



**Fire Starter  
Festival 2019**

# Digital Learning Day - setting the scene -

**Keith Quinn**

Learning and Development Manager (Digital Learning)

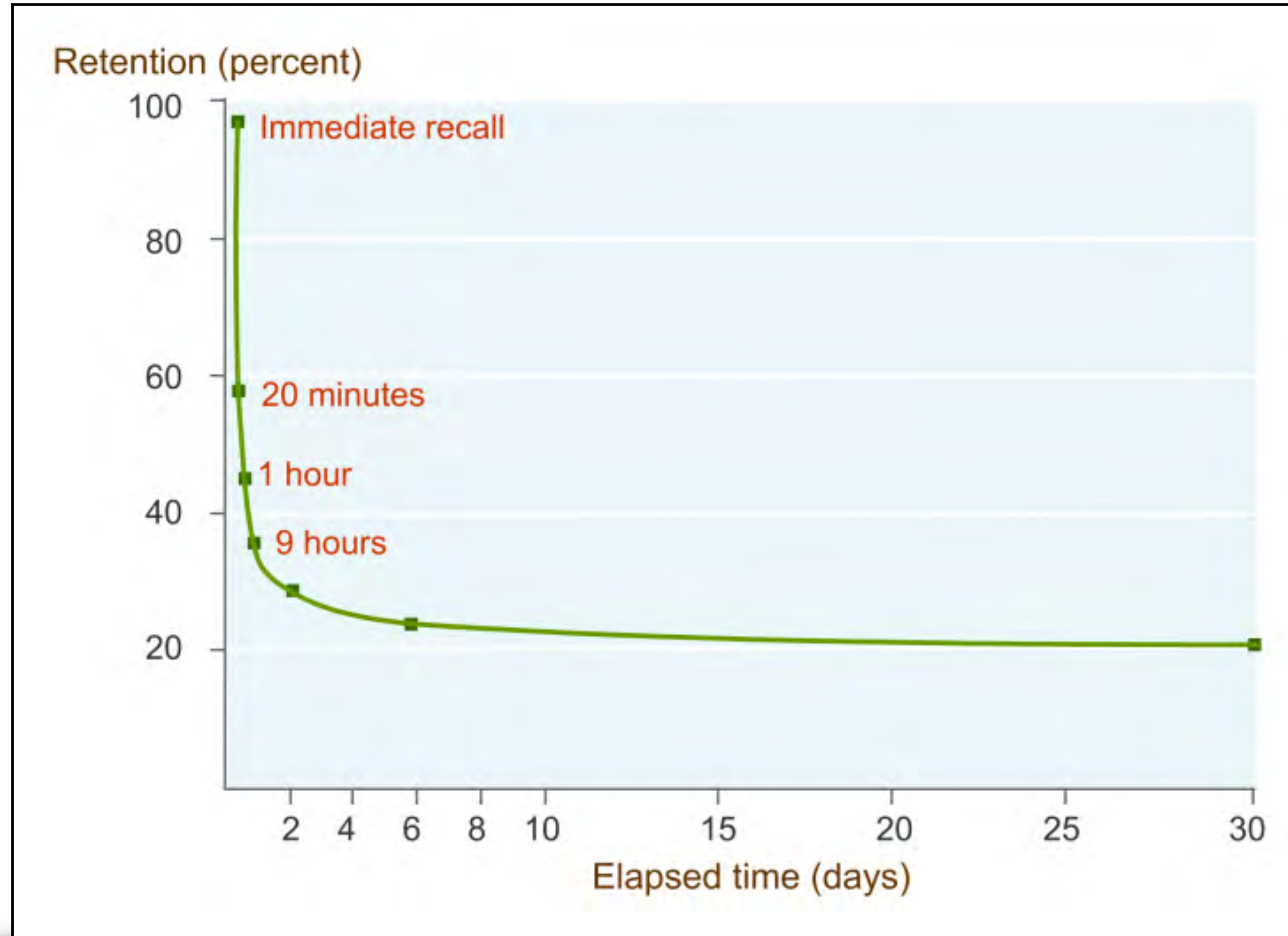




**Why digital learning?**



# Memory and learning



Source: Hermann Ebbinghaus, *Memory: A Contribution to Experimental Psychology*, 1885

*“adding technology without altering  
[how we teach] is not a solution.”*

Diana Oblinger & Brian Hawkins

“The Myth about No Significant Difference” EDUCAUSE 2006

and when we do, this is what happens ...

2. Definitions

Course Progress: 1 2 3 4 5 6 Aa X

## Data controller and data processor


### Data controller




A data controller is any "person" that determines the purposes for which **personal data** is **processed**, and the manner in which it is processed.

Note that this course uses the term "person" to refer to both individuals and organisations.



### Data processor

A data processor is any person other than an employee of the data controller that processes data on behalf of the data controller.





Data Protection

 7 of 12 



**Question:** Quizzes measure learning?

- ☐ TRUE
- ☐ FALSE





**Question:** Quizzes measure learning?

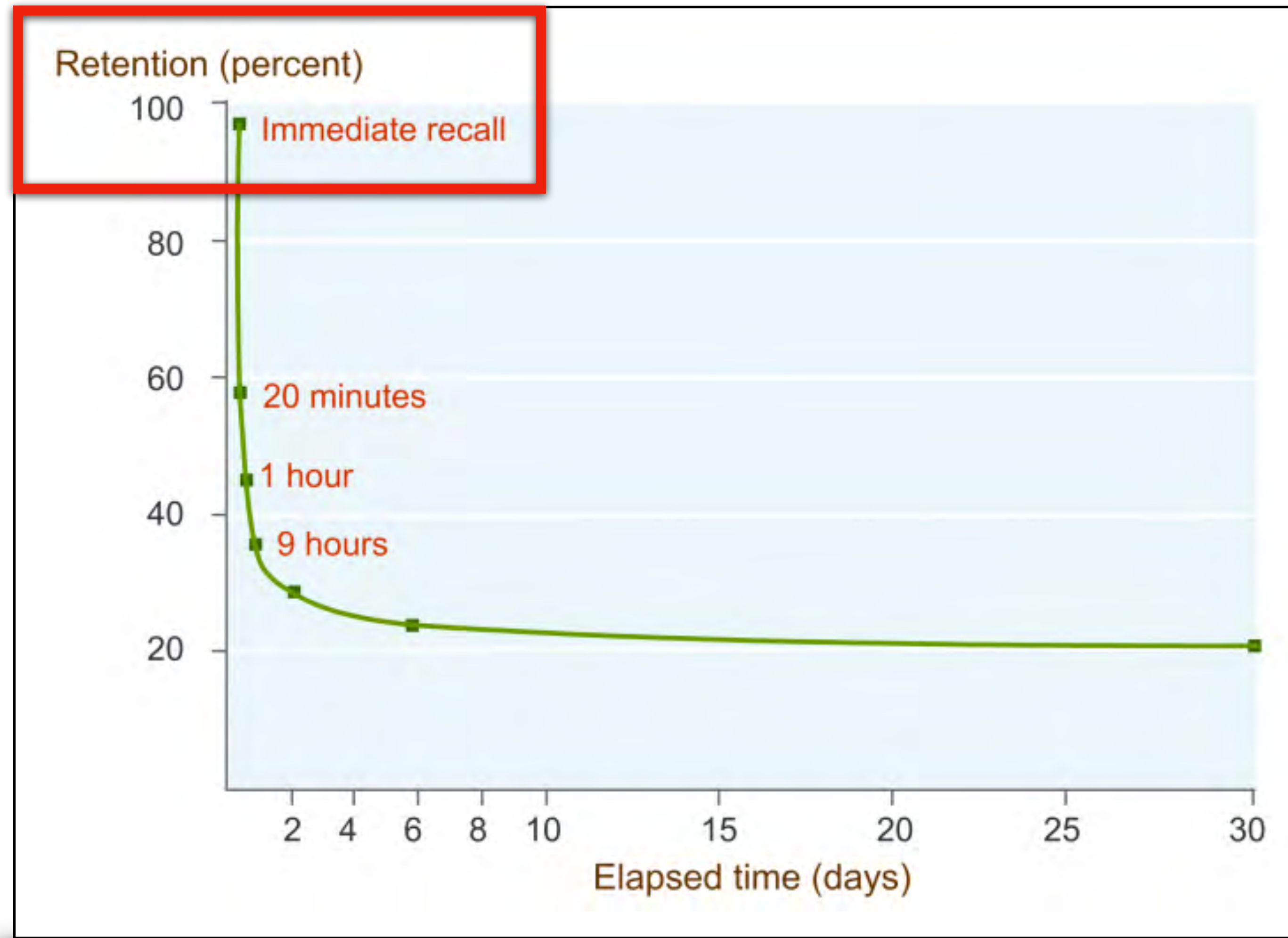
☐ TRUE

☒ FALSE





## So, what *do* quizzes measure?





# Meeting the needs of the modern learner

## MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their *own* development.

### OVERWHELMED...

Number of times online every day  
early days of the Internet: **5** | today: **27**  
**41%** of time workers spend on things that offer little personal satisfaction and do not help them get work done.

