellent. Upfront investment to train coaches to be consistent and skilled at coaching may drive up costs.
- Way of learning: synchronous, since participants learn individually with a dedicated coach
- Peer interaction: minimal
- Learner engagement: high

COACHING VS. MENTORING

	COACHING	MENTORING
GOALS	Improve job performance or skills	Support and guide personal career growth
INITIATIVE	Coach directs learning	Mentee is in charge of learning
VOLUNTEERISM	Protégé agrees to accept coaching; may not be voluntary	Both mentor and mentee are volunteers
FOCUS	Immediate problems & learning opportunities	Longer term personal development
ROLE	Focus on telling with appropriate feedback	Focus on listening, behavioral role model, making suggestions and connections
DURATION	Short term needs; "as needed"	Longer term

(Source: Coaching and Mentoring – Harvard Business Essentials – 2004)

SKILL BOOSTERS

Short, sharp training sessions to "inject" new knowledge quickly

Skill Boosters are a variation on the Instructor-Led Classroom (ILC). However the duration is limited to anything between 45 minutes to a half or whole day and typically the training only addresses one particular skill. A Skill Booster can be interspersed in a classroom session or within a larger learning event like a campus learning week. They can be run without a Subject Matter Expert (SME) being present in person, but do need a process facilitator able to appropriately position the topic and deliver a teachable Point of View. Skill Boosters work best with stable content – this way, the cost of maintenance is optimized.

- Best suited to: teaching (understanding) core skills in a short time. A modified version of the Skill Booster – a lunch and learn skillbooster – can be used to build more advanced skills in participants.
- Prioritization: fairly quick to implement, moderate cost for development, highly dependent on the quality of facilitator and Subject Matter Experts for the final result
- Way of learning: synchronous
- Peer interaction: minimal
- Learner engagement: high

Click here to learn more.

HACKATHONS

Self-guided innovative learning experiences driving hands-on group learning

A hackathon is an event in which practitioners and others involved in project development including subject matter experts, programmers and project managers, collaborate intensively on projects. Some hackathons are intended simply for educational or social purposes, although in many cases the goal is to create usable software. Some hackathons focus on a particular platform such as mobile apps, a desktop operating system, web development or video game development.

The use of hackathons in learning is an emerging trend; it is truly about design thinking and 21st-century learning. Students work collaboratively within mixed-ability groups to examine problems and come up with solutions.

- Best suited to: demonstrating mastery and creating thought leadership in a particular topic.
- Prioritization: high on cost, quality and speed until a more industrialized approach is developed.
- Way of learning: synchronous. Participants learn in a project-based, problem-solving learning mode, creating innovative solutions for real world problems through teamwork.
- Peer interaction: very high - when participants come across an obstacle, the team works together to apply their collective knowledge to design a learning solution.
- Learner engagement: high
- Target Audience: Modern learner

ON THE JOB TRAINING

'Just in time' peer-to-peer learning

On-the-job training (OJT) uses more experienced and skilled employees to train less skilled, less experienced employees.

- Unstructured on the job training (e.g. an apprenticeship) involves a novice employee working with an experienced employee, who serves as a guide or mentor in an observe-and-imitate training process. The new workers largely learn by trial and error with feedback and suggestions from experienced workers or supervisors. Unstructured on-the-job training often fails to impart necessary skills fully or consistently, because experienced employees are sometimes unable to articulate clearly the proper methods for performing a job or use different training methods each time to train new workers.
- Structured on-the-job training involves a programme designed to teach new workers what they must know and do.
- Best suited to: building learners' expertise in a particular area by leveraging a community and peer group.
- Prioritization: Learners are able to customize learning to their specific needs, so quality is high.
- Way of learning: synchronous and asynchronous. Best used when the learner population is highly dispersed and the organization has limited resources to devote to the initiative.
- Peer interaction: high, because participants learn from each other
- Learner engagement: high

INSTRUCTOR-LED ONLINE CLASSROOMS

Short, virtual classrooms with robust design and delivery processes

An instructor led online (virtual) classroom is delivered virtually with an instructor or facilitator who sets the pace and/or offers interaction. Instructor-Led Online Classrooms can be combined with other elements to create a Facilitated Virtual Learning Journey (FVLJ).

