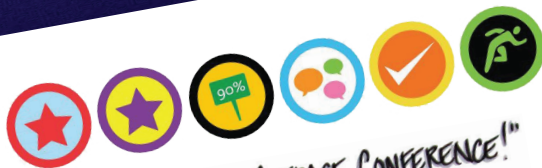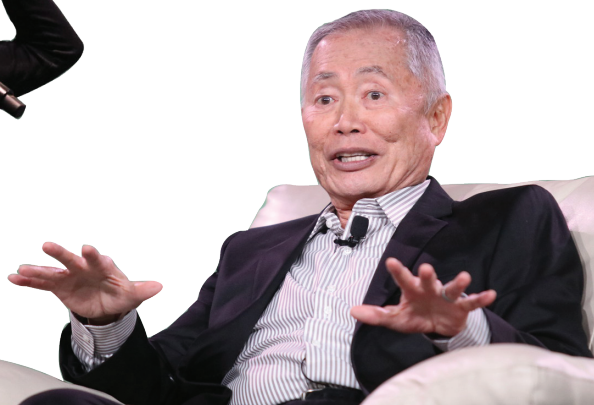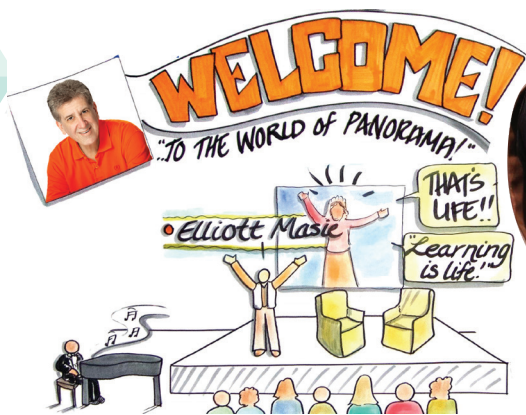# LEARNING THEMES

An Elliott Masie eBook

Curated from **LEARNING2016**

www.masie.com

"THIS IS NOT YOUR AVERAGE CONFERENCE!"

A NOTE FROM ELLIOTT MASIE, CURATOR & HOST:

Each year, I am honored to host our Learning event, bringing together over 1,600 learning colleagues and learning leaders from around the world. The experience is now extended with a curation commitment from The MASIE Center.

We have harvested and curated content from our keynoters, session leaders, and participants to provide more stimulation for both the attendees and thousands of colleagues who were unable to join us in Orlando in October.

Our curation includes:

- Video segments of keynote speakers (George Takei, Anderson Cooper, Tiffany Shlain, Scott Kelly, and many more). These are highlighted in this eBook and can be found at www.learningtalks.com
- Digital versions of the illustrations done by Deirdre Crowley of Crowley & Co. for each of the keynote sessions.
- Perspectives from Brooke Thomas-Record, our Program Manager, who worked with each session leader and has a unique view of the engagement of our 1,600 participants
- Comments and overviews from participants.
- Links to curated notes from over 70 of our breakout sessions
- And more…

My own curation is summarized by the following themes that we discussed throughout our event:

- **Learning Panorama:** Learners are experiencing and expecting a larger and more varied range of content, context, engagement, and experiences for any learning objective.
- **Learning Recommendations Coming:** We will bring to learners recommendations for choosing options for the best selection from a Learning Panorama.
- **FitBit for the Brain – Machine Learning:** There is significant exploration of neuroscience and the feed-forward process to learners and developers based on the growing arenas of Brain Science and Machine Learning.
- **Learning in Disruptive Times!**
- **Shifts in Learning -** Moving into Business Units
- **Arts and Theater with Learning**
- **Beyond Learning Rituals**

Please explore our eBook and share it with your colleagues. We believe that the curation phase of learning events should expand radically. Explore The MASIE Center's content, context and events at www.masie.com

Yours in Learning,

Elliott Masie's
LEARNING 2017
OCTOBER 22-25, 2017 | ORLANDO, FL

contact: emasie@masie.com
twitter: @emasie

TABLE OF CONTENTS

CURATION QUICK LINKS:

- Video Clips: www.learningtalks.com
- Illustrated Images:
  www.learning2016.com/illustrations
  http://crowleyandco.us
- Curated Content PDF:
  www.learning2016.com/curatednotes
- Pictures: www.emasie.smugmug.com

A NOTE FROM BROOKE THOMAS-RECORD, PROGRAM MANAGER:

I have been managing the program for Elliott Masie's annual Learning event since 2007. Each year the content is unique and 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 such passionate and motivated learning professionals as I help them develop their sessions.

This year, in addition to the 6 general sessions hosted by Elliott, we offered 197 breakout sessions, discussions and labs on a wide range of learning related topics.

From year to year, I 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:
- **Brain & Cognitive Science:** Significant uptick in both the number of sessions offered on this topic and attendance for them.
- **Coaching:** Slightly more sessions/attendance for this than in previous years.
- **Fresh Metrics & Assessment:** Slightly more sessions/attendance for this than in previous years.
- **Webinars & Other Online Delivery:** More attendance for sessions on this topic than in previous years.
- **Learning Systems in 2017:** A few more sessions and increased attendance than in the past few years, but still not as many as 7 or 8 years ago.
- **Leadership Development:** Slightly fewer sessions and slightly lower attendance than in the past 5 years.
- **Video for Learning:** More sessions included video as a sub-topic this year, in addition to the sessions that focused on it in a major way, so it remains one of our most popular topics.
- **Curation:** More sessions included curation this year and it became one of our newer most popular topics.
- **Gamification & Engagement:** A noticeable uptick in sessions/attendance for this than in previous years, especially around engagement in all its many forms.
- **Mobile & New Tech:** Slight increase in number of sessions offered and attendance for those.
- **Learning Strategy:** Remains a popular topic for session leaders and participants, year after year.
- **Learning Design:** Another consistently popular topic for session leaders and participants alike.

There were a few less mainstream topics that we also wanted to include, like Virtual Reality & Learning, Machine Learning, and Extensions of Learning Systems. Each is important but hasn't yet reached "critical mass". We plan to focus on and include more content on each of these at Learning 2017.

A few key topics – Performance Support, MOOCs, and Blended Learning – were embedded in sessions about other areas of focus, rather than featured as stand-alone session topics like in previous years. I believe that many L&D functions now use some version of these in their day-to-day work, meaning they are leveraged for other learning efforts that ultimately became the headlines for sessions at Learning 2016.

BRAIN
& Cognitive Science

We reached out to a combination of practitioners and scientists for this content. It was a great privilege to feature cutting-edge thought leaders in this field as well as work stemming from universities and their partnerships with organizations.
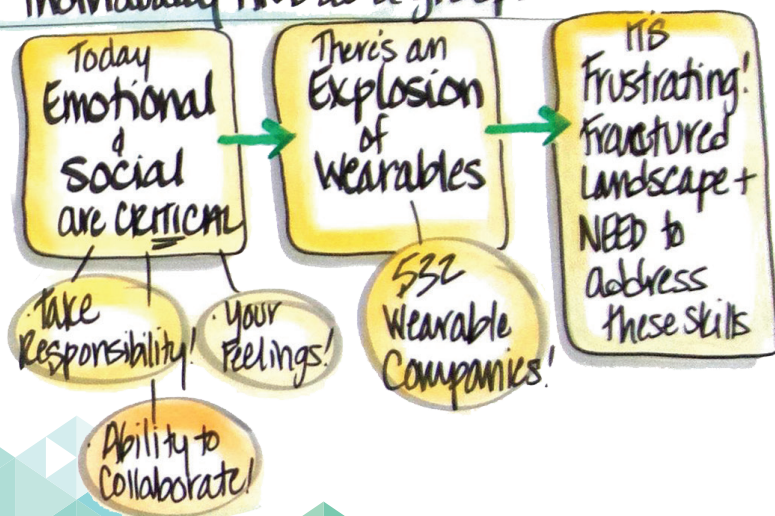
KEYNOTE PERSPECTIVES
MIHNEA MOLDOVEANU:

"There is clear recognition that the stock of skills that's gonna make the most difference to our collective intelligence as humans, is emotional and social in character as opposed to something that you can write down as an algorithm."

"It's not that reading, writing, arithmetic are not important. It's not that solving partial differential equations is not important. It is that in the age of machine learning, in the age of the smart machine, the kinds of skills that have to do with tuning in, with empathic accuracy, with being able to take responsibility for your own actions, your thoughts, your feelings, being able to choose what to feel, become enormously important managerial, executive, collaborative skills that we're trying to build."

MIND-BRAIN BEHAVIOR!
- Can we help you learn better?
- Can you develop a character that will enable you to work better individually AND as a group?

Today Emotional & Social are critical

There's an Explosion of Wearables

Its Frustrating! Fractured Landscape + NEED to address these skills

Take Responsibility! Your Feelings!

532 Wearable Companies!

Ability to Collaborate!

FITBIT for the BRAIN!
Technology can change MEDICINE!

Enable emotional transparency!

THE HIVE

ENABLE PLATFORM WHERE YOU CAN SEE YOURSELF EMOTING!

"The project of the [Brain Behavior] Hive is actually a very simple one. It's not to build new brain science. It's to build new learning technology that makes use of physiological signals, because it's not just the brain that we care about, it's actually the rest of the body as well."
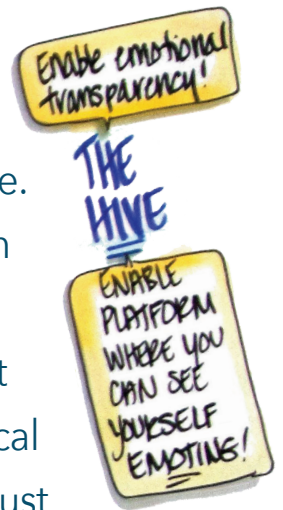
66 There are 532 wearable companies out there. They can measure your heartbeat, the skin conductance that is supposedly a measure of how nervous you are, how anxious you are at any one point in time, your brain waves, and the list goes on. It's very, very difficult, it's very frustrating I think for a learning professional to see that there is a need for these skills…the development of which you can think of addressing using wearables, using brain science and at the same time to find such a fragmented landscape of measurements. 99
- Mihnea Moldoveanu

Check out learningtalks.com for more from this keynote.