### DISTRACTED...

Most learners won't watch videos longer than: **4** minutes  
People unlock their smartphones up to **9** times every hour  
Knowledge workers are constantly distracted with millions of websites, apps, and video clips.

### IMPATIENT...

Online, designers now have between **5** and **10** seconds to grab someone's attention before they click away  
**2/3** of knowledge workers actually complain that they don't have time to do their jobs  
**5** minutes—Workers now get interrupted as frequently as every 5 minutes—ironically, often by work applications and collaboration tools

**1%**  
of a typical workweek  
is all that employees  
have to focus on  
training and  
development

**24 MINUTES  
A WEEK**

### UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.



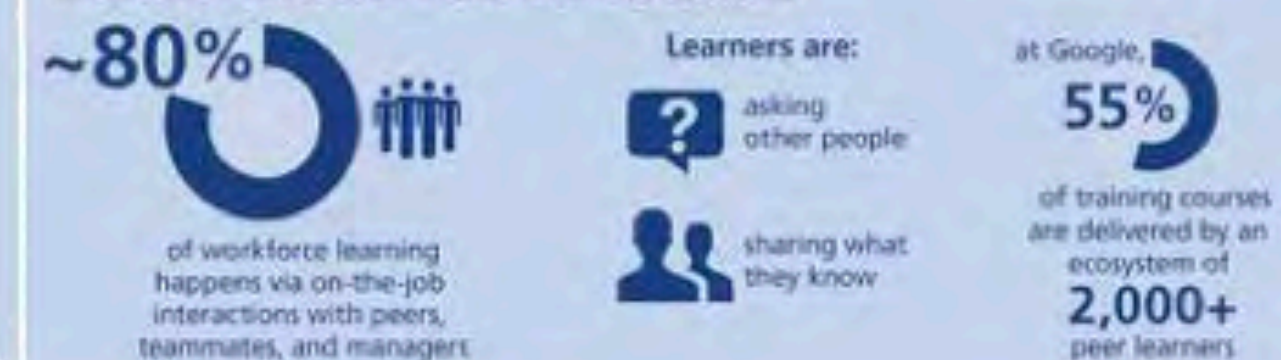
### ON-DEMAND

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:



### COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.



### EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.



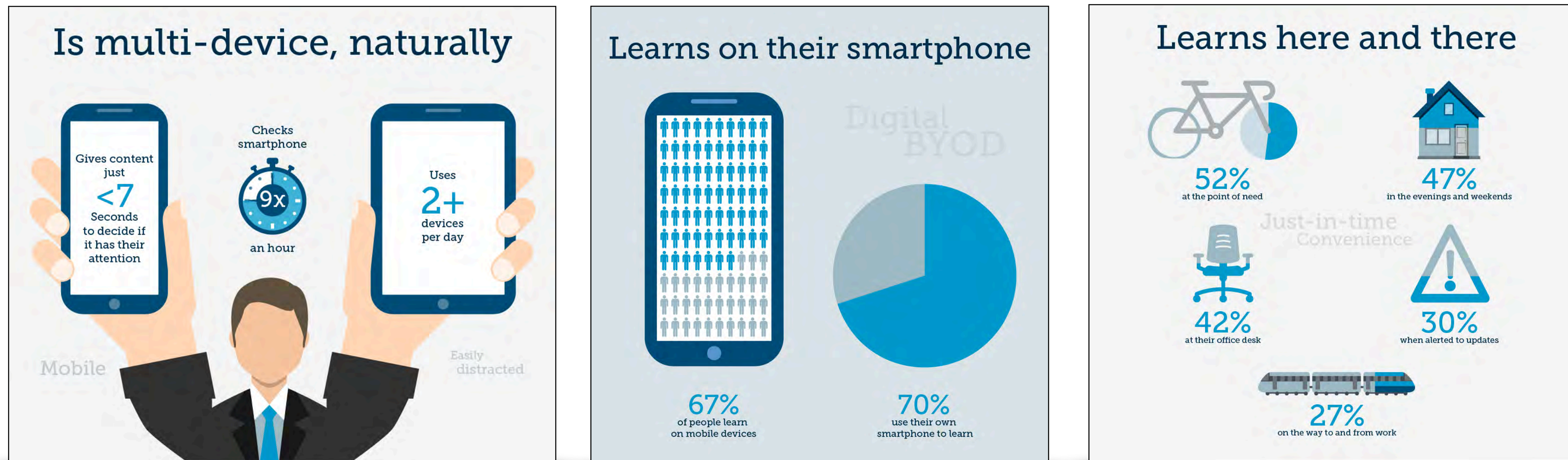


# Meeting the needs of the modern learner





# Meeting the needs of the modern learner



The bottom line is -

People are choosing to learn in their own time, on the move, and on their own devices.



## “But, our staff don’t have access to technology”

- 87% of adults in the UK own or have ready access to a Smartphone
- 68% of adults in the UK own or have ready access to a tablet computer
- 78% of adults in the UK own or have ready access to a laptop



