



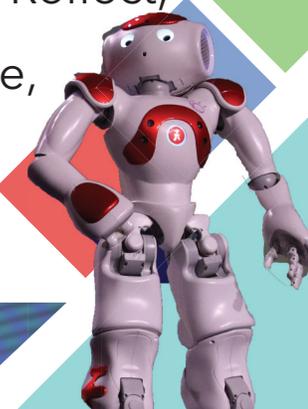
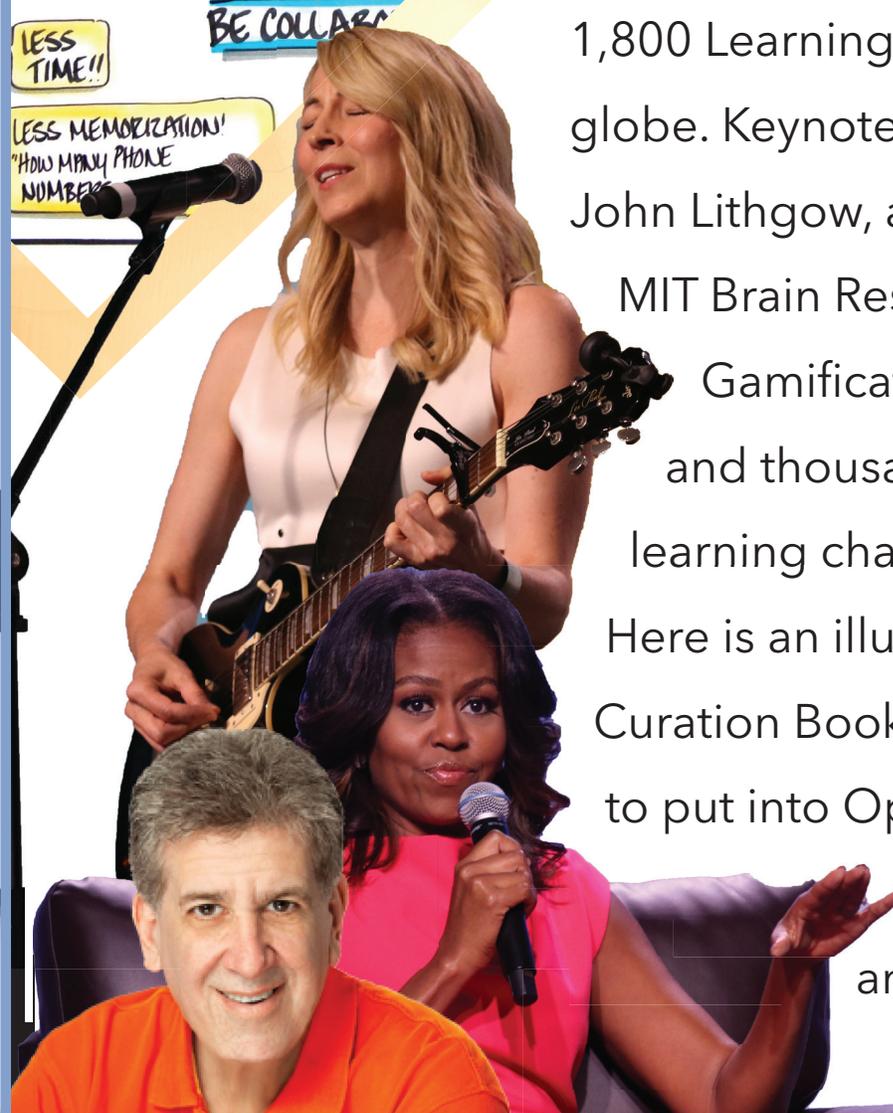
Curated Content & CONVERSATIONS

-FROM-

Elliott Masie's LEARNING 2017

OCTOBER 22-25, 2017 | ORLANDO, FLORIDA

1,800 Learning Leaders from around the globe. Keynoters including Michelle Obama, John Lithgow, and CLOs. 200 sessions, MIT Brain Research, Escape Room Design, Gamification LAB, Right Now Dance and thousands of conversations about learning changes. That was Learning 2017. Here is an illustrated and hyperlinked Curation Booklet the MASIE Center is proud to put into Open Source. Enjoy, Reflect, Experiment, Share, and Expand. Learning Matters!



HOST & CURATOR
ELLIOTT MASIE

LEARNING2017.COM
MASIE.COM



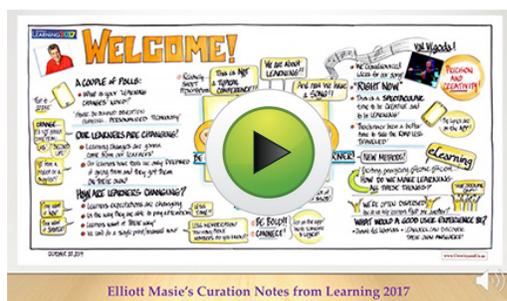
A NOTE FROM ELLIOTT MASIE, CURATOR & HOST:

Curation is Optimizing Content for Learning Audiences!

At Learning 2017, the learning conversations were diverse, challenging, and inspiring as 1,800 colleagues looked at Learning Changes.

We have included video clips, content quotes, transcripts, illustrated graphics, and photos from the rich discussions that happened at Learning 2017.

Here is a short video that I made of my own Curated Notes from Learning 2017:



We hope that you enjoy this content and can join us at Learning 2018 or one of the MASIE Center Labs/Events in the coming year. Details at www.masie.com



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twitter: [@emasie](https://twitter.com/emasie)



TABLE OF CONTENTS

A Note from Brooke Thomas-Record	2
Curation & Learning	3
Learning Design	5
Learning Strategy	6
Micro & Compressed Learning	7
Performance Support	8
Mobile Learning	8
MIT Integrated Learning Initiative	9
TED-Ed - Logan Smalley	9
Leadership Development	10
Game Thinking	11
Learning Intensives	12
Diversity & Inclusion	13
Storytelling	14
Keynote Perspective: John Lithgow	15
Keynote Perspective: Michelle Obama	17
Keynote Perspective: Julia Keleher	20
Keynote Perspective: Julian Stodd	21
Keynote Perspective: Richard Culatta	22
Keynote Perspective: Christine McKinley	23
Keynote Perspective: Andrea Wong	24
30 Under 30 Perspectives	25
The Future of Learning	26
Supplier Showcase Sponsors	28
Upcoming MASIE Events	29

CURATION QUICK LINKS:

- Video Clips: www.learningtalks.com
- Illustrated Images: emasie.smugmug.com/Learning-2017-Graphic-Notes
- Curated Content for Sessions: www.learning2017.com/curatedsessioncontent
- Pictures: www.emasie.smugmug.com



Learning Themes, An Elliott Masie eBook
Designed by Lauren Boughton
Program Coordinator: Brooke Thomas-Record
Photographs by Ed Burke
Graphic Illustrations: Deirdre Crowley

Published on December 6, 2017

A NOTE FROM BROOKE THOMAS-RECORD PROGRAM MANAGER:

The content at our annual Learning event reflects the current and future opportunities, challenges, technologies, and workplace realities faced by learning and development colleagues. It is a privilege and incredible learning opportunity for me to work with our session leaders: passionate and motivated learning professionals who volunteer to share their stories, lead conversations, and demonstrate work taking place in their organizations.

Because our event focuses on all aspects of learning, we program roughly 200 individual sessions on a wide range of topics in addition to the large main-stage interviews that Elliott conducts.

From year to year, we see content shifts, both in terms of what our colleagues in the field are eager to share as well as what topics garner the most attendance at the event.



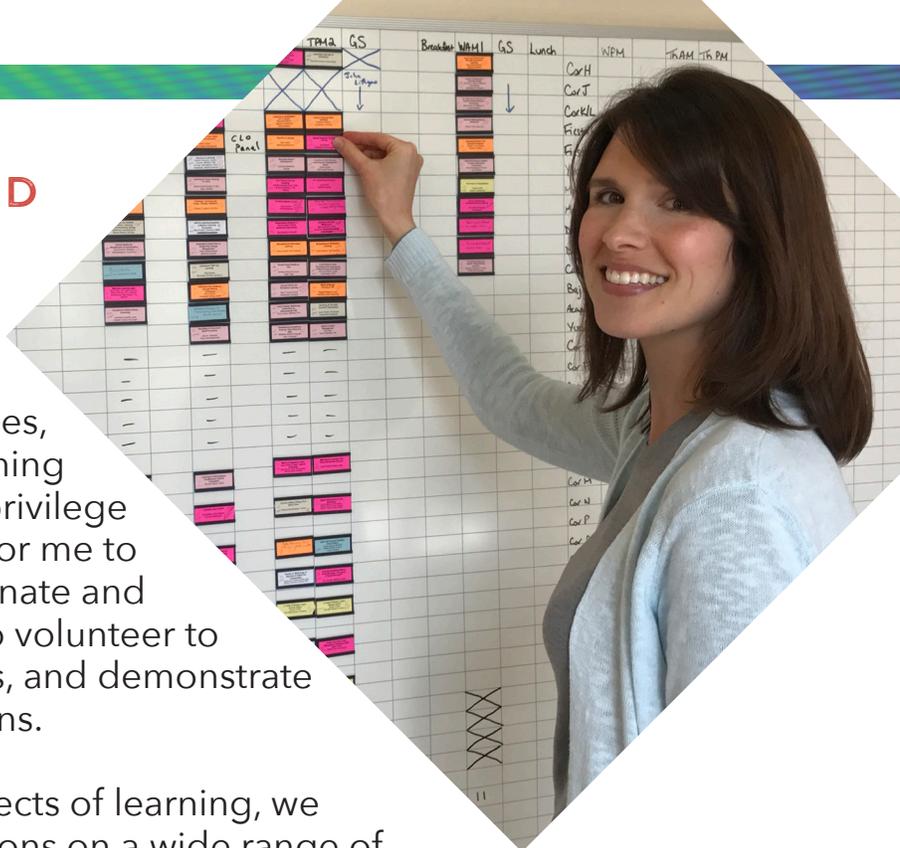
This year the most dominant of these included:

- Storytelling
- Curation
- Leadership Development
- Performance Support
- Curation
- Mobile Learning
- Compressed, Micro & Agile Content Formats
- Learning Strategy
- Learning Design

In addition, there was a noticeable uptick in the number of sessions that covered Virtual and/or Augmented Reality, Chatbots, Machine Learning, and xAPI. Although none of these has quite reached "critical mass", it was exciting to see more colleagues than ever before able to share their experience in these areas!

