LinkedIn Learning

APPENDICES

AlphaPlus LinkedIn Learning – Appendices

Appendix A: Outreach letter

Hello _____,

How do you learn at work?

What inspires you to learn something new?

What makes learning at work engaging?

We are inviting you to participate in a small AlphaPlus project that looks at how LBS practitioners – instructors, program managers, and those who combine those roles – engage in informal and formal self-directed, self-determined professional development.

We are asking: Where do LBS practitioners go to learn new things apart from at conferences? What does your personal learning network look like?

- What do practitioners when they need to learn how to do something "just in time" in order to complete a task?
- What do practitioners do when they need to refresh their knowledge?
- What do practitioners do when they want to learn something new?
- What do practitioners do when they want to implement something new?

We are also looking at how LinkedIn Learning might work for LBS practitioners as part of their professional development framework.

We will ask you to participate in a survey about your professional development practices, take a LinkedIn learning course of your choice (we can help you find the course), evaluate

your experience with the course and with LinkedIn Learning and then participate in an **online symposium with other participants to share your ideas about professional development** – what works for you and what you would like to see supported and developed by AlphaPlus.

We can offer you year-long access to LinkedIn Learning or the equivalent funds as an honorarium to support your participation.

We can also offer you an annotated bibliography of other places to learn.

Please contact Tracey Mollins at tmollins@alphaplus.ca to learn more.

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Appendix B: Survey questions

Why

1. **What are some of the <u>reasons</u> you need or want to learn new things at work?**

   Code for responses – categories:

   - ***to become conformant or compliant***

   - ***to become competent***

     - *to keep up to date*

     - *to improve the work I do*

     - *to solve a performance problem*

     - *to acquire a new body of knowledge*

   - ***for inspiration***

     - *for the joy of learning*

     - *to discover new things*

     - *to innovate*

2. **How would you like to <u>expand or enhance</u> the learning you do at work?**

   Code for responses – categories:

   - ***to become conformant or compliant***

   - ***to become competent***

     - *to keep up to date*

     - *to improve the work I do*

     - *to solve a performance problem*

     - *to acquire a new body of knowledge*

   - ***for inspiration***

- o *for the joy of learning*

- o *to discover new things*

- o *to innovate*

How

3. **How do you learn at work currently?**

4. **What are some examples of things you have learned at work?**

Ask the general question to get an overview and then ask for some specific examples. We can choose from the scenarios (Appendix C) if the participant would benefit from a prompt. If any of the responses include using a site that uses algorithms to create learning pathways, ask if the participant uses these algorithms and if yes – are they are useful or effective.

Code for responses – categories:

- **intermittently – through training and other educational events**

  - o *at work: classroom training, workshops*

  - o *outside the workplace: conferences, web courses, classroom training, workshops*

  - o *PLN or wider community of practice*

- **from time to time – as and when needed**

  - o *at work: using workplace resources*

  - o *outside the workplace: using web resources*

- **continuously – daily or very regularly**

  - o *at work: doing the job, feedback and guidance from manager and colleagues*

  - o *outside the workplace: daily flow of new content, personal learning network*

- **provide a personal experience**

  - o *level of personalization possible - 1 high, 2 medium, 3 low*

- **are self-organised and self-managed**

  - o *level of self-determintation/self-evaluation - 1 high, 2 medium, 3 low*

- ***are an integral part of the daily work***

    - *yes/no*

5. **How do you want to learn new things?** What new or different learning opportunities would you like to see offered to LBS practitioners?

    Code for responses – categories:

    - ***intermittently – through training and other educational events***

    - ***from time to time – as and when needed***

    - ***continuously – daily or very regularly***

    - ***provide a personal experience***

    - ***are self-organised and self-managed***

    - ***are an integral part of the daily work***

Criteria for evaluation

6. **What are your criteria for a good online learning experience?**

    a) Why would it happen?

    - **to become conformant or compliant**

    - **to become competent**

    - **for inspiration**

    b) Where would it happen?

    - **at work**

    - **outside the workplace**

    - **PLN or wider community of practice**

    c) How would it happen?

    - **intermittently – through training and other educational events**

    - **from time to time – as and when needed**

- **continuously – daily or very regularly**

d) What would make it a positive and effective learning opportunity?

Appendix C: Scenarios

Scenario 1: Just in time learning

When you need to learn something new in a hurry to resolve a problem quickly – what do you do?

