



Myths and Realities in Creating Effective Online Ethics Training

*Greater Houston Business Ethics Roundtable
Sept 13, 2005*

*JC Kinnamon, Ph.D.
V.P. Product Development
Midi, Inc.*



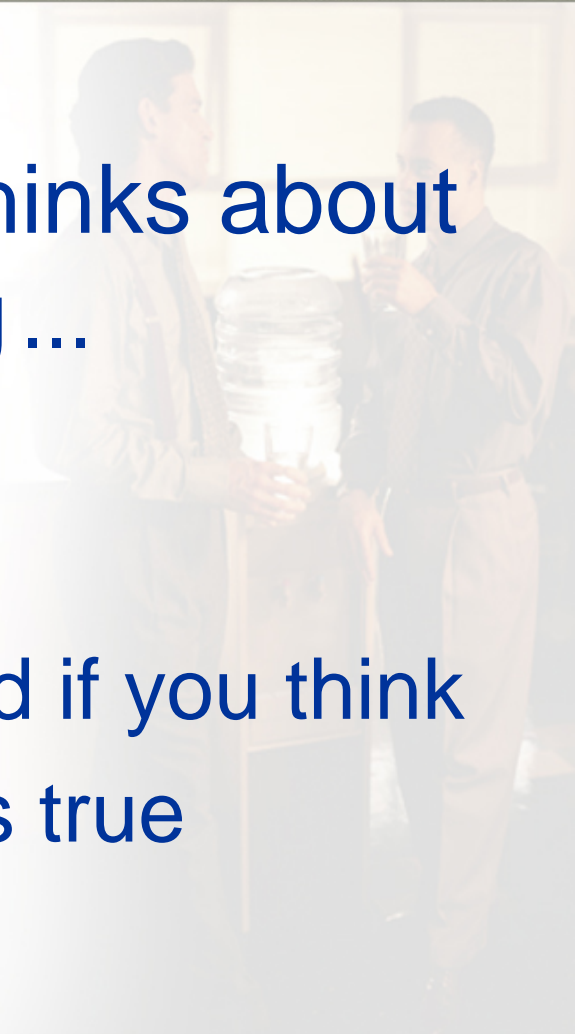


3-Question Poll

Let's see what the group thinks about creating effective training ...



Raise your hand if you think the statement is true





Question #1

True or False?

Empower adult learners with control over their learning environments.

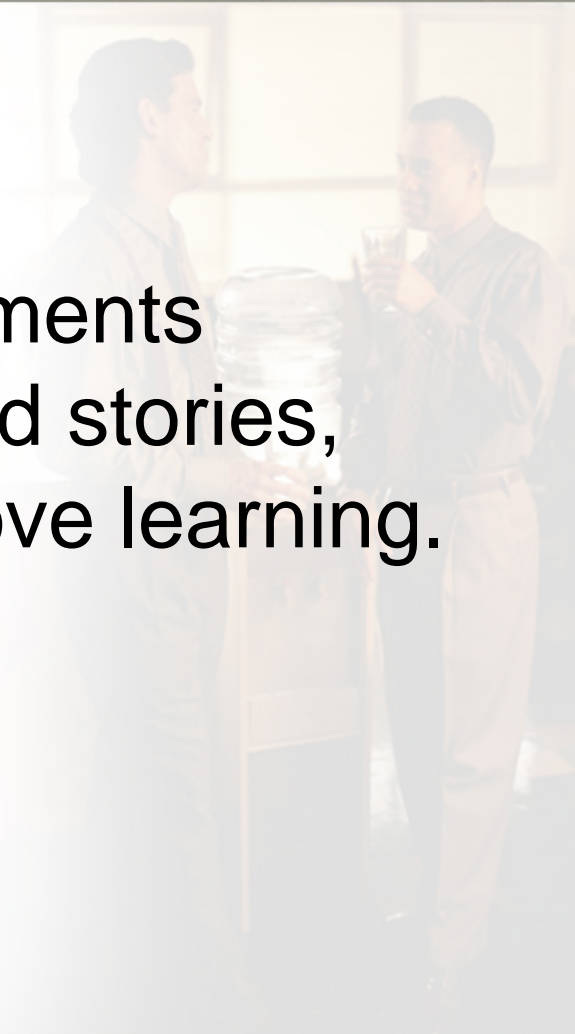




Question #2

True or False?