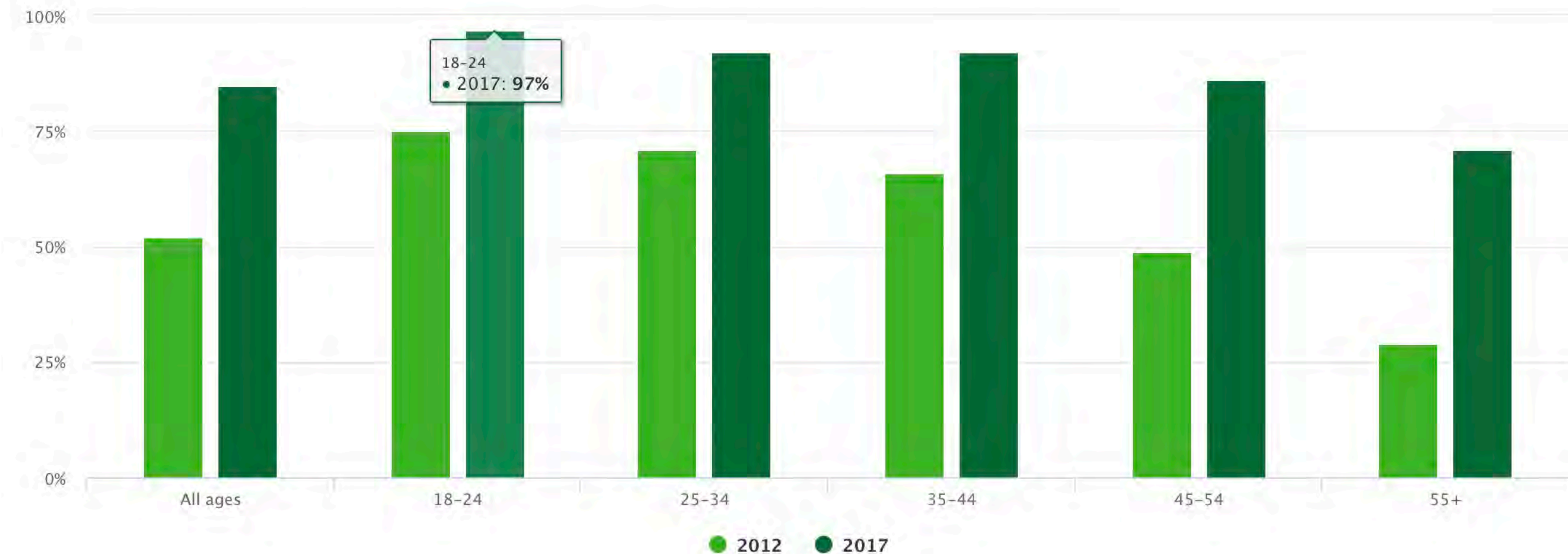


# Technology uptake (2017)

## Smartphone (by age group)

Chart

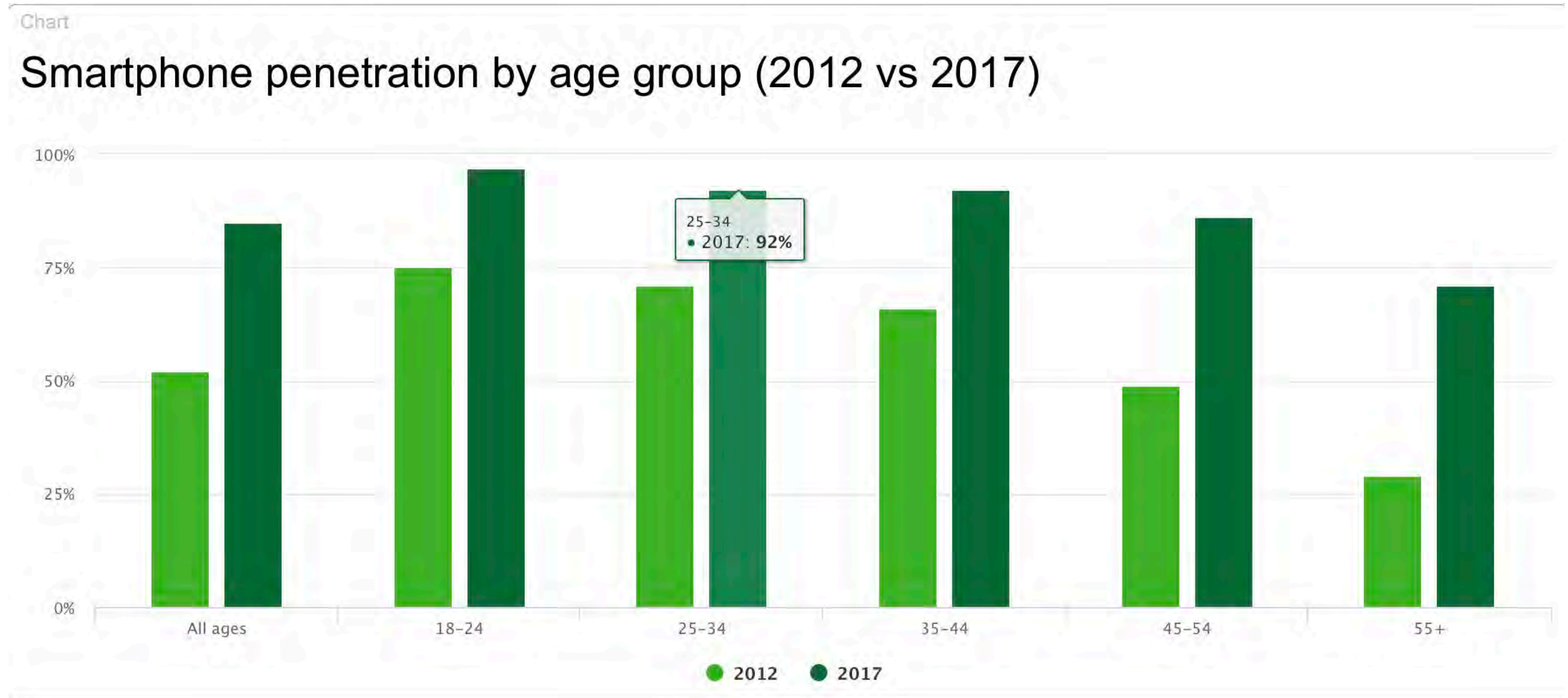
### Smartphone penetration by age group (2012 vs 2017)





# Technology uptake (2017)

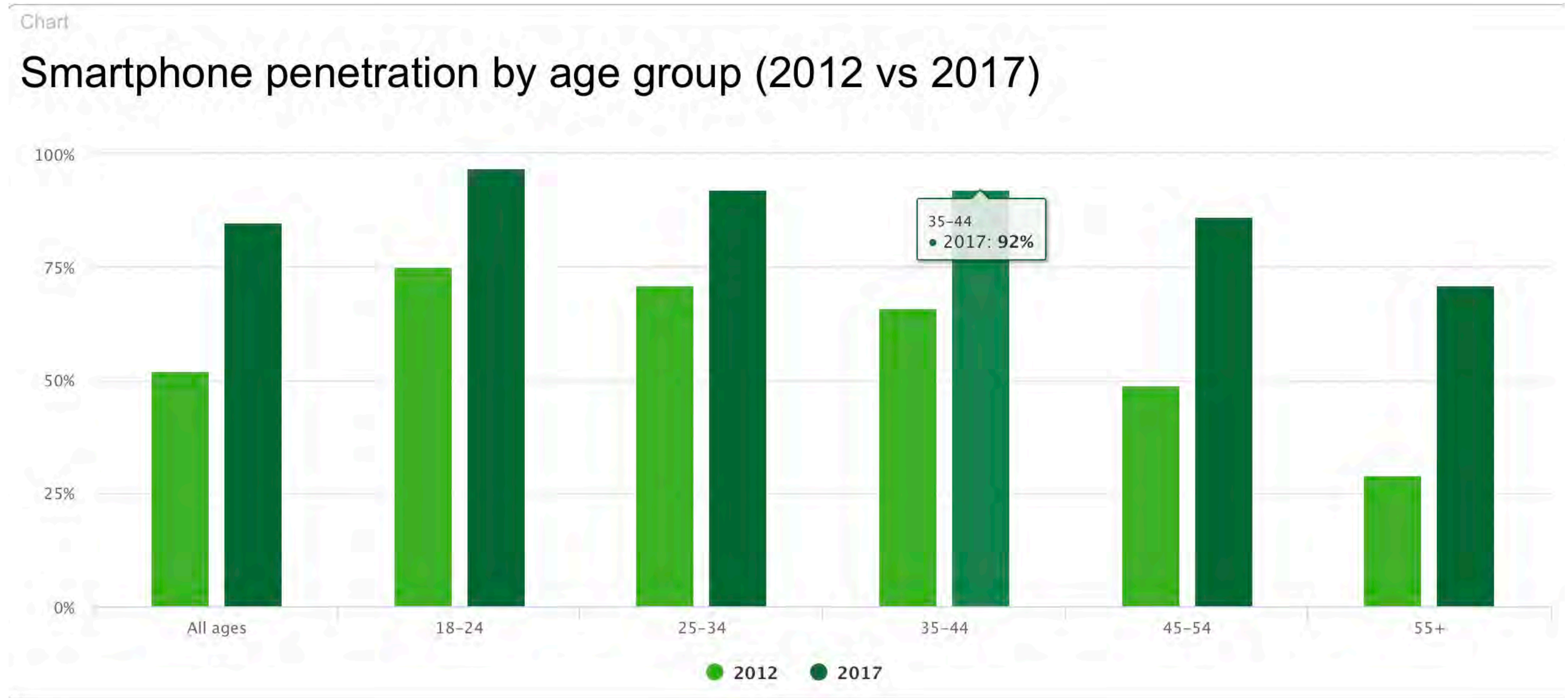
## Smartphone (by age group)





