

# Why Most eLearning Fails & How to Fix It

Tim Slade



Grow Your eLearning Career  
The eLearning Designer's Academy

 eLearningAcademy.io



“  
I’m not really  
an eLearning  
designer!

”











QUESTION

## Why Does Most eLearning Fail?

Answer the question in chat.

Let's just throw it into a quick eLearning course.

We just need to track and verify they know this info.





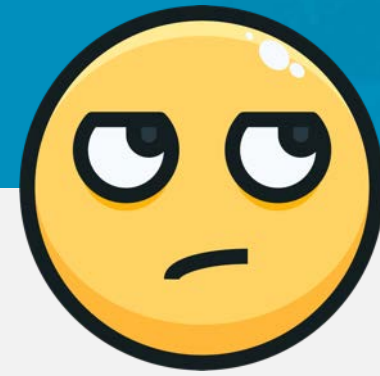
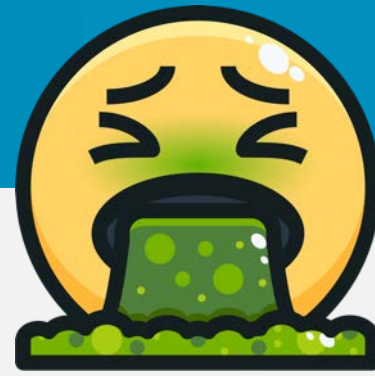
I just loved that  
eLearning course!





## EXPECTATIONS VS. REALITY





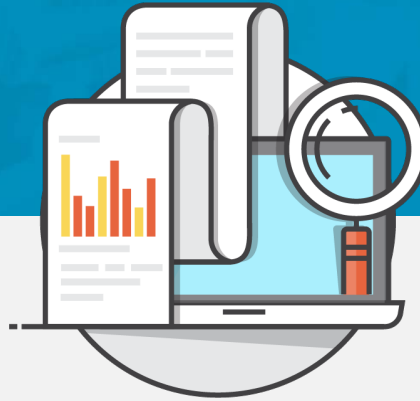
# Why Does Most eLearning Fail?

*...and why does it also suck!*

# Most eLearning Fails Because...



It's not designed for **how people learn.**



It's not the **right solution** for the performance issue.



It's not designed for what **people need to do.**



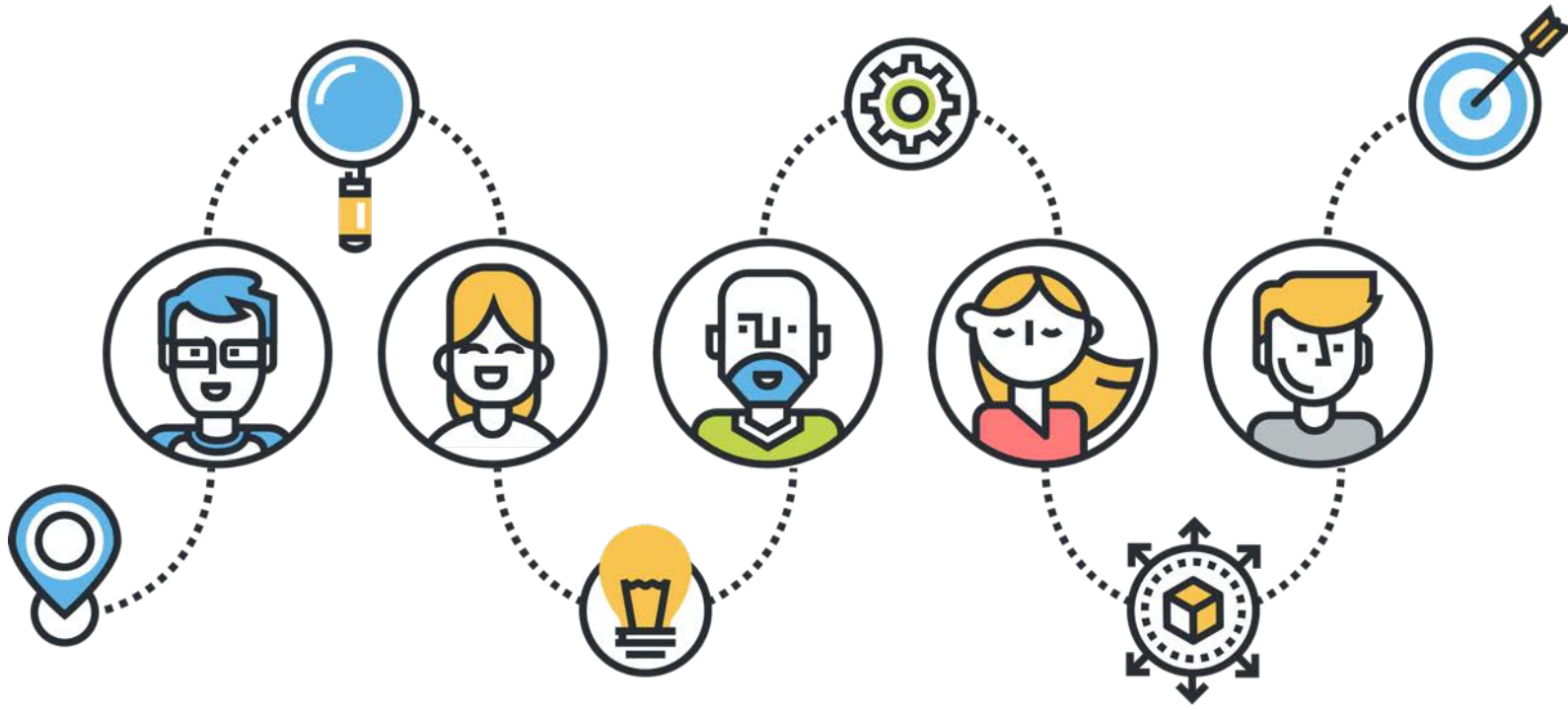
QUESTION

## How Do People Learn?

Answer the  
question in chat.



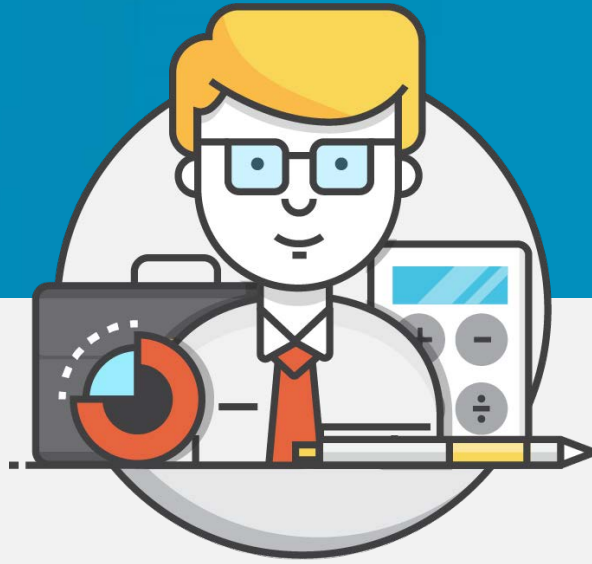




Learning Isn't an Event...

*...It's a Process.*





# How Do ~~People~~ Learn?

*Adults*









ped·a·go·gy

*/ˈpedəˌgäjē/*

The method and  
practice of teaching  
**child** learners.



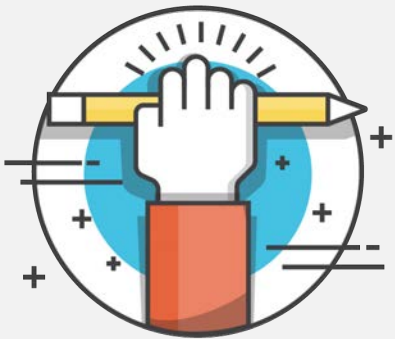
an·dra·go·gy

*/ˈandrəˌgäjē,-gägē/*

The method and  
practice of teaching  
**adult** learners.