- Best suited to: creating awareness
- Prioritization: quick design and build process once a framework is available. Cost is low due to virtual mode of delivery. Efficient technical support is key to delivering quality virtual classrooms.
- Way of learning: mainly synchronous.
- Peer interaction: minimal but could be integrated through breakout sessions
- Learner engagement: low
- Target Audience: Modern learner

A Virtual Classroom is most effective when:
- Added class discussion may benefit comprehension but F2F interaction is not necessary
- Training must be held virtually
- To raise awareness or understanding amongst a large learner population in a relatively short time
- Training large numbers of individuals; you are able to train some learners synchronously and record the webinar for playback so that other learners can then learn asynchronously
- Content is evolving quickly
- There is insufficient budget to create an e-learning module
- It is part of a FVLJ

A Virtual classroom is least effective when:
- Trying to correct performance issues
- Developing interpersonal skills or targeting behavioral change
- If the learning objective is reliant on visually observing participants' practical application of knowledge or skills
- Learners lack discipline to fully engage in a virtual learning environment
- There is no technical staff available for support

LEARNING TRENDS
- Virtual channels provide high impact to employee performance as L&D seeks to achieve scale across the organization
- Expectations for established virtual channels, such as eLearning and learning portals, are high, while the outlook for further gains from classroom training is muted..

EXAMPLES
- Unconscious Bias
- CloudChoice - WebSeries

Click here to learn more.

LEARNING NUGGETS

Short (< 5 mins), spaced, repetitive learning

A learning nugget is a form of micro learning. Micro learning is a way of teaching and delivering content to learners in small, very specific bursts. The learners are in control of what they learn and when. It is made possible with the aid of small, well-planned, bite-sized chunks of units or activities that are short-term, digestible, and easily manageable.Learning nugggets are also effective in supporting spaced repetition over time when combined with quizlets.

- Best suited to: creating awareness about a certain topic, usually the latest trends in a given area
- Prioritization: very quick speed and low cost make this a great delivery channel to roll out training to large audiences quickly
- Way of learning: asynchronous
- Peer interaction: could be made available through social media tools integrated with assets (e.g. rate, share)

A Learning nugget is most effective when:
- Learners are unable to get time off work for training
- Learners need to be able to pace their own learning and go through the content in bite-sized portions
- You want to present the learner with all relevant information in as brief a format as possible
- You want to increase awareness about a topic
- Offered through a learning portal solution

A Learning nugget is least effective when:
- Learners are unable, or lack motivation. to manage their own development
- Developing mental models and cognitive synthesis are important
- The content is complex

LEARNING TRENDS
- The "modern learner" is interrupted as frequently as every 5 minutes and wont watch videos of more than 4 minutes duration
- Training at the point of need is becoming a necessity
- By 2025, the modern learner will make up 75% of the workforce. The average attention span of the modern learner generation is 90 seconds.
- In this scenario, learning nuggets will play an important role in redefining the learning landscape.

EXAMPLES
- Ethics Street

E-LEARNING

Short, interactive modules with validation of understanding

E-learning is a virtual, self-paced delivery channel where the content (packaged as a module) has a set beginning and end; the module will typically mix audio and visual information and allow some interaction with the content (e.g. via a quiz). Due to high cost of maintenance content used should be stable.