We hope this curated collection of resources will inspire and provoke you to think of new ways to approach learning in your workplace. And, we look forward to what new ideas and experiences will be shared at Learning 2018!

Brooke K. Thomas - Record



PLAYLISTS FOR LEARNERS: CURATION IN ACTION

Terence Morley, NBCUniversal

“Gone are the days when we could expect Talent Development leaders to be the experts on all topics, or of believing that an organization has all the expertise it needs within its own 4 walls. Oftentimes, we’re aided as much by resources outside our organization as inside it. This trend is no more evident than in the growing importance of learning. We aren’t learning providers: we’re learning curators. To be successful in the next decade, we’ll need to identify world-class content, package it by theme, and successfully market and deploy it in the business.”



THE Elliott Masie's LEARNING 2017 CURATION MODEL:

The curation model for Learning 2017 involves using the “Wisdom of the Crowd” for content selection, prioritization, and format editing.

We “Collect” content from the event in several ways:

- Videos of General Sessions (some of our content is not shareable due to Speaker Contracts)
- Over 1,000 Photos of the Conference
- Illustrated Graphics from Deirdre Crowley, Crowley & Co. (www.crowleyandco.us)
- Transcribed Audio to Text from Several Sessions
- Content Submitted by Session Curators
- Content from Speakers
- Curation Notes from Elliott Masie
- Messages and Follow-Up Content from Participants
- And More

We use topic popularity from the sessions to guide us on the mixture of content that we select from the “Collected” material.

Our production team edits the videos into smaller chunks, selects key topics, reaches out for clarification and formats the booklet into an illustrated and hyperlinked resource.

Sadly, we can’t have a dynamic and real-time event and curate everything. Many awesome comments and conversations are never captured. But, we hope the process gives longer legs and wider reach to the learnings from Learning 2017.

If you are interested in learning about our Curation Process in detail, please check out our Curation & Learning LAB in Saratoga Springs.



LEARNING DESIGN

Effective learning design is a source of debate in our field. We frequently hear questions like “Should we move to Agile?” and “How much does design matter when learning assets are becoming shorter and shorter?”. One thing we seem to agree on is that the learner’s experience should be at the heart of any design approach, regardless of learning modality.

Experience Design vs. Instructional Design: It’s Time to Adapt

Kayla Eldridge, BMO Financial:

CLICK HERE FOR CURATED NOTES FROM SESSION 401

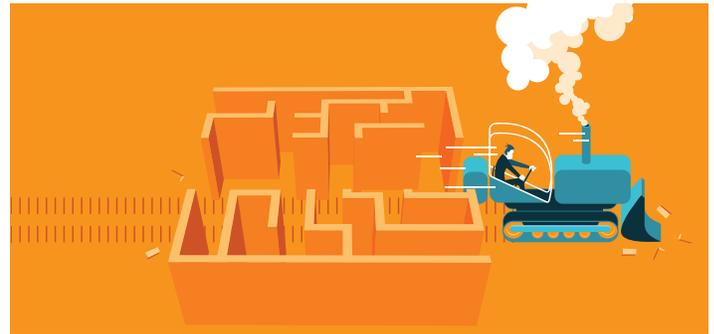
“As Learning & Experience Designers, everything we do is grounded in principles of good design.

The how:

Leveraging a human performance continuum as the foundation for designing learning - formal and informal - provides greater opportunity to engage and inspire learners in ways that matter to them. This includes advancing performance, meeting business needs, AND delivering great experiences.

The who:

How we resource and upskill our design teams is important. Consider bringing in and building capabilities across fields - learning designers, graphic visual designers, video producers, photographers, writers, and communication strategists, to name a few. Passion and curiosity are paramount when it comes to designing creative and unique experiences.”

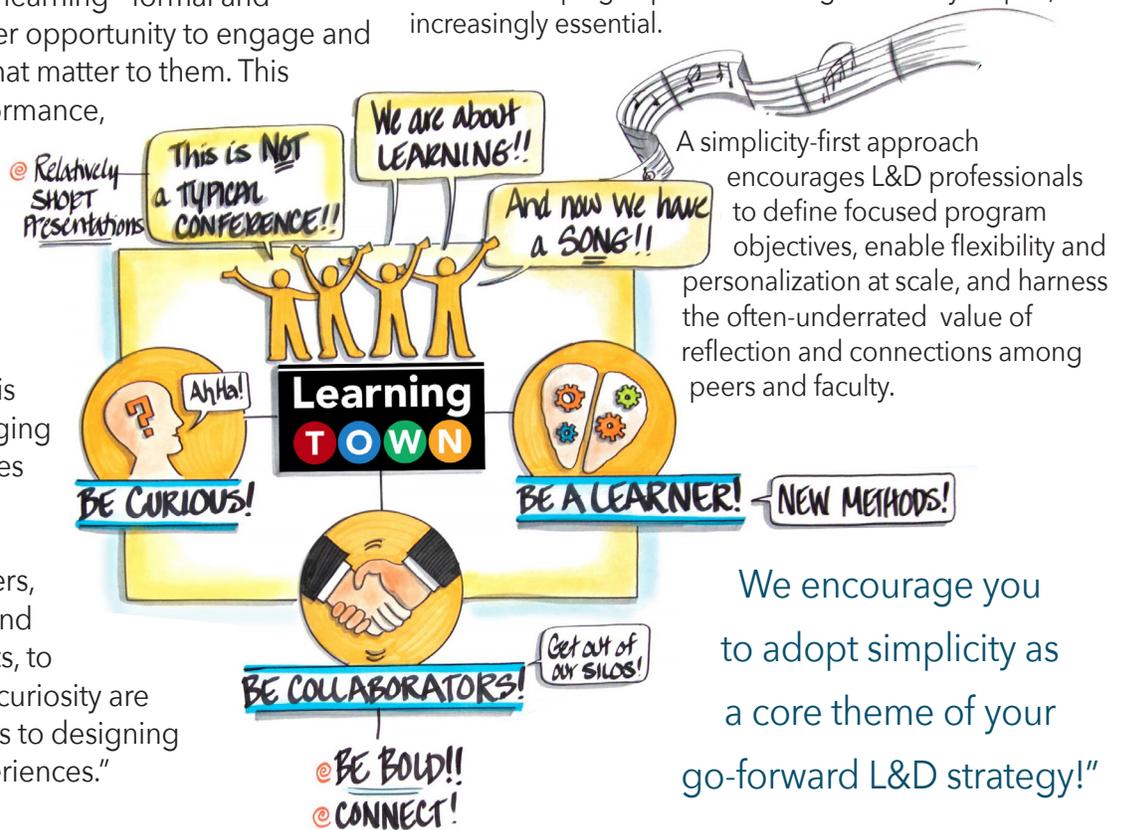


Power of Simplicity in (in-person) Learning Design

McKinsey & Company Team

“Despite the push towards ‘digital,’ ‘on-demand,’ and ‘micro-curated’ learning formats, in-person experiences remain a crucial part of most organizations’ L&D curricula.

In a world with constrained resources and more diverse, complex audiences, embracing the concept of simplicity when developing in-person learning is not only helpful, it’s increasingly essential.



A simplicity-first approach encourages L&D professionals to define focused program objectives, enable flexibility and personalization at scale, and harness the often-underrated value of reflection and connections among peers and faculty.

We encourage you to adopt simplicity as a core theme of your go-forward L&D strategy!”

LEARNING

Strategy



Learning strategy is a perennially popular topic at our events. As learners, business, technology, and the world at large change, so must L&D organizations adapt and evolve to stay relevant.

TRANSFORMATION FROM AFTERTHOUGHT TO STRATEGIC PARTNER

Bill Wright, James Orren & Carol Spence, HCA

LEARNING STRATEGY VS. BUSINESS STRATEGY: THE DIGITAL CONNECTION Carolyn Henning & Denise Johnson, PwC

“Until we (PwC L&D) could tie digitally delivered learning to business strategy, we struggled to get acceptance to try new learning approaches. We had to change our framing from “here is a cool new solution” to “here is how this new approach supports our business strategy focus on digital transformation”. CEB data tells us that just 12% of L&D staff currently feel comfortable challenging the line on talent relevant business decisions. (*New Roles Emerging for Learning and Development*, by Martin & Handcock). L&D professionals need to be proactive influencers – rather than just ‘order takers’ – to guide the business to solve skill gaps.”