# an·dra·go·gy

*/ˈandrəˌgäjē,-gägē/*



The  
Learner



Role of the  
Learner's  
Experience



Readiness  
to Learn



Orientation  
to Learning



Motivation  
for Learning



# Principles of Adult Learning

I learn when I am **involved** in the planning of my learning and development.

I learn through **action** and reflecting on ways to improve my performance.

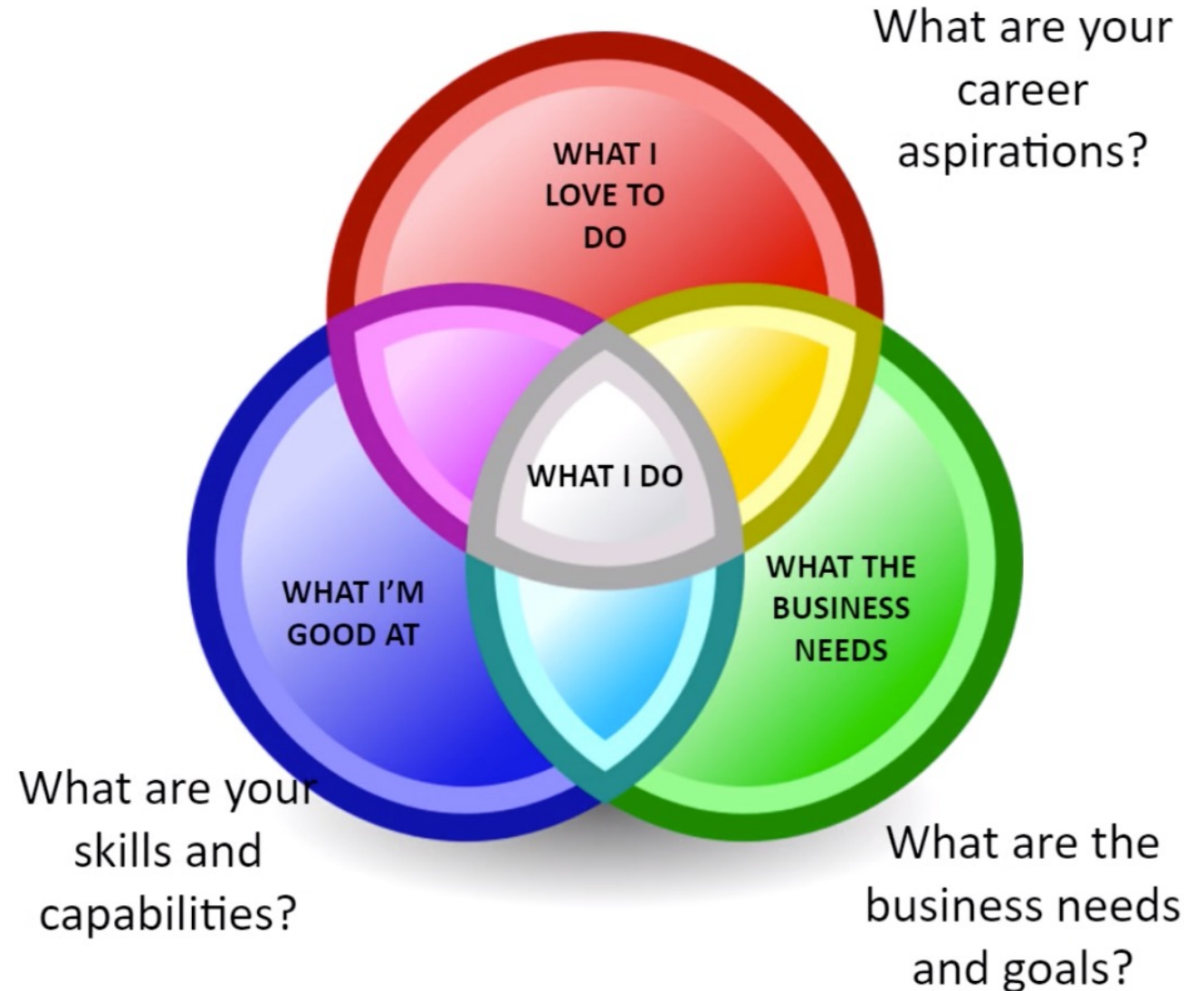
I learn when **challenged** by problems, rather than merely hearing solutions.

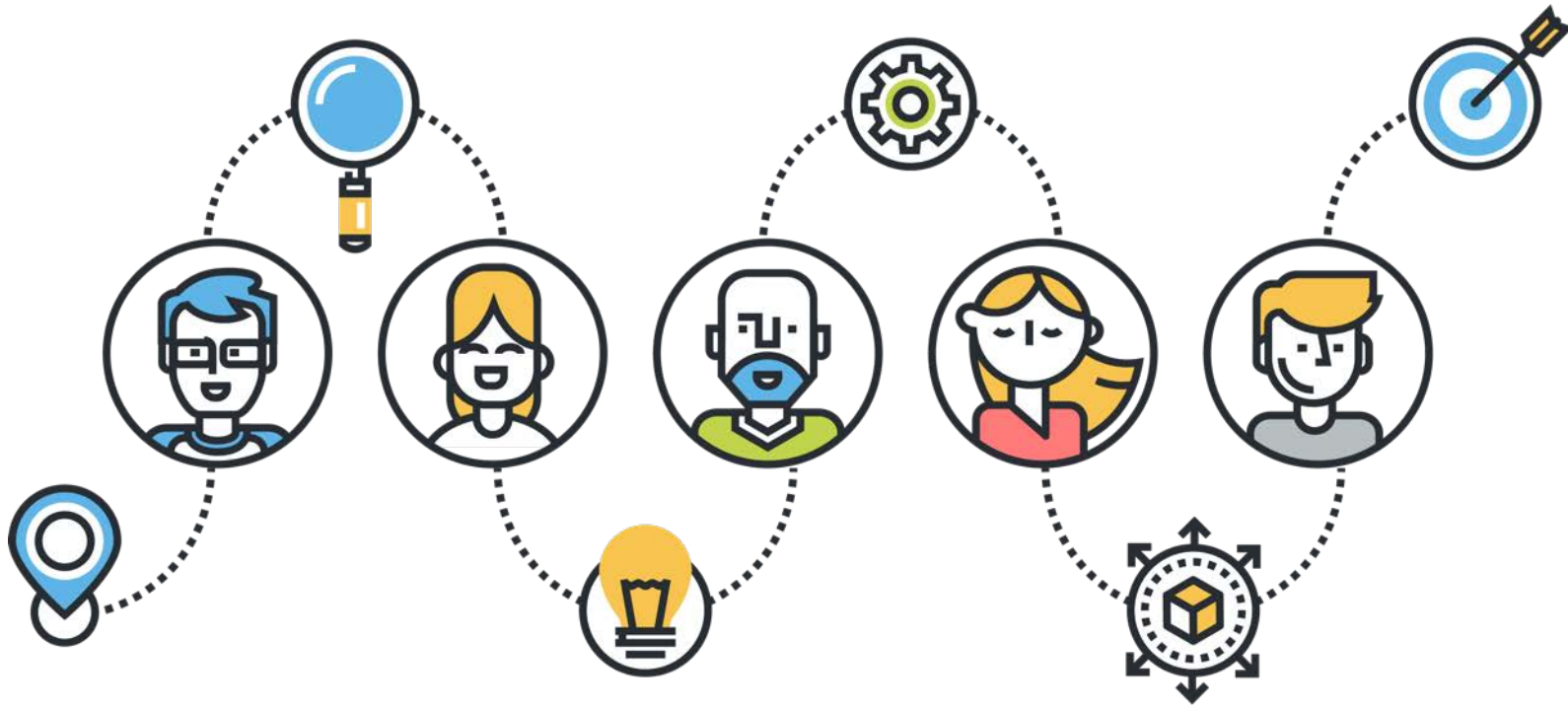
I learn when the subject is **relevant** and is something I care about.