Offer information-rich environments
(including side-bars, related stories,
background facts) to improve learning.

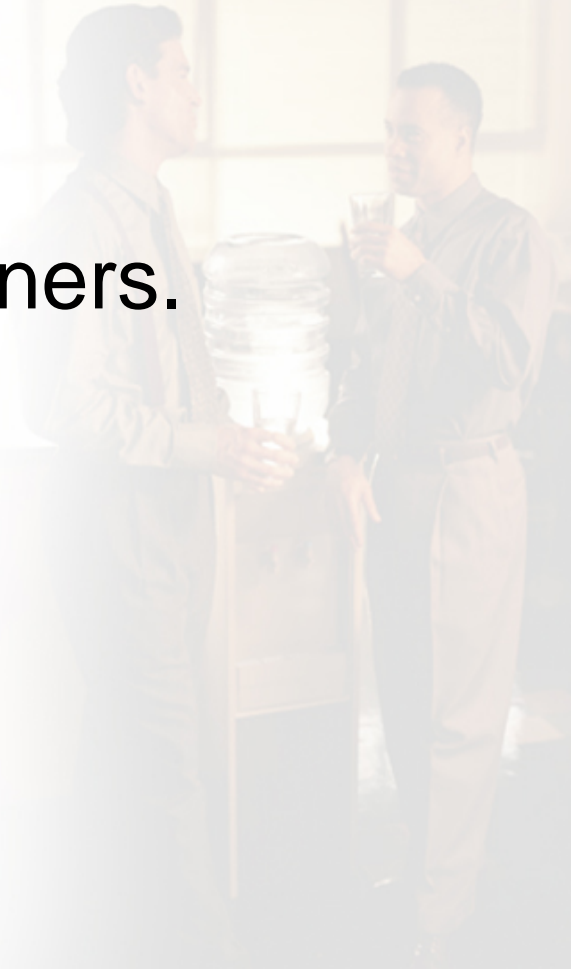
A faded background image of two men in business attire standing near a water cooler. One man is holding a glass of water and they appear to be in conversation.



Question #3

True or False?

Avoid repetition with adult learners.

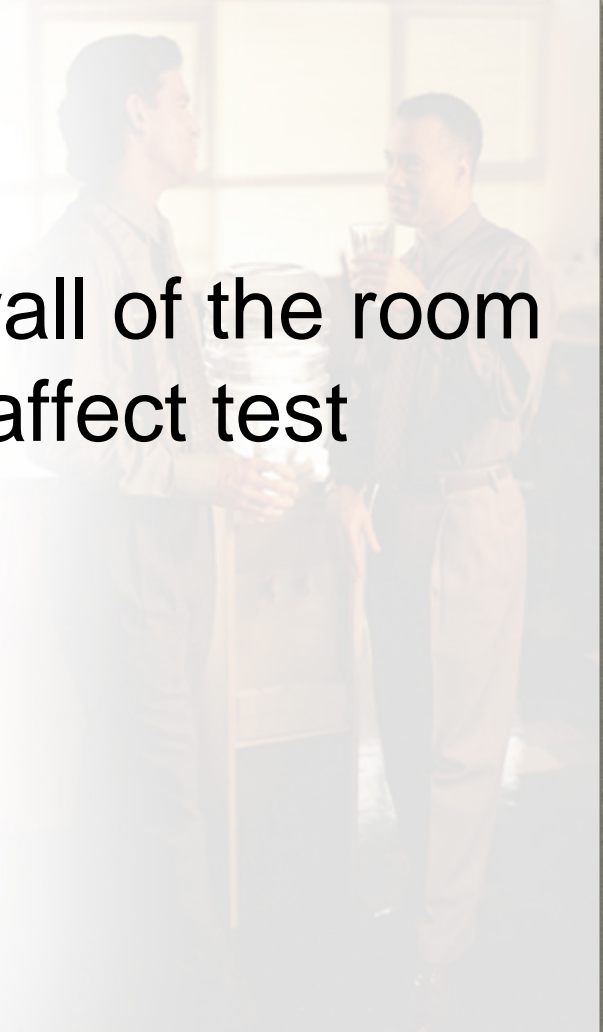




Silly Bonus Question

SILLY BONUS QUESTION:

The color of the paint on the wall of the room where you take a test can affect test performance.