"We assume that the input is equal to output. It's not like that. It's a one way street. You need to create the other way, consciously. And we really need to spend some time as an institution to create opportunities for people to express what they've learned, to generate. If you don't do that, all you will create is a black hole that absorbs information but can never take it out."
-Sanjay Sarma
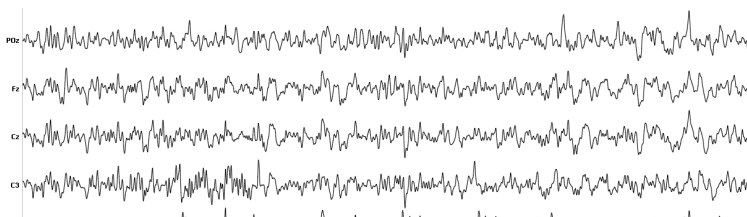
SANJAY SARMA: GO BACK TO AUTHENTIC LEARNING!

RETHINK PEDAGOGY...

WE'VE GOT to UNDERSTAND HOW THE BRAIN WORKS!

MAKE IT STICK

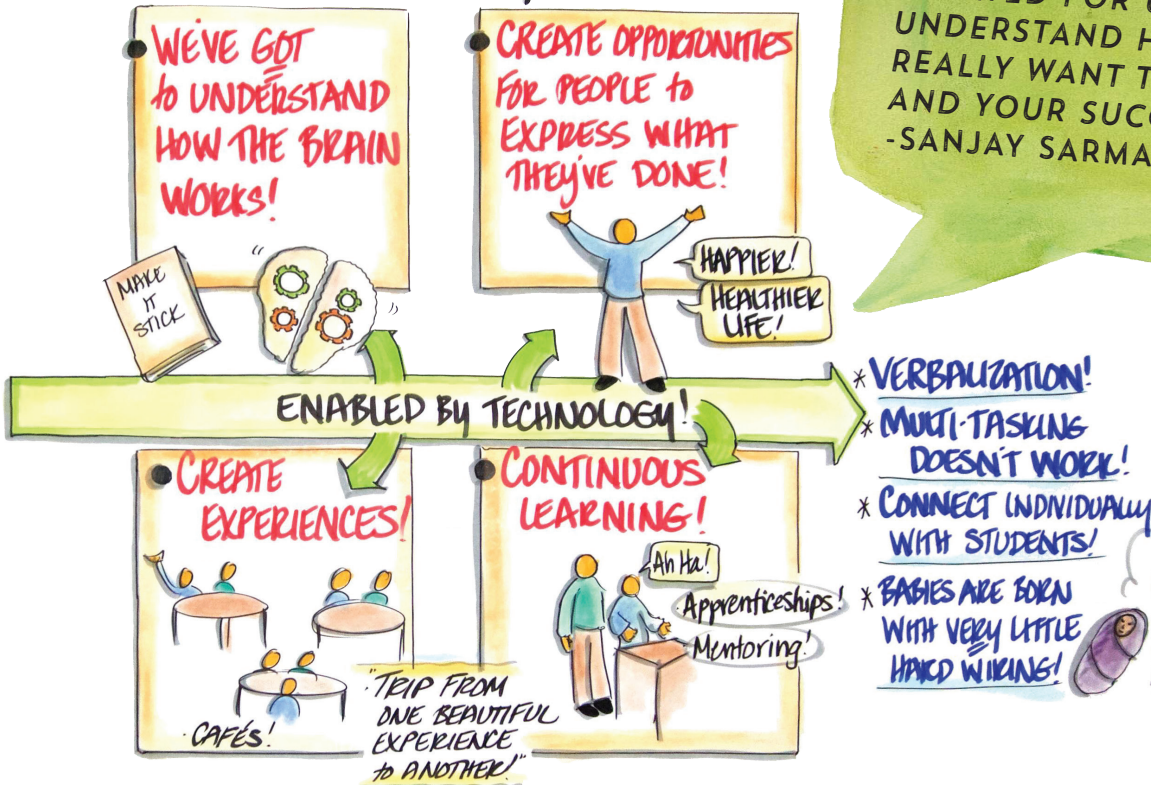CREATE OPPORTUNITIES FOR PEOPLE to EXPRESS WHAT THEY'VE DONE!

HAPPIER! HEALTHIER LIFE!

ENABLED BY TECHNOLOGY!

CREATE EXPERIENCES!

CAFÉS!

"TRIP FROM ONE BEAUTIFUL EXPERIENCE to ANOTHER!"

CONTINUOUS LEARNING!

Ah Ha!

Apprenticeships! Mentoring!

* VERBALIZATION!
* MULTI-TASKING DOESN'T WORK!
* CONNECT INDIVIDUALLY WITH STUDENTS!
* BABIES ARE BORN WITH VERY LITTLE HARD WIRING!

We beat the curiosity out of them!

> "THE BRAIN IS SOMETHING THAT'S REMARKABLE. IT'S JUST AN AMAZING THING THAT EVOLUTION HAS CREATED FOR US, BUT YOU NEED TO UNDERSTAND HOW IT WORKS IF YOU REALLY WANT TO MAXIMIZE YOUR JOY AND YOUR SUCCESS IN LIFE."
> -SANJAY SARMA, MIT

"The future of learning requires embracing the intersection of different worlds: the world of rapid digital innovation, the world of human psychology, and the world of neuroscience. To succeed, learning must be available to the people that need it, when they need it, in the way they need it, but always grounded in scientific evidence-based design, rather than gut intuition, to maximize effectiveness. We're excited to see these themes discussed in so many of the sessions at Learning 2016!**"**
-Tal Goldhamer,
Partner - Chief Learning Officer EY Americas, Ernst & Young LLP

"Sanjay melds the research richness of science with the cultural requirement that we radically rethink our learning, education, and knowledge assumptions." *- Elliott Masie*

What's Working? What's broken?

WE'VE GOT to FUNDAMENTALLY TRANSFORM LEARNING!

· Students BEST understand their own style

"TEACH BY DOING!"
· "Bring those factories into the classroom."
- That's how MIT started!

THERE'S AN INCONVENIENT TRUTH IN LEARNING...
· The TEACHER HOLDS the PEN & the STUDENT is the SHEET of PAPER

· MAKE STUDENTS CURIOUS!!

SANJAY SARMA

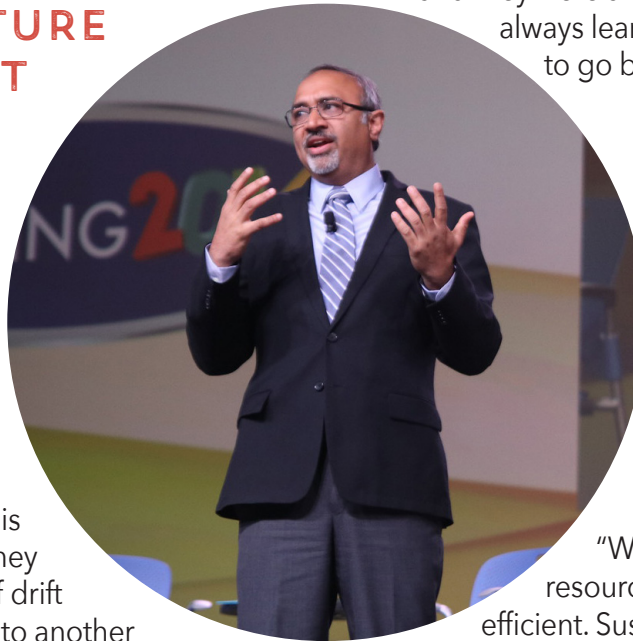## M.I.T. - Digital Learning!
- Courseware reaching 200M+ worldwide!
- We're changing how & where learning occurs!

ABOUT THE FUTURE OF LEARNING AT

MIT Massachusetts Institute of Technology:

"I think that what we'll create is a highly curated experience which is actually not that dissimilar to what Disney does. And what does Disney do? Disney is the 11-year-old's dream, right? It's an experience right down to this thing, this [wrist] band where they create a flow, where you sort of drift from one beautiful experience to another and stitch together a panorama, a palace of memories…[we are] rethinking the experience of the student so that when they leave, they have knowledge that will sustain them for the rest of their lives, number one. Number two, admission to MIT will not be sort of four years and you're done, you're out. It will be a membership and you will receive, forevermore, for the rest of your life, professional updates. So you learn about what IoT is, what that hack was. You learn about something with machine tools and that is what we are calling MIT professional education online and we're gonna actually make it available to the world as well. So that sort of rethinking, pretty fundamentally. One more thing, augmented reality will play a huge role, internships will play a huge role. Just imagine, here's a vision. Let's say that you're a mechanic at Boeing and you go up to an engine and you're wearing your Google glasses or your HoloLens and you're repairing an engine, you're turning… You're trying to figure out something. You get augmented reality information like the "Terminator" movie, right? But then you embed learning right and there. And it says, "Did you know that next year, that engine is going to go from internal seven to internal nine different material, and if you wanna learn more about it, wink, and I'll give you a little course in the evening." So this is the sort of continuous learning environment we will have to go to."

"Do you think Michelangelo ever attended a lecture? Or Leonardo? Michelangelo and Leonardo learned from the great masters, and they were apprentices, and they were always apprentices, and they were always learning. This is the world we need to go back to."

ABOUT RFID CHIPS AND THE INTERNET OF THINGS:

"We have not marshaled our resources very well. We are not efficient. Sustainability is an issue. Global warming, global climate changing is an issue. We could do a lot better…now, we need a counterbalance of privacy, but assuming we can deal with that, I believe that these technologies will enable us to create an environment in which we are good stewards of this great planet we live on, and one in which we have better health, more comfort, etcetera, etcetera. And actually, learning plays into that as well. Your environment could sort of give you learning…IoT is going to enable us to really sort of live a happier and healthier life with a much lower footprint on this planet. We don't have another planet to go to, unless Elon succeeds with his trip to Mars."