### Leaders and Employees

- Brainstorm development opportunities using the diagram
- Identify 2-3 development focus areas now
- Agree on development plan in upcoming 1:1





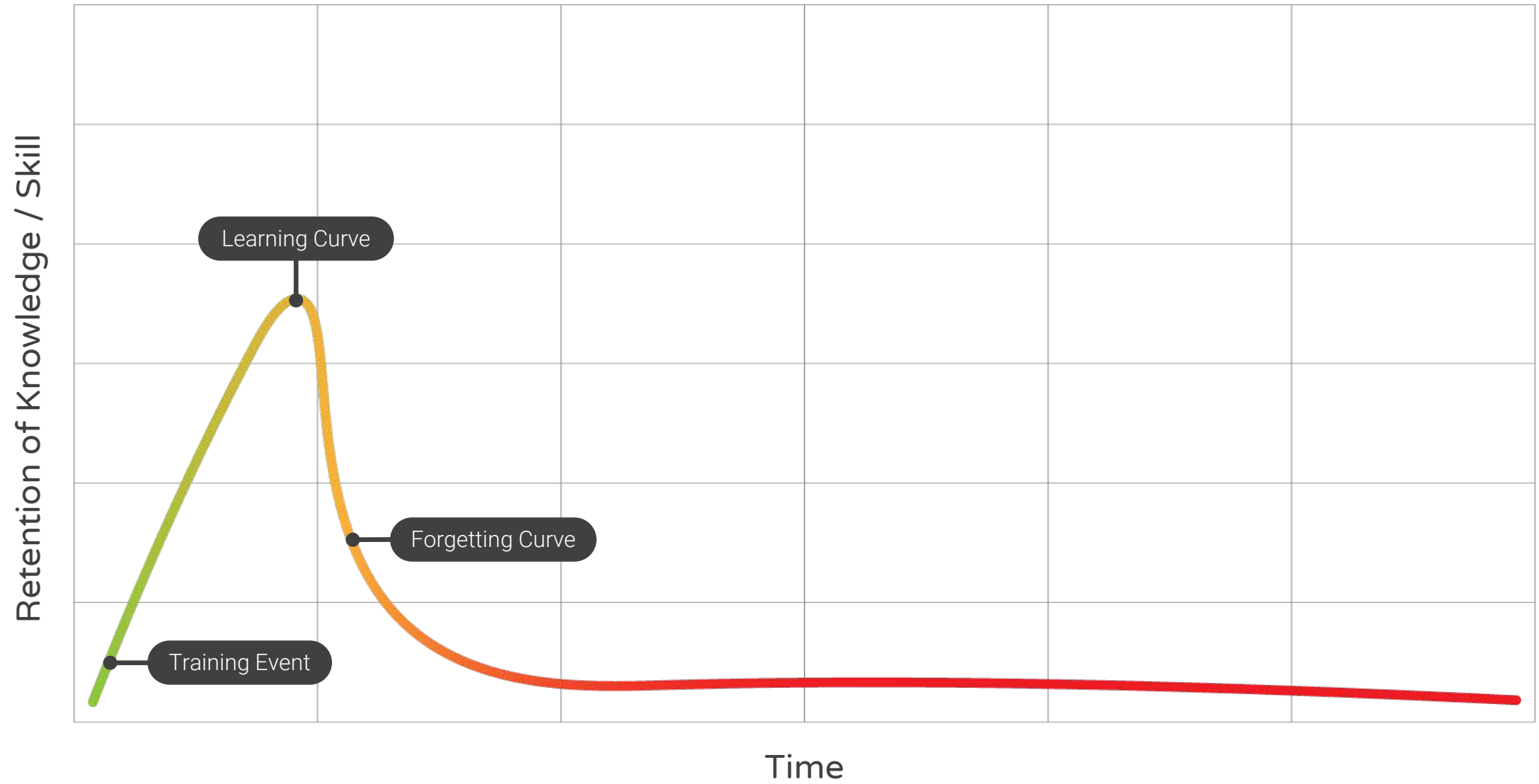
Learning Isn't an Event...