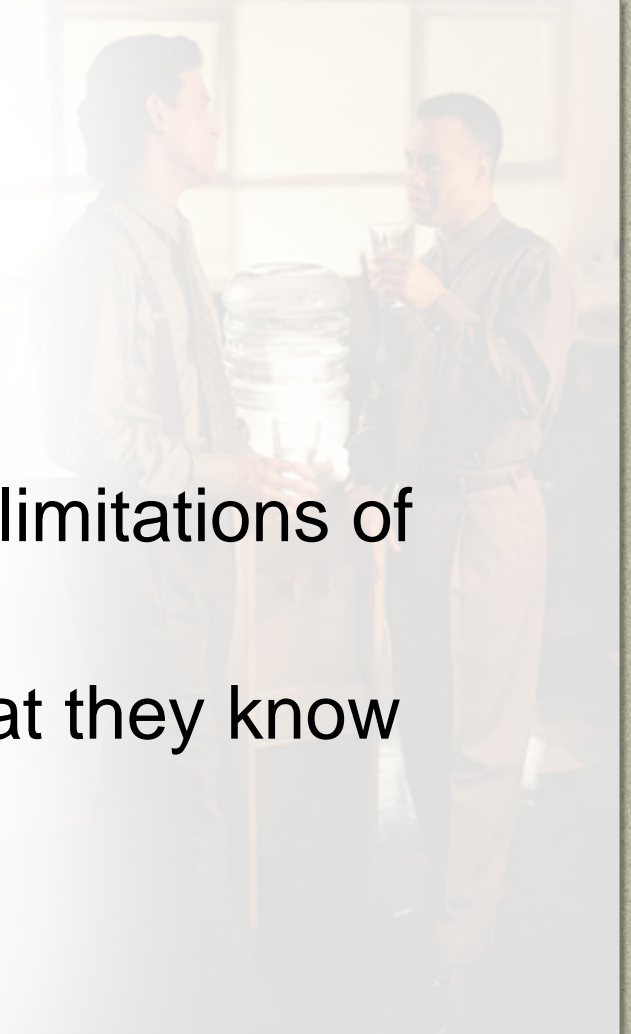




To be effective

Training must:

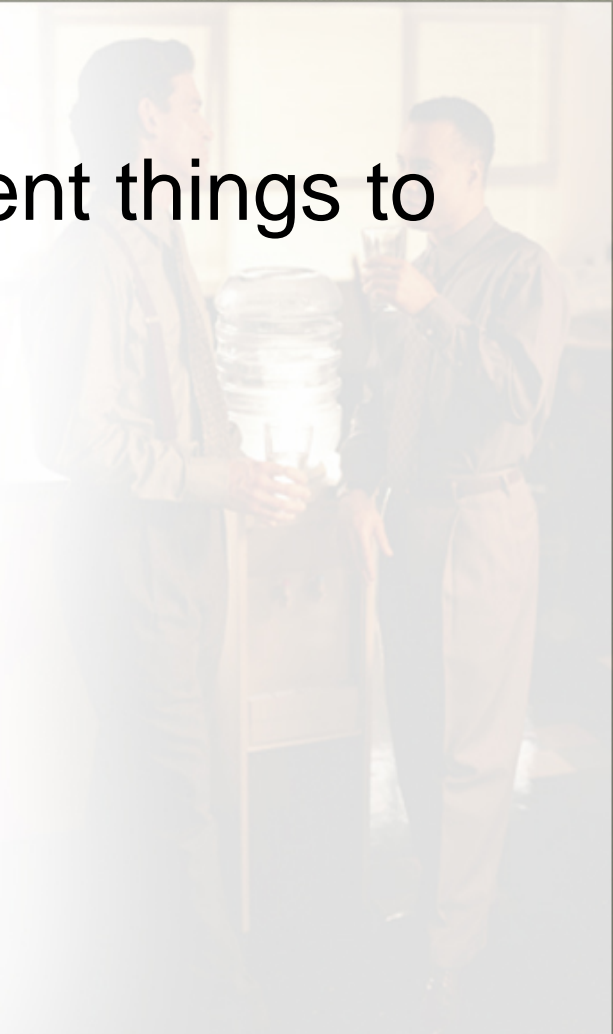
- engage learners
- motivate learners
- consider the capabilities and limitations of how people really learn
- prepare learners to apply what they know





Engagement

- “Engagement” means different things to different people
- What does it mean to
 - Liz Taylor / Britney Spears?
 - KPMG / PWC?
 - A learning specialist?