> Example (instruction): A learner needs to communicate with you by text. You cannot use your personal phone. You have heard about ways to text with phones using a computer but you cannot remember much about it, what do you do?

> Example (management): You are working on a document and you *need to convert it into another format* but you do not know how and you cannot figure it out on your own, what would you do?

> Example (management): You are preparing a report and you need to include information about percentages and you want to show them as graphs but do not know how to create graphs in Excel – what do you do?

> Example (leadership): Your organization is doing strategic planning and you have been asked to facilitate a session on change management. You know a lot about the topic but you want to get some ideas for how to present the concepts to your colleagues, what do you do?

Scenario 2: Refresh or gain knowledge

When you need to learn something new or refresh your knowledge in order to accomplish a task at work – what do you do?

Example (instruction): You are preparing to teach students about the *conditional tense* but you feel that you need a refresher before you create your lesson plan, what would you do?

Example (management): You are writing a report and you need to collate information about learner achievement. You are wondering about the most compelling way to show the effectiveness of your program – what do you do?

Example (leadership): Your organization is doing strategic planning and you have been asked to facilitate a session on change management. You know a little about the topic but you want to make sure your knowledge is up to date before you present the concepts to your colleagues, what do you do?

Scenario 3: Explore concepts and ideas

When you are grappling with a new concept – what do you do?

Example (instruction): You have been hearing a lot about methodologies such as blended learning, flipped learning and project-based learning in technology-rich environments. You are wondering if any of these methodologies would benefit the learners you are working with, what do you do?

Example (management): You are preparing for a site visit from a funder. On the last site visit you felt that the funder representative set the agenda and it did not allow you to showcase the positive work happening in your program. You want to learn more about how to set the agenda in this circumstance, what would you do?

Example (leadership): Your organization is doing strategic planning and you have been asked to facilitate a session on change management. You know very little about the topic and you want to deepen your understanding before you present the concepts to your colleagues, what do you do?

Scenario 4: Engage in reflective practice

When you are engaged in a cycle of experimentation and evaluation – what do you do?

Example (instruction): You have decided to experiment with a new methodology such as blended learning, flipped learning or project-based learning in technology-rich environments. You want to do a small pilot with your class, evaluate how it went and make changes to the process for the next experiment. Where would you go to get support in this process of experimentation, evaluation and revision?

Example (management): People in your organization have expressed that staff meetings are not the best use of their time. You think that it is important for staff to get together and have decided to pilot some changes in the way your organization does staff meetings, evaluate the changes and then revise the meeting format so that it works for all participants. Where would you go to get support in this process of experimentation, evaluation and revision?

Example (leadership): In the strategic plan, it has been decided that your organization should engage in more public-facing outreach with the goal of informing the community about the work you do and increasing community engagement with your program and advocating for literacy education for adults. You want to pilot an outreach initiative, evaluate how it went

and create a long-term outreach plan from what you learn. Where would you go to get

support in this process of experimentation, evaluation and revision?

Appendix D: Survey form

Participant Name:

Program:

Role in program:

- Intake and assessment

- Instructor

- Tutor training

- Staff training

- Program management / coordination

LinkedIn Learning Topics:

- Instruction and curriculum design

- Working with specific technologies

- Program management

- Change management

- Another topic ---

Question 1: What are some of the reasons you need or want to learn new things at work?	
Response	Code
	to become conformant or compliant to become competent to keep up to date

	to improve the work I do
	to solve a performance problem
	to acquire a new body of knowledge
	for inspiration
	for the joy of learning
	to discover new things
	to innovate

Question 2:

How would you like to expand or enhance the learning you do at work?

Response	Code
	to become conformant or compliant
	to become competent
	to keep up to date
	to improve the work I do
	to solve a performance problem
	to acquire a new body of knowledge
	for inspiration
	for the joy of learning
	to discover new things
	to innovate

Question 3 and 4:

How do you learn at work currently?

What are some examples of things you have learned at work?