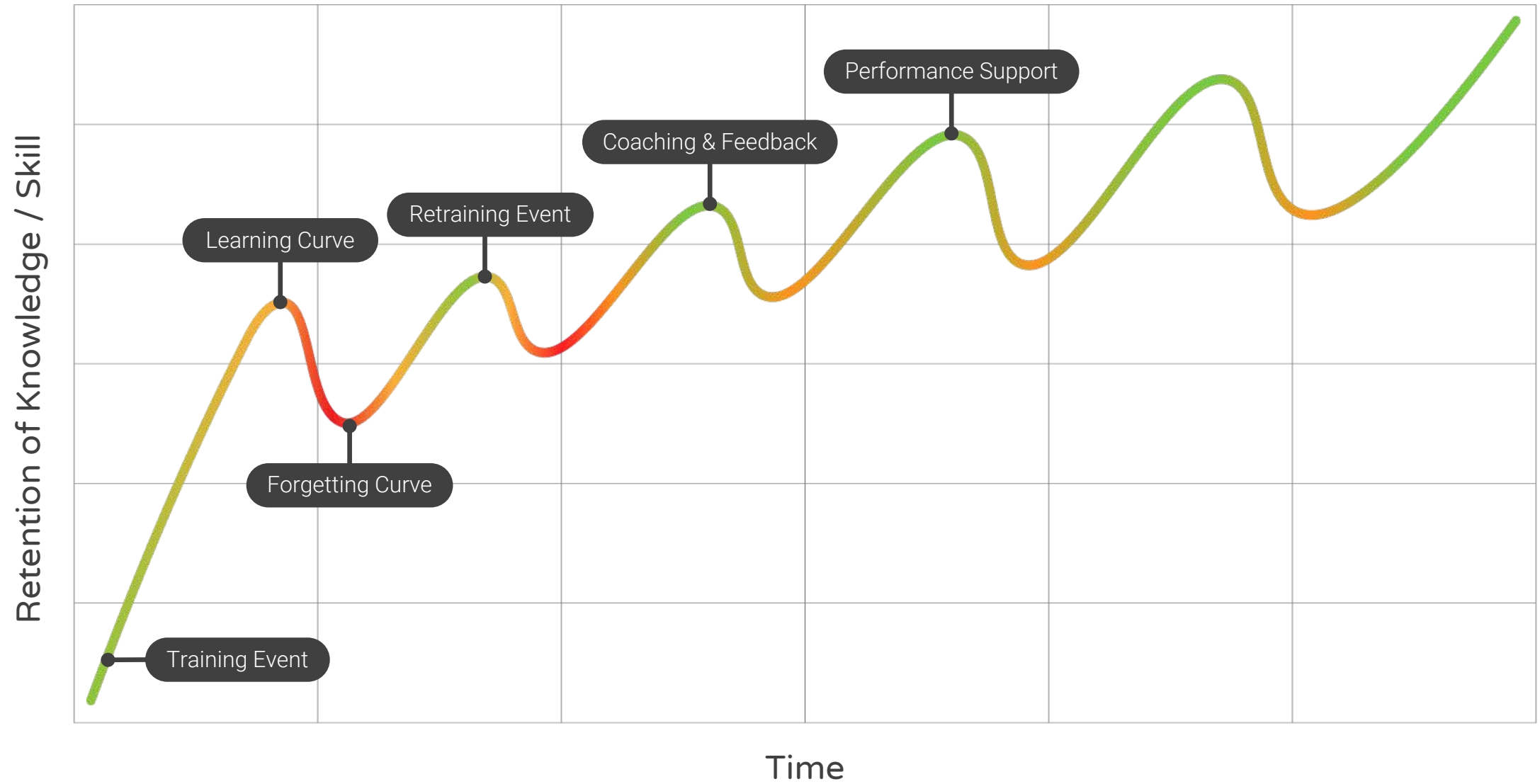
*...It's a Process.*

# Learning is an Ecosystem of Experiences.



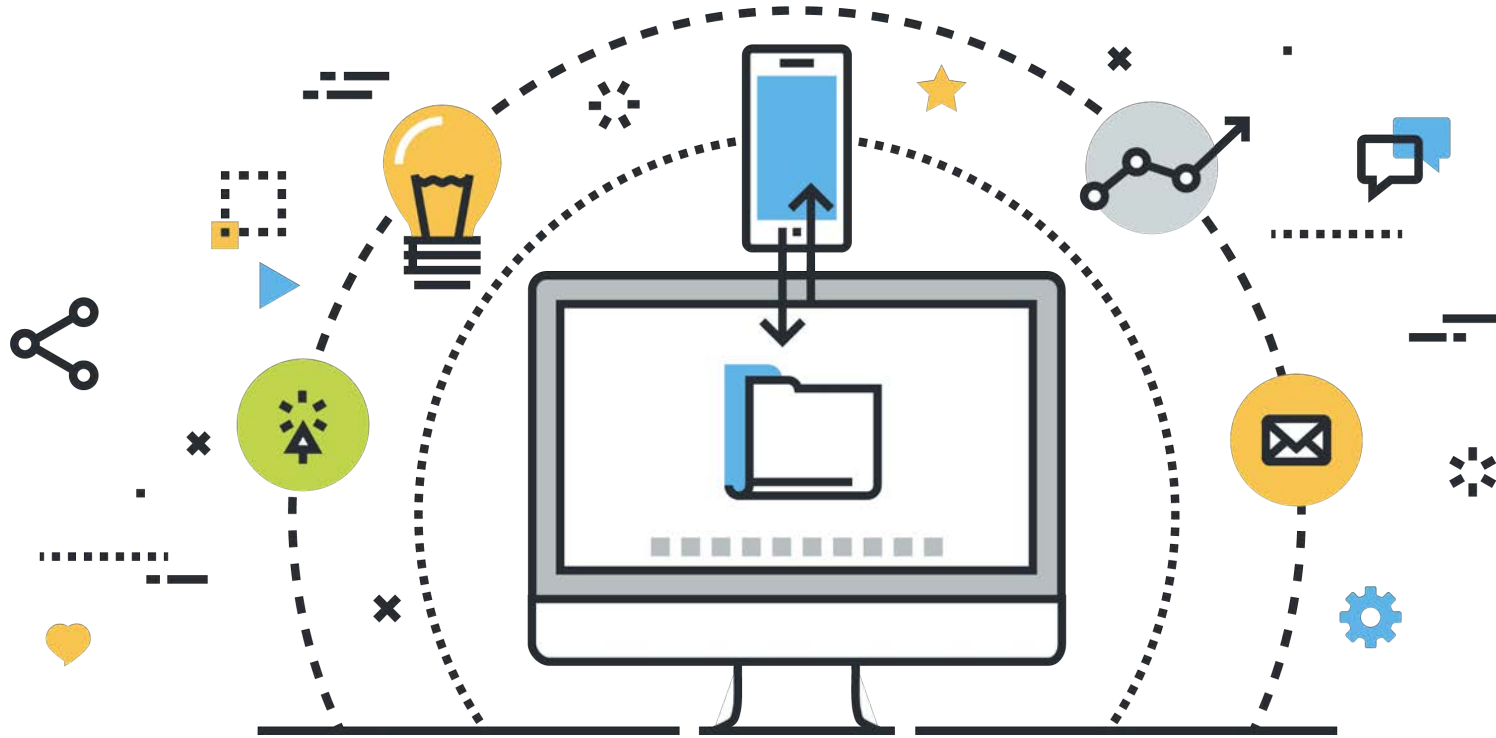








# Make it Blended



Learning Isn't One Thing or Another.



[illegible]

# What Do You Need to Achieve Through the Training Experience?



TRANSFER OF  
KNOWLEDGE OR  
INFORMATION



PRACTICE OF  
TASKS OR  
BEHAVIORS



APPLICATION  
OF TASKS OR  
BEHAVIORS



ASSESSMENT OF  
KNOWLEDGE OR  
PERFORMANCE



JUST-IN-TIME  
PERFORMANCE  
SUPPORT

# Align Learning Outcomes with Various Training Objects

## LEARNING OUTCOMES



TRANSFER OF  
KNOWLEDGE OR  
INFORMATION



PRACTICE OF  
TASKS OR  
BEHAVIORS



APPLICATION  
OF TASKS OR  
BEHAVIORS



ASSESSMENT OF  
KNOWLEDGE OR  
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JUST-IN-TIME  
PERFORMANCE  
SUPPORT

## TRAINING OBJECTS

- Lecture / Presentation
- Explainer Video
- Infographic
- Job Aid
- Article / Blog
- Communications
- Podcast
- Group Discussion
- Observation
- Etc.

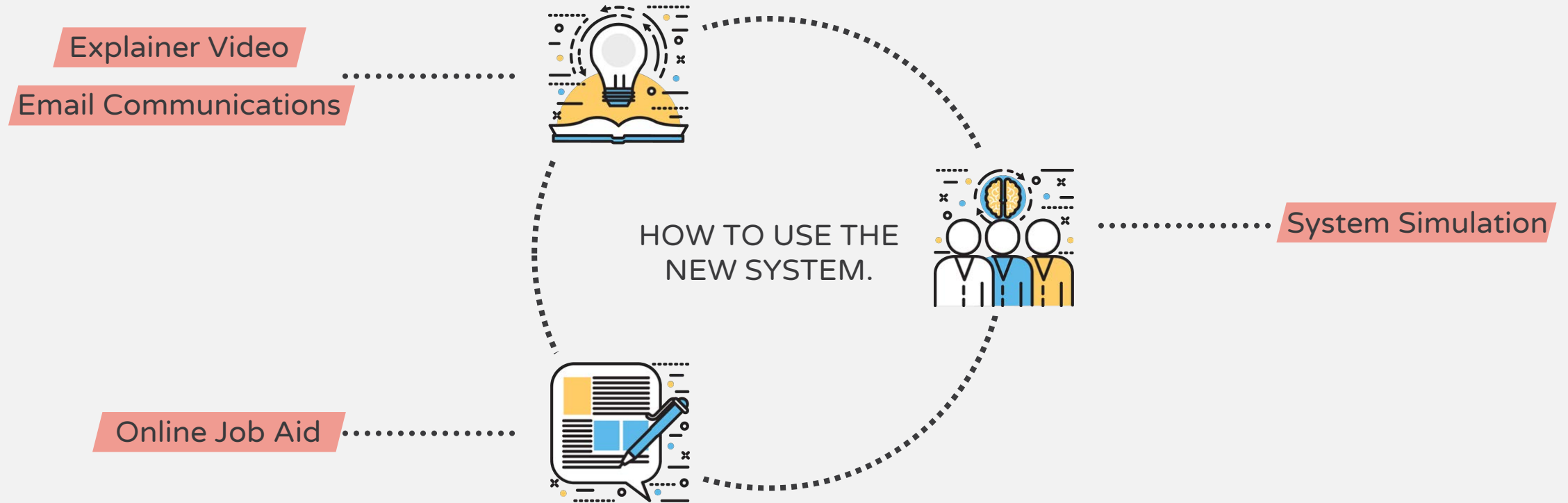
- Roleplay
- Digital Scenario
- System Simulation
- Decision-Based Quiz
- Trial & Error
- Etc.

- System Simulation
- On-The-Job Practice
- Observation
- Coaching & Feedback
- Etc.