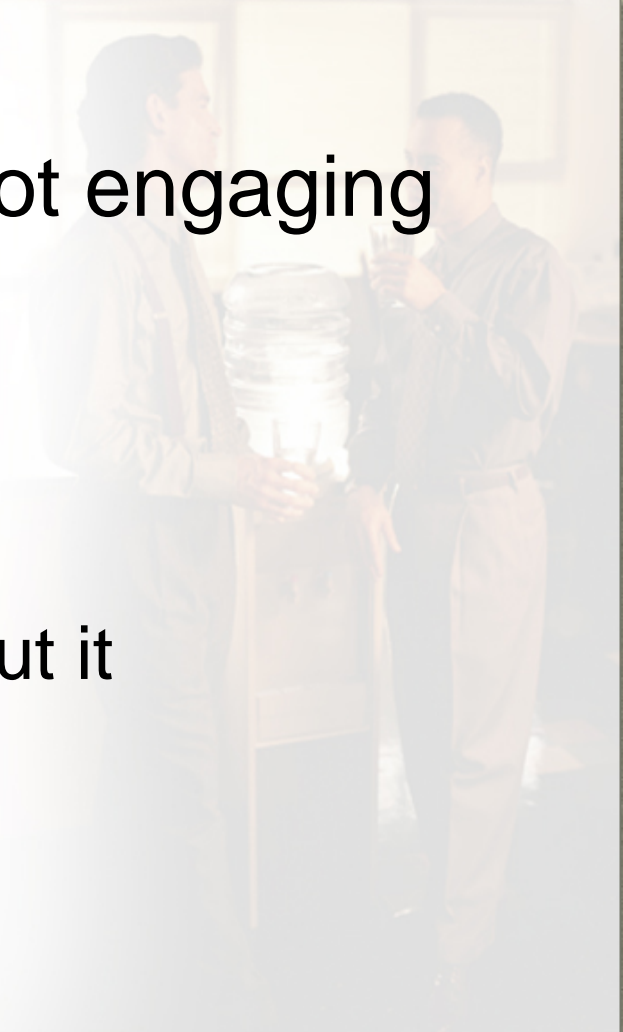
Engagement

It's obvious when training is not engaging

Engaging means

- Attending
- Processing, e.g. thinking about it

Enables learning

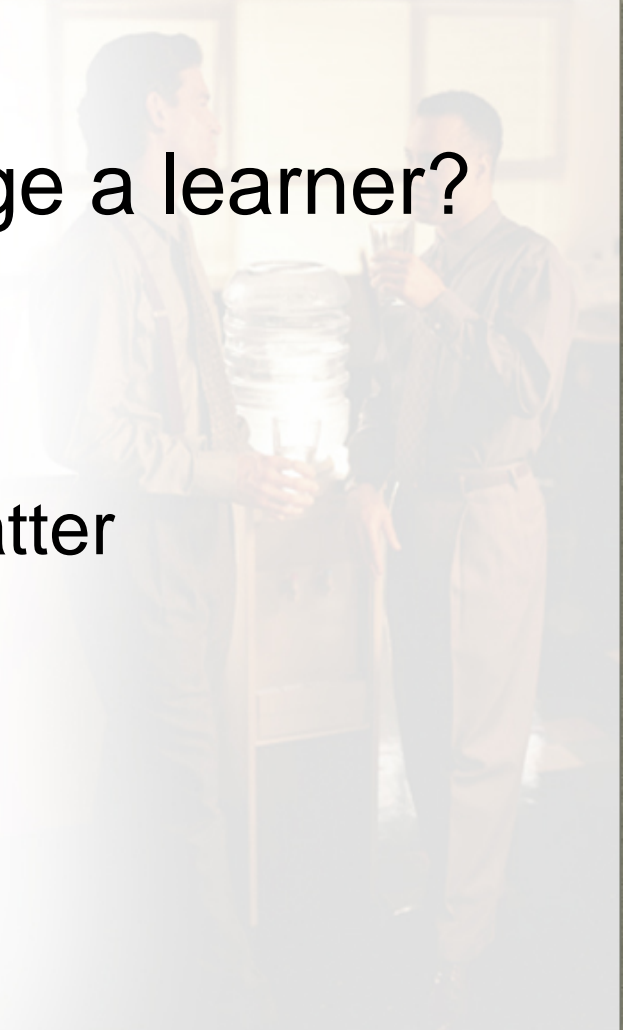




Yet Another Question

What is the best way to engage a learner?