# Technology uptake (2017)

## Smartphone (by age group)



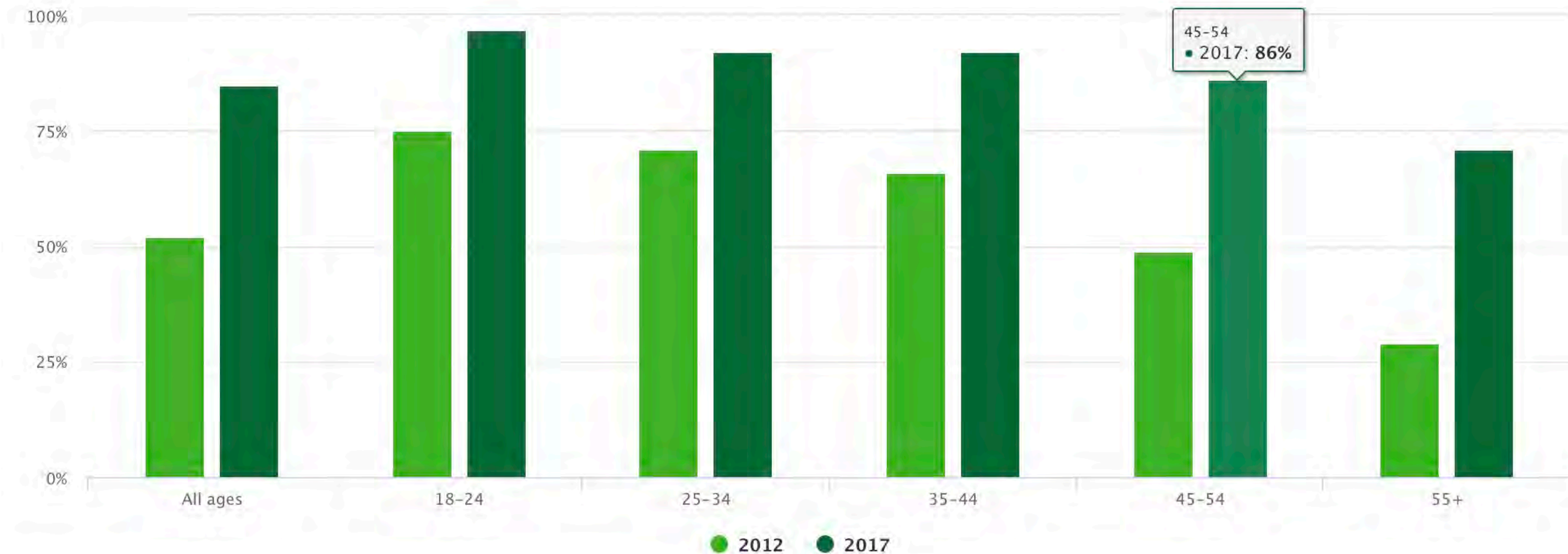


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### Smartphone penetration by age group (2012 vs 2017)



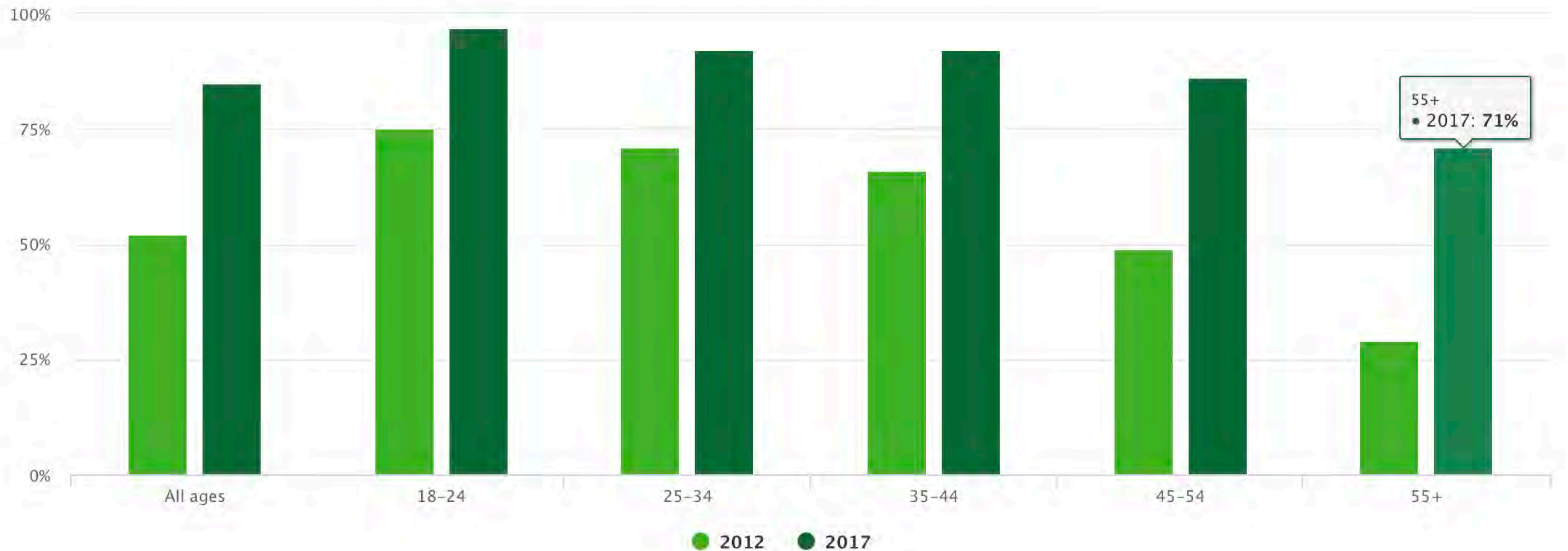


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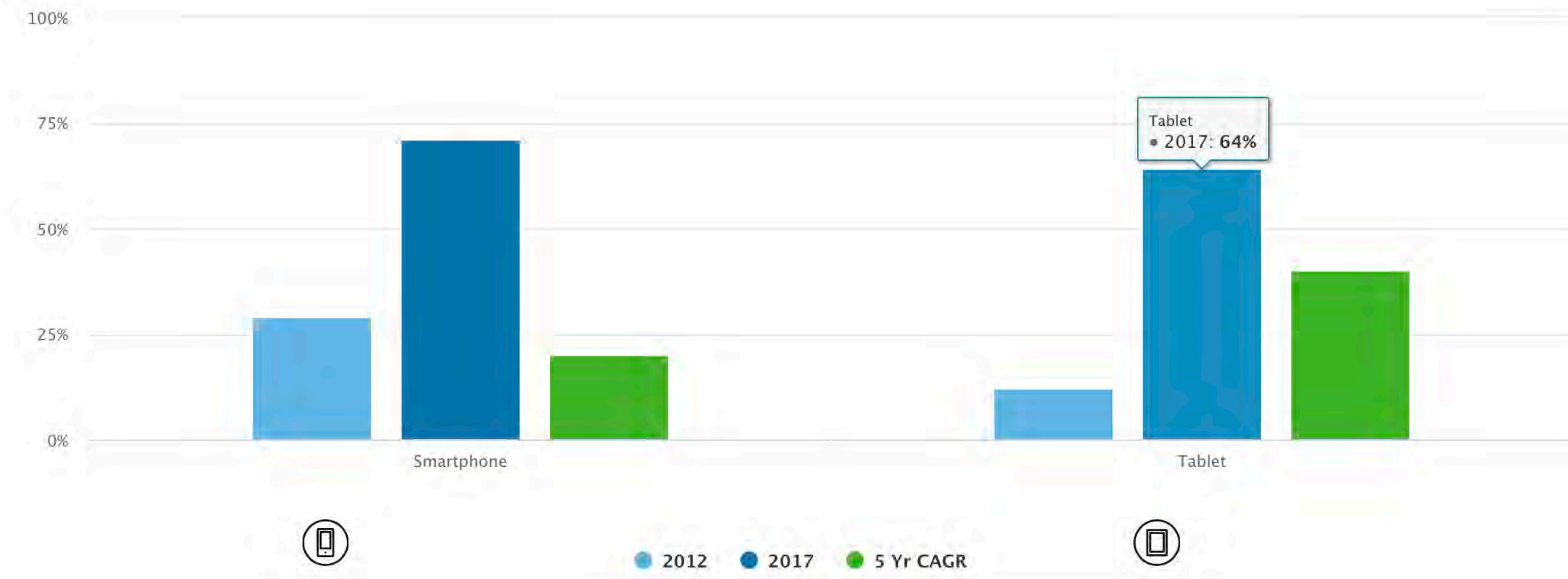