“Within our Learning Solutions organization, we navigated our 3-year transformation in a purposeful manner through organizational commitment to enable learning at every changing moment by adapting how we design, develop, and ultimately deliver learning experiences foundationally based on the 5 Moments of Need. Practically speaking, we shifted our engagement much earlier in the solution lifecycle. We determined where and how we could best integrate informal and formal learning in a non-intrusive, predictive manner into the workflow. We utilized more creative, non-disruptive, hybrid methods or pedagogies, consistent with the overwhelmed Modern Learner’s needs through consistent application of the following design principles:

- **Mobile:** adaptive and responsive design for all of our experiences
- **Non-Disruptive:** performance support (EPSS) in the workflow as a value-added overlay to the application
- **Fun/Engaging/Targeted:** new LMS user experience, use of xAPI and Connected Classrooms
- **Self-Service/Self-Directed:** ~90% of training is done virtually now; flipping the classroom accommodates busy schedules”



“MICRO” & COMPRESSED LEARNING

“Micro” or “compressed” learning were hot topics. Clearly learners attention and needs are evolving and organizations are looking to format content in more agile and often shorter format. But, “micro” is a changing and often over-used phrase. We need to find effective and agile ways to “hook” and “serve” our learners.

“Hook” Learners with Micro-Learning “Hooks”

Cimberli Kearns, Oracle Service Cloud Technical Support



CLICK HERE FOR CURATED NOTES FROM SESSION 400

“Whether called microlearnings or bite-sized learning objects, short and targeted trainings are essential to a learning leader’s playlist. When linked to performance support and grounded in foundational training, they efficiently model desired behaviors and amplify key organizational messages. But microlearnings can’t serve their purpose if ignored or easily forgotten. Turn your microlearnings into hits by using catchy lyrics, music, images, stories, and humor to hook your learners on feelings and not just facts. A message that worms its way into the ears and minds of people leads to the deep learning that makes an organization successful.”

SNAPCHAT + MICRO-LEARNING = EFFECTIVE LEARNING?

Scott Pitts, Webster University, George Herbert Walker School of Business



“Snapchat is an effective tool for micro-learning, but the tools we use are far less important than the fact that we leverage micro-learning in the workplace! Our learners demand tailored, just-in-time learning, so let’s give it to them! We all know that micro-learning is an effective modality to both push and reinforce content. The challenge we have is how to implement this effective modality while being sensitive to curation, as well as being compliant. I challenge you to come to future conferences with solutions for how to tackle these obstacles, especially those of you from highly regulated industries like utilities, health care, and financial services.”



PERFORMANCE SUPPORT:

Bob Mosher & Conrad Gottfredson

"Performance support (PS) has matured well beyond an "add-on" or an "afterthought" to a training program. For many, with the evolution of the learner, the advancements in PS technologies, and the emergence of moment-of-need methodologies, PS has become a primary tool in their learning design toolkit. As it has come into its own over the past 3~5 years, PS has helped the L&D industry to finally shift from a training mindset to a performance mindset. IT has enabled workflow learning in a powerful way. Personalized learning has become a reality and brought learning technologies such as electronic performance support systems (EPSS) and adaptive learning to the forefront. One of the most powerful byproducts of PS becoming mainstream has been its profound effect on the classroom and other event-based models. Not only have they been reduced on average by 50%, but they have been able to become more experiential, case-based, and focused on problem-solving."

CLICK HERE FOR CURATED NOTES FROM SESSION 111

MOBILE LEARNING



Mobile Learning at Home Depot

Brandon Carson, Home Depot

"To date, our mobile devices are the most advanced mechanisms for learning experience and real-time collective content. They have revolutionized almost every aspect of business. Mobile learning provides support for these and other key business drivers:

- Quick access to critical information
- Less time spent on formal training
- Reinforced training via performance support

To connect, engage, and integrate with learners, organizations need to fully embrace mobile technology. Begin with a small pilot, track metrics, and then expand based on results. For most organizations, it would be shortsighted not to integrate mobile as a key component of learning and training strategy."



When it comes to workplace learning, how micro is too micro?

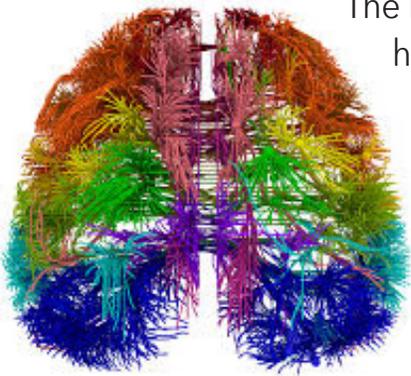


Integrated Learning Initiative
Massachusetts Institute of Technology

With the help of 150 Learning 2017 conference participants, an MIT research team set out to address the hot topic of micro-learning. The participants interacted with one of three versions of an eLearning video on one of the conference themes: cybersecurity.



The MIT team used EEG headbands to measure attention during the learning experience and a post-test the next day to capture knowledge gained.



THE RESULT?

While the difference in the three videos did not show statistical significance, the time of day in which the participants experienced them did.

CLICK HERE TO LEARN MORE.



TED Ed

INSPIRE! **INFORMATION!** **ENGAGING!**
ORIGINAL! **INSIGHTFUL!**

Logan Smalley
DIRECTOR OF TED ED

What would happen if EVERYONE at your company were to share their best ideas?

If it's not already happening, WHY NOT?

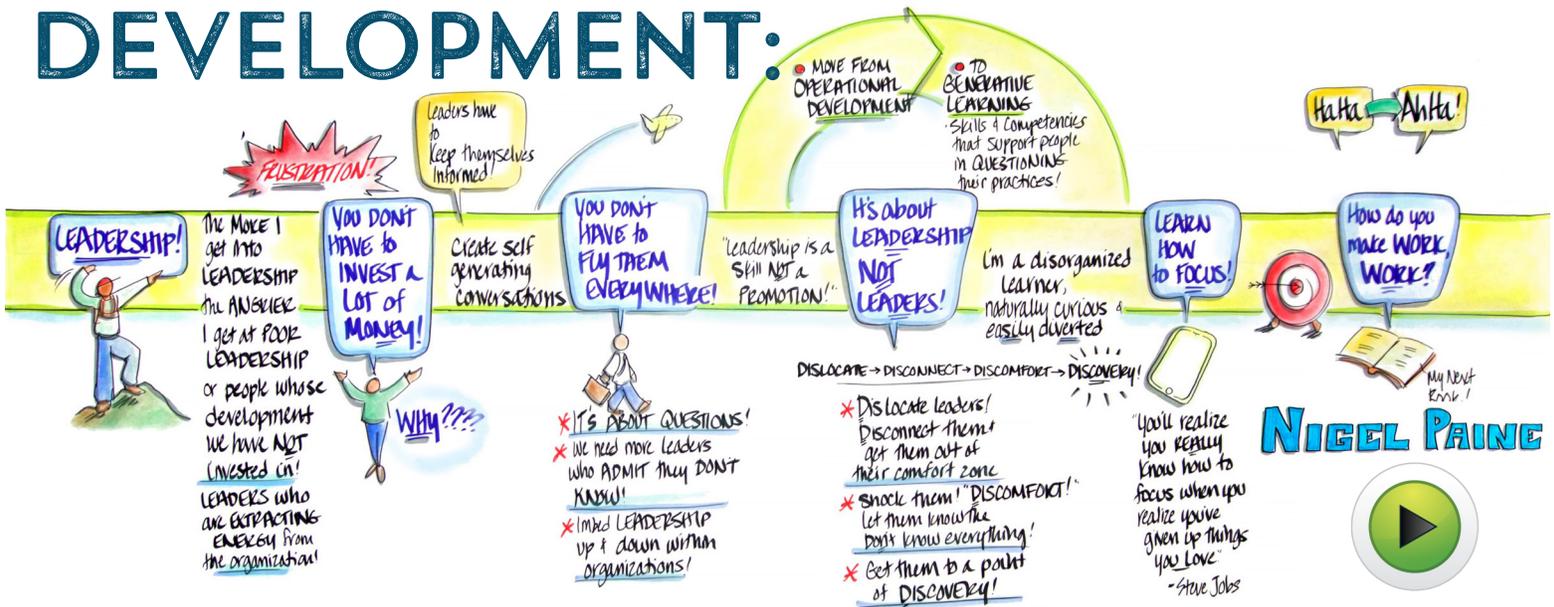
GIVE THE BRILLIANT PEOPLE within which ideas live the COURAGE to PRESENT THEM!

- Entire course is 13 Modules!
- The course is designed for PRIZES! you hold yourselves/each other accountable!
- At the end you'll have identified and shared your idea!
- You've got a life that's UNIQUE to you!
- You've got ideas worth sharing!
- Reach your "HUMBLE EMPLOYEES" as well as helping the individual with 19 ideas a day develop the one worth pursuing!

* WORK TOGETHER to BUILD OUT YOUR IDEAS!!

You have always been YOU! The parts others find remarkable may be INVISIBLE to you!!

LEADERSHIP DEVELOPMENT:



BUILDING LEADERSHIP DEVELOPMENT PROGRAMS: ZERO COST TO HIGH INVESTMENT PROGRAMS THAT WORK

Nigel Paine, MASIE Learning Fellow

"So many organizations feel that leadership development is far too expensive to invest in, so they don't! And this means that poor leaders damage their organization and impair productivity right around the developed world. And we never count the damage that bad leadership does. Many hugely talented staff are undermined, and they are never allowed to give of their best.

Yet, there is so much excellent material around on everyone's doorstep for little or no cost, and so much insight into what makes great leadership. With just a bit of planning, some deft searching on Google or iTunesU, and a smartphone video button, you can gather resources and build remarkably good leadership development programs. And doing it yourself often means the content is taken to heart and the commitment to change is more firmly embedded.

The message is simple: every single organization needs great leadership, because it makes a huge difference, but if you start with a zero budget and work upwards, that goal immediately becomes more attainable."