- Best suited to: creating awareness about a topic
- Prioritization: optimized cost of the learning experience is a plus for this delivery channel. In more complex programs, cost becomes a factor
- Way of learning: asynchronous.
- Peer interaction: no, participants work on their own to complete the eLearning
- Learner Engagement: depends on the type of e-learning: simple eLearning will have lower learner engagement

E-Learning is most effective when:
- The content has a long shelf life
- The content is used for retraining on a regular basis (compliance)
- You have a diverse participant demographic (numbers, experience, ability, geography)
- You need 'just in time' or self-paced, on-demand learning
- Blended with other delivery modes to replace some classroom content or offered in a FVLJ
- You want to increase awareness and understanding about a topic

E-Learning is least effective when:
- You are trying to correct individual performance issues
- Developing interpersonal skills or targeting behavioral change
- Training involves significant interaction and building relationships
- Learning requires critical thinking skills
- Learning requires immediate feedback
- Learning requires the opportunity to ask questions and have discussion
- Content needs frequent updating
- Content is complex
- There are no course design resources available
- Significant interaction is required

LEARNING TRENDS
- Corporations now report that eLearning is the second most valuable training method that they use. This is no surprise, given that it saves businesses at least 50% of their training budget when they replace traditional instructor-based training with eLearning. It also cuts down instruction time by up to 60%.

EXAMPLES
- Level 1 - Smart Digital Store (responsive design)
- Level 2 – Unified Project Management
- Level 3 - Technovision

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ASSESSMENTS

Modular diagnostics and/or evaluation to drive personalized learning

Assessments allow trainers to diagnose the learner's readiness for a particular program or assess the learner's mastery of content through scenario-based, auto-graded assessment modules that produce data reports designed to help trainers pinpoint the potential in their learners. Assessments free up time so L&D practitioners can focus on providing learners with the knowledge and skills they need to perform to the best of their ability. Assessments are used to personalize the course when used as scaffolding (supporting the learning experience). Assessments can also be used to evaluate the effectiveness of a particular training program.

- Best suited to: evaluating awareness and understanding about a certain topic. Can be used before, during or after a program
- Prioritization: enhances the quality of the learning experience by enabling users to personalize their training experience
- Way of learning: asynchronous
- Peer interaction: can be made available based on the results of the assessments
- Learner Engagement: high

Assessments are most effective when
- Feedback to students is given regularly (while still relevant), and is specific to the task
- Facilitators help participants customize the learning experience based on the results of the assessment
- Results are tracked before and after a program to analyze changes resulting from the program
- It's necessary to test a large number of learners
- They are delivered electronically, so results are available immediately
- Used for online certification

Assessments are least effective when
- Used as a standalone component with no relation to program scope or objectives
- Outputs of the assessments are not integrated into the program

LEARNING TRENDS
- Assessments will become a key component in adaptive learning.
- Organizations will continue to refine their models and the technology used to deliver assessments.
- Assessments will also play an important role in external hiring with 88% of organizations forecast to use assessments for external hiring over the next few years

EXAMPLES
- Engagement Management Level 1 certification
- Consulting Skills Workshop
- Fast Company Quizlet

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FACILITATED VIRTUAL LEARNING JOURNEY

Impactful, blended and guided learning programs

Facilitated Virtual Learning Journeys (FVLJ) are learning programs that can be delivered on a moderate scale (15-200 participants), and run using budgets that are typically lower than for classroom programs. FVLJs are primarily composed of self-directed learning elements and regular synchronous touchpoints. Due to the high cost of maintenance, it helps to have codified content.

- Best suited to: building understanding and demonstrating skills in a topic
- Prioritization: quality of the learning experience is good due to design and delivery considerations. Efficient technical support is key to delivering quality virtual classrooms.
- Way of learning: can be asynchronous and synchronous
- Peer interaction: yes, through assignments and breakout sessions, participants can collaborate and learn from each other
- Learner Engagement: medium
- Target Audience: Modern learner

A FVLJ is most effective when:
- Fairly large content
- Geographically distributed target audience
- The content is delivered in a compressed format over a short duration
- Learners and their managers are engaged
- Time duration is no more than 12 weeks
- Class size is between 15 to 200 people
- It is used to validate content delivered in live sessions

A FVLJ is least effective when:
- Too much content makes the journey more than 12 weeks long
- Assignments and interactions are not managed well, contributing to low content retention

LEARNING TRENDS
- Can be used effectively to deliver prep programs for certifications.
- Small Private Online Course

EXAMPLES
- People Connect
- Leadership Advantage Program
- PMP
- Corporate Open Online Course, or COOC (provided by CorpAcademy)
- Software Engineers of the Future (MOOC)

Click here to learn more.