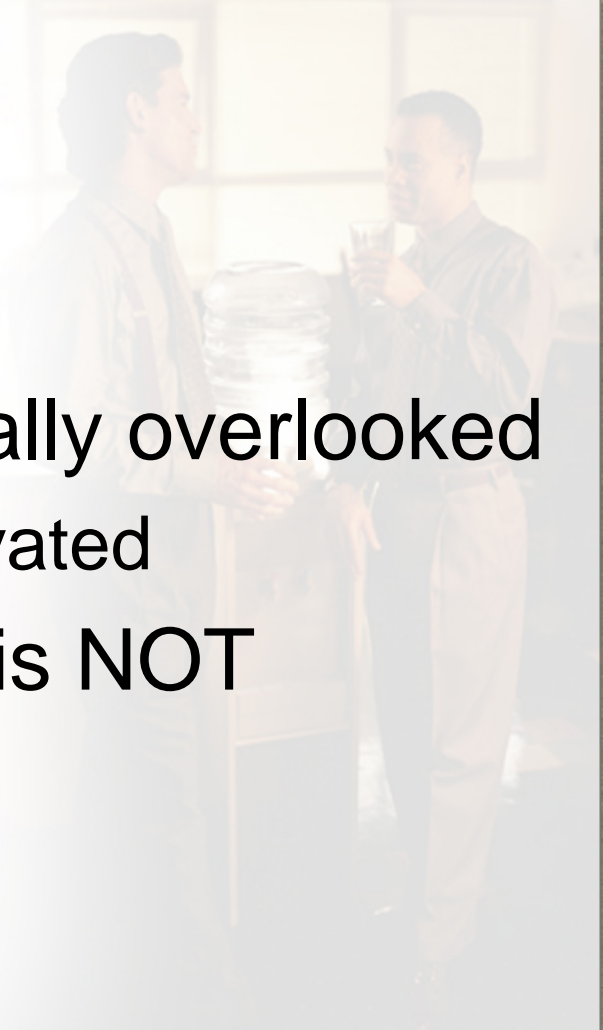
- A. Interactivity
- B. Provide relevant subject matter
- C. Use media effectively





Learner motivation

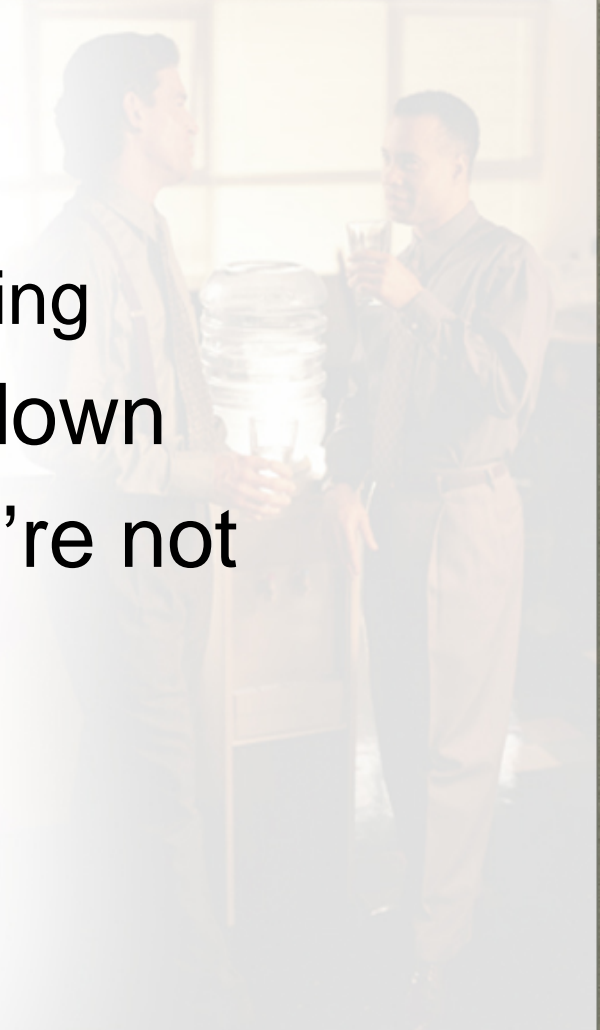
- External vs. internal
- Push vs. pull
- The “pull” in a course is usually overlooked
 - Assumption is learner is motivated
- Wise to assume the learner is NOT motivated
 - Make it “hard to put down”