# Technology uptake (2017)

Chart

## Smartphone and tablet penetration among 55-75 year olds (2012 vs 2017)

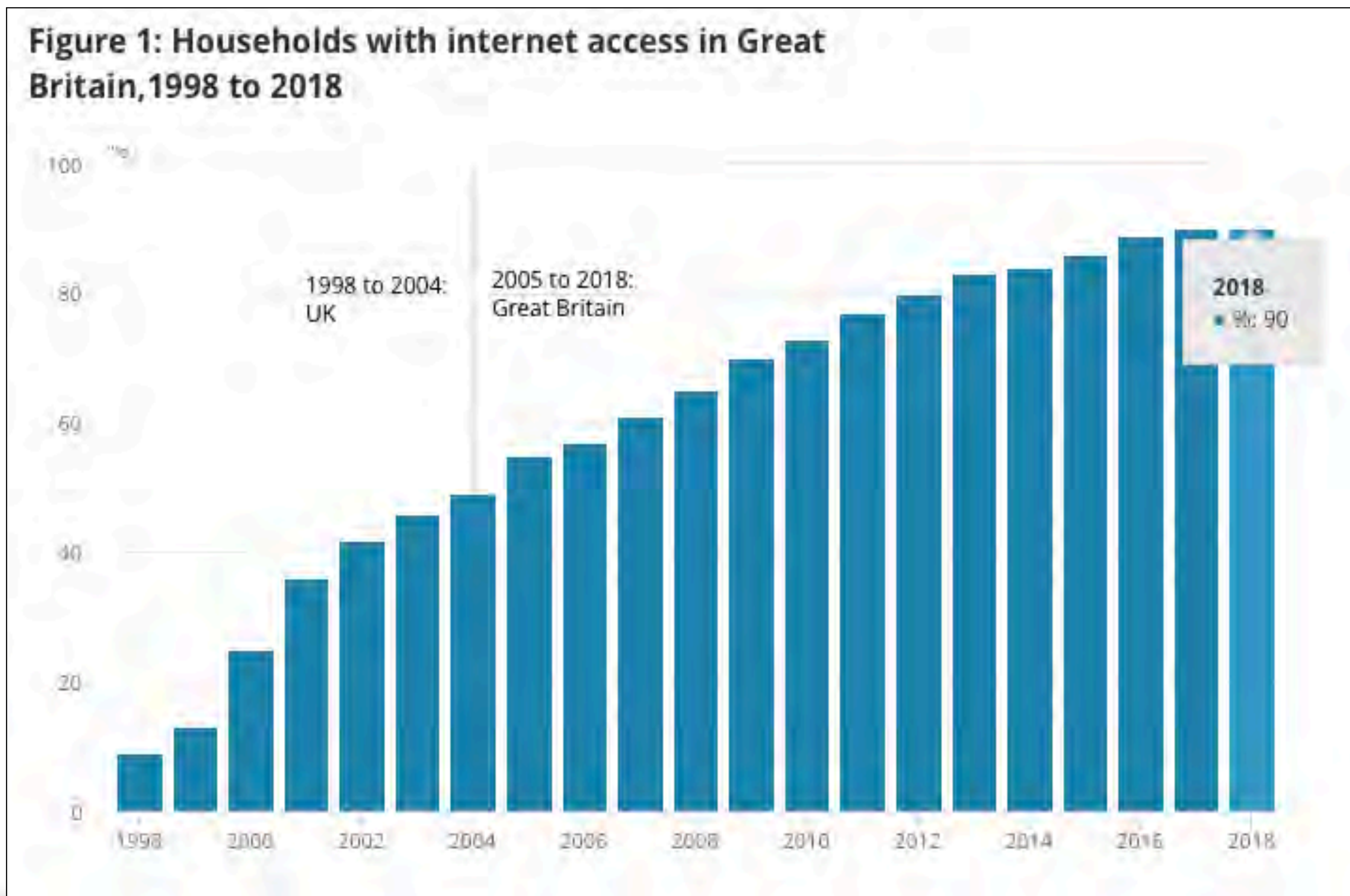
Q. Which, if any, of the following devices do you own or have ready access to?





# Internet access (2018)

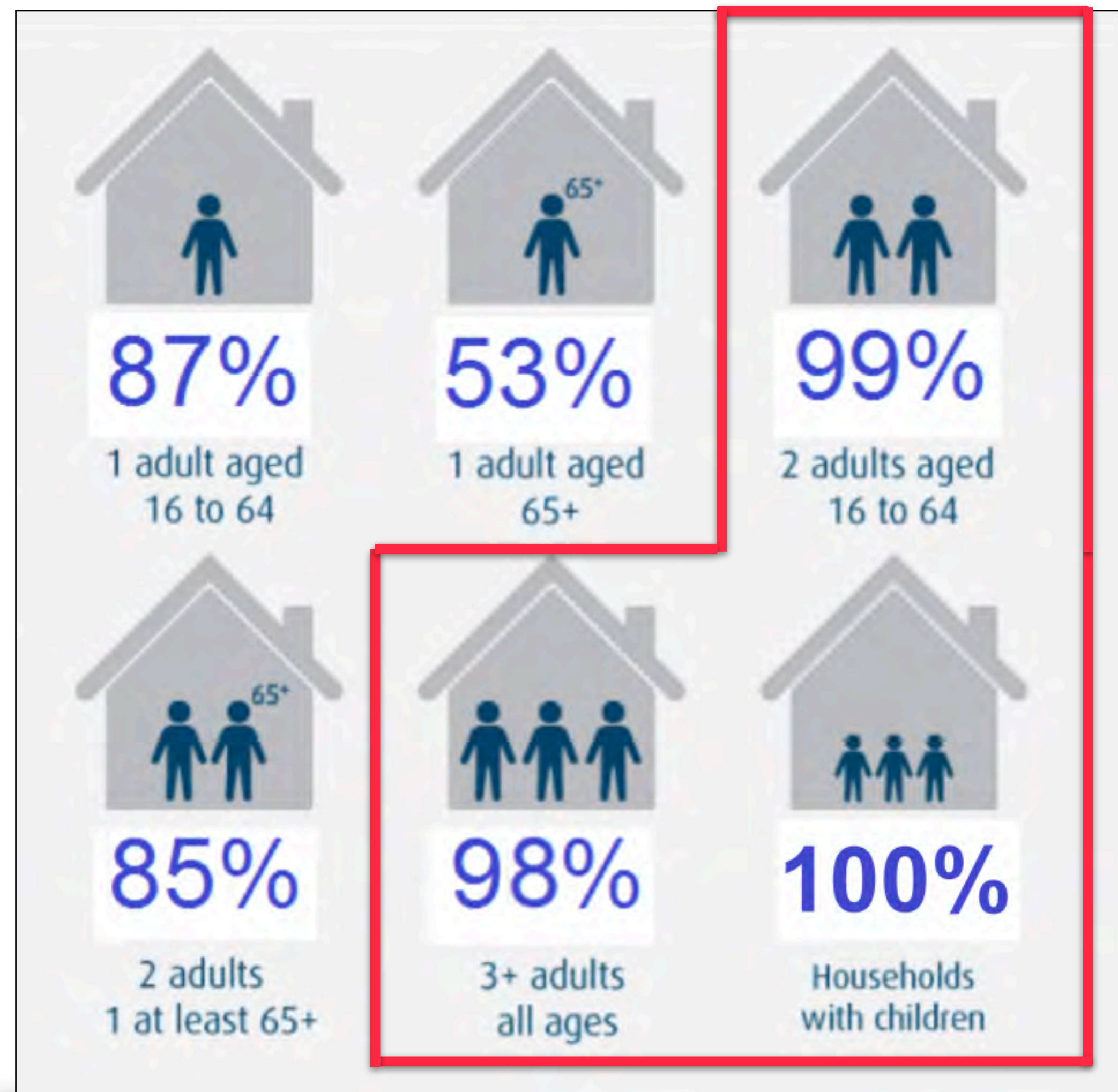
Households with internet access, 1998 to 2018, Great Britain