MASSIVE OPEN ONLINE COURSE

Interactive learning through free, open courses access available via the Internet

A massive open online course (MOOC) is a free, web-based distance learning program designed for participation by large numbers of geographically dispersed learners. MOOCs leverage social connections and interactions between participants to facilitate the exchange and retention of knowledge. They include learning through the use of peer-to-peer collaboration and support, ongoing assessment, competitive scoring, and provide learners with the choice and flexibility they need.

- Best suited to: creating awareness and understanding about a certain topic
- Prioritization: quality of the learning experience is great. Significant investment is required to design and maintain the course.
- Way of learning: asynchronous
- Peer interaction: frequent interaction and sharing through social media tools, peer reviews, group collaboration and automated feedback through assignments, assessments
- Learner Engagement: high
- Target Audience: Modern learner

MOOCs are most effective when:
- Training needs to be flexible and on-demand. Since MOOCs are module-based, they are highly flexible. Learners can access modules and lessons as needed.
- Learners are at different levels. Learners can easily skip over or test themselves on the content they already know; thus, the courses are well suited to groups of learners with different levels of knowledge
- Collaboration is required over long distances. Using a MOOC, companies can simultaneously train employees across the globe, and MOOC platforms provide forums where employees can easily collaborate and network.
- A significant investment of budget and time can be justified upfront
- Content is mostly stable but some components like videos can support volatile content

MOOCs are least effective when
- Participant number is less than 500
- Content is complex and requires participants to build demonstration and mastery
- Learners do not have access to technology
- Learners are unable, or lack motivation, to manage their own development

LEARNING TRENDS
- MOOCs are now entering the "plateau of productivity" where we will see start seeing rationalization of providers and standardization
- MOOCs have yet to prove their worth in a corporate setting. Small numbers of L&D professionals are utilizing MOOCs, which have yet to demonstrate a high impact; investment levels are not set to increase
- Emergence of the Small Private Online Course, designed for smaller audiences but run according to MOOC principles, is a trend to watch

ONLINE GAMES AND SIMULATION

Game theory to drive learning outcomes

Online games and simulation are implementations of game play with defined learning outcomes. Generally, online games and simulation is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter in the real world. The goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning.

While similar, games and simulations are a different breed of learning experience. Online games use the gamification theory that takes game elements (such as points, badges, leaderboards, competition, achievements) and applies them to a non-game setting (e.g. learning interventions). It has the potential to turn routine, mundane tasks into refreshing, motivating experiences. e.g. Engagement Managers' Game. Gamification adoption is relatively widespread, but its impact remains low.

- Best suited to: creating understanding, demonstration and mastery around a certain topic
- Prioritization: high cost and considerable time needed to design and implement. Quality of the intervention can be high and usually requires a moderator to manage the game.
- Way of learning: asynchronous
- Peer interaction: none
- Learner engagement: high

VIRTUAL LABS

Encouraging hands on learning in a virtual environment

Virtual Labs are customised online environments where students are given the opportunity to engage with real technology, work on simulated problems and get real time guidance from experts. Virtual Labs are commonly used in technology training where software providers set up labs where users can come and practice programming or the use of an actual software.

- Best suited to: demonstrating the knowledge of a certain topic
- Prioritization: Quality of the learning experience is enhanced significantly but setting up the labs may require an upfront investment
- Way of learning: synchronous
- Peer interaction: none
- Learner engagement: high

VIRTUAL REALITY

Immersive 3D learning experience

Virtual Worlds are online platforms that create a "virtual simulated environment," allowing learners to interact directly with one another via the use of avatars (an icon or figure representing the learner). Virtual Worlds are used in learning to leverage the potential to engage students, personalize curricula and develop higher-order thinking skills.