Learner motivation

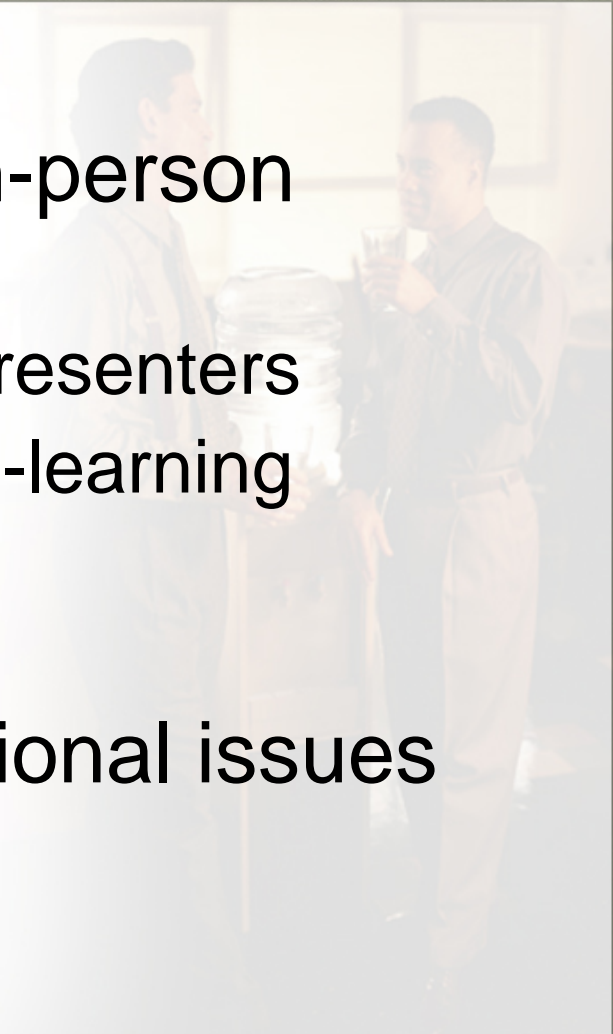
- Tell a good story
 - Make it real, relevant, interesting
- A good novel is hard to put down
- Watching a good movie, you're not watching the time





Learner motivation

- Dynamics are different for in-person training and e-learning
 - Participants will be polite to presenters
 - No social pressures with an e-learning application
- Summary: Consider motivational issues when designing training





Learner capabilities

- How people “really” learn according to the cognitive theory of learning
 - Look inside the “black box”
 - Consider human information processing
 - Three basic principles

Mayer, R.E. (2001) "Multimedia Learning." Cambridge, UK: Cambridge University Press.



Cognitive theory of learning

Principle #1

Humans use two “channels”

- One for processing visual information
 - One for processing auditory information
-
- I.D. implication: use both channels