# Internet access (2018)

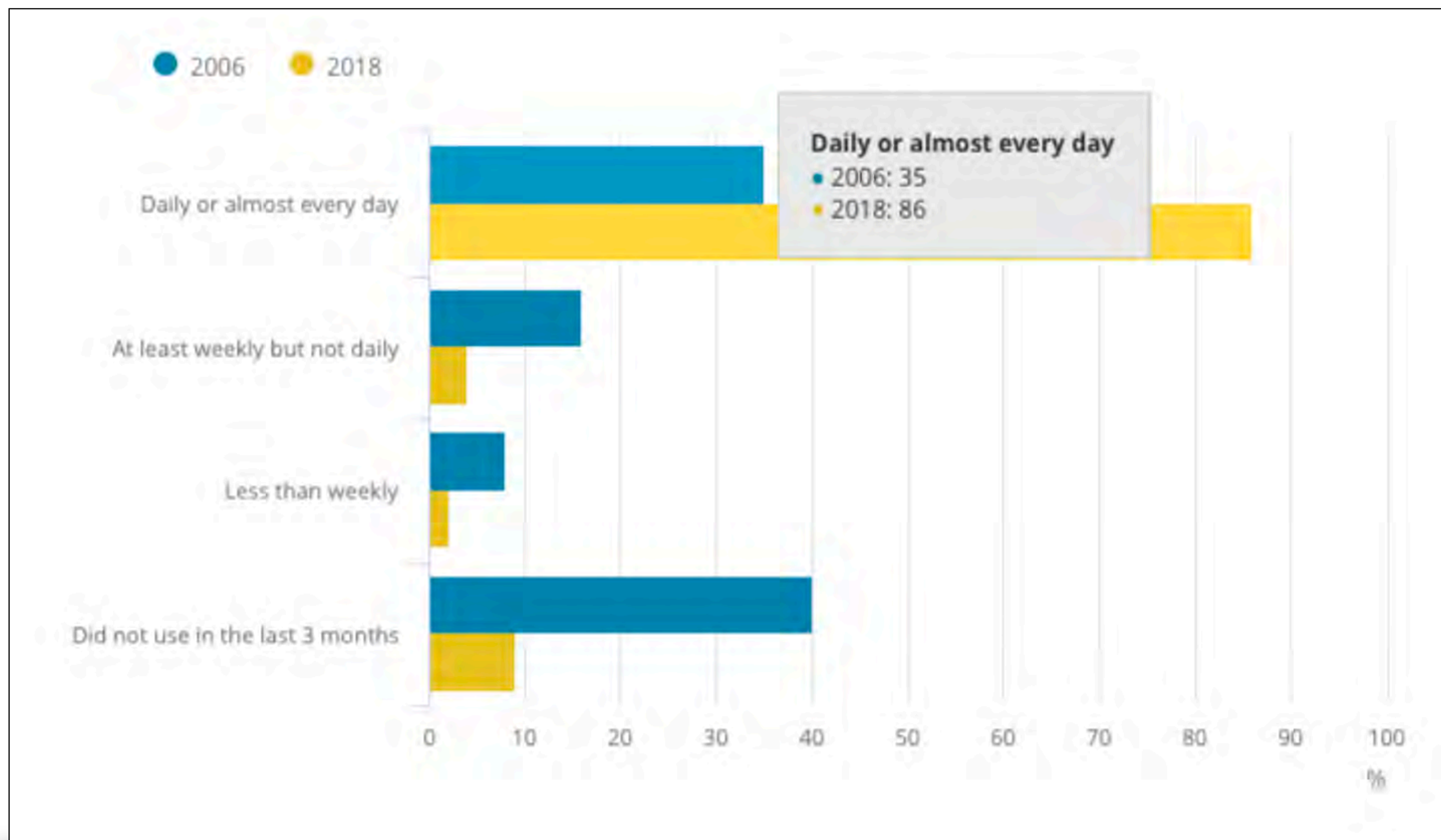
## Internet connection by household composition in Great Britain





# Internet access (2018)

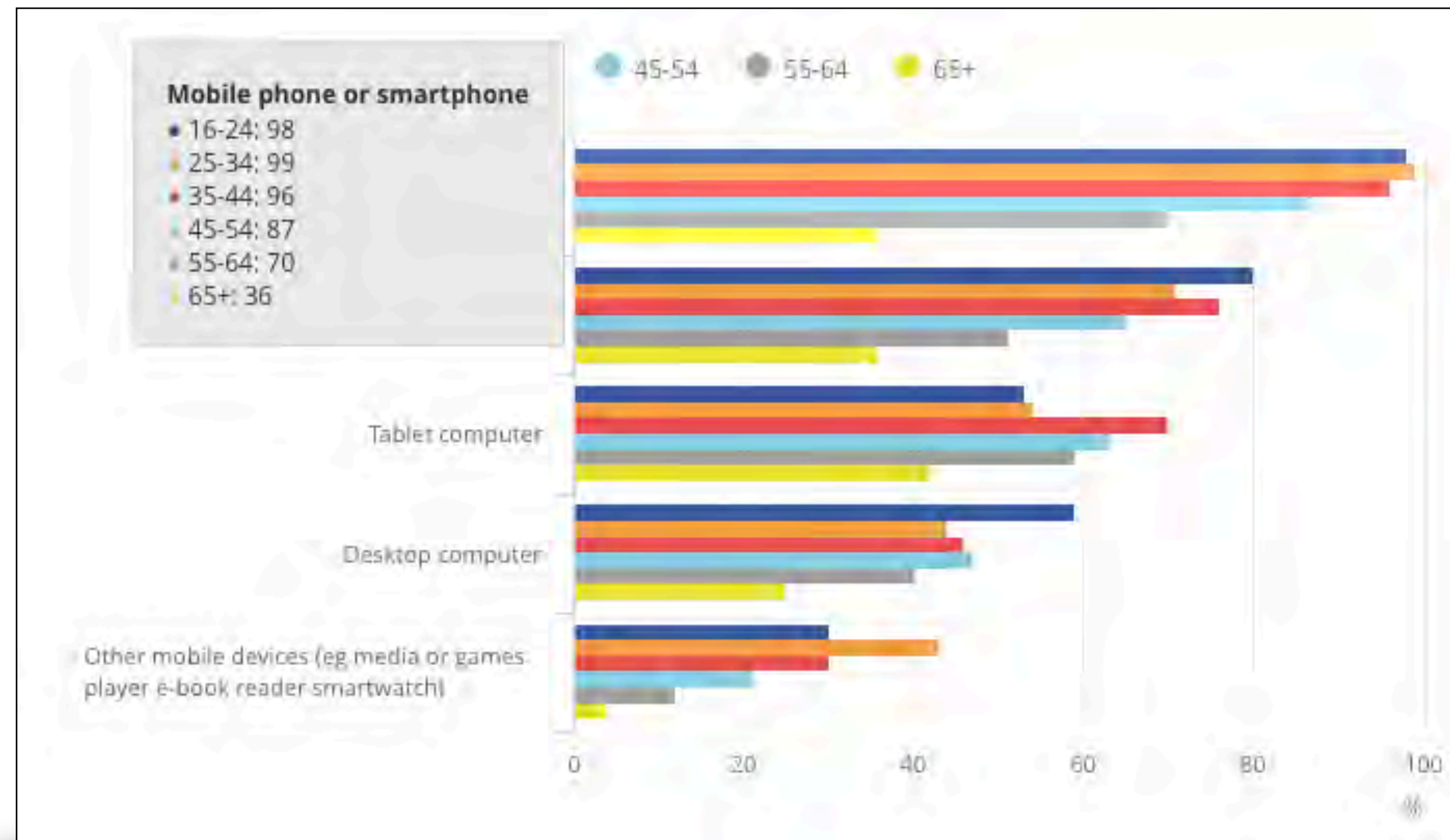
## Daily internet use by adults, 2006 to 2018, Great Britain