Response	Code

Scenario 1 and 2 (Just in time)	intermittently – through training and other educational events
	at work: classroom training, workshops
Scenario 3 (Concepts)	outside the workplace: conferences, web courses, classroom training, workshops
	PLN or wider community of practice
Scenario 4 (RP)	from time to time – as and when needed
	at work: using workplace resources
	outside the workplace: using web resources
	continuously – daily or very regularly
	at work: doing the job, feedback and guidance from manager and colleagues
	outside the workplace: daily flow of new content, personal learning network
	provide a personal experience
	level of personalization possible - 1 high, 2 medium, 3 low
	are self-organised and self-managed
	level of self-determintation/self-evaluation - 1 high, 2 medium, 3 low
	are an integral part of the daily work
	yes/no

Question 5:

How do you want to learn new things? What new or different learning opportunities would you like to see offered to LBS practitioners?

Response	Code

	Code for responses – categories: intermittently – through training and other educational events from time to time – as and when needed continuously – daily or very regularly provide a personal experience are self-organised and self-managed are an integral part of the daily work

Question 6:

What are your criteria for a good online learning experience?

Response	Code
	Why would it happen? to become conformant or compliant to become competent for inspiration Where would it happen? at work outside the workplace PLN or wider community of practice How would it happen? intermittently – through training and other educational events from time to time – as and when needed continuously – daily or very regularly What would make it a positive and effective learning opportunity?

Appendix E: Post-survey email

Hi there,

It was fantastic speaking with you last week. This is an amazing group and it is very interesting working together on this.

I am attaching 4 documents.

Next Steps: this outlines the activities and timelines for the project. You will notice some of the timelines have changed from the ones on the form you filled in to join the project. We finished the interviews early so I moved everything back a bit – I am thinking it is better not to drag things out too long. I am flexible if people need a little more time – just let me know.

Evaluating LinkedIn – the Course: This is a rubric created from the criteria that we discussed in the interviews. It is flexible – you can evaluate using the criteria that are meaningful to you and you can add new criteria that occur to you as you try out the course. This version is a place for you to keep notes as you try out the course – there will be an online version to fill out.

Evaluating LinkedIn – the Platform: This is something to do after you have completed the course to see how easy it is to find courses and to create a learning pathway using the platform.

Places project participants learn: This is a list of the places people mentioned in the interviews. I thought you might like to see this list.

I have placed all these documents in a Google Drive folder that I think should be accessible without signing in - https://drive.google.com/open?id=1WEJ4zuv8M-5Ti4hcEkTsthMsOyT2XstPYou do not need to use this folder but you can if you like. Let me know if you cannot access the files and want to.

Please get in touch with any questions or concerns you have. If you need help navigating the site – let me know. We want people to have fun with this.

Also - please drop a line and let me know you got this email.

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Appendix F: Next steps

1. Take part in an interview to discuss how you approach professional development - what you think about it, what you do and what you wish for. (1 hour - between January 7 and 11) DONE!!!!

2. Choose a LinkedIn Learning online, self-directed course to take. Try to find a course that is a few hours long – there are lots that are under an hour – so that you get a good sense of what the platform has to offer. One way to find longer experiences is to choose the Learning Pathways filter. (1 hour - the week of January 14)

3. Complete that course. Fill in the feedback form – Evaluating LinkedIn: The Course. I am sending you a word doc that you can use to take notes as you do the course. I will send you a link to an online version that you can use to report back.
(5+ hours depending on the course you choose - January 14 - February 1)

4. Choose another course to take. Try and find some courses from a list. Fill in the feedback form – Evaluating LinkedIn: The Platform. (1 hour - January 14 - February 1)

4. Report back on your experience with the course and the LinkedIn platform – another interview. (1 hour - February 4 - February 8)

5. Participate in an online meeting with other project participants to share ideas about how to design effective professional development opportunities for LBS practitioners. (1 hour - the week of February 18)

Appendix G: Evaluation questions

1. What do you think about the LinkedIn course you took?

    - What did you like best?

    - What did you like the least?

    - How did the course meet/not meet your expectations?

    - Would you recommend this course to a colleague?

2. How does it meet your criteria for effective workplace learning?

3. How does it not meet your criteria?

4. Did your criteria change at all as a result of taking this course?

5. Would you take another course?

6. How would you find the next course?

7. What do you think of the recommendations? Are they useful to you? Could you develop a relevant useful learning pathway from the recommendations?

8. Would it be helpful if there were LBS specific learning pathways?

Appendix H: Evaluation rubric for the course (based on survey)

Evaluating LinkedIn – The Course

Reviewer Name:

Course Title:

Link:

Topic:

Instructor:

Length:

In the criteria section below, score each element from 1 to 4 or N/A

4 = Excellent – exceeded expectations

3 = Good – met expectations

2 = Fair – could be improved but was not a barrier to my overall enjoyment of the course

1 = Poor – this didn't work well for me at all

N/A = this element is not important to me

You will see places where you can add your own criteria in each section.