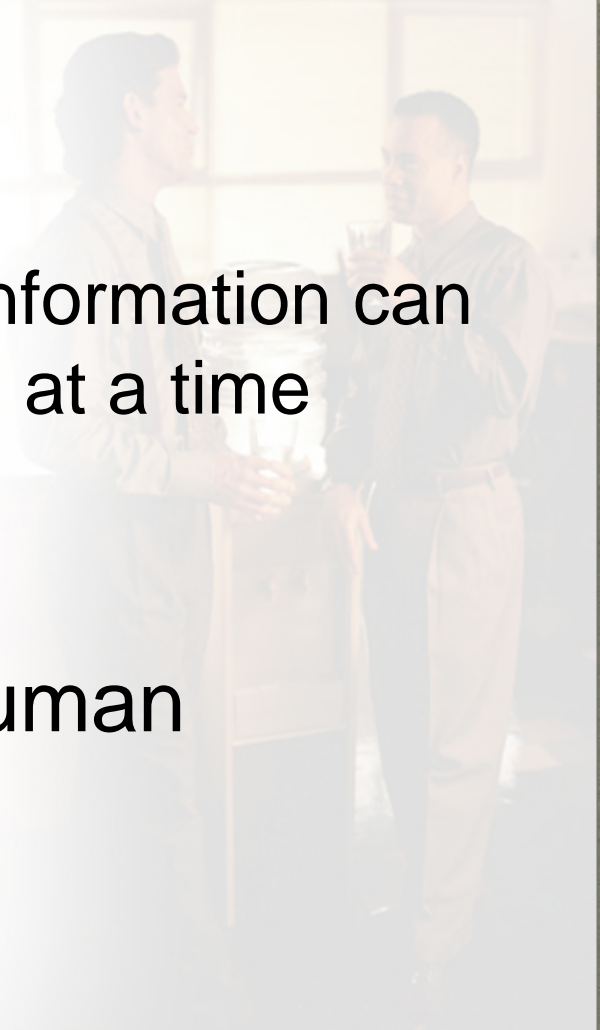




Cognitive theory of learning

Principle #2

- There is a limit to how much information can be processed in each channel at a time
- I.D. implication: Consider “human bandwidth”

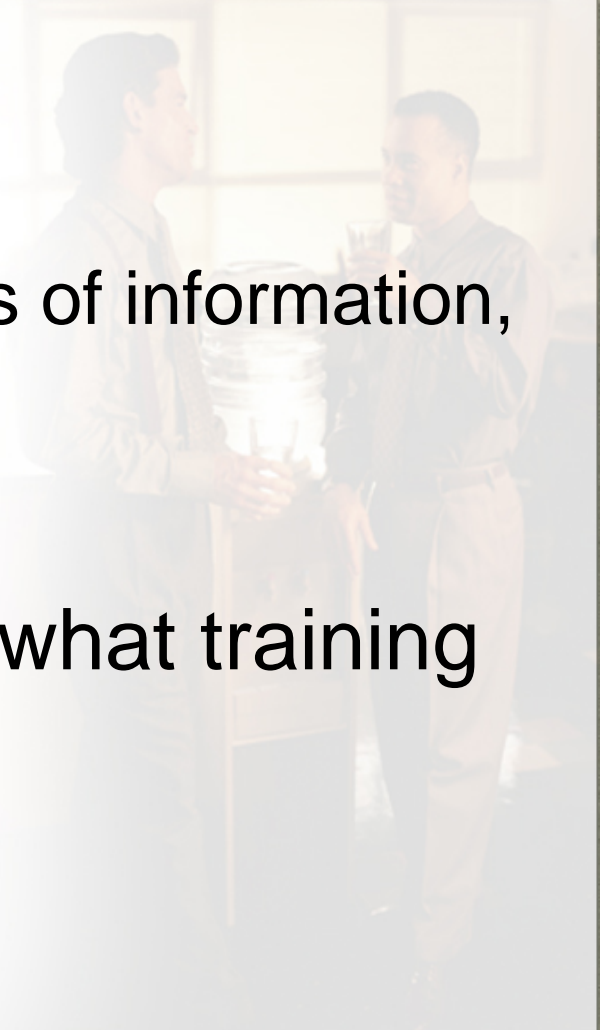




Cognitive theory of learning

Principle #3

- Humans are active processors of information, not passive receptors
- I.D. implication: Understand what training is and isn't



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Cognitive theory of learning