Check out learningtalks.com for more from this keynote.

DANA ALAN KOCH!
·ACCENTURE·

We need to design for RETRIEVAL!

* Storage Memory + Retrieval Memory

* How do we think about designing SOLUTIONS?

PANORAMA!

Practice / Practice / Practice

COMBINE MULTIPLE APPROACHES

* "HYPER PERSONALIZED CONTENT" BEHIND THE SCENES

KEYNOTE PERSPECTIVES:

"We have two memories. We have storage memory and we have retrieval memory. So when we work hard to get things into our storage memory, they never go away. The forgetting process is really the retrieval memory… and so, from a brain science standpoint, that's a big revelation because for designers, if they understand first you get the effort to get it in, what you need to do then is design the retrieval processes."

-Dana Alan Koch

USING BRAIN SCIENCE TO MAKE LEARNING STICK

Write-up from Dana Alan Koch and Jake Gittleson (Accenture) about their very popular session topic related to brain science.

"We have a problem – we quickly forget what we learn. In a learning organization, the costs of forgetting in time and money can be significant, but our learners don't have to forget. At Accenture, we wanted to tackle this problem and uncover what really makes learning stick. We surveyed an array of brain science research and revisited old instructional design models. In this research, we discovered eight common principles of "durable learning." We took action with these principles and developed a rubric to evaluate over 500 courses to improve durability and drive learner and organizational value. And finally, we conducted various enablement initiatives to help infuse durable learning into our global culture. Durability is becoming part of our DNA."

BRAIN WAVE ACTIVITY

Learning 2016 Participants were able to slip into an EEG, provided by MIT to monitor thier own brain waves.

An electroencephalogram (EEG) is a test used to detect abnormalities related to electrical activity of the brain. This procedure tracks and records brain wave patterns. Small metal discs with thin wires (electrodes) are placed on the scalp, and then send signals to a computer to record the results.

CLICK HERE FOR CURATED SESSION NOTES

GAMING /Gamification

KARL KAPP:

Karl Kapp has been a tremendous thought leader in this field and we were excited to include him in our program once again. It is interesting to note that Karl has increased his focus on the engagement opportunities associated with gaming – rather than on just the games themselves. Also, we couldn't ignore the Pokémon Go phenomenon, so we wanted to make sure to include a session to explore the viral, addictive nature of that game. Two of our 30 Under 30 participants were up to the task!
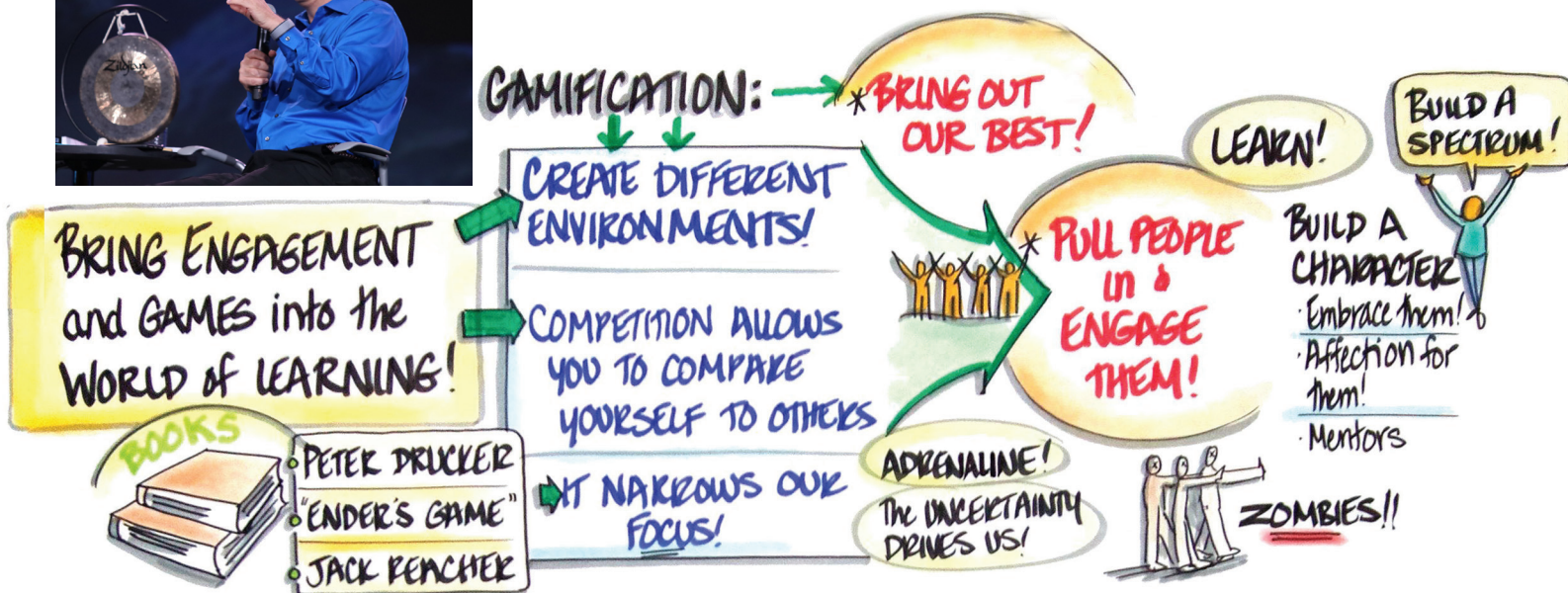
> " ...the game design methodology is a method that can pull learners in and engage them in what we're doing with the content. And it's not about having fun, it's about this level of engagement. "
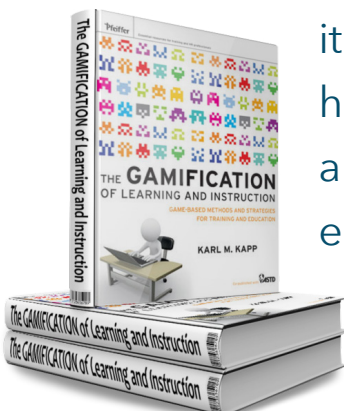
Genuine
Authentic
Memorization
Enhancement
System

> **"** [Competition] allows you to compare yourself to others… it sharpens our focus… it builds up our own adrenaline and our own excitement about the outcome. And the neat thing about competition is that it adds this element that we rarely have in learning, but we need to have, is uncertainty… So all those elements go into focusing us in an element of competition, and bringing out our best, in terms of trying to accomplish whatever that goal happens to be."

"The adult learning principle is definitely we learn best through failure and if you think about your best learning experience that you've ever had, I guarantee you it's come after failure. If we get something right the first time, we don't learn anything… I believe that we, as an industry, have conspired a little bit to dumb down our learning and not allow people to fail. **"**

- Karl Kapp

"Karl reminds us that Engagement is the force to drive learning intensity."

- Elliott Masie

WRITE-UP FROM KARL ABOUT HIS POPULAR BREAK-OUT SESSIONS:

ENGAGE LEARNERS: THINK LIKE A GAME DESIGNER!

"In the learning and development field, the use of games and gamification should only be about one thing—engagement. We often think that "fun" is the goal of games and gamification but the real goal is to drive learner engagement because engagement leads to learning. To reach engagement, those of us who design instruction need to start borrowing techniques and concepts from the game industry. We need to think about action and activity and chance and uncertainty. We need to ask ourselves "what do we want the leaner to do?" Instead of asking "what do we want the leaner to know?" We need to design learning events that challenge learners, provide immediate feedback loops and include opportunities for failure and correction. In short, we need to stop thinking like instructional designers and start thinking like game designers."

CLICK HERE FOR CURATED SESSION NOTES

Check out learningtalks.com for more from this keynote.

CLICK HERE FOR CURATED SESSION NOTES

SESSION WRITE-UP FROM
THOMAS HANNAWAY, PWC AND
BENJAMIN PROVOLT, FIDELITY:

Pokémon Go was an instant global and cultural phenomenon, setting mobile download records tumbling and filling column inches with related news articles throughout the summer of 2016. So, it's no real surprise that many are debating what has made this game such a hit. What made this game so popular and appealing, and how could this be applied to learning? Was it the social aspects? The technology? The strength of the (Pokémon) brand? There was general agreement in our session that it was likely a unique combination of all of these things (and more). Pokémon Go has shone a spotlight on augmented reality, the technology that powers the game, which has generated some interesting discussion on potential further uses of this technology and brought to the forefront existing examples of how this technology is being used within learning.
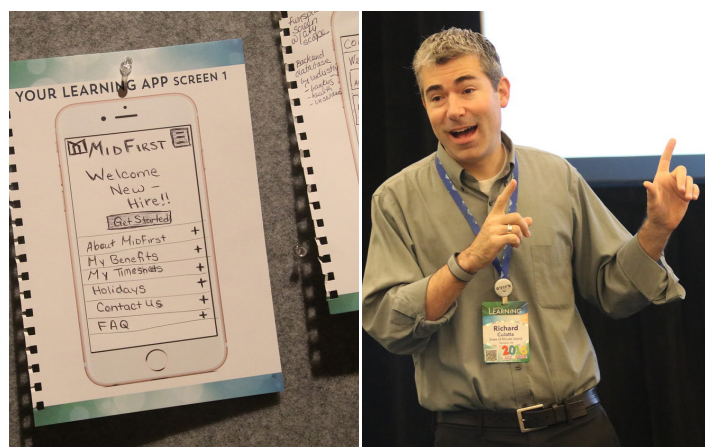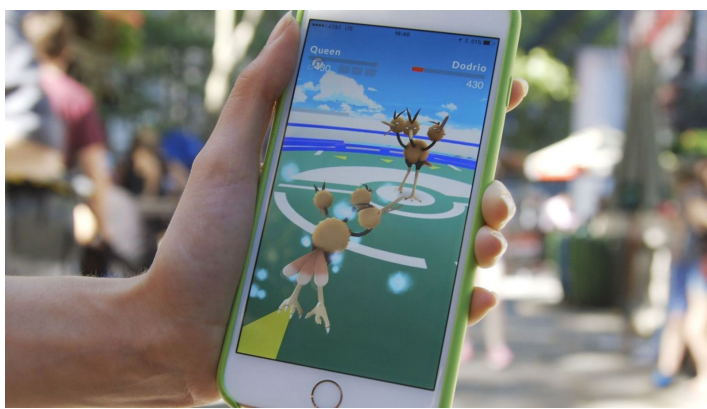
" …apps put a huge prime on user experience. They tend to be very, highly usable, because there're so many and they're so interchangeable that if they're not highly usable, they're gone. Right? People don't use them. Those are two things that I think apps bring is that they do one thing really well, and the other is that they're highly, highly usable… Intuitive. You never go to a training course to learn how to use an app. "

-Richard Culatta

Micro-Learning

"Micro-learning" is a buzz word these days, and rightfully so. As attention spans and time for learning are on the decline, the need for smaller chunks of content available to learners as they need them is being recognized by more and more organizations.