- Knowledge- Based Quiz
- Decision-Based Quiz
- Performance Assessment
- Observation
- KPIs
- Etc.

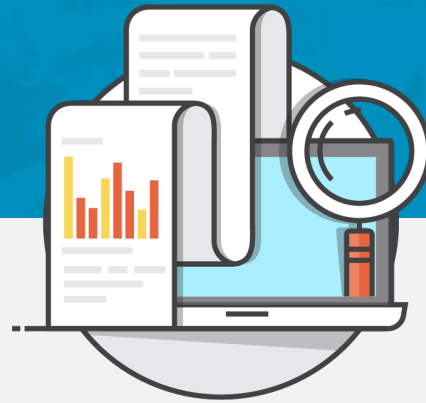
- Job Aid
- Online Resource
- Handouts
- Video Tutorial
- Article / Blog
- In-System Prompts
- Documented Best Practices
- Etc.

# Let's Say You're Launching a New System All Employees Need to Use.





# Most eLearning Fails Because...



It's not the **right**  
**solution** for the  
performance issue.




## QUESTION

When is Training  
the Answer?

^  
NOT

Answer the  
question in chat.

A photograph of two women in an outdoor setting, possibly a cafe or office courtyard. The woman on the right has long, wavy brown hair and is smiling while looking at the woman on the left. The woman on the left has dark hair and is also smiling. Two speech bubbles are overlaid on the image. The first speech bubble, coming from the woman on the right, contains the text 'If we just create some training, then they'll know...'. The second speech bubble, coming from the woman on the left, contains the text 'Riiiiight.'. The background is slightly blurred, showing outdoor furniture and plants.

If we just create  
some training, then  
they'll know...

Riiiiight.

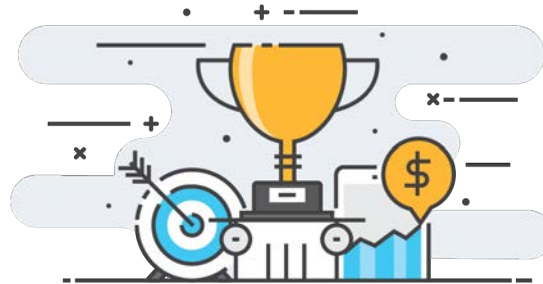
Why Don't Employee  
Perform the Way We Want?



# Why Don't Employee Perform the Way We Want?



KNOWLEDGE



SKILL



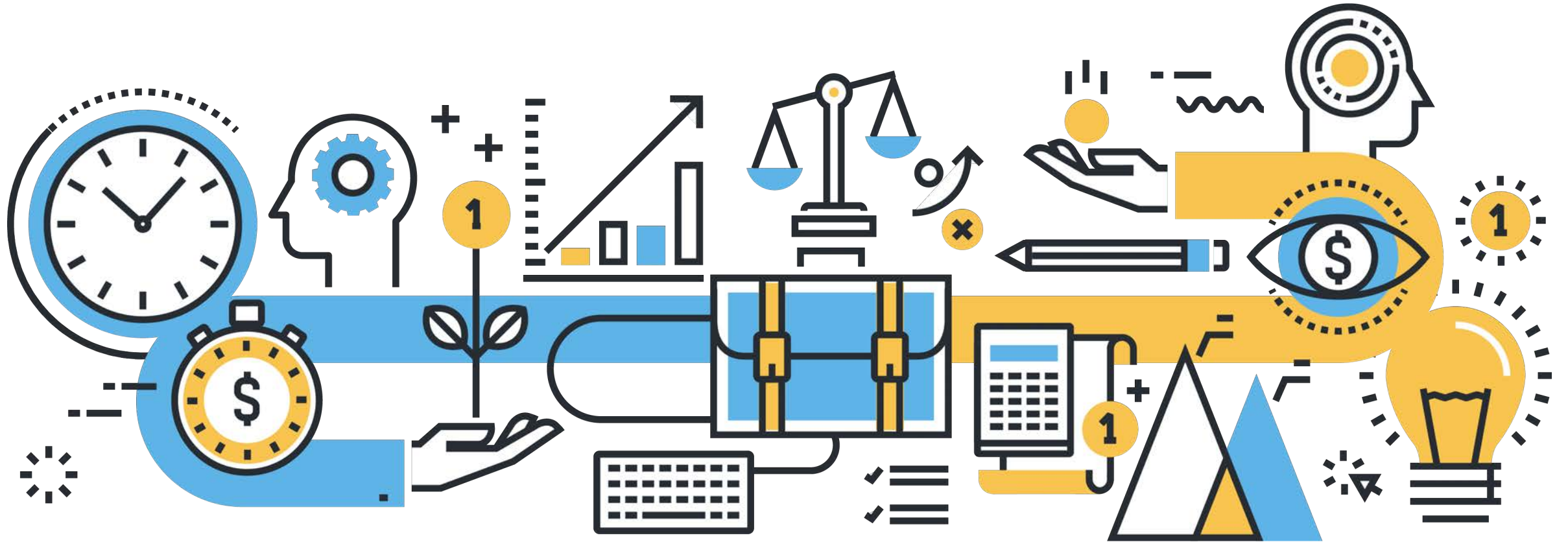
MOTIVATION



ENVIRONMENT

*Which of these can training fix?*

# How Do We Validate the Cause of a Performance Issue?



# Conduct a Needs Analysis



A NEEDS ANALYSIS IS THE PROCESS OF  
EVALUATING A PERFORMANCE ISSUE TO  
DETERMINE THE ROOT CAUSE AND TO  
OFFER ONE OR MORE SOLUTIONS.



IF YOU DON'T KNOW WHY A PERFORMANCE  
ISSUE EXISTS, YOU RUN THE RISK OF  
CREATING LEARNING SOLUTIONS FOR  
NON-LEARNING PROBLEMS.





WHAT ARE  
PEOPLE  
DOING?

WHAT DO WE  
WANT PEOPLE  
DOING?

WHY AREN'T  
PEOPLE  
DOING IT?



Talk to  
Stakeholders

Review Best  
Practices

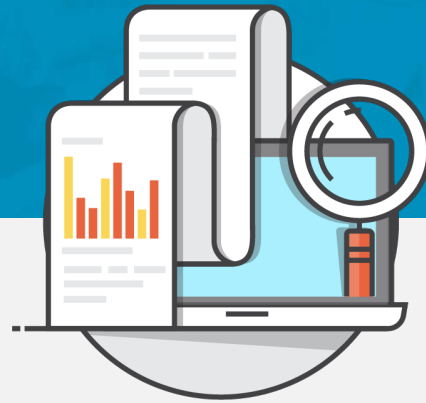
Review  
Data



Talk to  
Employees

Observe  
Employees

# Most eLearning Fails Because...



It's not the **right  
solution** for the  
performance issue.

# Most eLearning Fails Because...




It's not designed  
for what **people**  
**need** to do.