- Best suited to: building demonstration skills and mastery in a certain topic. Due to the 3D nature of the learning environment, participants can learn to interact with objects and systems and do real world activities.
- Prioritization: effort intensive to design and develop, long time to market, quality of learning experience can be excellent when delivered properly
- Way of learning: synchronous and asynchronous
- Peer interaction: high, because learners interact in groups and are able to co-create, just like in the real world
- Learner engagement: high

LEARNING PORTALS

Supporting self-directed learning and asynchronous peer-to-peer interactions

A Learning Portal is an online portal containing content that can be consumed by the user as and when they want.

- Best suited to: being a gateway to learning and creating a community for people with similar interests
- Prioritization: cost of developing the platform is a major consideration and depends on the complexity of design and development time
- Way of learning: asynchronous
- Peer interaction: could be made available through social media tools integrated in the portal
- Learner engagement: high

A Learning Portal is most effective when:
- You want a one-stop shop for various learning assets on a particular topic that allows learners to access learning at the point of need
- You want to provide informal social learning interactions such as forums, wikis, and blogs that facilitate collaboration, in addition to traditional Learning Management System (LMS) features
- Learners' ability and motivation to self-develop is high

A Learning Portal is least effective when
- Learners are unable, or lack motivation, to manage their own development

LEARNING TRENDS
- Learning portals are well embedded in the majority of organizations and provide high levels of value.
- Learning portals are proving their worth, with over 25% of learning professionals seeking to increase rollout to more employee segments.

EXAMPLES
- Virtual Campus
- Insights and Data Learner Portal
- Executive Education Portal

ENTERPRISE SOCIAL NETWORKS

Leveraging the collective wisdom of learners to enrich the learning experience

Social networking websites facilitate the finding and sharing of information via a virtual platform. Industry research suggests 70-80% of learning is informal; therefore, including social networking in learning strategies provides for more complete learning environments. These platforms are designed to engage employees while fostering collaboration, communication, knowledge sharing and informal learning. Technology plays a key role in the success of learning via enterprise social networks. In addition to knowledge sharing, some of the key drivers for implementing Enterprise Social Network (ESN) technology (e.g. Yammer, Jive) are reduced travel expenses and increased sales revenues.

- Best suited to: creating awareness and understanding around a certain topic. ESNs can help leverage SMEs to disseminate information very quickly to a large, geographically dispersed learner group.
- Prioritization: ESNs can play a major role in enriching the quality of the learning experience. Implementation cost and time to market can be high though, due to complexity and scale of technical set up
- Way of learning: asynchronous, since participants learn individually
- Peer interaction: very high
- Learner engagement: high
- Target Audience: Modern learner

ENTERPRISE COLLABORATION PLATFORMS

Leveraging the collective wisdom of learners to enrich the learning experience

Enterprise Collaboration Platforms (ECPs) are online platforms that enable closed groups of employees to collaborate on content and projects; features typically include document sharing and management, task assignment, and project status tracking e.g. Sharepoint, DropBox, Huddle.

- Best suited to: all levels of learning. Provides a common place for learners to share and track course related content. ECPs are used to support and enhance the learning process, not deliver the learning solution
- Prioritization: ECPs can play a major role in enriching the quality of the learning experience. Implementation cost and time to market can be high though, due to complexity and scale of technical set up
- Way of learning: asynchronous
- Peer interaction: high, since participants leverage post and co-create content using ECPs
- Learner engagement: low

MAKERSPACES

Self-guided innovative learning experiences driving hands-on learning

Makerspaces also referred to as hackerspaces, hack labs, or fab labs, are community-oriented workshops where enthusiasts (often tech specialists or programmers) gather to share resources and knowledge, work on projects, network, and build. Many are still primarily places for technological experimentation, hardware development, and idea prototyping. Expert advisors may be available some of the time, but often novices get help from other users. This idea of a collaborative studio space for creative endeavors has caught hold in education, where the informal combination of lab, shop, and conference room form a compelling argument for learning through hands-on exploration.