"In this rapidly changing workplace, speed and thought can feel like they are competing for the same space. Our learning departments and our learners require an unprecedented degree of agility. We need to protect and promote what we know is important (curiosity, respect for the learner, doing the right thing) while providing accessible and digestible learning (engaging, on-demand, leveraging technology) so that our workforce can succeed today and shape tomorrow. In increasingly complex and uncertain times, learning won't just meet a need, it will drive the solution."

-Diane Adams, Chief Learning Officer, Mount Sinai Health System

WRITE-UP FROM TRACY LAURIE (PERKINS COIE) ABOUT THE TOPIC OF HER VERY POPULAR SESSION ON MICRO-LEARNING CONTENT:

Curating and packaging micro-learning is a flexible and time-efficient process with many uses. Variables such as audience, goals, and resources help determine the types of packaging you might choose. Once you know what you want to accomplish, it's easy to define subjects, create lessons, and add framing elements.

Designing the micro-learning lesson involves three steps:
1. Pick a topic.
2. Develop a learning objective.
3. Curate 5-10 micro-learning assets to support the objective.

Micro-learning assets include short videos, book reviews, step-by-step instructions, articles, tests, graphics, websites, resources, reflective questions, and quick learning activities.

Link multiple lessons together for a more formal program. Offer lessons before or after instructor led training for performance support.

Simply mix and match lessons based on goals. Add in other framing elements such as incentives, assessments, group meetings, discussions, projects, coaching plans, etc. to create further depth for your learning program.

CLICK HERE FOR CURATED SESSION NOTES

Visual Storytelling

Learners want less text and more visuals. They have less time to read in order to learn so the more we can leverage graphics, photos, etc. in our learning design, the better.

WRITE-UP FROM CORINNE SMEREKA, SCHOOLCRAFT COLLEGE:

Experts agree! Death by bullet points, too much text, and tedious verbal presentations can strangle messages, stifle retention, and hamper meeting business objectives. Presenters can by-pass 'boring' and 'forgettable' by leveraging the power of visual storytelling to ensure the message is delivered in an impact-filled PowerPoint (or other) presentation.

Visual storytelling combines the ancient art of story with still or moving visual images to promote deeper connection with the audience and greater engagement with content. Blending story and visuals makes it easier and more effective to help the audience "see what you are saying" and tap into that part of the brain that has loved stories and images since the caveperson times. It also evokes emotions and safeguards content recall. In fact, visual images are 55% more memorable than text, and content with relevant images get 94% more views online than content without. Toss thinking in "text" and embrace using images, analogies, metaphors, pictures, and video clips to tell the story. Leverage the power of visual storytelling.

CLICK HERE FOR CURATED SESSION NOTES

CONNECTED & FLIPPED CLASSROOM

WRITE-UP FROM NATHAN KARET, LOCKHEED MARTIN, WHO LED A SESSION ON FLIPPED CLASSROOMS:

The concept of the flipped classroom isn't new, but many organizations still don't leverage it widely. The same can be said for connected classrooms. Both are good ideas that have been a little slow to gain widespread traction because they are new approaches that take planning (e.g. resource reallocation) and, in some cases, monetary and other resource investment.

"The Flipped Classroom Approach attempts to "flip" traditional learning models by providing lecture information outside of contact time and utilizing all face to face contact time for engagement.
Six steps to the approach:

1. Plan: Start small, think about courses/topics you dread teaching and/or students dread going to but really need. How are you going to communicate your expectations to students?

2. Record: Consider webcams, screen recording software, cell phones, camcorders, etc. to record lecture content. Be creative – can location and/or graphics add to your lecture content?

3. Share: Delivery method of lecture content should be easily accessible. Is mobile important for your audience?

4. Confirm: Need to check what has been learned prior to engagement. Consider quizzes, discussion boards, office hours, ask the instructor links, etc.

5. Small Group Work: During engagement, will students work on a project? Will it be small group discussions?

6. Debrief: How will learning be shared with everyone in the course? Is this necessary?"

CLICK HERE FOR CURATED SESSION NOTES

"To succeed, learning professionals will need to continue to adapt to the new way of work and understand and embrace the impact that technology is having both on business and on learning. It means we need to continue to do many of things we have been doing but with an appreciation for the modern learner and keep the learner experience front and center. Our role is that of a connector: connecting the learner to the learning, the learning to the business, the technology to design, the context to the content. It means becoming more agile – individually and collectively – to keep up with the speed of business (and our learners). It's more about enablement than control, helping learning become a way of working and enabling learning anywhere from anyone, seamlessly blending formal and informal learning together."

*-Liz Janssen, Vice President, Learning & Development, ICF*

"One of the keys for the success that we're seeing with them is that we really made sure we kept the human element there. And we tried to make sure that those walls did disappear, that the geographies disappear. We're to the point where we could connect 90 classrooms around the world."
-Dana Alan Koch, Accenture

"These connected classrooms are filled with rich technology. Lots of big screen monitors, lots of cameras at the end of tables that zoom in on you when you start to talk. And so envision a faculty in New York, participants in Atlanta and in Dallas. The faculty asks a question, a participant in Atlanta raises their hand, and what happens is over a very short period of time, people are no longer enamored with the technology, they're enamored with, "How can I interact with someone in a completely different environment?"
-Dana Alan Koch, Accenture
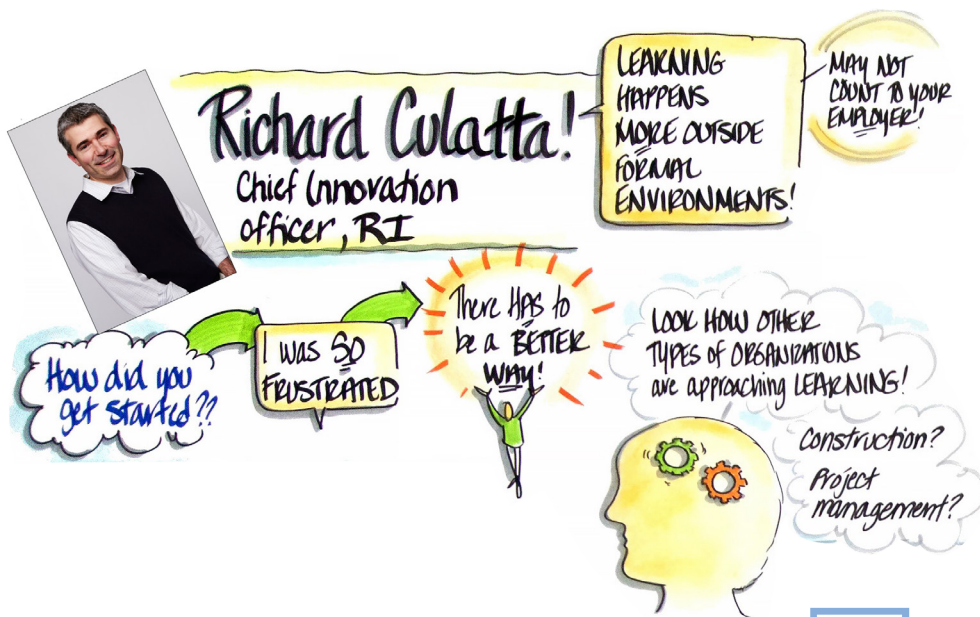
Compliance ✓
&Learning ?

COMPLIANCE TRAINING CAN BE AWESOME TOO!

CLICK HERE FOR CURATED SESSION NOTES

Four Common Offenses of Compliance Training:
- Check the Box: Training is presented as a hurdle that must be cleared with minimum possible effort, and then forgotten.
- One Way Transfer: Learning experiences are largely comprised of content pushed to learners.
- Nexters: Online compliance training where you click "next" as fast as you can until you get to the end and print the certificate.
- No Autonomy: Learners are given no choice or ownership in the learning process.

Because of these offenses, compliance training is often low-hanging fruit for quick wins. The following three recommendations offer new places to start:
- Ask for Waivers: Often, regulators will grant waivers if they see you're trying to improve the learning experience.
- Required Time is a Blessing in Disguise: Use time requirements to infuse other learning concepts.
- Don't Boil the Ocean: You don't have to overhaul the entire compliance training program to test out better approaches.

> 66 At the end of the day, people try to tie it [learning] to bottom line and ROI and all those things, which we can talk about whether that makes sense but at the end of the day, if we can figure out how to help people learn better, we immediately solve all the other problems. It's sort of like the basic problem that everything else is dependent on and yet, there is, I think, much less innovation that happens if we were to survey learning in general than in a lot of other areas, in a lot of other industries. And I have a problem with that. I actually think that if we can bring the innovative approaches that we see in other industries or ones that we invent to learning, we actually solve a whole lot of other problems because people are able to figure things out in new ways. 99

Check out learningtalks.com for more from this keynote.

Engagement in Virtual Learning

As more organizations leverage webinars and other online learning to reduce travel time, cost, and other resources associated with learning and development, the question of how to make that learning engaging is an important one. Many companies are trying to optimize their live, virtual (online) sessions and make them as engaging as ones that take place in the physical classroom.