# How Do You Design Performance-Based eLearning?





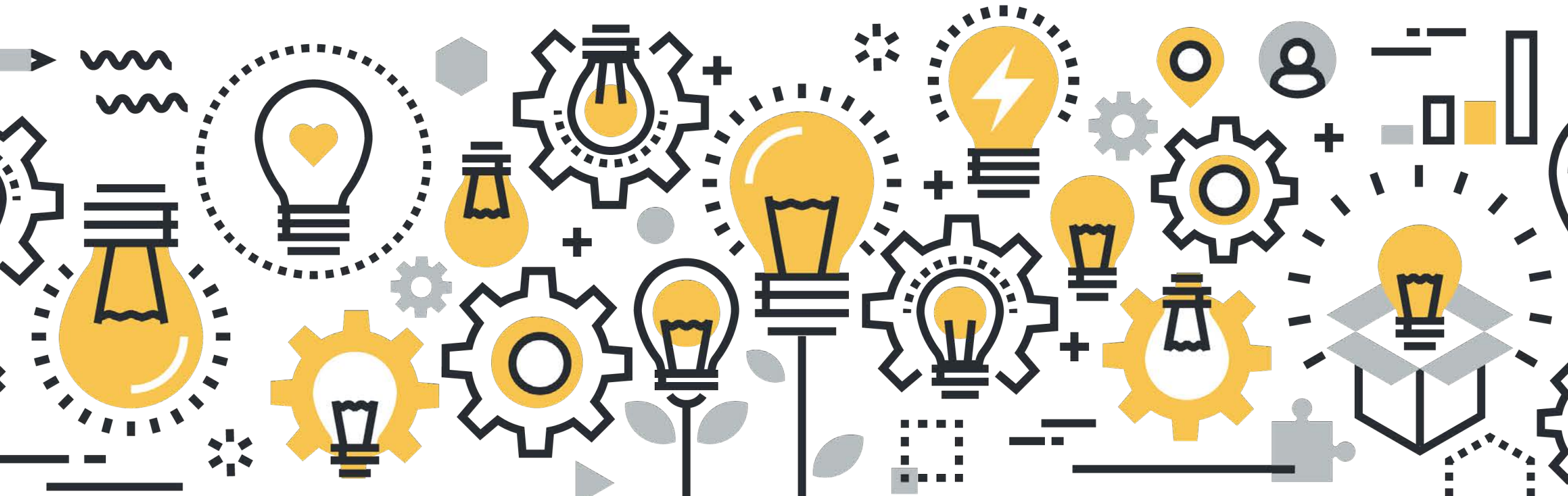


A photograph of two women in an outdoor setting, possibly a cafe or patio, with a blue background. The woman on the right has long, wavy brown hair and is smiling while looking at the woman on the left. The woman on the left has dark hair and is also smiling. Two speech bubbles are overlaid on the image. The first speech bubble, coming from the woman on the right, contains the text 'If we just create some training, then they'll know...'. The second speech bubble, coming from the woman on the left, contains the text 'Riiiiight.'.

If we just create  
some training, then  
they'll know...

Riiiiight.

Your Learners Don't  
Need to Know Anything!



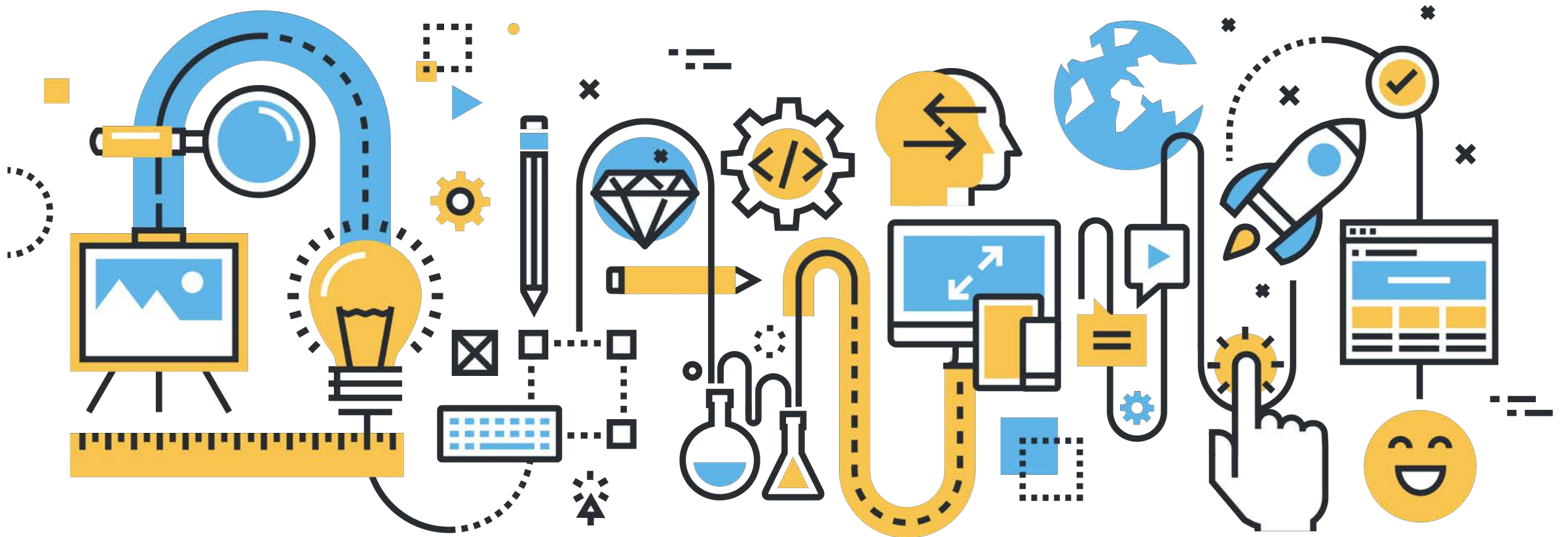








Knowledge & Behavior  
Aren't Mutually Exclusive.



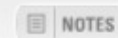
# Design Performance-Based eLearning Interactions.



## Introduction to External Theft

### Shoplifting

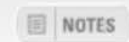
- Shortage
- Customer Service
- Unit System Accuracy
- The Bottom Line



## What is Shoplifting?

### Necessary Facts

- The merchandise taken must be the property of Kohl's.
- The merchandise must be taken.
- The merchandise must be taken without the consent of Kohl's.
- The subject must have the intent to deprive Kohl's of its property.





## The Apprehension Guidelines 5 Steps

### 2 Selection

The second step is: Selection

Once Loss Prevention has observed the suspected shoplifter approach the display or counter, Loss Prevention must observe the subject select and remove the merchandise from the display or counter where the merchandise is kept.

Like the first step, selection is important, as Loss Prevention must be certain the subject did not carry the merchandise into the area or previously purchase the merchandise. Loss Prevention can not solely rely on the word of another store associate regarding selection. Visual observation of selection by a Loss Prevention Associate must take place.





- Writing Great Case Notes
  - Introduction & Review
  - Bad Case Notes
  - The Effect of Bad Case Notes
  - The Effect of Great Case Notes
  - New vs. Repeat Case Notes
  - New vs. Repeat Scenario One
  - New vs. Repeat Scenario Two
  - New vs. Repeat Scenario Three
  - Attributes of a Great Case Note
  - Choose the Best Case Note Sce...
  - Choose the Best Case Note Sce...
  - Create Your Own Great Case N...
  - Course Summary
  - Submit to Transcript
  - Course Survey

# New vs. Repeat Activity

Notes

Identify Caller

Product

Stage

Finish

1

2

3

4

Step 1: Identify Caller

NAME

PHONE NUMBER

Katie Teran

+ 1 4805058800 x ext.

NEXT

Comments 0/1000

Attach File

NEW

Katie Teran CB: +1.4805058800

History 15 ITEMS

A DAY AGO

birving helped Katie Teran

cx can't publish, tried different browser, publish successful

GoCentral-and-Website-Builder

Active

General-Support

## Scenario 1

Katie is calling in today with issues publishing her Website Builder.

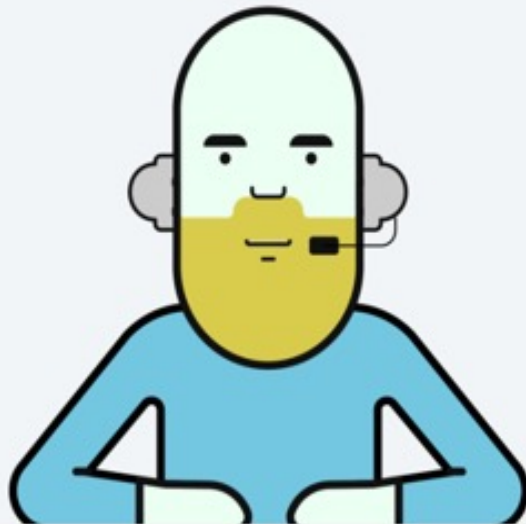
## Using CRM, this is a...