My overall feedback about this course:
  9. What do you think about the LinkedIn course you took?
     - What did you like best?
     - What did you like the least?
     - How did the course meet/not meet your expectations?
     - Would you recommend this course to a colleague?

  10. How does it meet your criteria for effective workplace learning?

11. How does it not meet your criteria?

12. Did your criteria change at all as a result of taking this course?

The Criteria

Element	Score	Comments
Pace Learning fit into my workday – I could do at my desk in between working with learners or before or after they come in.	1 2 3 4 N/A	
Pace I can work at my own pace and be self-directed.	1 2 3 4 N/A	
Pace Easy stop and start and manageable pieces.	1 2 3 4 N/A	
Pace I could work in a quiet place.	1 2 3 4 N/A	
Pace There was a good flow of information but the pace was not too fast.	1 2 3 4 N/A	
Pace I could easily dip out of the course and do research when I had a question or wanted to look into something more deeply.	1 2 3 4 N/A	
Pace There were deadlines or timelines that helped me keep on track and complete the course.	1 2 3 4 N/A	
Pace	1 2 3 4 N/A	
Facilitator and Content The person facilitating the workshop had the right expertise. They were more than ¼ step ahead of me.	1 2 3 4 N/A	
Facilitator and Content The course was so not so easy that I felt that it was a waste of time.	1 2 3 4 N/A	

Facilitator and Content The person facilitating the workshop was professional.	1 2 3 4 N/A	
Facilitator and Content The course synopsis was accurate and helped me assess whether the course would be relevant to me.	1 2 3 4 N/A	
Facilitator and Content The course included handouts and material that I could print or save and refer to later.	1 2 3 4 N/A	
Facilitator and Content	1 2 3 4 N/A	
Activities The balance of activities and solid content meant this course was engaging and accessible to people like me who have a lot going on.	1 2 3 4 N/A	
Activities There was a variety of print and video.	1 2 3 4 N/A	
Activities Multiple ways for learning were addressed – not just listening and reading.	1 2 3 4 N/A	
Activities There were opportunities for discussion.	1 2 3 4 N/A	
Activities There were opportunities to walk through the steps or the process and I feel that I can now walk others though it.	1 2 3 4 N/A	
Activities There were opportunities to try the new things I was learning – to put the ideas into practice.	1 2 3 4 N/A	
Activities There were opportunities to create something – to make me think about the new things I was learning for myself.	1 2 3 4 N/A	
Activities There were opportunities to collaborate with other people.	1 2 3 4 N/A	
Activities There was a system of resource sharing.	1 2 3 4 N/A	
Activities	1 2 3 4 N/A	

Feedback There were marked assignments so I knew if that I was doing it right.	1 2 3 4 N/A	
Feedback There was constructive and helpful feedback.	1 2 3 4 N/A	
Feedback There was an opportunity to contact an instructor to ask questions.	1 2 3 4 N/A	
Feedback	1 2 3 4 N/A	
Follow up There was follow up after the course was completed to make sure that I applied the new things that I learned.	1 2 3 4 N/A	
Follow up There was follow up after the course was completed so I could ask questions after I started to apply the new things I had learned.	1 2 3 4 N/A	
Follow up	1 2 3 4 N/A	
Certification I got a meaningful certificate when I completed the course.	1 2 3 4 N/A	
Certification I got a meaningful, verifiable course description that I can share professionally and a certificate of completion when I completed the course.	1 2 3 4 N/A	
Certification	1 2 3 4 N/A	
Other	1 2 3 4 N/A	

Appendix I: Evaluation rubric for the platform (based on survey)

1. Would you take another course?

2. How would you find the next course?

3. What do you think of the recommendations? Are they useful to you? Could you develop a relevant useful learning pathway from the recommendations?

4. Would it be helpful if there were LBS specific learning pathways?

The Activity

Now that you have completed the course, what topic would you like to learn about next?

What will you do to find that course?

Is there anything in the recommendations that would be relevant?

Find a course on the topic.

Put the link here:

How did you find it? (keywords, recommendations...)

Was it easy?

Below are some course topics. Pick 5 and see if you can find a course on that topic. For each one, report on it as above.