Write-up from Bobby Brugger and Irene Kattner-Stuhrenberg, FedEx Office about their popular session on

"CREATING ENGAGEMENT IN A VIRTUAL LEARNING ENVIRONMENT":

The virtual classroom is interactive, engaging, and maximizes participation. If you've not experienced this in your organization then consider designing differently.

Design for entertainment. Think of the virtual classroom as multimedia. You would not choose to watch a 90 minute television show that flipped through Power Point slides. If you design your classroom around slides, your participants will "change the channel". Plan visuals, stories, and audio clips into your session that captivate your audience. Balance auditory with visual. If you ask a question aloud, put it on screen.

Adults can read. If there is reading, send it in advance or as a download in session vs. reading aloud.

Design for frequent engagement. Use breakout rooms, field trips, white boards, video, downloads, and interactive quizzes. Create multi-tasking opportunities. Keep participants from checking Facebook by having another way to participate after finishing a solo activity. This can include watching a video and making callouts in a chat pod.

Use your voice. Consider a voice coach to enhance your ability to create auditory depth.

Allow participants to engage in the way they want to. In the traditional classroom, it's one person speaking at a time. In the virtual classroom, everyone can speak at once in chat while another participant is responding in chat or in a poll. This creates an environment with maximum engagement for all participants.

With some effort, virtual classes can be as engaging and impactful for participants as traditional instructor-led training.

VIDEO & LEARNING

Video for learning has been a hot topic in our field for several years. As we explore the variations of production level (smartphone capture in the field vs. high-def camera in a studio with lighting), duration, access, and compatibility with learning systems, there are many questions still to be answered. Clearly, video is here to stay and is often the mode of learning employees prefer.

WRITE-UP FROM GEORGE KUNZ, INTEL, WHO LED A SESSION ON 'VIDEO FOR RAPID KNOWLEDGE TRANSFER':
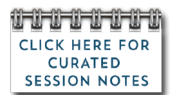
• Video is an inexpensive and efficient means of capturing and distributing knowledge.

• Optimal length: 3-5 minutes, beyond which attention wanes and user control suffers. Strategies for indexing videos now available. Rapid access is objective.

• Strong tagging of content is key to facilitating access and maintaining version control.

• Seek to identify and capture informal learning and demo opportunities – they are everywhere.

• Selection strategy: capture widely, use experts to curate, seek to maintain a high signal-to-noise ratio.

• Resist requests to deliver unrelated content (increases noise-to-signal ratio and slows learner access.)

• Pay attention to user experience at delivery site. Seek to be faster than asking others for information (most common training method). Rich graphical user interface not critical, but will pay dividends.

• Emphasize low "capture" cost (in time and effort) to garner more SME support.

• Wherever possible, use screen capture video – faster and cheaper than video shot on camera.

• Let longevity and importance of content dictate production value.

• Be ready for this to redefine your role and create opportunity.

> **"** I think if you have a **camera in your hand,** everything is **telling a story.** And people have these **amazing** capabilities to film their thoughts like a **visual journal. "**
>
> *-Tiffany Shlain*

BARRACUDA BOWL WRITE-UP FROM DOUG LYNCH, USC:

The premise of the Barracuda Bowl was twofold: expose learning leaders to cutting edge, developing technologies and use that as fodder to ponder the current state of innovation in workplace learning.

Learning 2016 teamed up with USC and StartED and combed the country's incubators for education technology startups either focused on workplace learning or with an interest in applying their technology to workplace learning. We came up with almost 200 startups, all pre-series A and without significant sales, and all under 18 months old. We whittled that down to 15 and had a group of investors and CLOs pick the 8 finalists.

The 8 finalists were:

Expert Knowledge (Dallas, Texas) has a "learning design system" that helps instructional designers manage subject matter experts, project managers, and assets virtually.

Wrainbo (Atlanta, GA) is a mobile gaming company that uses big data to help personalize gamified learning.

CredSpark (New York, NY) offers a tool that uses formative assessment frames to codify and characterize informal learning.

Lovoco (Philadelphia, PA) provides an on-the-fly "polylingual" stenographer than can capture and subtitle speeches, and translate them.
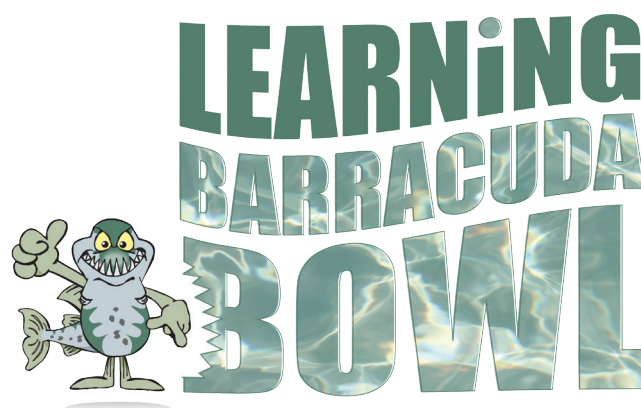
Courseworxs (Los Angeles, CA) creates interactive, video-based cases to immersive situations to develop leaders.

HackingEDU (San Francisco, CA) creates hackathons focused on learning.

StudyTree (Philadelphia, PA) uses artificial intelligence to provide virtual tutors to learners.

Coursalytics (Orlando, Florida) is a "Yelp"-like tool for executive education helping learning leaders pick the best executive education programs for their leaders.

Each finalist had 5 minutes to pitch their technology and their team. They were not allowed to use demos or props. We ran two sessions with 4 pitches each and both times the teams pitched to packed rooms.

The audience did two scores: a go/no go and a forced ranking. Four of the companies were deemed viable ideas by the audiences (with some interesting disagreement). The audience felt that CredSpark and Expert Knowledge were each the best in their slot in forced rankings and the two 30 Under 30 members who facilitated these sessions picked Expert Knowledge to represent "best in class" because they felt it aligned best with the conference's themes.

The audience clearly liked the "vibe" of the sessions and the energy of the budding entrepreneurs while recognizing that there is a real need for the learning community to get involved and mentor these startups to help them better understand and meet the challenges we all face.

The MASIE Center's Virtual Learning Project explores how virtual reality (VR) - a fully immersed virtual world - and augmented reality (AR) - VR interacting with one's real-world surroundings - could become significant tools to assist workplace learning. We call this idea VRLearn and define it as a learner using VR or AR to gain new knowledge in a learning environment or personalized setting. VRLearn allows the learner to have and fully direct experiences in a complete 360° immersive and interactive environment.

At Learning 2016, attendees showed a great deal of interest in how VRLearn is being used as an engagement and training tool. Here are some of their most commonly questions:

- How is VR/AR being used as a recruitment tool?
- What is the success rate of training in VR/AR vs. traditional training?
- How do we train a lot of individuals if we have a small budget?
- Is it possible to have a VR/AR training experience that reflects the work we do?
- Can you have multiple people in a single VR/AR experience?
- What industry is using it the most?
- Are there specific companies using VR/AR? How are they using it?

Attendees were able to experience VRLearn through a VR game called Fantastic Contraption, which explores flexible thinking, teamwork, planning, physics, problem solving, and coaching. This generated a great deal of interest as attendees gathered around the VRLearn area to either experience VR for themselves or to observe others in VR. Many were curious about the VR experience (if it feels real) and wanted to know how one's real-world physical movement would be interpreted in a VR environment.

Participants were also interested in knowing what kinds of data can be collected from a VRLearn experience. They asked how that data could be used to improve workflow and to better employees, as well as how it might differ from industry to industry.

We also made Leap Motion readers available to participants. This technology can read and translate hand movement into a VR experience. Participants were allowed to approach a laptop connected to the Leap Motion readers and move their hands in a VR environment, assembling robots and plucking petals from a flower.

VIRTUAL REALITY & LEARNING FUTURES

-Elliott Masie

Participants saw the potential for how this technology could assist manufacturing training and asked about how it might apply to other fields (e.g. Can it read entire body movement? Can you add other physical objects like wrenches or tables into the experience?).

A lot of discussion centered on what other types of immersive technologies are available and many were curious about mobile VR/AR experiences - how they are being used in a learning environment.

VRLearn captured a lot of interest and raised a lot of questions. We are excited to see what its future holds and whether it will become a more integral part of workplace learning!

- Video is Going HD, 4K, 360, Virtual Reality (VR), and Augmented Reality (AR)

- VRLearn Should Explore Learning Engagement, Simulation, and Immersion

- Tech Question: Moving from Expensive Headsets to "Pokémon Go" App Models

- Learning Production in VR/AR will be Different than Other Modes of Learning

- Learner Design will Include Brain Science and Gamification Components

"Virtual reality shows a lot of promise in the learning space. Using a virtual environment to help employees gain knowledge and experience of a particular industry, as an example, will help accelerate the overall time-to-proficiency of key roles at my organization. Whether it be using laptop-based simulations, individual headsets, or full-room projections, the ability to simulate real-life scenarios in a safe environment has many applications. I'm excited about the possibilities and am looking forward to experimenting and innovating in this space."
-Karen Freedman, VP Enterprise Learning, FM Global

Year of the Woman

"WOMEN, LEADERSHIP, LEARNING!!"

"SOFT SKILLS ARE IMPORTANT!!"

"MINDSET INFLUENCES BEHAVIOR"

PERFECTION HOLDS US BACK!

" Wow, we're telling the wrong story, ladies. I think we're telling a story of scarcity instead of abundance, and I wanna find all the incredible badass [women] leaders from all of history, and I wanna put them in one 20-minute movie. **"**
-Tiffany Shlain

"And I think when you step into that space [stretch assignments], what happens is some unbelievable learning because you have to be willing to step in and learn it and lead it at exactly the same time. And that means showing up without having all the answers which is really the new way of leading anyway. It means finding the right experts, getting people to collaborate, coming up with new insights and solutions moving forward, but in a way it's learning as execution. You are learning as you execute the model as you execute the new role and that takes again courage whether it is man or a woman stepping into the role. But for more women to get to that space I think again it's gonna require more facilitation by the organization to seek out women to step into those roles, to change up some of the organizational norms that make those roles possible and then for the women to have that willingness to say, "Yes, I'm gonna be okay with this. I'm the right person to do this job."
-Nancy DeViney

"I think both women and men are amazing leaders and have different strengths and everyone has a different combination of strengths."