- New Case
- Repeat Interaction



- ▼ Writing Great Case Notes
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  - Choose the Best Case Note Scenario
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  - Course Survey

## Choose the Best Case Note

**NEW**

Lakin Bacon CB: +1.4805058800 Domains Domain Active general-support

Request

Comments:

Drag the best case note here

*cx purchased ifearnone.com a month ago, created FB page two months ago, wanted domain to forward to FB page, not working, spoke with ATS, took 15 mins but issue is the masking, advised customer about the issue, helped remove masking, advise of prop time*

*domain forwarding issues, duplicated, contacted ATS, fixed issue*

*ifearnone.com not forwarding to FB, duplicated issue, chatted ATS, can't use masking with FB, advised cx and helped him set to forwarding w/o masking, advised of 48hr prop time*

**SUBMIT**

- ▼ Writing Great Case Notes
  - Introduction & Review
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# Create Your Own Great Case Note

4 DAYS AGO



ewebb helped Ashleigh Danielson

cx can't access cPanel, tried different browsers, no change, contacted ATS, known issue, advised cx

Repeat Interaction

[Attach File](#)

Type your case note here...

SAVE

CANCEL



- ▼ Writing Great Case Notes
  - Introduction & Review
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  - Choose the Best Case Note Sce...
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# Create Your Own Great Case Note

## How Did You Do?

Compare your case note to our suggest case note.  
Did you include all of the required elements?

### *Your Case Note*

Lorem ipsum dolor sit amet,  
consectetur adipiscing elit, sed  
do eiusmod tempor incididunt  
ut labore et dolore magna  
aliqua.


### *Our Case Note*

Sed ut perspiciatis unde omnis  
iste natus error sit voluptatem  
accusantium doloremque  
laudantium, totam rem  
aperiam, eaque ipsa quae ab  
illo inventore Veritatis.



### Inventory Tag Placement

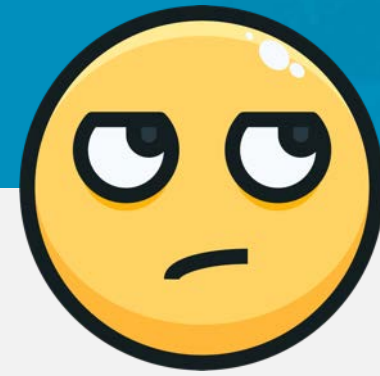
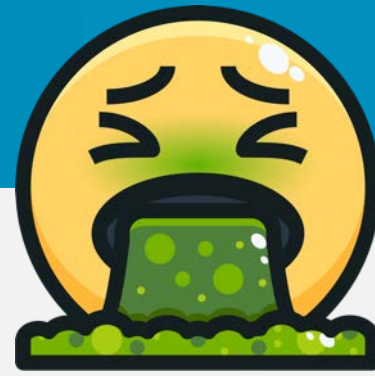
- Inventory tags should be placed in numerical order.
- Inventory tags should be placed on fixtures from front to back, left to right.
- Department walls should be tagged last.

<b>AREA TICKET</b>		
		<b>4701-9</b>
AREA	DEPT.	
NOTES		
<b>AREA TOTALS</b>		
UNIT COUNT		_____
VALUE		_____
# BARCODES		_____
PRINT AUDITOR'S LAST NAME, FIRST INITIAL _____		
WORKSHEET #		_____
VERIFIED BY		_____



## Inventory Shortage





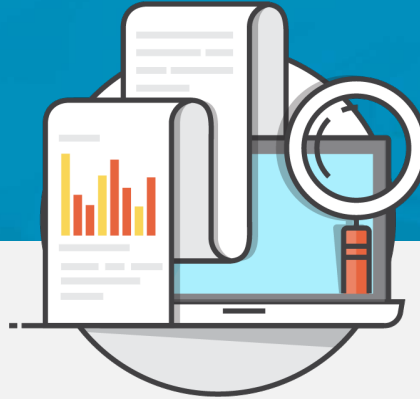
# Why Does Most eLearning Fail?

*...and why does it also suck!*

# The Next Time You Create eLearning, Ask Yourself...



It's not designed for **how people learn.**

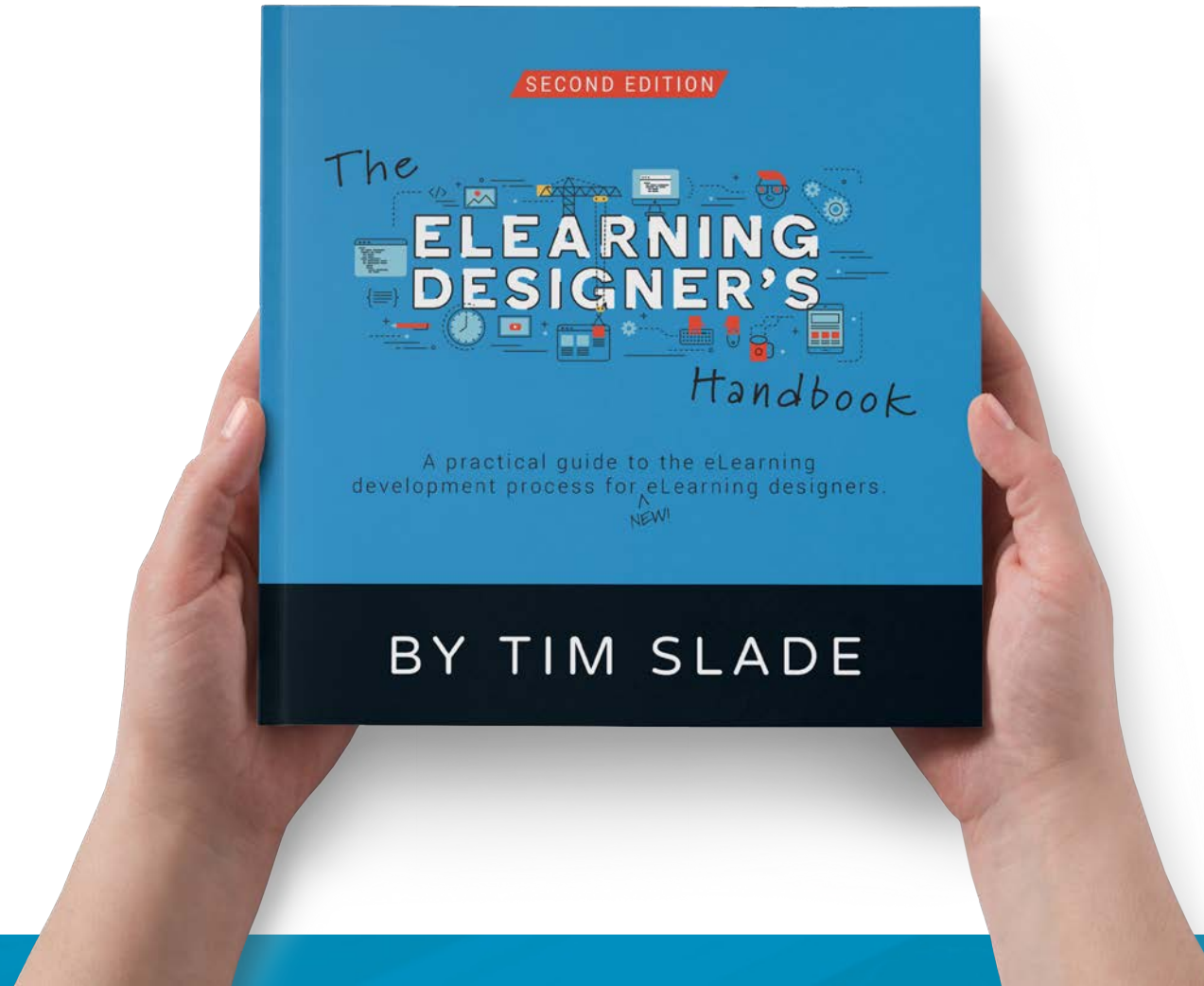


It's not the **right solution** for the performance issue.