# Internet access (2018)

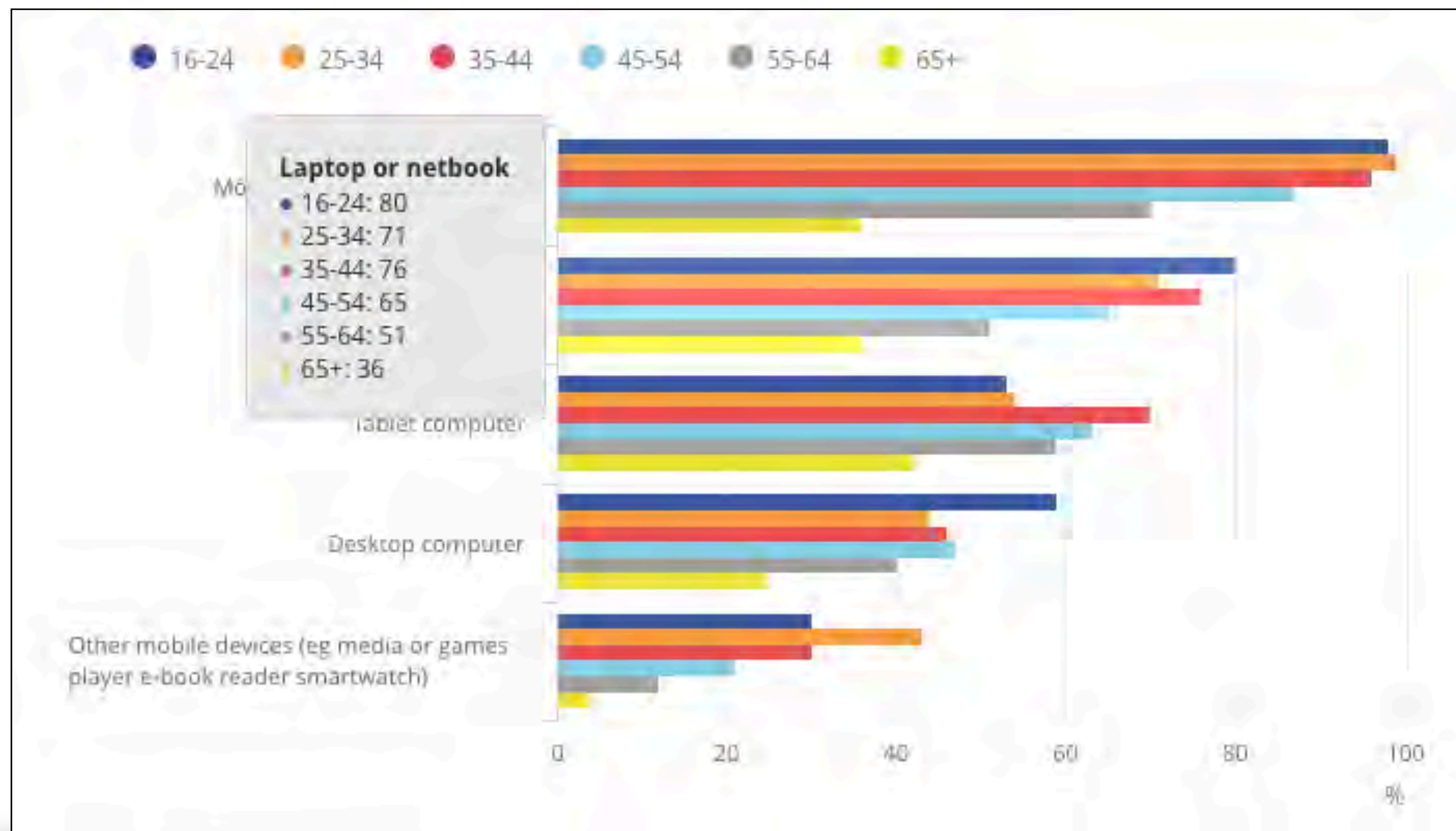
## Daily internet use by adults, 2006 to 2018, Great Britain (by device)





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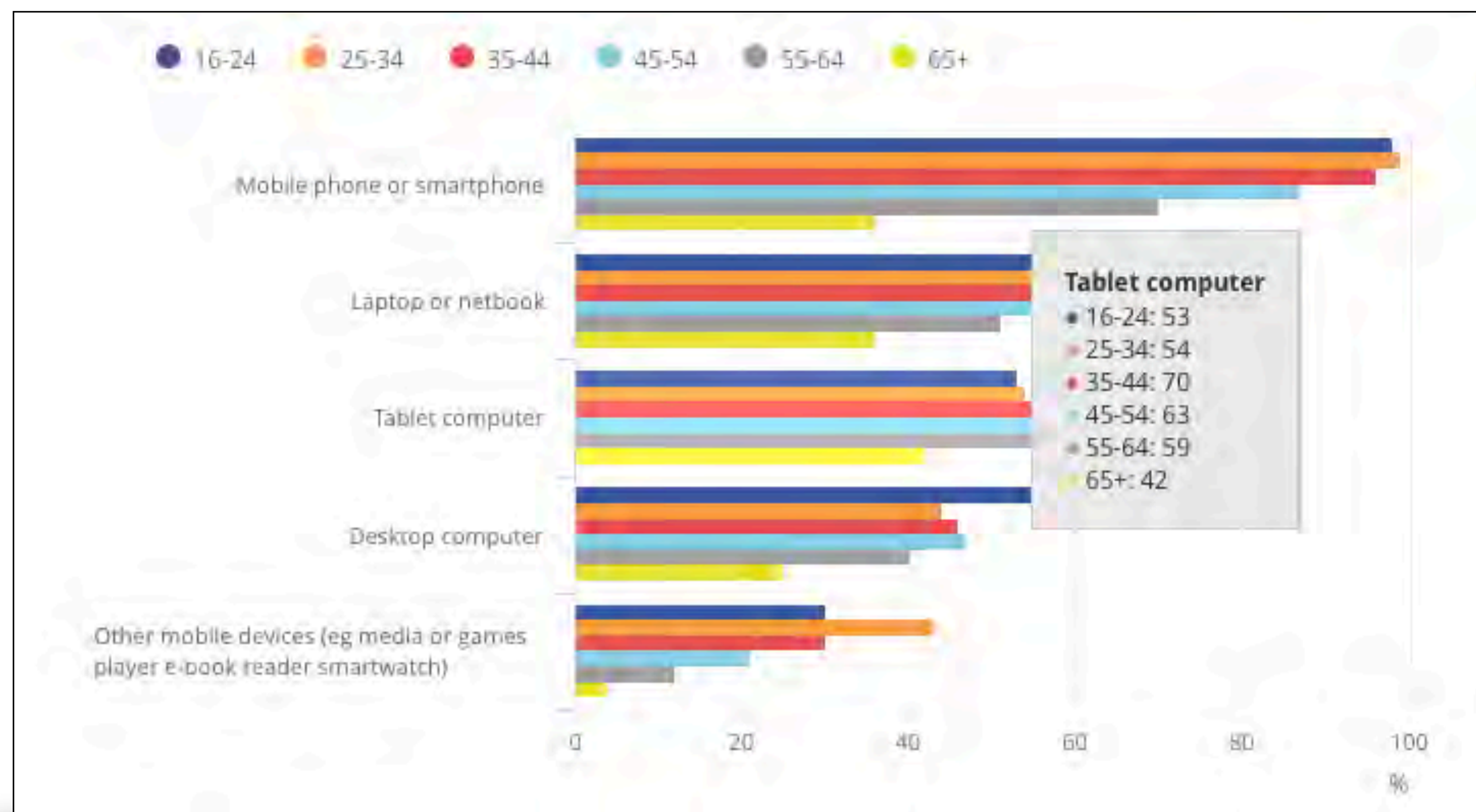
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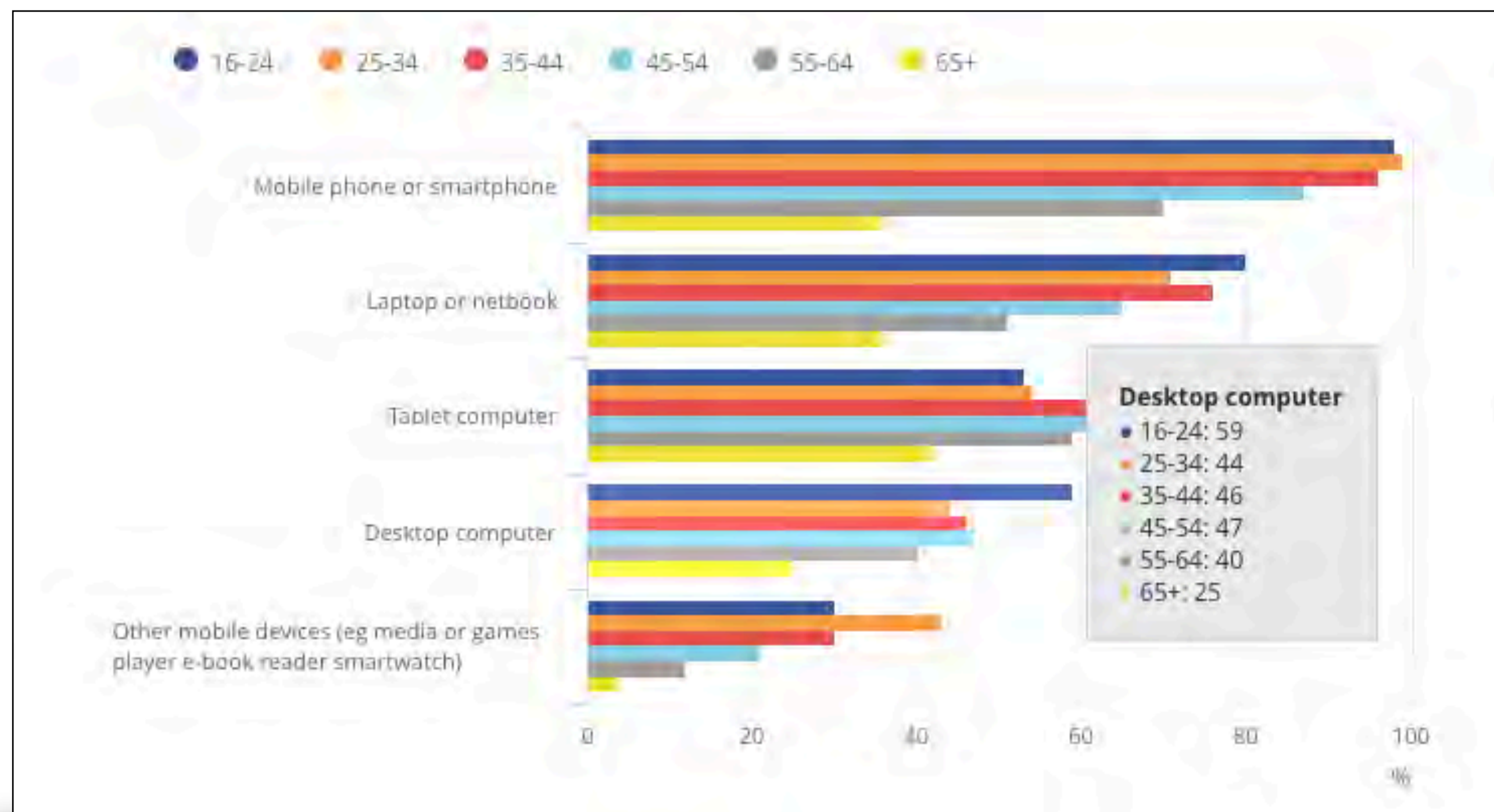
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# Internet access (2018)