-Tiffany Shlain

"Leadership isn't identity. It's a way of being. And you learn to become a risk-taker. And you learn to become more confident by stepping into these spaces, stepping outside your comfort zone, trying new things. And sometimes you're gonna stub your toe and it may not go exactlyas you think. And you pick yourself up and you keep moving, but you keep learning. And the more you do that, the more confident you become to take on those risks."

"…coaching is a process of learning, and development, and growth for people. And to do it well, there's a couple things you have to do. You have to ask really powerful questions. So, it's not about advising, it's not about mentoring.It's about asking questions, so the other person really does the inner work to bring out their strength and bring out their purpose and what's really driving them in their life. The second thing you have to do is provide really good tools and suggestions, so people can do their homework and continue to expand and grow. And the last thing I learned is what I would call extreme listening because again, you really have to listen and put yourself in the other person's space and listen at all levels to what they're telling you and not assume that you know just 'cause you have a lot of experience, you don't live in their world."

-Nancy DeViney

MAKING A DIFFERENCE!

CHANGE NORMS

ORG. LEVEL

INDIVIDUAL LEVEL

TRANSFORM-ATIONAL CHANGE!

YOU DON'T HAVE TO KNOW IT ALL!

IT TAKES COURAGE!

RISK TAKING!

NETWORK!

STEP IN, LEARN IT & LEAD IT (at the SAME TIME!)

YOU HAVE to SAY "YES!"

LEADING IS AN IDENTITY... THE MORE RISKS YOU TAKE ON THE MORE YOU LEARN!

Women tend to only apply for a promotion if they believe they meet 100% of qualifications; w/men it's 60%!

"THE CONFIDENCE CODE"

Check out learningtalks.com for more from this keynote.

"My first hope is that we can all experience work as an opportunity for growth, opportunity for a self-discovery, and use that, even on those crappy days and when things aren't going so well, to be able to remember that this is an opportunity to become better. The second thing is, I hope that we all take the time…we're all teaching, learning, and helping others develop. I hope we all take the time to develop ourselves and be mindful, and create the space in our lives to be able to do that. And then, I think my last hope is just you all represent this by being here. Just use and leverage your tribe, your network. I think it's invaluable."
-Melissa Daimler
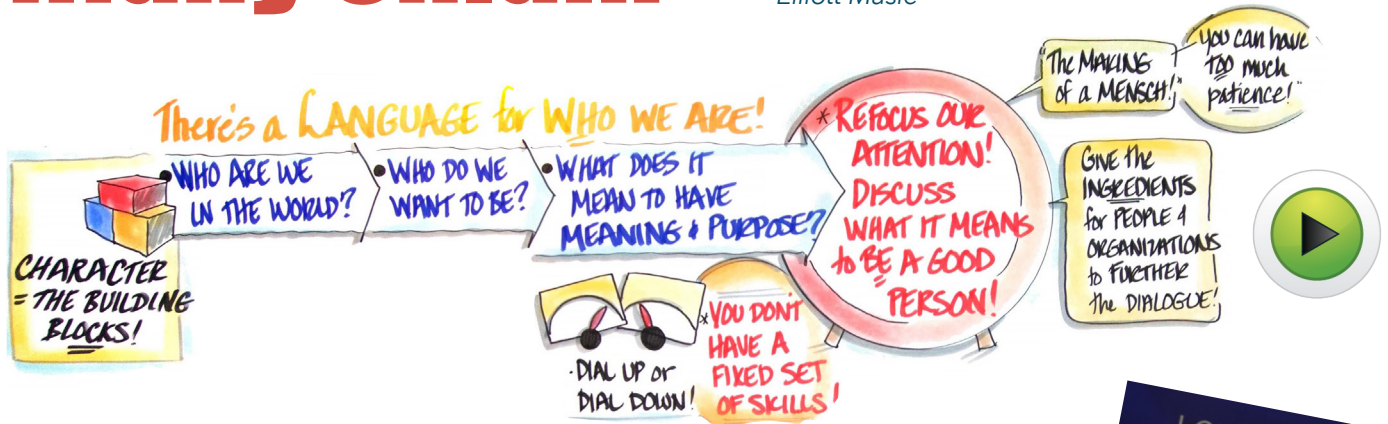
Check out a video of session 602: Women & Learning

CLICK HERE FOR CURATED SESSION NOTES

Tiffany Shlain

"Tiffany exemplifies the power of storytelling through focused and emotionally vibrant videos."

– Elliott Masie

"…we're just being bombarded with interesting ideas and making connections, and then we also need to unplug from the devices to be making our own connections with our very specific, unique perspective."

"I think the real intelligence in the 21st century, it used to be whoever memorized the most facts, and now it's about who can make the most connections. So it's about making the connections…You don't have to hold as much in your head, and it's about being able to connect the dots in unusual ways. That's exciting to me."
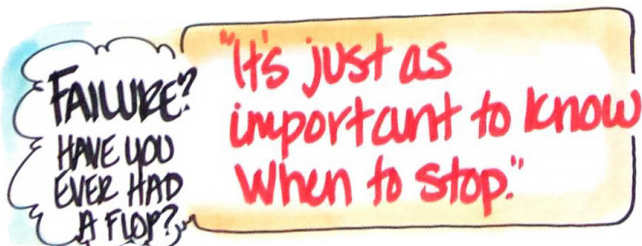
"BE KIND, BE BRAVE AND FAIL AT ONE THING."

Melissa Daimler!

My undergrad was in social work!

Adobe → Twitter → WeWork!

I WANT TO HELP THE SYSTEM!

"YOU'RE NEVER REALLY READY FOR OPPORTUNITIES that COME YOUR WAY!"

@ NOT JUST ABOUT MAKING BETTER EMPLOYEES... HOW DO I SUPPORT YOU IN "BECOMING A BETTER HUMAN BEING?

> 66 I think a lot of companies now are trying to be more agile. They're trying to pivot, and get out v.1 much quicker. So the whole idea of design thinking was to do just that. How do we get out a pilot, an experiment? And then after version one we can iterate on that. So you have to be willing to pivot fast, give up the need for it to be perfect on the first round. 99
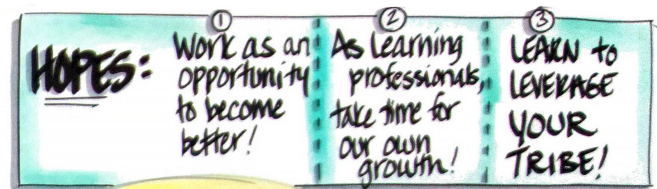
@ MINDFULNESS THROUGHOUT!
* LISTEN * STAY GROUNDED
* ASK QUESTIONS * PUT DOWN THE PHONE

"If you're giving them feedback and helping them develop their skillsets, they're probably going to get better in their jobs and perform more effectively."

"I DON'T THINK FEEDBACK IS DEAD. I THINK THE FEEDBACK PROCESS IS DEAD."

"Melissa demonstrates that Talent and HR have to change faster than the workforce and workplace."
– Elliott Masie

HOPES:
① Work as an opportunity to become better!
② As Learning professionals, take time for our own growth!
③ LEARN to LEVERAGE YOUR TRIBE!

· Connect the Individual development to org. strategy

We've changed but the System hasn't

● CREATING A BETTER TEAM!!

Our role as learning professionals has changed! WE'RE THE CONNECTORS

Tie development to objectives/ strategy

Meet people where they are!

"…we're no longer the experts, we're the connectors, we're the curators and so we're the hub and so how do we make sure that learning can take place and that we're not the place where learning has to go through for everything?"

CAPTAIN SCOTT KELLY!

The International Space Station is INSPIRING! We've engineered a 1M POUND STRUCTURE in a VACUUM! If we can do THIS we can do ANYTHING!!

Twin brother Mark Kelly!

"We looked into getting a couple tubes of food for you!"

COMMUNICATION?
- email (24 hrs is a blessing & a curse!)
- Phone like Skype
- Video conferencing

DAD! I'm lonely!

21 YR OLD DAUGHTER!

66 When you're training to fly for a year in space, you're training to do certain things that you're not gonna do for a long time, potentially. And the space station is so complicated, that you just have to be, in some ways… The way the US does it, it's very much skills-based training. They try to give us the skills versus particular training on a particular experiment, or a particular activity, because, sometimes I would be doing an experiment as an example, and I couldn't even remember if I had actually ever had any training on it 'cause it was so far in the past but, since we're the plumber, the electrician, the IT guy, the doctor, the scientist, the dentist, never placed crew members teeth that had fallen out before. You got to do everything so that the training is much more skills-based versus what you actually have to do. 99

"I am in awe of the learning window that Scott had as he looked out of the space station at our changing planet."
– Elliott Masie
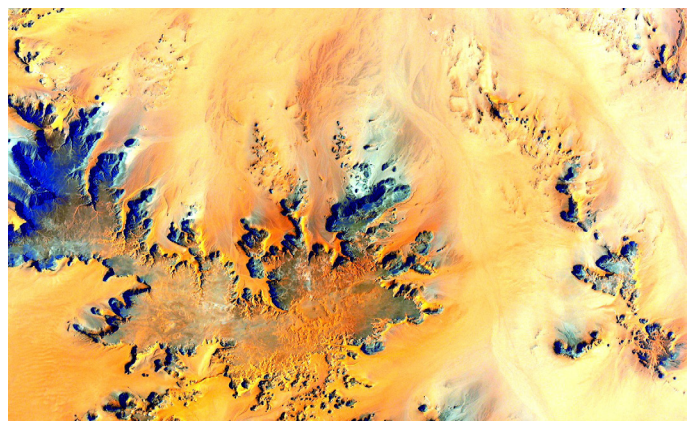
"WHEN YOU LOOK AT EARTH FROM SPACE, YOU DON'T SEE POLITICAL BORDERS LIKE YOU SEE ON A MAP. SO IT MAKES IT SEEM LIKE EVERYONE IS KIND OF IN THIS SITUATION CALLED HUMANITY TOGETHER. AND YOU ALSO NOTICE HOW THE ATMOSPHERE LOOKS AND IT'S VERY FRAGILE."