OWNING THE ROOM: THE EXECUTIVE PRESENCE

J Noble & Chris Moses, Alliance Theater

"Acting is about doing. Good actors do not play the emotion; they do something specific that tells a story. Good actors create lasting impressions by making bold choices to communicate their truth and what they want. You cannot "play" your personal brand; you need to do something specific that tells the story you want to tell. Being mindful and intentionally making these choices (vocally and physically) can align perception, performance, enthusiasm, and motivation with the story of your personal brand to command the room, engage your audience, and increase your competitive advantage. What story are you telling?"

CLICK HERE FOR CURATED NOTES FROM SESSION 341

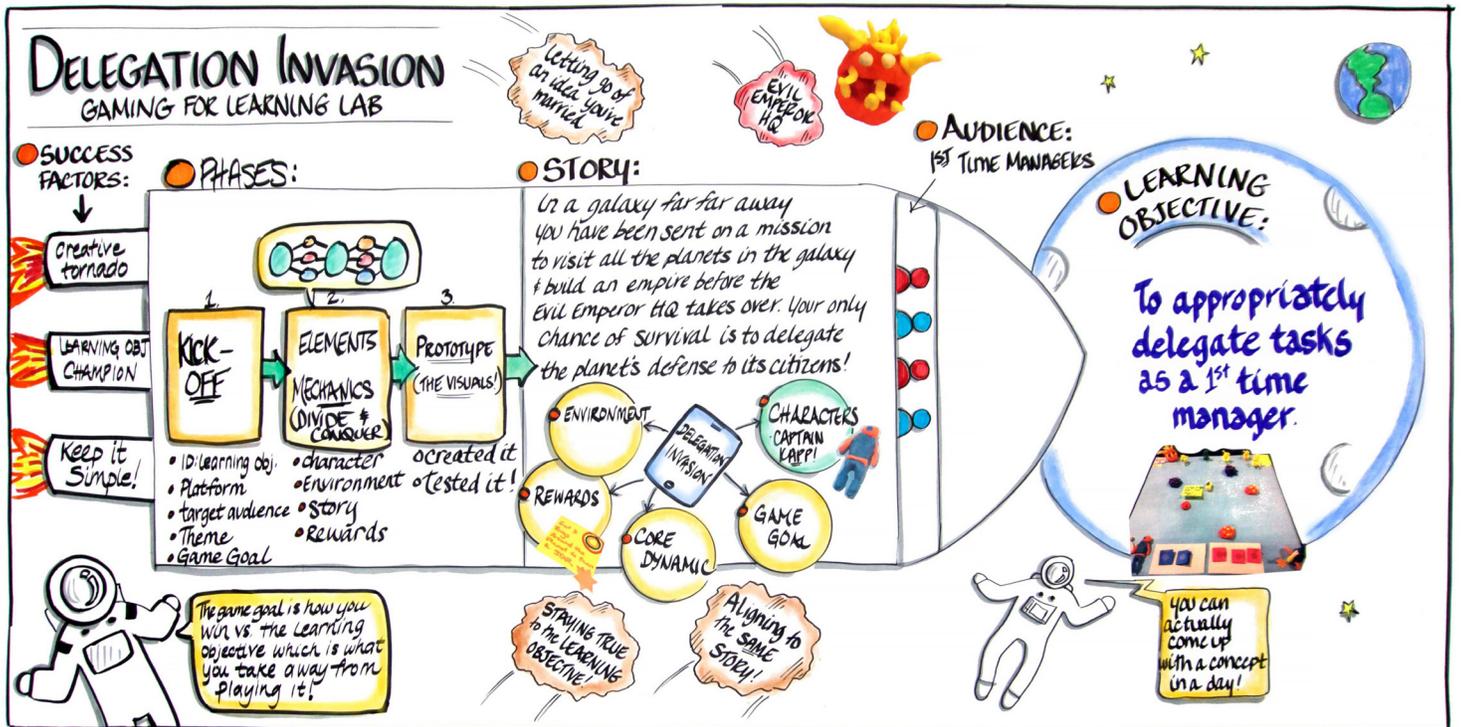
[Check out learningtalks.com for more from this keynote.](http://learningtalks.com)

Game Thinking

We invited attendees to participate in an intensive team experience to develop a new game for learning. Together, they worked with our graphic artist to create storyboards for a prototype.



Game-based learning and "game thinking" are great tools for creating group and individual engagement on multiple levels - fostering critical thinking and problem solving. When properly designed, game-based learning provides: instructive, meaningful feedback; the chance to interact and share with others; and the opportunity for a learner to reflect on his or her actions. These elements - combined with the freedom to fail, feedback loops, storytelling, the opportunity to take chances, and the element of fun - make games an ideal tool for learning!

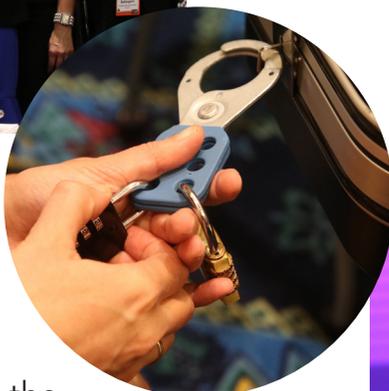
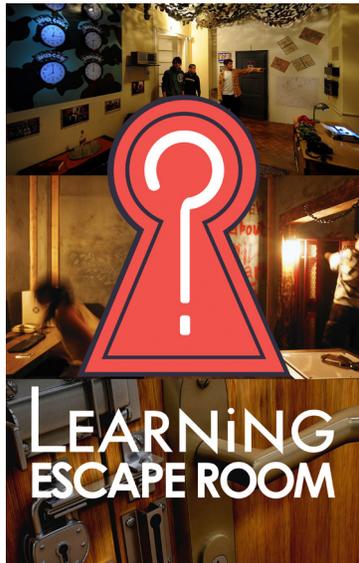


OCTOBER 24, 2017

www.CrowleyandCo.us



We challenged Learning 2017 participants to design an escape room for learning! A team of volunteers worked together to create multiple instances of escape rooms for many of our participants to enjoy.



Escape Rooms provide a more engaging alternative to standard training methods, as well as assessments. They place the learner in the game and provide immersive learning. Instead of presenting something like orientation via classroom, present the dress code, FAQs, holiday schedule, etc. through clues and puzzles. The new hire will retain the information better and build quick relationships with their fellow newbies through their shared passion to escape! Escape Rooms can easily be done in person, but can also be delivered through eLearning to reach a larger, more distributed audience.



Dance: Right Now – Choreography by Rumi Oyama
 Music by Val Vigoda and Ryan O’Connell
 Featuring Tsubasa Ogawa as Lead Dancer
 with 7 Learning 2017 Volunteer Dancers! Wow!



“Check Out My Buttons”
 Steve Fecteau
 Mount Sinai Health System

EVERYONE HAS A STORY!



Jayzen Patria ~ Diversity & Inclusion

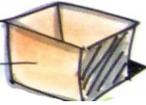


Get Leaders to tell their stories
eg. LOST MEN how they balance work & family

How do you drive a BROADER DISCUSSION re: DIVERSITY & INCLUSION?

WE in the LEARNING FIELD need to WALK OUR OWN TALK!

- Worked at NBC Universal
- KNOW YOUR VALUE!!
- We HAVE to partner to drive this message through organizations!
- People need to have experiences! Get DEI out of the closet/out of the box on the shelf!



- WE'RE living in DIVISIVE TIMES! People feel they don't belong. Feeling uncomfortable will drive us forward!
- We USED to be a melting pot, this isn't the world we live in now... It's a MOSAIC!

"I really started getting interested in this [while] working with Mika Brzezinski, who wrote the amazing book *Know Your Value*. I had a chance over the past year to do some work with her. As you know, she's really passionate about helping women really know their value and look at equity pay standards for women. She's really great at telling her story. It really inspired me to think about "how can we really drive a conversation around inclusion and diversity [in a] much broader [way] by ensuring that everyone can really tell their story and bring their full authentic selves to the table?"

"I think the big thing for us, as folks who work in corporate learning, is we have to partner with our friends over in inclusion and diversity to really drive this message through our organizations. Inclusion and diversity learning have been on a shelf, in a box. [It's] something that we thought "we will just do an eLearning module" and somehow that's going to change people's hearts and minds. We know that that's not the case. People need to have experiences. So, for me, it's about how do we help inclusion and diversity learning come out of the closet and become part of the entire fabric of what we do in learning. If we're the folks that are responsible for helping build leaders and accelerate them through our organizations, if we're really responsible for helping drive corporate culture and drive that strategy, we need to be the folks that bring our learning expertise to that table and help our leaders be folks that are really driving inclusion through organizations."

**DIVERSITY & INCLUSION:
LEARNING'S ROLE**
A MASIE Center LAB in 2018
www.masie.com

STORYTELLING



"We are in the storytelling business, whether it be a lecture, whether it be an infographic, whether it be a video, whether it be a classroom, whether it be sitting next to somebody in an airplane...a magical moment happens: we are storytellers, this is our business."

- Elliott Masie

STORYTELLING: VISUAL + VERBAL = POWERFUL!

Corinne Smereka, Schoolcraft College

"Most audiences are unmoved by data dumps, text-heavy PowerPoint slides, or number-laden spreadsheets. Great presenters bypass "boring" and "forgettable" and use storytelling to establish an emotional connection, add presentation "gusto", and facilitate reaching business objectives.

Stories educate, engage and inspire, and when combined with visuals, maximize retention and aid in persuasion. Blending stories with visuals makes it easier for the audience to "see what you are saying" and taps the part of our brain that has loved this combination since caveperson times. Storytelling and images reinforce each other and, used together, can generate an awesome communication power neither has alone. Leverage this power and engage your audience!