- Best suited to: demonstrating mastery and creating thought leadership in a particular topic.
- Prioritization: high on cost, quality and until a more industrialized approach is developed.
- Way of learning: synchronous. Participants learn in a project-based, problem-solving learning mode, creating innovative solutions for real world problems through teamwork.
- Peer interaction: very high - when participants come across an obstacle, the team works together to apply their collective knowledge to design a learning solution.
- Learner engagement: high

INSTANT MESSAGING

Fast, real-time reach to inform or reinforce learning

Instant messaging offers real-time text transmission over the Internet. It can be effectively used to provide real-time communication to participants about the status of a program or to promote competition in gamified interventions. With the increased use of apps that come with in built notifications, the use of instant messaging in learning has given way to instant notifications on mobile devices.

- Best suited to: creating awareness around a certain topic or informing participants about program status etc.
- Prioritization: very high speed. Cost can vary depending on number and geographical spread of participants.
- Way of learning: asynchronous
- Peer interaction: none
- Learner engagement: low

BLOGS AND WIKIS

Fast, real-time reach to inform or reinforce learning

Blogs, micro-blogs, and Wikis are types of websites that encourages employees to interact by sharing comments, questions, opinions, and content, such as articles, graphics, and videos, on a particular topic. Blogs and wikis allow participants to communicate to a wider audience instantaneously.

- Best suited to: all levels of learning. Provides a common place for learners to share content and opinions.
- Prioritization: if the technology is available, blogs and wikis are quick to implement and the cost is reasonable. However to make them a success, considerable investment of time from the participants and commitment to the cause is required.
- Way of learning: asynchronous
- Peer interaction: high
- Learner engagement: low

MOBILE DEVICES

Mobile Device enabled learning often supported by social and content interactions

Mobile Devices support the use and distribution of learning content that can be accessed via portable devices (smart phones, tablets, etc. and where the user can typically interact with the content. This is learning when you want it, where you want it. Sharing is almost instantaneous amongst everyone using the same content, which leads to the reception of instant feedback and tips.

- Best suited to: creating awareness about a certain topic
- Prioritization: greatly enhances the quality of the learning experience
- Way of learning: asynchronous
- Peer interaction: can be made available through social media tools and integrated with assets (e.g. rate, share)
- Learner engagement: high

Mobile Devices are most effective when:
- Learners are often on the move
- You want to provide performance support at point of need or in the workplace (just-in-time learning) through mobile, bite-sized learning
- Learners are comfortable using mobile technology to learn
- Combined with learning bursts
- Combined with a social media platform to share and interact

Mobile Devices are least effective when:
- Content is very sensitive (security concerns)
- Content is complex and requires longer attention span
- Learners do not have smartphones
- Learners are unable, or lack motivation, to manage their own development