## Daily internet use by adults, 2006 to 2018, Great Britain (by device)





# The move to open approaches to learning

**oeb**

Shaping the future of learning

Where are the pressures  
to go open coming from?

**David Price**

We Do Things Differently, UK



Excerpt from interview with David Price: <https://youtu.be/SR3krr82XEE>



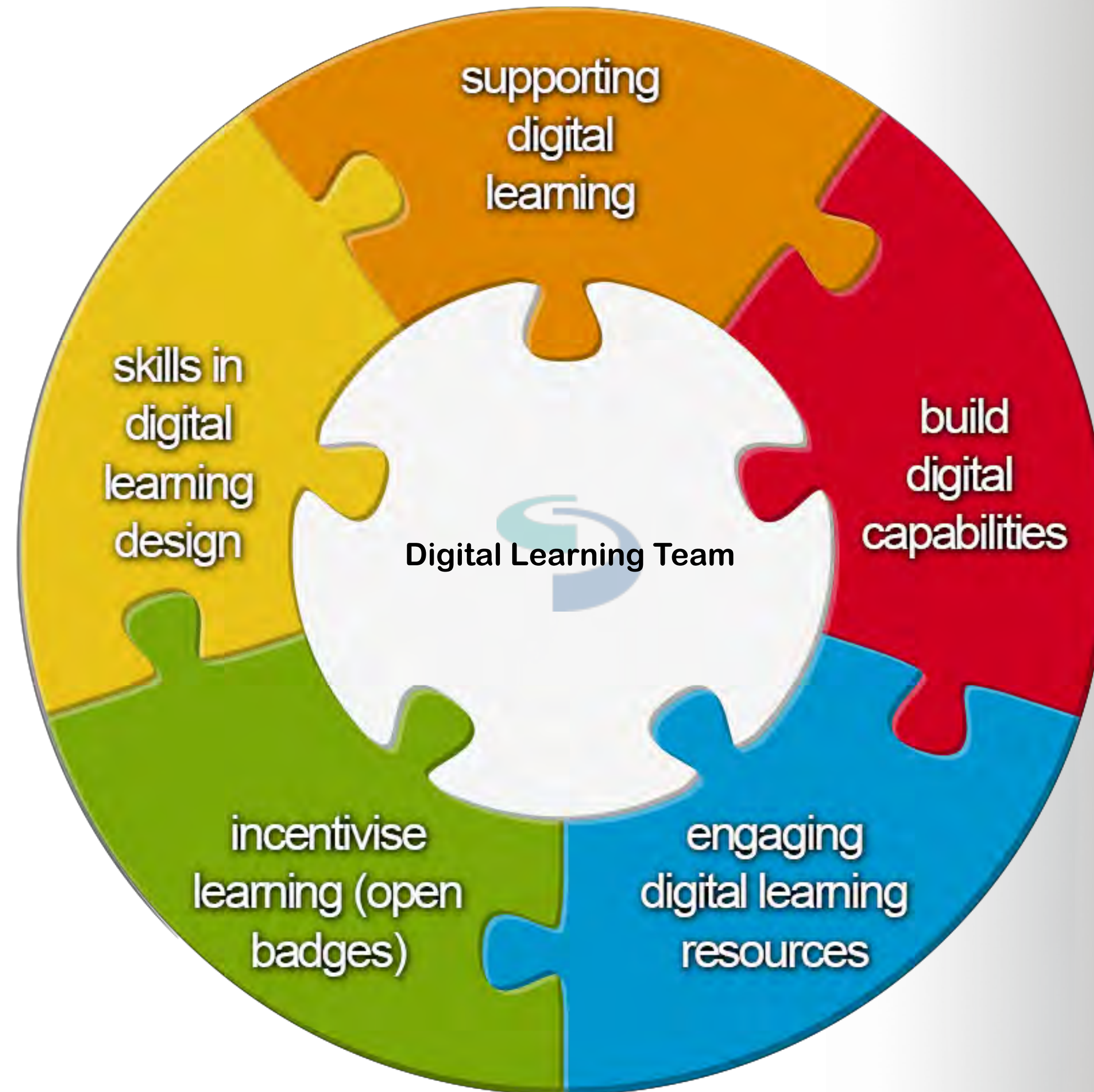
## How does this translate to our sector?

- 'Closed' and 'centralised' vs 'open' and 'dispersed'
- Engaging informal learners as well as formal learners
- Measuring impact of learning: SCORM vs Open Badges + xAPI





# SSSC digital learning strategy





## Keith Quinn

Learning and Development Manager (Digital Learning)

- The Learning Zone: <http://learn.sssc.uk.com>
- SSSC Open Badges: <https://badges.sssc.uk.com>
- Digital Capabilities: <http://23digital.sssc.uk.com>