1. Topic:
    Link:
    How did you find it?
    Was it easy?
2. Topic:
    Link:
    How did you find it?
    Was it easy?

3. Topic:

   Link:

   How did you find it?

   Was it easy?

4. Topic:

   Link:

   How did you find it?

   Was it easy?

5. Topic:

   Link:

   How did you find it?

   Was it easy?

LinkedIn Course Topics

Office for Educators

Learning Microsoft Teams for Education

Communication in the 21st Century Classroom

Digital Citizenship

Teaching Techniques: Blended Learning

Teaching Techniques: Project-Based Learning

Flipping the Classroom

Learning How to Increase Learner Engagement

Teaching with Technology

Educational Technology for Student Success

iPad Apps for Educators

Social Media in the Classroom

SMART Board Essential Training

WordPress for Education

Learning Desire2Learn 2016

Learning Excel: Data Analysis

Human Resources: Managing Employee Problems

Becoming a change agent

Coaching Skills for Leaders and Managers

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Appendix K: Post-evaluation survey questions

You are a person who has identified PD and continuous learning as an important priority. Can you see LinkedIn Learning working for practitioners who may place continuous learning a little lower on the list?

You are a person with experience learning online and self-directed learning. How do you think that LinkedIn Learning would work for LBS practitioners with less experience learning online and self-directed learning?

Can you name the pros/benefits for LBS practitioners?

Can you name the cons/challenges for LBS practitioners?

Some people have commented that they would like to be able to use LinkedIn Learning with LBS learners. What do you think of that idea?

What recommendations do you have for LinkedIn regarding making learning relevant and engaging for LBS practitioners? learners?

What recommendations do you have for the funder regarding the use of LinkedIn Learning in the LBS field?

What recommendations do you have for AlphaPlus regarding making LinkedIn Learning relevant and engaging for LBS practitioners? learners?
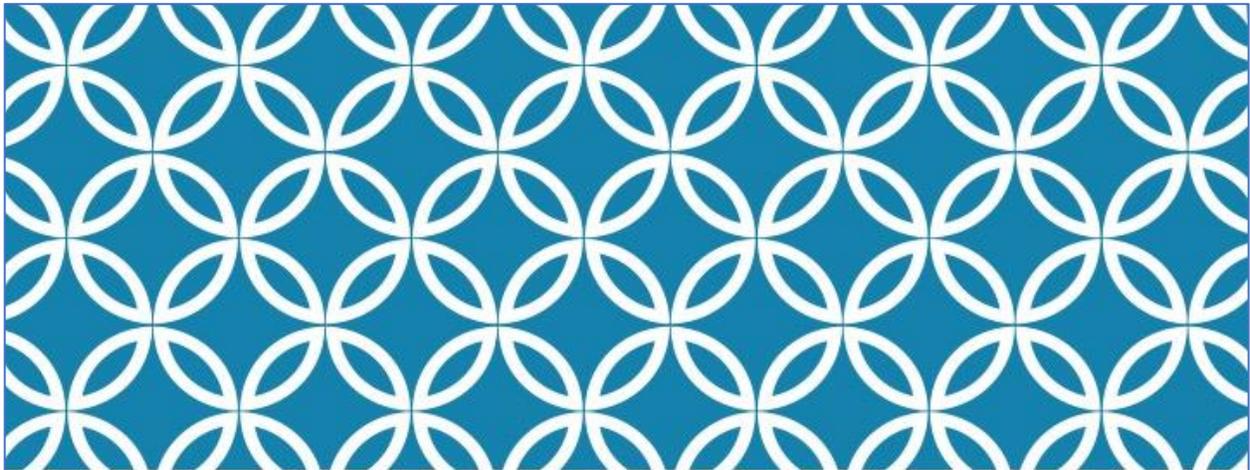
LINKED IN LEARNING

PROS

It is easy to access. It is not difficult to navigate.

You can do it anywhere.

The content is solid.

You can stop and start or just view a video from a course without doing the full course.

It was nicely segmented – you can stop and go get a tea and then come back.

It is online so if you start a course and find it is not what you wanted, you can stop.
When you go to a face-to-face workshop or presentation it is awkward to leave if it is not
what you expected – plus you have travelled to the location.

PROS

I got a response from a colleague who saw I was taking a course through my Linked In profile. It gets people talking about what and how they are learning.