Stories make ideas stick; visuals cement them in the mind."

CLICK HERE
FOR CURATED
NOTES FROM
SESSION
520



Storytelling & Collaboration for Diverse Teams

Carol Barash, PhD, Author,
founder + CEO, Story2

"Poor communication costs businesses more than \$400B/year. Here are 3 ways storytelling improves communication and collaboration in global organizations:

- **Content:** When you replace clichés with simple stories about what happens in the world, people pay attention. They understand what you're saying, and why it matters.
- **Structure:** When you tap into storytelling, a brain process called "mental mirroring" connects you to your audience through shared memories and emotions.
- **Voice:** We're trained to write in a way that diminishes our ability to inspire and influence other people. When you align writing with the spoken voice, your audience remembers what you say."

CLICK HERE
FOR CURATED
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420

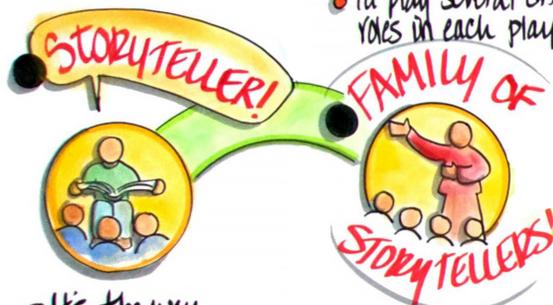
JOHN LITHGOW - "NEVER STOP LEARNING!"

Actor, Comedian, Author, Poet, Singer...

66

It's not good to be entirely on top of things, it's good to be a little bit flexible and improvisatory but yeah, I do run my words just the way a musician will run through Bach's First Suite on the cello even though Yo-Yo Ma has played it a million times. It's an interesting process. It's funny, there's a lot of talk about the brain this weekend I notice. I can recite long passages of the role of Tartuffe that I played in college in about 1966 but I just did a movie in which I did great long speeches only about... I finished it about three weeks ago, I couldn't remember a single sentence from that movie. The brain retains what it chooses to retain. I think all those young brain cells are much more effective than us old ones."

- My father ran a SHAKESPEAREAN FESTIVAL!
- I'd play several different roles in each play!



- It's the way we communicate! We ALL tell stories!
- We all have a repertoire of stories we tell

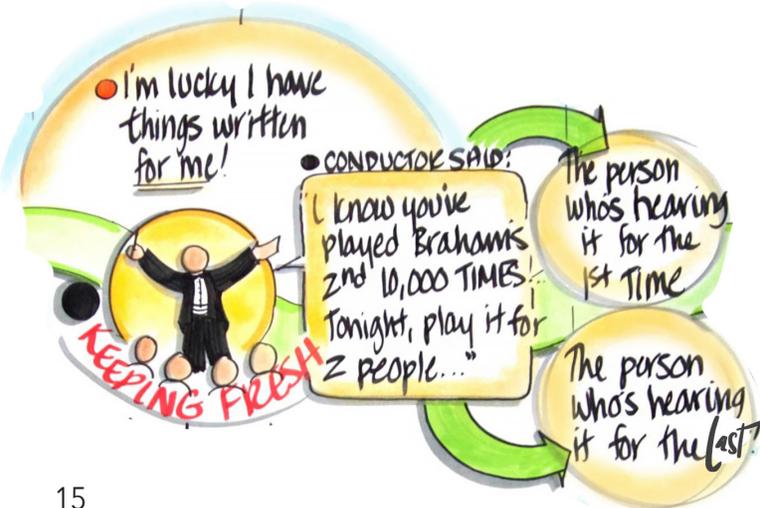
- SUMMERS IN YELLOW SPRINGS WERE SPENT WATCHING PLAYS!
- It was like MOTHER'S MILK

- SHAKESPEARE DID IT ALL!
- Playwright! • Theater Manager! • Wrote roles for friends & himself!



- To just unexpectedly STOP & BE SILENT HAS A POWERFUL IMPACT... LEARN THE POWER OF SILENCE!

"Finding ways in the middle of a discourse or a conversation or a story to suddenly, for some provocative and unknowable reason...to just stop. It has an extraordinary power."



"I'll tell you one other thing that I would love to bring up anyway in a discussion about storytelling. When you asked about favorite moments, I have a sort of shadow career. I entertain little children, I write books for them, I've done albums for them but most exhilarating, I do concerts for them. I just did a concert at Carnegie Hall last Saturday in fact, for little children. Because they are a completely amazing audience and completely different from adults.

Developmentally, they have not yet learned the difference between performance and reality nor have they learned any sense of irony, they just aren't there yet. They believe everything they see! They just believe it and they're so excited by it, and exhilarated by it, and they just haven't learned yet to doubt or to be skeptical.

They're simply wonderful, they're a difficult audience because you could lose their attention like that, but I've gotten extremely good at keeping their attention for an entire hour. An actor's aspiration, he never achieves with adults and that is the total suspension of disbelief. The best you can do is get people close to that, that little moment when you're shocked, that's a little nanosecond of suspension of disbelief but you only get it for that, and then boom, it's gone.

Because adults know they're sitting in an audience and they're watching a fiction. Children have none of that. They don't even know they're in a theater!"

- I have a shadow career performing for LITTLE CHILDREN!
- They believe everything!
- I've gotten really good at keeping their attention!

FAVORITE

M BUTTERFLY

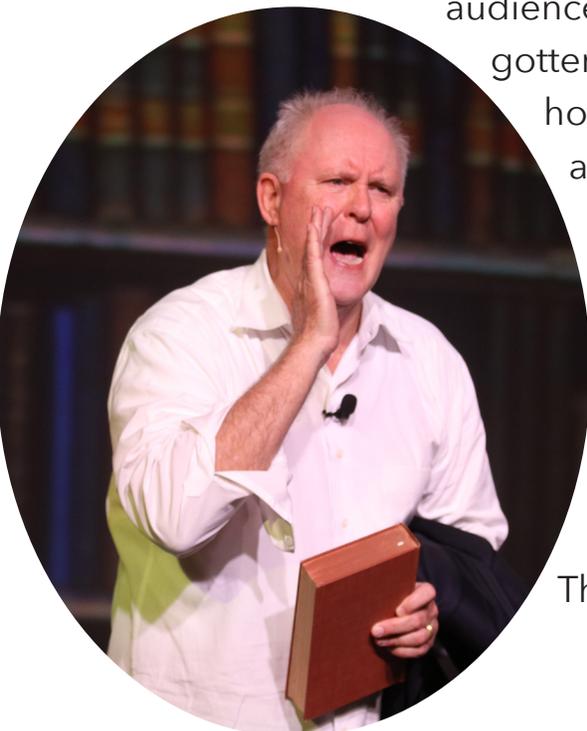
"3RD ROCK FROM THE SUN"

ROLES?



- The BEST is an audience that can suspend disbelief!!
- For that reason CHILDREN ARE the BEST AUDIENCE!

They don't even know they're IN a theater!!



KEYNOTE PERSPECTIVES:

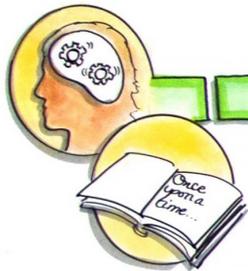
MICHELLE OBAMA

LEARNER!

I was probably like MOST KIDS in my generation. We didn't THINK about how we were as learners.

As an overachiever I did everything I was told to do

I'm probably more of a group learner - I like the STORIES!



* CHICAGO'S SOUTH SIDE!

- My mother was very involved
- We, as students, had CONTRACTS!
- We spent a LOT of time just TALKING! eg. Mr. Martinez - he'd STOP the class and just TALK to us! There was a LOT of learning in that!

STORYTELLING

It was HUGE in my family! My father was a fantastic storyteller! It's WHAT WE DID! We'd sit around the table. My father was the guy - everyone would gather 'round!

* WERE ALL VERY VERBAL! STORY TELLERS!

"SASHA IS YOUR MINI-ME!"



I would always make everybody listen to my stories!

* CREATIVITY!

Malia is more like her father... "Let me tell you about my DREAMS!"

My family were ALL storytellers and HAMS!