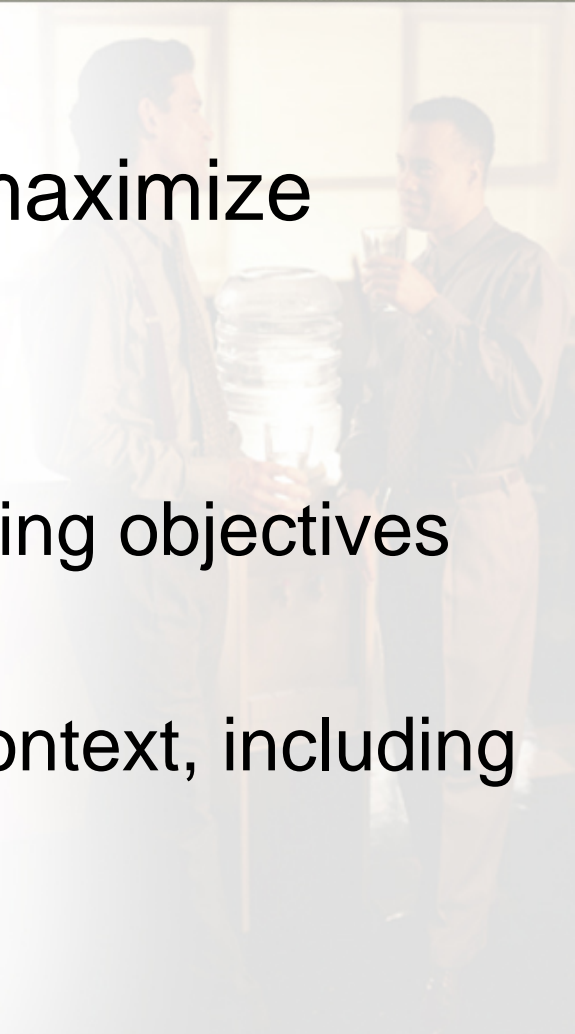




Cognitive theory of learning

To minimize “forgetting” and maximize “transfer”

- Carefully construct your learning objectives
- Provide practice
- Closely simulate real-world context, including the use of media





Cognitive theory of learning

More than Learning – Remembering!

- Repetition
- Space learning
- Practice
- Consider context





Learner capabilities

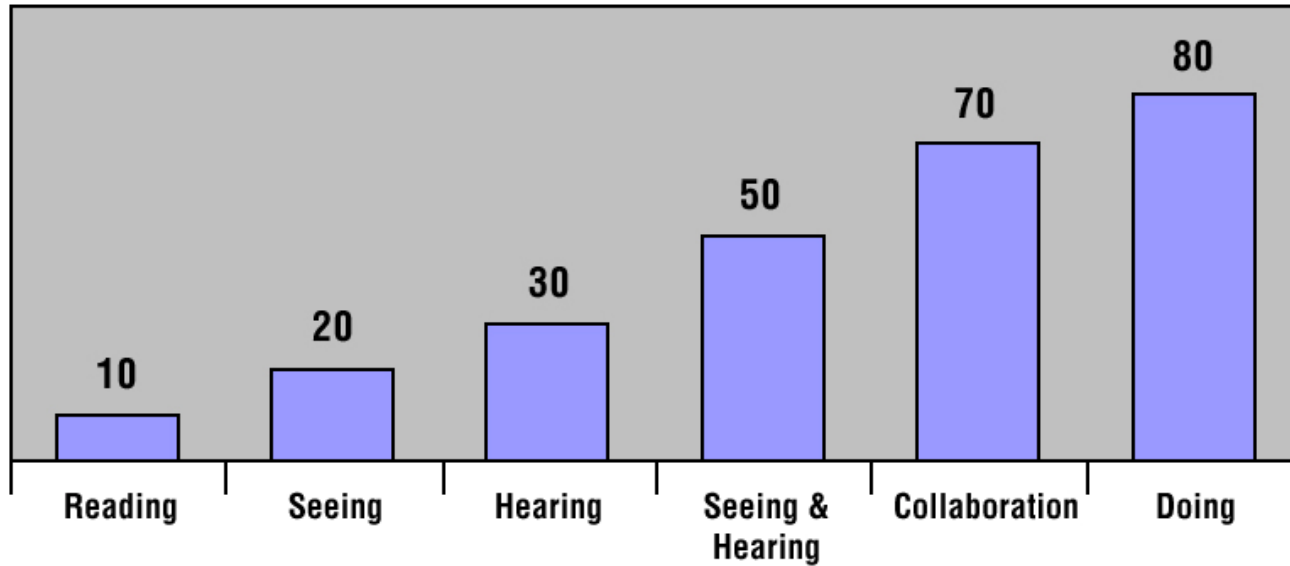
- How people “really” learn according to the cognitive theory of learning
 - Look inside the “black box”
 - Consider human information processing
 - Three basic principles
 - Memory for stories

Mayer, R.E. (2001) "Multimedia Learning." Cambridge, UK: Cambridge University Press.



Final Words

Training Effectiveness Research





In reality, effective training

- Engages learners
- Motivates learners
- Helps learners learn, remember & apply what they know to the real world
- Is built on empirically based principles of human learning and instructional design