LEARNING TRENDS
- With mobile devices, we have seen the drive from just-in-case learning to just-in-time learning. But the power of open, two-way and always-on technologies means that we are quickly moving to the next generation of just-for-me, or fully personalized learning via mobile.
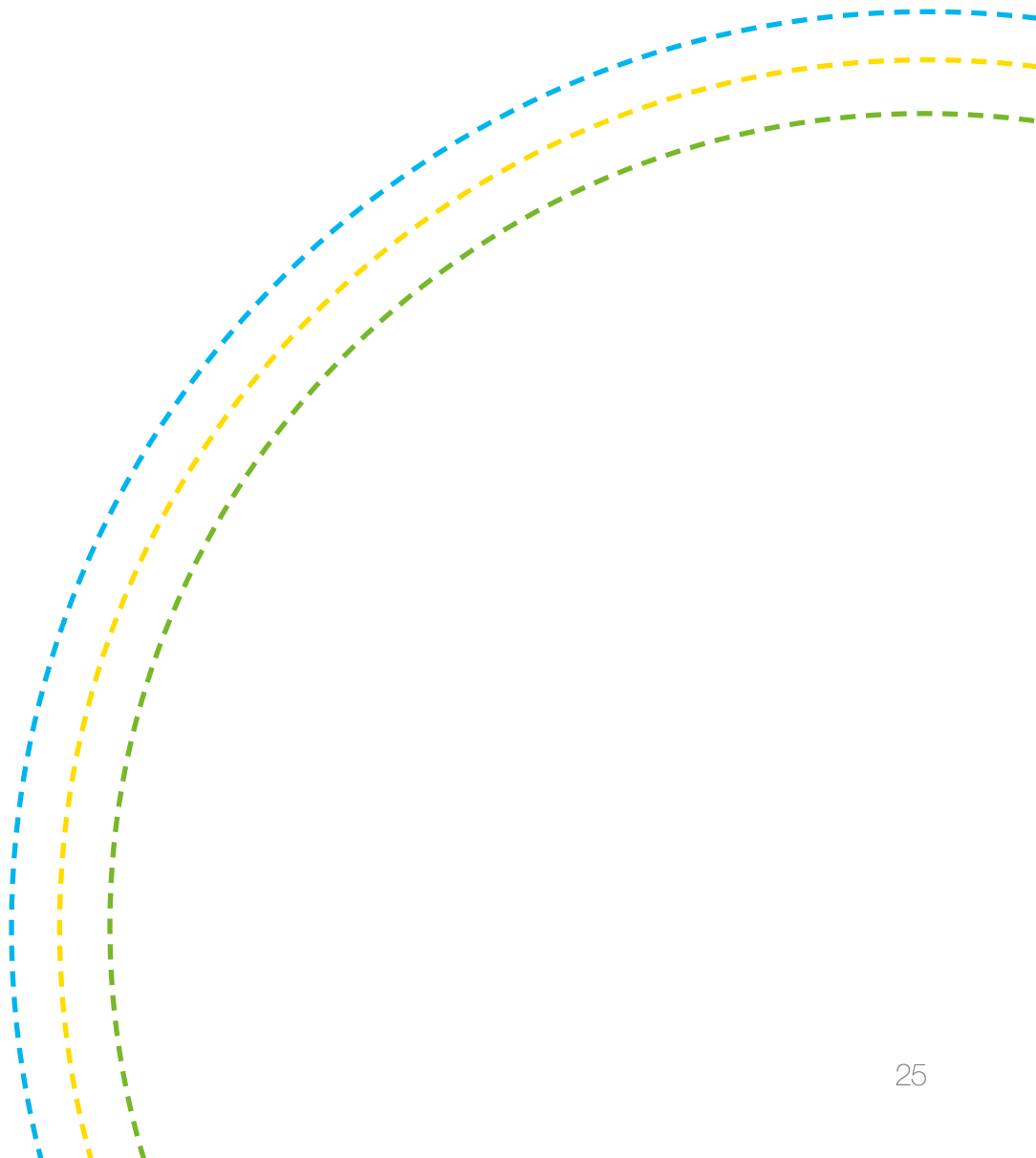
GLOSSARY

4 Levels of Learning in Capgemini

Awareness	The learner knows what he/she doesn't know and is able to find information when they need it
Understanding	Learner can manipulate a concept and look at it from different angles
Demonstration	Learner is able to apply the skills in real life
Mastery	Learner can create or co-create new content or influence thought leadership

There is no direct correlation between competencies and learning objectives – a competency can be mapped to several learning objectives and vice versa. At a high level, competencies and learning objectives can be related as follows:

- Awareness = Baseline
- Understanding = Baseline, Progressing
- Demonstration = Proficient, Experienced
- Mastery = Experienced, Expert

Types of content

Codified Stable	Content has been accepted as a standard in the area and has very little likelihood of changing e.g. methods, templates
Volatile:	Content can develop and change frequently e.g. technology Trends
Behavioral Skills	Content that allows participants to demonstrate specific behaviors on the job e.g. active listening, conflict resolution, emotional intelligence
Higher Order thinking	Content that helps develop critical thinking and problem solving skills

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