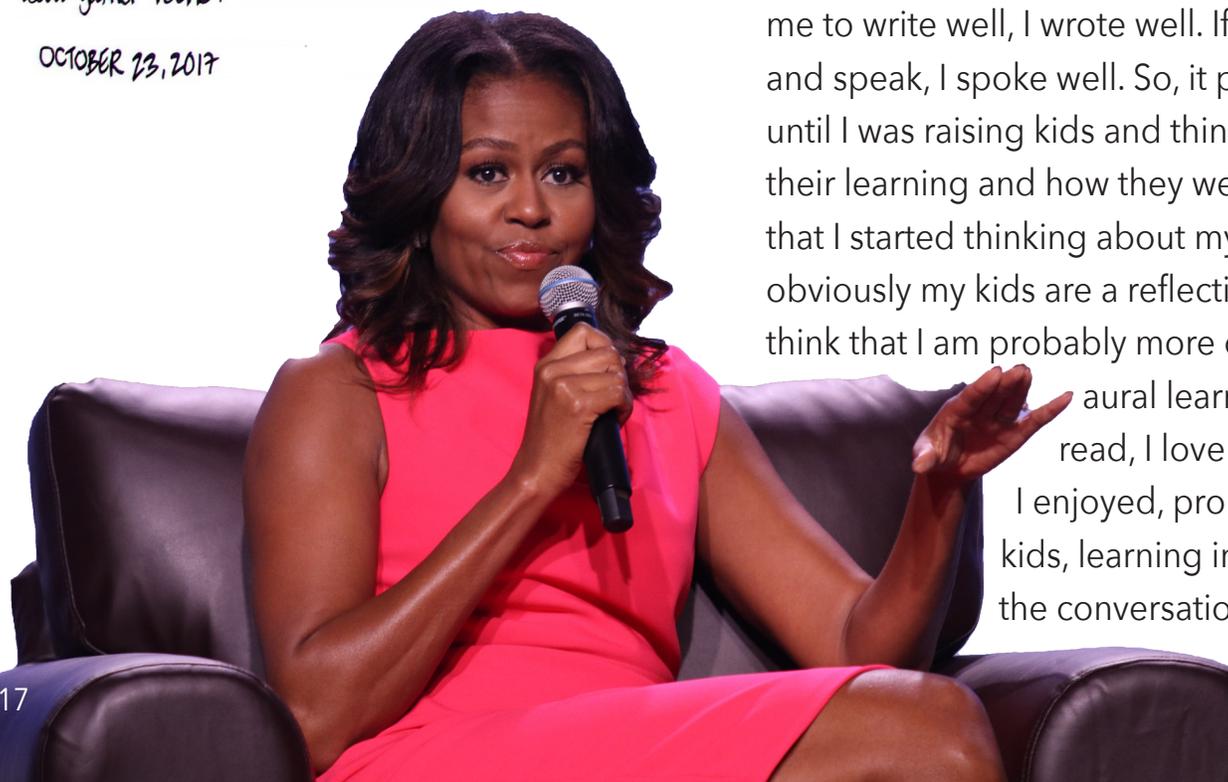
"...my father was an amazing storyteller. And I think that that's...what we did, that was our entertainment as a family. You know, you sit around the kitchen table and somebody would take a turn at telling the story and someone went after them and the kids were sitting around waiting to get their little stories in...so we learned how to be really good storytellers in our family...we were a big household of talkers and storytellers and joke tellers and now that I think about it, that was a huge part

of my childhood. No money, no resources, little bitty houses. Everybody going to be in the same room, but we filled our enjoyment with each other."

ABOUT LEARNING & STORYTELLING:

"I'm over 50. We were just taught to sit in the room and to listen to the teacher and, as a kid who was an overachiever, I did everything that I was supposed to do right. So, if you told me to write well, I wrote well. If I had to get up and speak, I spoke well. So, it probably wasn't until I was raising kids and thinking about their learning and how they were as learners that I started thinking about myself, because obviously my kids are a reflection of me and I think that I am probably more of a visual and aural learner. I love to read, I love to write, but I enjoyed, probably like my kids, learning in groups. I like the conversation. I like the stories."

OCTOBER 23, 2017



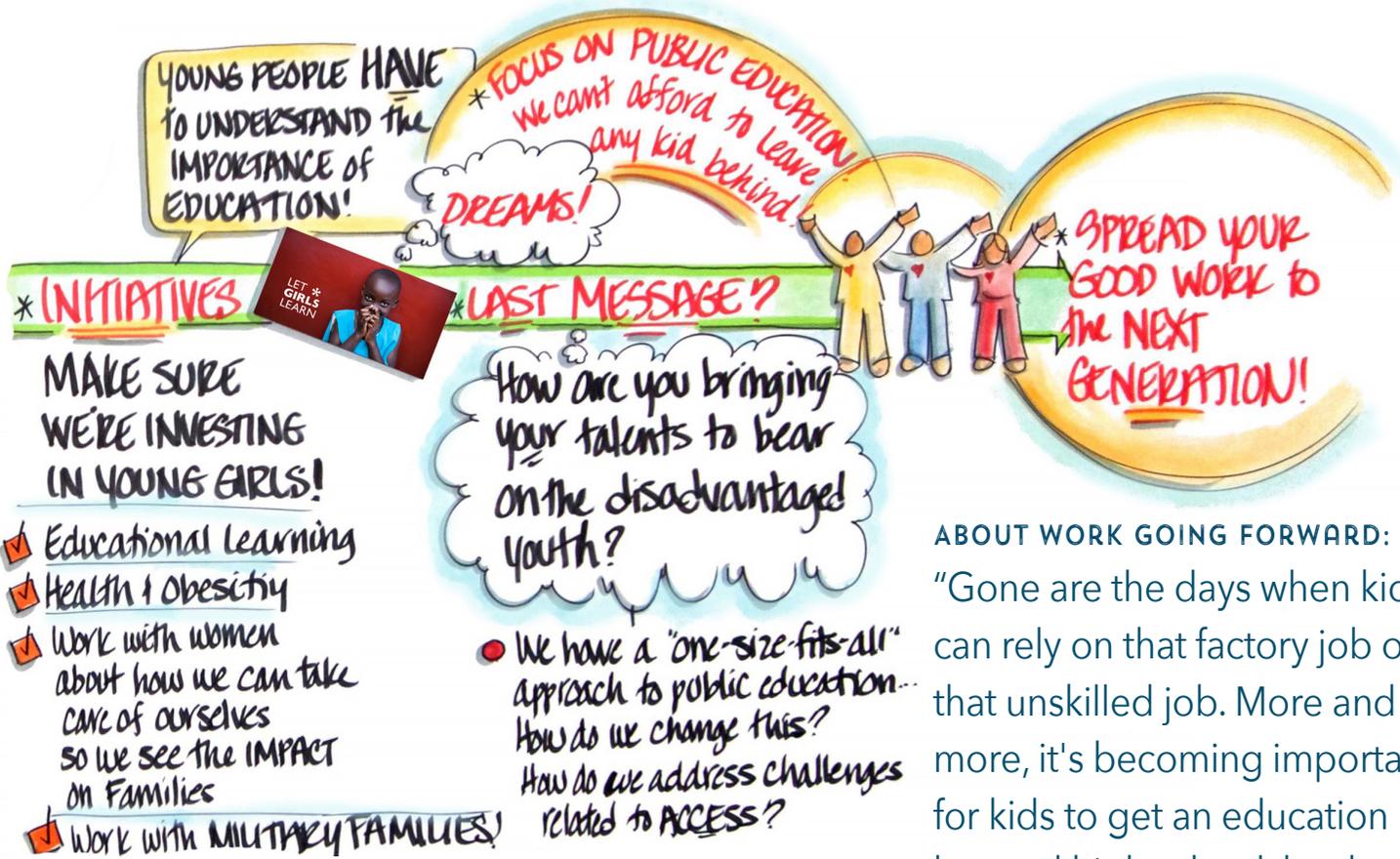
ABOUT SOCIAL MEDIA:

“That’s the thing about social media: it gives courage to cowards. It just makes it easier to say things that people wouldn't say to someone's face, and so I don't know what to say to those people who choose to use their, sort of their voices, in a way to hurt other people. There's something else going on. There's a psychology there that you know maybe you learn or can tap into what goes on in the human brain that makes us want to do bad things and hurt people, especially when nobody can find us. What takes us there? Because we can't control that necessarily, and then a lot of how you can control it is setting examples of how to behave and talking about values. It’s kind of a conversation that we have to be having around our dinner tables and in our places of worship, in our schools and in our White House.”

ABOUT GETTING ACCLIMATED TO THE WHITE HOUSE:

“Swimming without drowning. It's like being thrown into the sea of the White House. No, there is no time for training or learning, and so you bring what you know. You bring yourself...it's like being thrown in the ocean and you can't swim, and what are you going to do? Maybe you got some strokes going on. Maybe you learned how to kick and breathe, and you did it in the pool and you thought you were ready, but the ocean is a different thing. When you're in the ocean, you panic if you don't know how to do it, and you go back to what you know. That's all you have time for, to go back to what you know. So, if you didn't know anything, you're reaching for a lot of stuff, because you're just trying to survive.”





ABOUT WORK GOING FORWARD:
 "Gone are the days when kids can rely on that factory job or that unskilled job. More and more, it's becoming important for kids to get an education beyond high school, but how will kids know that if nobody's telling them that? How will they know that if their schools are inferior? If nobody's helping them to dream, or to even know what the future is going to look like and how to prepare for that?"

"Elliott, you should add Kale to your diet... it is a vegetable that tastes Great!"

- Michelle Obama



ABOUT LOOKING TO THE FUTURE:

“...we still have an education and public education system that is sort of a one-size-fits-all, which we already know doesn't work. I'm sure it's not the way many of you all are teaching and educating in your companies. You understand that you've got to have different formats and structures. How do we start thinking about that for the vast majority of kids who don't have the opportunity to be in schools that can slice and dice things apart? How do we make sure they're not lagging behind? They're not lagging behind because of ability, but because of stress, pure access, and as we talked about with the millions of girls around the world who aren't in school, we can't afford to leave millions of kids behind. So, I ask all of you to use your expertise, to use your passion, to use your gifts and your focus, to help think about some of these issues. Advocate them to keep your eye on the prize of our public education system, which regardless of how many flaws it has, and it is an imperfect system, I have traveled around the world and our educational system is still the envy of the world.”

KEYNOTE PERSPECTIVES:



Julia Keleher

Secretary of Education P.R.

*IT'S ABOUT PR'S POTENTIAL!



"I think it's really about the potential that the island has and the right that the students in Puerto Rico have to be to compete freely and to pursue their dreams. If they don't have an education, they're not going to be able to have that. Since 2009 the New York Fed has indicated that recovery for the Puerto Rican economy is based on the degree to which the public education system produces career-ready individuals. The best resource is the people. You will not find more caring, more committed individuals who, when they're part of something, will move Heaven and Earth to be able to have the outcome that's desired. I think what we need to do now is figure out how we make connections with Stateside industry that can provide internships and practical learning experiences for our students."