We are used to scrimping and saving in LBS – we are used to making do. This feels like it is part of something bigger and not the usual make-do opportunity.

From a career perspective, it is advantageous. ___ training is good but it does not have credibility outside the field the way LIL does. I like certifications that can elevate my profile.

This gave me energy.

I liked the material and how it was presented – I did not want to fall asleep or think, "When will this be over." It takes a lot to impress me. I often think, "I knew all of that."

PROS

I think the recommendations are helpful.

The recommendations help people be more confident about choosing what to do next and, as they make choices based on the recommendations, they will become more confident in their ability to make decisions about what to learn next for themselves – it is built into the platform.

There is enough content that intertwines with LBS and it is also a great place to get ideas for curriculum – learners in our program do not want to learn everything alone, they like to have the classroom experience sometimes so we offer that and LIL will help us build curriculum for the classroom experience.

PD does not have to be so intrinsically linked to how-to-teach or the class we are teaching to be relevant – it keeps our brains open, develops breadth and is especially helpful for developing individualized curricula.

CONS

It would be great if there were courses that included

- lesson prep for adult literacy;

- information about how to use the OALCF;

- how to create differentiated or individualized learning opportunities; and

- how to work with people who are working at a grade 7/8/9, academic level but are adults.

It is easy for someone with experience to adapt the ideas to the adult literacy context but this may be more difficult for someone new to the field, especially if they are coming from the K-12 system.

CONS

You have to have a specific learning style – this is auditory learning.

It can be hard to sequester yourself at work – even 15 minutes can be a challenge sometimes. We could do the courses during our lunch hour but we have to be careful about making sure we have a sustainable work/life balance.

It is too intense to do it at work and we need time for reflection.

I lost interest as I went along. There was too much detail for me.

I was surprised that the activities took time on top of the 2 hours posted time. It would be good to give people a heads up on that the time is for viewing the videos but there is time on top of that to do the activities.

The only thing is the timeline issue – especially if you are not too focussed. The timelines of the project helped me keep focussed – sometimes deadlines help.

FOR LEARNERS?

Some people hadn't thought about using the platform with learners and some people thought it might be good for higher level learners or people ready to transition from LBS.

A couple of people felt that,

It is going to be so good for our learners. When they take courses in school, they are weeks long. LIL will give learners experience learning online in shorter courses. We can start them in one-hour courses and then move them to longer courses as they get experience. Plus the courses prepare them for employment and daily life in terms of content. I saw many matches for learners in our program.

In terms of using it with learners – Is this possible? Is this realistic? I don't think it should compete with the Hub and Good Learning Anywhere. I think that they are doing a good job. LIL might be a good next step after the LBS program.

RECOMMENDATIONS – MAKING LIL BETTER FOR LBS

- A way of learning what the platform does – an introduction or a tour.
- It would be great if they had a per course fee instead of the subscription – or a cheaper time-based option (a set number of hours).
- Be more up front about the time courses take.
- Certifications
- A section for LBS where we could go and find all the courses – for practitioners and for learners.
- A hub for uploading our own content.
- Focus on adult learning – perhaps use the teachers from the adult literacy certificate program to create courses.
- More LBS specific content – one-to-one instruction, working with people with learning disabilities, soft skills and how to work with learners of all types.

RECOMMENDATIONS – WHAT THE FUNDER SHOULD DO

❖ Make it accessible for practitioners AND learners in all LBS programs.

❖ I am not sure how expensive it is and I am not sure if it is worth it.

❖ This should not be funded at the cost of operating funds – only as an add on.

❖ It would be great for a support organization to take it up – to buy 300 licences and people can sign up and use it for a month at a time.

❖ I am concerned that access might include tracking and that this could become more 'thou shalt' than 'you can'. I think that it would be better coming through A+ - it would ensure a more 'you can' than a 'thou shalt' approach.

RECOMMENDATIONS – WHAT THE FUNDER SHOULD DO

❖ I think that this is a good platform to deliver training.

❖ It might be a good tool for new staff – to explain the OALCF – it is standardized and high quality.

❖ A pathway – a set of foundational documents, the information that everyone should know, courses to onboard new staff and a place to learn about updates and changes.

❖ Create PD each year for practitioners – perhaps required – on policies and procedures (for example, confidentiality of learner records and privacy), directions and priorities so that we are all told the same things and we are all on the same page.