"Living in space and being an astronaut is a privilege. It's a great thing, launching, landing, looking out at the earth, it's beautiful floating around. But the best part about it for me is it's a really tough thing to do. It's not easy, and that's what makes it so rewarding. So, I encourage people to go out there and find those really, really challenging things, the things that are hard. And because I've spent so much time on the space station for over 500 days, I truly believe it's the most complicated and challenging thing we have ever done as a species. It's inspiring for me. When I was backing away from the space station, for the last time I thought I would ever see this place that we built in this international partnership of 15 different countries, different languages, different engineering techniques. Building this million-pound structure while flying around the earth at 17,500 miles an hour in a vacuum of an extremes of temperatures, a plus or minus 270 degrees connecting these modules together that in some cases had never touched each other before on earth. That if we can do this, the hardest thing that we have ever done, we can do anything. If we want to go to Mars, we can go to Mars. If we wanna cure cancer and decide to put the resources behind it we can do that. If we want to fix problems with our environment, If you want to solve challenges in your life, you can do it. I really truly believe now after seeing what we have accomplished that if we can dream it, we can do it. And I encourage people to, hopefully, feel the same way and make a difference."

What's the CULTURE LIKE? HUMOR?
- It's DIVERSE!
- Got together in Russian segment Friday nights

We'd just LAUGH about what's happening on planet earth!

???

What the HECK is going on down there??

WHERE IS KANSAS??

THE RIGHT STUFF!

CHANGED MY LIFE!

OPERATIONAL APPROACH!

LEARNING?
- As a kid I was always looking out the window or at the clock!
- I went to the wrong UMD college! (BALTIMORE instead of COLLEGE PARK)
- I had to teach myself to be a better student
- The space station is so complicated! Training is skills-based
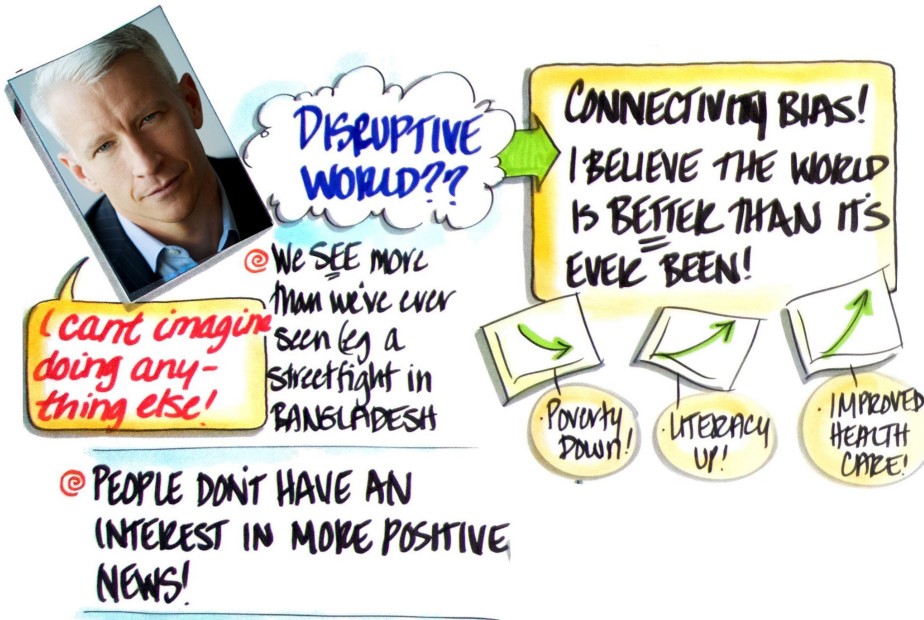- Now I'm visual/hands-on learner

Anderson Cooper

"Interviewing Anderson Cooper was one of the most delightful and surprising experiences of my professional life." – *Elliott Masie*

❝ The only reason I started doing public speaking about couple of years ago, is because it was the last thing that made me nervous, and I don't like to be nervous about anything. And I believe you should dive head first into the things that scare you most, and so, I just started forcing myself to go to college campuses and speak, just to get over that little tinge of nervousness. And it's worked. Right now, I enjoy this. I don't do it very often, but I enjoy the process. ❞

"This generation of young people has access to more information than any previous generation in the history of mankind. And that's an extraordinary thing. When I was in college we had to go to libraries, and look up microfilm, and microfiche. I assume they still have libraries on university campuses, but I don't know what they're used for, because it seems like everything is available online now. And trying to figure out how to reach that generation, I think there's almost a flood of too much information. And it becomes a question of sorting through what information is real and what information is not. I think it's more important than ever before to know where your information is coming from. To know, "Is this somebody in their mom's basement who's got a blog and is just writing stuff out? Or is it something that's actually been vetted? Is it... Who is actually behind this information?" And I think that's one of the critical things as a consumer of news now."

"THERE IS A DEMOCRACY OF INFORMATION THAT'S A FASCINATING THING, BUT IT'S ALSO A FRIGHTENING THING."
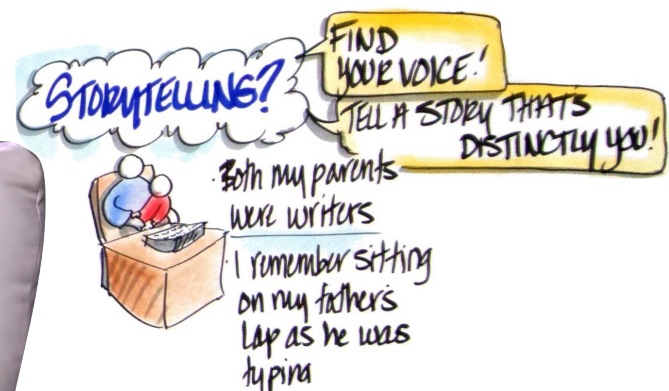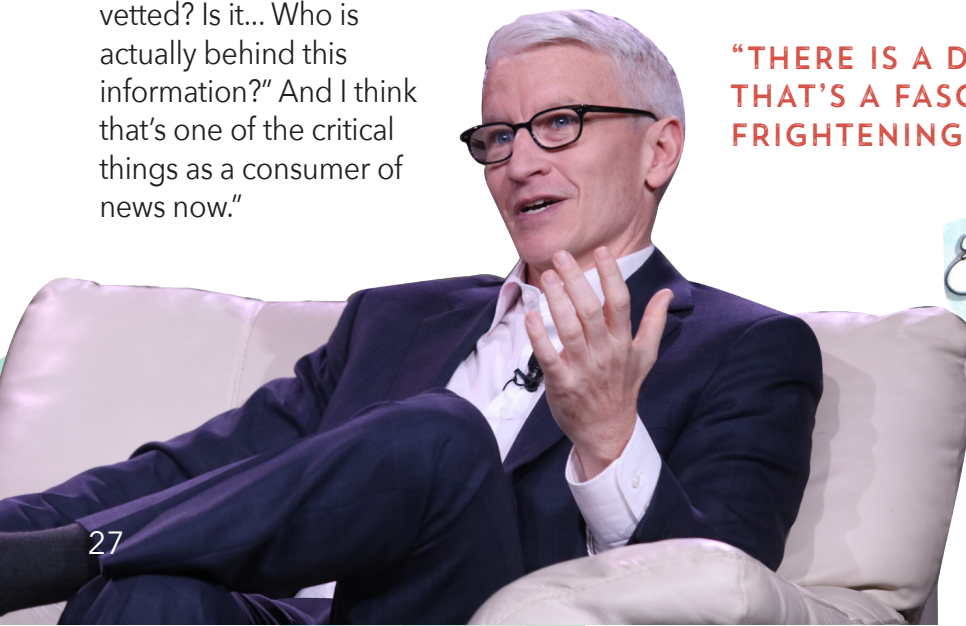
GEORGE TAKEI

"BOLDLY GOING WHERE NO ONE HAS GONE BEFORE!"
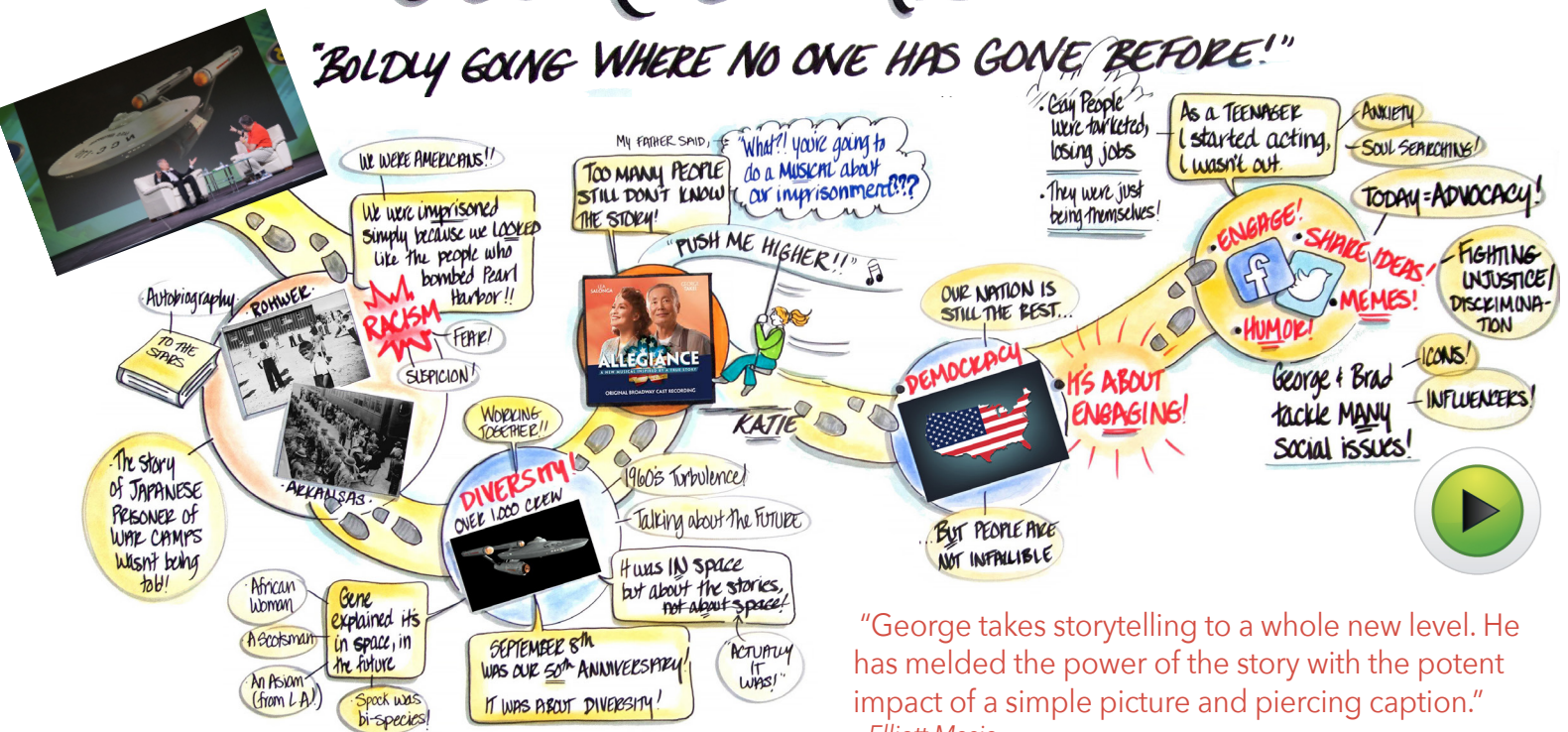
"George takes storytelling to a whole new level. He has melded the power of the story with the potent impact of a simple picture and piercing caption."
– Elliott Masie