“ There's been a perennial problem of students from Puerto Rico, who come to the states, [who are] here for a period of time, who go back. Their records don't follow. There's no coherence between the two systems. The hurricane has created a need for Puerto Rico's Department of Education to work more closely with other State Departments of Education. We had the idea of creating a little electronic briefcase that the child would have when they left the system: to be able to share that with the systems that receive them, and then when they do decide to come back, which we think a lot of them will, they bring that back with [them]...I'd also like to create a sort of digital connection and virtual classrooms where there are a lot of students who move to Orlando, for example. We could work collaboratively with schools in Puerto Rico to connect to those schools in Florida and have them share experiences and possibly create exchange programs or provide a context for learning being bilingual and a cultural understanding of how Puerto Rico is part of the United States.”

- 345,000 students - It's a HUGE SYSTEM!
- The hurricane has been traumatic for EVERYONE - There's anxiety before, terror during & then relief you've survived but NOTHING looks as it did. We're trying to regain a sense of normalcy. We need to CONNECT to the STATES!
- Getting the schools open gives a sense Life will go on!
- IT'S AN OPPORTUNITY FOR LEADERSHIP AND VISION! CREATE SOMETHING NEW & BETTER!

* CREATING POCKETS OF LIGHT!

* SCHOOLS TURNED INTO COMMUNITY CENTERS!

* PRODUCE CAREER-READY INDIVIDUALS!

Public Education for raising a generation of PROBLEM SOLVERS!

Adults can apply content to raising AND IMPACTING this generation!

Create digital briefcases for students who leave!

HEY! LOOK AT THIS NEW CONCEPT!

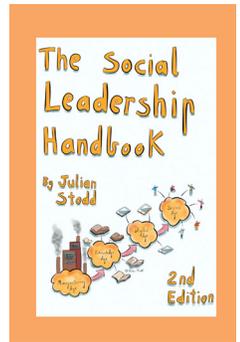
Where can you apply it?

KEYNOTE PERSPECTIVES:



JULIAN STODD

ENGAGE IN OUR DIFFERENCES TO BUILD UNDERSTANDING!



“The way I see it is that we have two sides to an organization: there’s the formal side, which is the structure, the assets, the trucks, the buildings, and the rules, and the formal hierarchies of power. All of that is under your control. You can do whatever you like to that. It’s very visible, it’s very clear. But around that flows the social structure, and the social structure is very different. It’s bonds of pride, bonds of trust. It’s tribal structures, which are bonded often locally around shared values, shared purpose, shared intent. And the two exist in a dynamic tension. So, the formal system is extremely good at connectivity, at bringing us together and achieving effective scale. But the social system is incredibly good at innovation at local problem solving and at very carefully subverting the rules of the formal system to get stuff done and not get caught while doing it.”

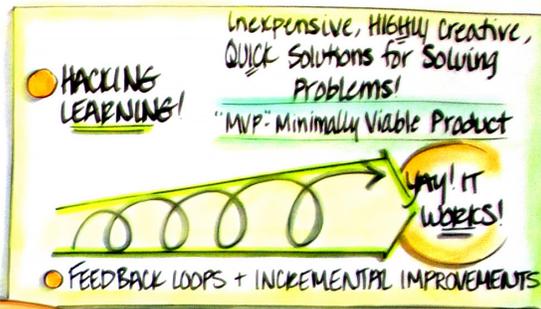
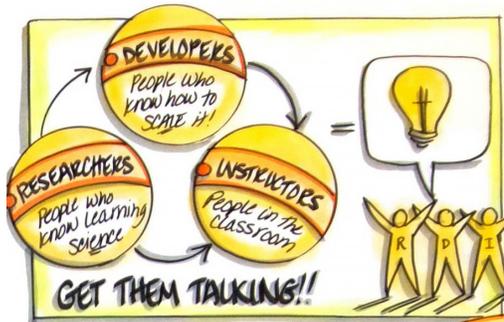
“Most of us exist in complex, global, adapting organizations and what’s becoming very clear in the trust research, and now I’m starting to look at how tribal structures form and grow, is they don’t grow in one flat and level way. We tend to project trust and form tribal structures in our own image. Those structures tend to flow out horizontally, rather than going vertically, and they tend to group locally. There are significant challenges, especially, if we look at a learning community, which crosses into any of the 79 countries in the world where homosexuality is illegal or not yet decriminalized. And how can we expect people to engage in those conversations in those spaces? Where, if we were in the same room together, we may be subject to persecution, subject to limitation of power purely because of gender or sexual preference.”

Handwritten notes and diagrams:

- Constraints are rarely coming from the outside!
- “SOCIAL” = Radically complex, multi-layered systems. Not every part is within our control
- We need to build organizations that enable & empower!
- Some people are disenfranchised due to socialized inequality
- Some highly successful org. are successful in spite of themselves
- Help orgs. to be better!
- Social storytellers
- Most of us exist in complex global org. We tend to project trust
 - How can we expect people to engage in discussions re: inclusion in 79 countries where homosexuality is illegal?



Check out learningtalks.com for more from this keynote.

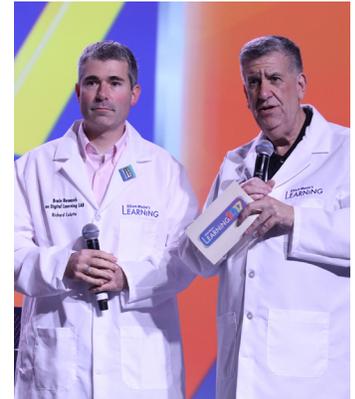


• We have a chance to be exposed to stories we don't know... to have our BELIEFS CHALLENGED!

RICHARD CULATTA!



• We need to be able to tell interesting stories, meaningful stories out of DATA! PUT LAMERS IN/TOOLS that sit on top of all these other systems that help us tell better stories



• Assessment is a POWERFUL way to ensure learning is happening! What if we HIRE GAME DESIGNERS to redesign TESTING? GAMES ARE JUST REALLY FUN ASSESSMENTS!



• At the WHITE HOUSE!

Hack (n): Solution to a practical problem that can be delivered quickly and with limited resources. An informal approach that provides immediate results.

“When it comes to learning innovation, we have a tendency to get stymied by overly complicated solutions. We want to tackle really big problems or build highly technical systems. While these “boil the ocean” goals are admirable, they sometimes cause us to overlook opportunities to solve a problem quickly in a way that provides immediate value to the learners. A learning hack uses simple, existing tools to solve an immediate problem. Instead of building a voice-activated, personalized, onboarding mobile app, a hack might be to send a series of text message reminders during an employee’s first days using a free SMS tool. Instead of waiting on budget approval for a complex course registration system, a hack might be using a Google form to quickly collect the necessary registration information for free. While learning hacks don’t always replace the need for more permanent long-term systems, they can serve as valuable prototypes to quickly get feedback and inform long-term strategy.”



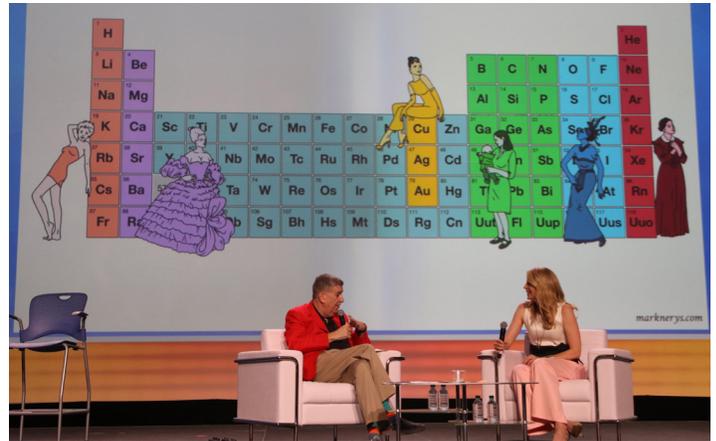
• Let go of pain. Open to forgiveness.
• Song Title: "Farewell to Pearl" by Aaron Ashton

• My wife Sandra Culatta is a violinist- MUSIC helps to access the meditative side "As a musician, one of my jobs is to tell a story."

KEYNOTE PERSPECTIVES:

CHRISTINE MCKINLEY

“Well, physics, and science, and math, to me, are the basic building blocks of everything else. The reason I wanted to study it in high school, and then I wanted to be an engineer, is that I understood that the laws of motion and energy really govern everything else; the way our body behaves, the way the universe behaves. And now, looking back, I realize that if you can understand those laws, you engage with the universe in a different way. Rather than childlike wonder, which is adorable when you’re a child, you sort of engage in more of a grown-up, problem-solver kind of way.”



“[About Americans knowing how to code] Well, it makes a difference for us as a country. If we can be the coders, and the engineers, and the builders, and the inventors, then we’re more autonomous. If we’re relying on immigrants to do all of that, that’s great. But also, at some point, Americans can’t just be brand ambassadors. We can’t all just be fashion designers. Someone has to purify the water.”

A hand-drawn infographic with various notes and illustrations. It features a central illustration of two women in hard hats labeled 'ENGINEER!' and 'GEEK!'. Surrounding this are several text boxes and drawings:

- Top left: 'We're leaving a lot of brilliance behind!!' and 'Only 7% of Engineers are women!' with a drawing of a book 'PHYSICS FOR BOYS STINKS!' and 'AUDIBLE.COM'.
- Top middle: 'What if we could provide the BASICS for anyone??' and 'We've got to get away from saying "Oh" when girls say it's too hard!'.
- Top right: 'My PASSION IS LEARNING! If there's something I can learn & make a product or job out of it I'll do it!' and 'My APPROACH! 1) SPIN I CAN DO SOMETHING! 2) COMMIT 3) PANIC 4) SCRAMBLE!' with a 'YES!' sticker.
- Middle left: 'It's a MYTH that physics is easier for boys... it's just easier for SOME PEOPLE' and 'We don't accept it when boys say it's too difficult?'.
- Middle right: 'It's about SOLVING REAL PROBLEMS!' and 'It's about real problem solving, not just being brand ambassadors'.
- Bottom left: 'The LAWS OF MOTION & ENERGY GOVERN EVERYTHING ELSE! If you really understand even high school physics, you become better at everything!'.
- Bottom right: 'Connection between the periodic table & dating!' with a drawing of a periodic table.