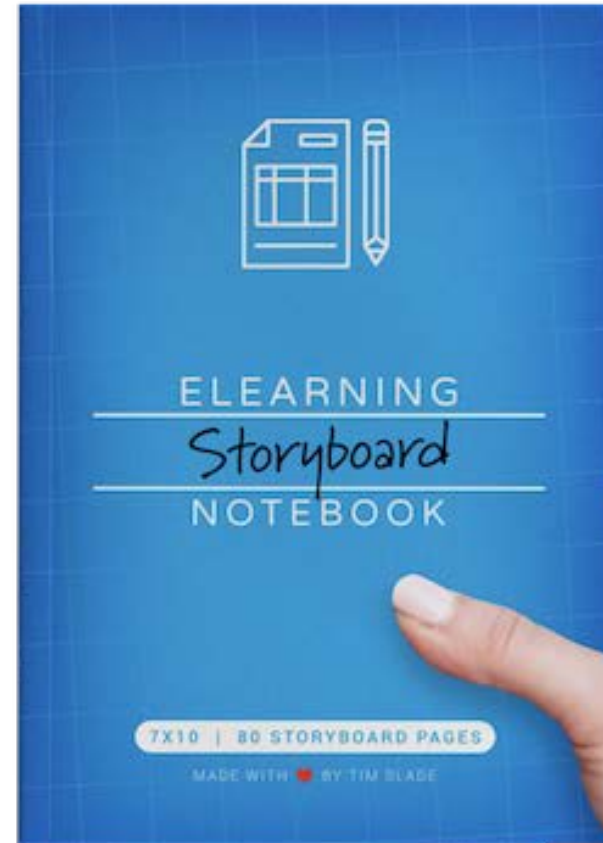
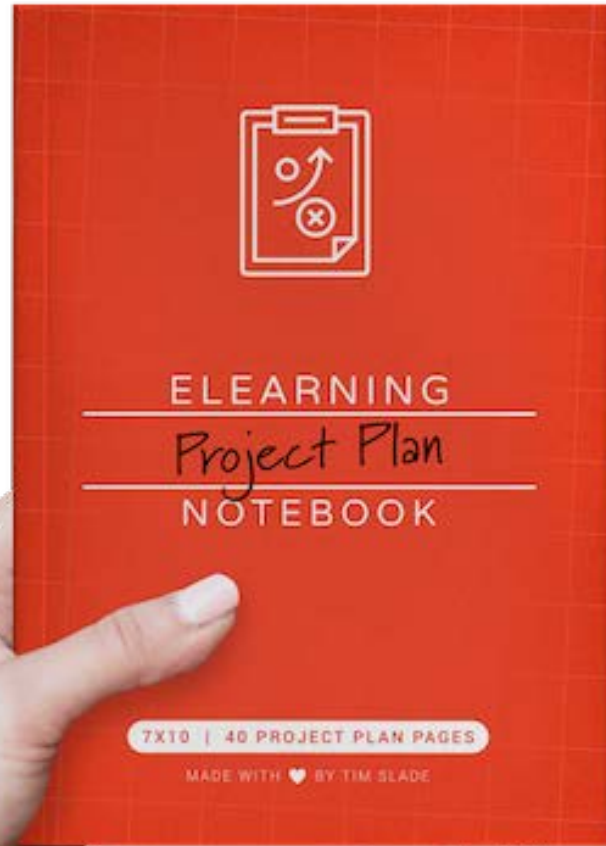


It's not designed for what **people need to do.**

Available in the Conference Bookstore.

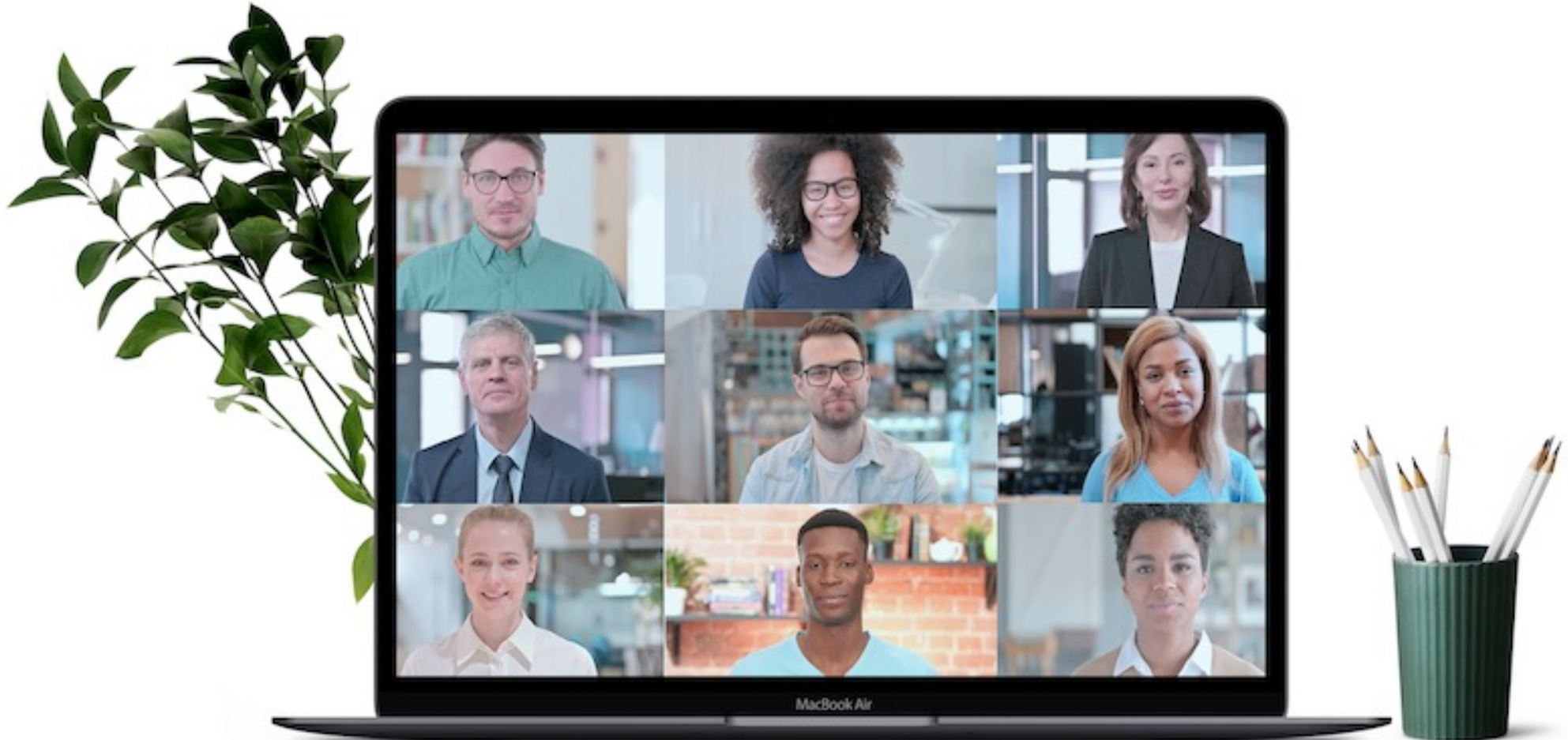


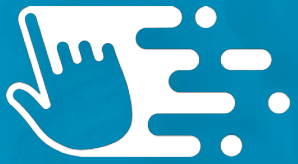
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The eLearning Designer's Academy

 eLearningAcademy.io