"Coming together, working in concert, bringing our various different cultural backgrounds, racial backgrounds, faith, language, working together so that we have that common challenge that we can look at from various different perspective. Confident of our problem solving capabilities, our innovative genius, our inventive genius, entrepreneurial spirit, and boldly going where no one had gone before."

"When Pearl Harbor happened, this country was swept up by war hysteria, racism, and overnight, we were looked at with suspicion and fear and outright hatred, and put into barbed wire prison camps. And so, that's the challenge of democracy. Democracy is existentially dependent on people that cherish the high ideals and actively engage in the process of democracy."

28

JAMIE MERISOTIS
"ADVOCATING FOR LIFELONG LEARNING!!"

"Jamie deeply illustrates the need to rethink the on-ramps we build to new jobs, credentials, and upskilling."
– Elliott Masie

"The learning process really is constant, and so, to me, if we wanna have an equitable society, if we wanna have a society where people have a fair shot, we've gotta make sure that everyone has the opportunity to get a high quality post-secondary credential. And I wanna be clear about my perspective on this. The credential can be a degree, a certificate, certification, whatever it may be, but the credential does matter, Elliott. The credential matters in the labor market. The credential is your currency as a worker in the labor market that you actually know something, and can do something, and the accumulation of those credentials, I think, in terms of your value in the labor market is gonna grow over time."

"…[what] we're seeing emerge now is a post-secondary learning ecosystem. Whether it's workplace based, whether it's direct to consumer, whether it's in colleges and universities, it's all part of the same ecosystem, and that ecosystem is about producing the talent that we need to be successful in the 21st century."

"When the recession ended in 2010, between then and early 2016, there were about 11.6 million new jobs created in the US economy. Of those 11.6 million, 11.5 million went to people with a post-secondary education. So fundamentally, work has changed. If you don't have an apprenticeship, a degree, a certificate, a certification, some form of post-secondary credential, your chances of being part of the middle class are very low, and our chances of achieving collective success are gonna be even lower because that collective success comes from the individuals that are trained and educated."

The "e" in eLearning can also mean EVERYWHERE learning.

We introduced LearningTV at Learning 2016 to experiment with this concept:

LEARNING TV

LearningTV Wake-Up Show: Each morning, participants could watch a 15 minute "get ready for the day" TV show, delivered to their hotel on Chanel 80. We interviewed our hosts and participants in a studio located in our conference lobby for this cool program.

Learning Digital Signage: There were 11 large digital displays throughout the conference center. We could schedule announcement "billboards", motivating messages, and session changes remotely throughout every day.

> ❝ **Meetings are about meeting people.** They're not about sitting in a conference room, listening to someone lecture at you for an hour. Actually, the online learning environments that are starting to really take over our training programs [make for] a huge opportunity for our in-person meetings because we can cut that out. And we can refocus our meetings on true engagements, on meeting subject-matter experts, on learning from our peers, and that is precisely what you've done here…this past week has been an amazing, engaging experience, from your 39 Ideas, to your Barracuda Bowl, to the different kinds of conference education that you've offered. Every single session wasn't about delivering information to the audience. It was about compelling engagements and creating experiences. ❞

JESSIE STATES
MEETING PLANNERS INT'L (MPI)

* Largest association of people who plan events, conferences, etc.

* The format here will inform my work going forward

* REFOCUS ALL OUR MEETINGS ON ENGAGEMENT! CREATE EXPERIENCES... NOT ABOUT DISTRIBUTING CONTENT

@ CONTEXT AND COMMUNITY GO UP!

* Apps are getting SMARTER!

recommend top 3 sessions you should attend

here's who you should connect with...

"MEETINGS ARE ABOUT MEETING PEOPLE!"

THE **FUTURE** OF **LEARNING**

PERSPECTIVES FROM

masie Learning CONSORTIUM

SENIOR MEMBERS WHO ATTENDED:

"Never before has workforce learning mattered so much—it may be hard to get right, but it's something we cannot afford to get wrong. The future belongs to the learners, and the future of learning is the future of the Networked Society itself. Learning is at the intersection of strategy, engagement, and execution. And yet, a universal challenge we share across our wonderfully diverse planet is this: there is SO much to learn and NO time to learn it! The fast-changing role of the learning industry is to help people harmonize and optimize that challenge above all."

-Vidya Krishnan, Head of Learning, Ericsson North America

"Performance support built into the workflow continues to speed learning in the moment of need. As cognitive computing (AI) becomes the norm, learners will get more personalized choices increasing speed to competency beyond what we expect today. We will still need to rely on practice and repetition to make it "stick"."

-Mark Wagner, Vice President of Learning (Claims), The Hartford Financial Services Group

....

"In today's workplace, where constant and rapid change is necessary to remain competitive, the best L&D strategy is to create multi-faceted and flexible learning ecosystems, educate the learner on being a smart consumer, set and maintain context, and get out of the learner's way."

-Jeremy Smith, Senior Manager Global Learning Solutions (Talent Management), Herman Miller

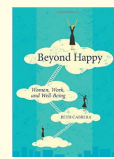**atd** Association for Talent Development

MOST POPULAR BOOKS SOLD AT ATD BOOKSTORE

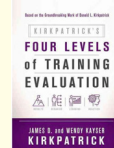 ***Building Leadership Development Programmes*** (Nigel Paine)

 Ready, Set, Curate (Allison Anderson)

 Beyond Happy (Beth Cabrera)

 The Gamification of Learning Bundle (Karl Kapp)

 Kirkpatrick's Four Levels of Training Evaluation (Donald Kirkpatrick)

"The focus of a learning professional is shifting away from deep expertise in content development, delivery, or even technology. The role of the learning professional is transforming into that of a "learning navigator" who guides and empowers learners as they engage in user-generated content, community-based learning, third-party learning offerings, and industry-specific learning. Key levers for this approach include curation, digitalization, innovation, and neuroscience."

-Lisa Lang, Head of Learning Campus US, Siemens Corporation

"The future of learning is bright! I think it is going to be focused on two key areas: the content and the individual. We all know the content is changing rapidly, and always accessible. We have to find ways for individuals to quickly curate all the content available and take what's most meaningful and relevant to them. This might be more through affiliation groups, recommendations, and a personal "shopping" experience. I think the secret sauce is also in helping individuals because agile learners, comfortable with ambiguity but full of curiosity."

-Lisa Roen, Director, Learning and Talent Development, Crowe Horwath

"As learning leaders, we need to actively work to create cultures of employee engagement. Facilitate networking and mentoring oppor-tunities to grow interdependent relationships for improved outcomes and overall healthier organizations."

-Sharon Bradley, Chief, Education – DLO, Dept. of Veterans Affairs

"Data about individuals and groups will profoundly change how people learn and perform. We'll be able to micro-target the right interventions inside the work of people and teams, not in addition to it. Learning will move from an "inventory on a shelf" model – able to be recalled when needed – to a "just in time" asset delivered at the point of need."

-Jeff Orlando, Leader Development & Performance, Deloitte Services LP

# 30 UNDER THIRTY

@ Elliott Masie's LEARNING 2016

"It's important to embrace failure in learning: dive head first into what scares you the most. Not only on a personal level, but ensuring failure IS an option in the learning experiences we offer our learners. They need to be able to fail their way to success."

Sandy Beauchemin,
Learning Operations Specialist,
*American Express Global Business Travel*

"When speaking with L&D professionals, it's clear we're on the same page about multi-modal learning: eLearning is dead and we have killed it. It's refreshing to hear the various ways we've shattered technology to really suit the needs of our particular organizations."
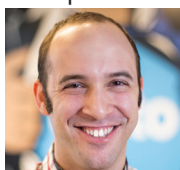
-Dan Newman
Trainer
Datto, Inc.

"I was inspired to evoke emotion and intently study my audiences' performance goals and needs before trying to stuff information into their brains. I am starting to infuse artistry into a training program I'm developing, and I can't wait to roll out the program for my users!"
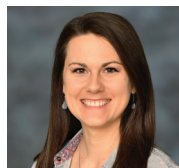
-Hanna Larsen
Employee Development Coordinator
Garney Construction

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