Check out learningtalks.com for more from this keynote.

KEYNOTE PERSPECTIVES:

Andrea Wong - Google

I MET ANDREA WHEN SHE WAS AT SKIDMORE!

"The user is not you"

FEARLESS!

DESIGN SOMETHING THAT GIVES THE BEST POSSIBLE EXPERIENCE!

- Focusing on making products more accessible for people with disabilities!
- I TALK to the USER... ASK THEM!
Why do they use it? What does it help them do?
- How'd you hear about it? How do you talk to others about it?
- Approaches: We shadow people OR have them act things out, we have a lab

USER EXPERIENCE IS ALSO ABOUT EMOTION!

EMPOWER PEOPLE!

① Does it do what it's supposed to? ② Is it efficient ③ Is it enjoyable?

"Usually, whenever we design something, we have an idea of how we want people to go. A lot of times that's not how users end up using our products. So, we look for that gap between what you designed it for and what people actually use it [for], and figure out why does that gap exist and how do you fill that gap."

"When is something ready to launch? When is a product ready?" Two answers: the first one is, one, is it effective? Can the person do what they need to do using your product or service? Secondly, is it efficient? Can they do it within a reasonable amount of time and with a reasonable amount of effort? And third, is it enjoyable? Is it frustration-free? And those are actually two different points because there's frustration-free, which means you don't get them annoyed. But then also try and push it a little bit beyond to make them enjoy using [it], to make them enjoy learning. And those are the criteria for launching a product. You're never really completely finished because learning is a continuous thing. So, it's about iterating. If it's something's relevant, if it's compliance, you're doing it all the time. How do you iterate on a process and make it so that the learning is better every time and keeps up with what you're trying to teach people?"

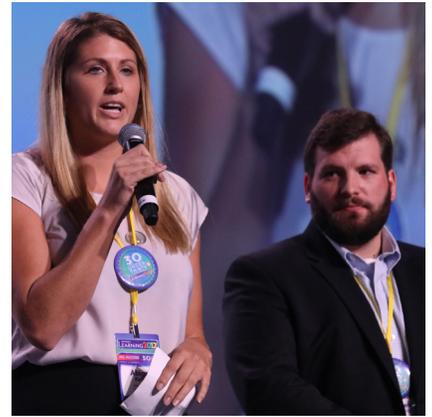
"[User Experience is] about understanding and meeting your user's needs. It's about emotion, it's about intuition, it's about connecting the user with your product and making it so that they can use it in a way that's, hopefully, actually even enjoyable."



Check out learningtalks.com for more from this keynote.

30 UNDER THIRTY

Elliott Masie's
LEARNING 2017



30 future leaders were selected to participate in this annual program aimed at developing and spotlighting the next generation of learning leadership in our field! Here are just a few of their perspectives:

"One of the biggest changes in the field of learning is the inclusion of mobile learning. The over-present nature of another screen in our hands at all times paves the way for bite-sized chunks of content, tips and tricks, news, or keeping up with colleagues, influencers, and friends. At NBCUniversal we have to be mobile friendly for our consumers and internal talent, incorporating platforms like Snapchat into our learning experiences."



Kaylee Chun
NBCUniversal

"As the Learning field evolves, so does the role of the Learning Practitioner. We are closer to our businesses than ever before. As performance consultants, we are challenged to diagnose organizational capability gaps and to deliver innovative solutions that solve real business problems."



Alexandra Leonpacher
Shell



"With the accelerated rate of change we are seeing across industries, our employees need rapid skill development with real-time learning solutions. Leveraging a performance support approach and informal learning resources will be increasingly important to meet the learning needs of our employee base in a way that drives organizational impact and delivers high-quality, on-the-job competency."

"As learning leaders, we have to figure out how to make learning fun and memorable. More than ever, we have to understand how learning can be digital and tied directly to strategy. In the future, learning professionals will be asked to teach memorable, meaningful messages in a mere five minutes. We will be posed with the challenge of knowing exactly what each individual needs, specific to their growth and timeline, and tied to their interest. It will be drastically and radically different than an eight-hour course on leadership development!"



Kate Sweetland-Lambird
Intel



Kaitlin Cantel
Orlando Health

THE FUTURE OF LEARNING

PERSPECTIVES FROM
masie SENIOR MEMBERS
Learning CONSORTIUM WHO ATTENDED:



Kathy Tague, Guardian Life Insurance Company of America:

"The future of learning is..."

- DATA-DRIVEN: To improve our credibility, we must be able to speak the language of the business, focus on key performance and behavior, and - with metrics - demonstrate the impact we have on results.
- LEARNER-CENTRIC: Beyond personalization, we need to scale to reach learners how, when, and where they prefer.
- EVOLVING: As learning professionals, we need to be curious, resourceful, and never stop learning!"



Linh Mai, Bank of America:

"As learning producers and experience designers, we need to curate and develop engaging resources that will be easily accessible - anytime and anywhere when learners need them."

Manal Houri, Ericsson:

"To develop tomorrow's workforce, we can no longer rely on yesterday's learning tools. It is time to shift our mindset from training being an event to becoming an experience, where wearables, AI, and augmented and virtual technologies form a learning ecosystem and route personalized knowledge to the learner in an almost-seamless fashion."

Bob Gerard, Accenture:

"The future of learning, in many ways, resembles the past. As the ever-increasing technology wave continues to change how, when, and where people learn, we are seeing how deeply important the most basic of learning activities actually still are. The reflection, interaction, and emotional connection that came from sitting around the campfire telling stories have just as profound of an impact on the quality of learning today as they did millennia ago."

Matthew Daniel, Capital One:

"As learning professionals, if we're not staring down the future with a bit of trepidation to go with our excitement, we're not paying attention. Automation and AI will impact the size of our learning audience and the scope of their learning. It's time to move from recognizing that there is a change to adjusting our skill sets to prepare for that change - analytics, user experience, technology - these are key to our success in the future."



Bethany Tate Cornell, *The Boeing Company*:

"Learning 2017 was a wonderful opportunity to look at the future of learning from many different perspectives. What resonated most to me was the strong need to personalize the learning experience by understanding the learner, meeting them on their terms, and empowering them to choose their own path and approach to development."

Felicia Thornton & Laurie Pappaceno, *Macy's*:

"Learning needs to happen at the speed of the business to keep up with the needs of the business! We've got to keep a laser focus on empowering people to own their own learning, and enabling performance (vs. pushing 'training'). The more we can do to foster a culture of development, the better we can help set up our organizations for success."



Katie Hines, *Land O'Lakes*:

"Learning needs to stop being an event. Creating experiences and touchpoints for accountability both before and after a training 'event' will help the learner apply their newfound knowledge. Additionally, weaving in informal learning around similar topics will help the learner to continue to grow their newfound knowledge."

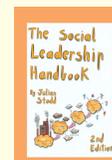
Michele McNickle Driver, *Amazon*:

"The conference was critical in highlighting the polarity we are currently experiencing in Learning & Development - the infusion of Big Data, Machine Learning, and AI bumping up against a need for belonging, relevance and authenticity in our work and our experience at work. Both allow us to bring to life the stories that will transform ourselves and our organizations."

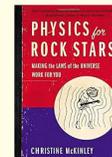


atd Association for
Talent Development

MOST POPULAR BOOKS SOLD AT ATD BOOKSTORE



The Social Leadership Handbook
Julian Stodd



Physics for Rock Stars
Christine McKinley



Play to Learn
Karl Kapp and Sharon Boller



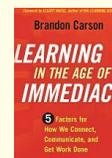
Social Leadership: My First 100 Days
Julian Stodd



Building Leadership Development Programmes
Nigel Paine



Ready Set Curate
Allison Anderson and Ben Betts



Learning in the Age of Immediacy
Brandon Carson

**LEARNING PERSPECTIVES
FROM LEARNING SUPPLIERS:**

At Learning 2017, our Sponsors led 37 Supplier Showcase Sessions. These sessions covered a wide range of topics, with Learning Strategy, Design, and Delivery as the most popular. Several sessions focused on the uses of Artificial Intelligence, New Technology, Mobile & Web Delivery, as well as Micro, Adaptive, and Machine Learning. Social & Collaboration, Talent & Learning, Multiple Generations, Assessment, Leadership Development, and Personalization were also featured topics. In addition, there were sessions focused on Coaching, Curation, Globalization, and Sales Training. [Click here for Learning 2018 Sponsorship Information and links to our Learning 2017 Sponsors](#)



RICHARDSON
THE POWER TO SELL



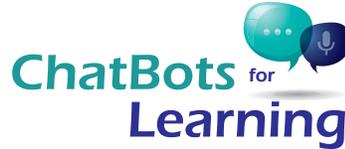
UPCOMING MASIE LABS & EVENTS IN 2018:

Elliott Masie's
LEARNING 2018

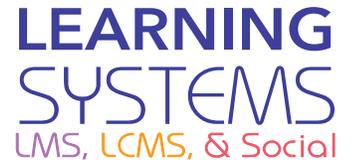
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JAN. 30 - FEB. 1, 2018



SPRING 2018



SPRING 2018

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