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The most important pedagogical innovations for successful learning

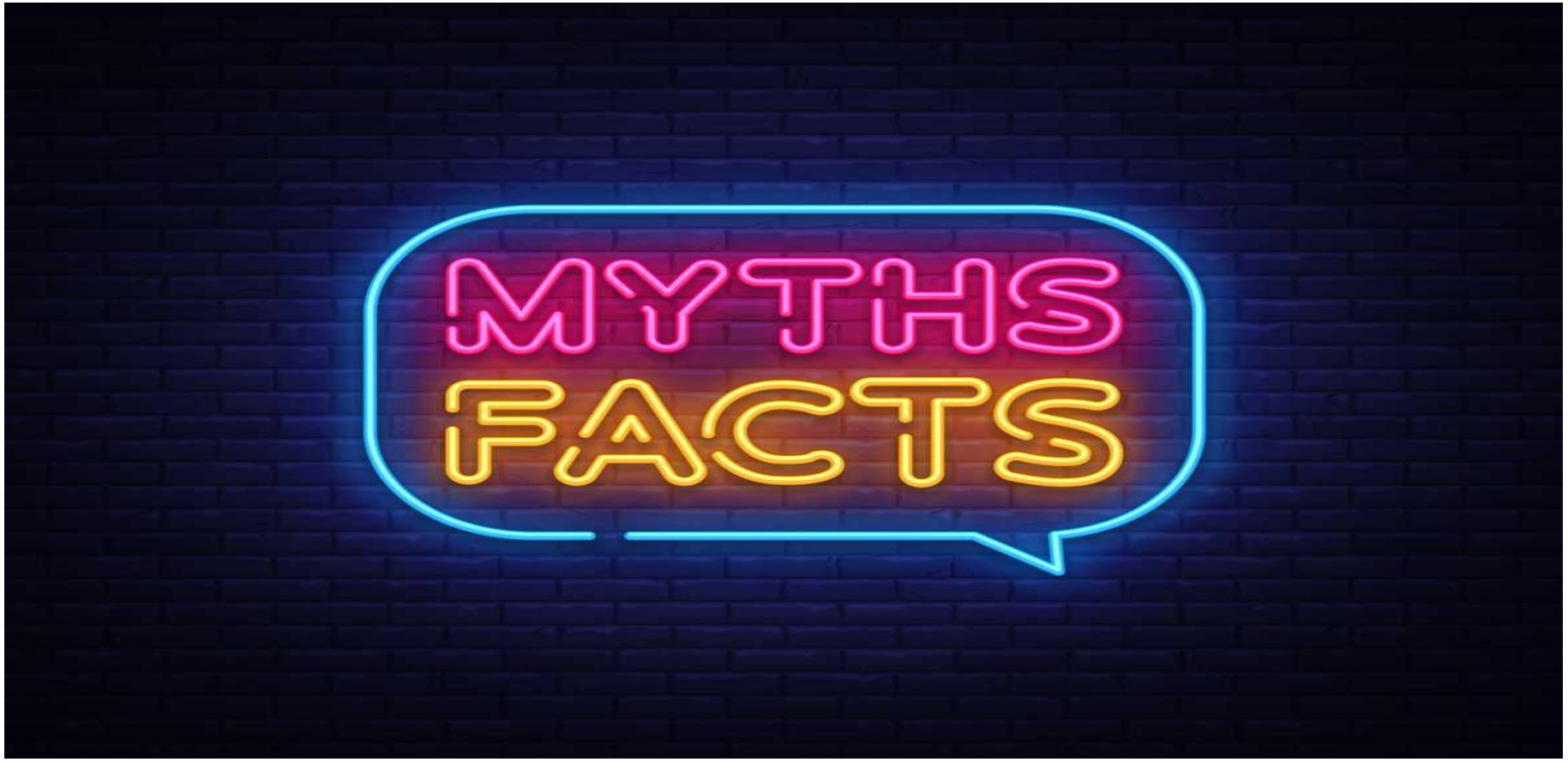
Did you say innovation?

- About pedagogical innovation
- Innovation and context
- Incremental innovation, disruptive innovation

Aude SCHIAVI and Laurence NOTTELET are pleased to introduce you

The future of the Corporate Universities

15 october 2021



Myth # 1. There is an ideal learning method!

Today should we only mobilize connectivism?

behaviorism	behaviorism	constructivism	socio-constructivism	connectivism
Début du XXè siècle	1956	1975	1985	2005
J. WATSON	G. MILLER & J.BRUNER	J.PIAGET	L. VYGOTSKY	G. SIEMENS & S.DOWNES
The acquisition of knowledge is done in successive stages via a positive reinforcement of the right answers and of the behaviors to be valued	The learner records information from outside, sorts it and reuses it when needed	The learner learns when he tries to understand his experience and appropriates the knowledge	Knowledge acquisition occurs through social interactions	We learn through all the interactions allowed by the networks
The "teacher" is the holder of the knowledge	the teacher is a learning manager	The teacher must recreate complex learning situations similar to those encountered by the learner in his professional life	The teacher must promote interactions between learners and debates	The teacher must appropriate the possibilities of new technologies to promote collaboration and the search for resources.
The learner is passive: it's an empty vase to fill	The learner is passive: his brain works like a computer	Learning is active. He builds his knowledge based on his experiences	The learner are active. They are autonomous in their learning but are part of a learning community	The learner is passive: it's an empty vase to fill

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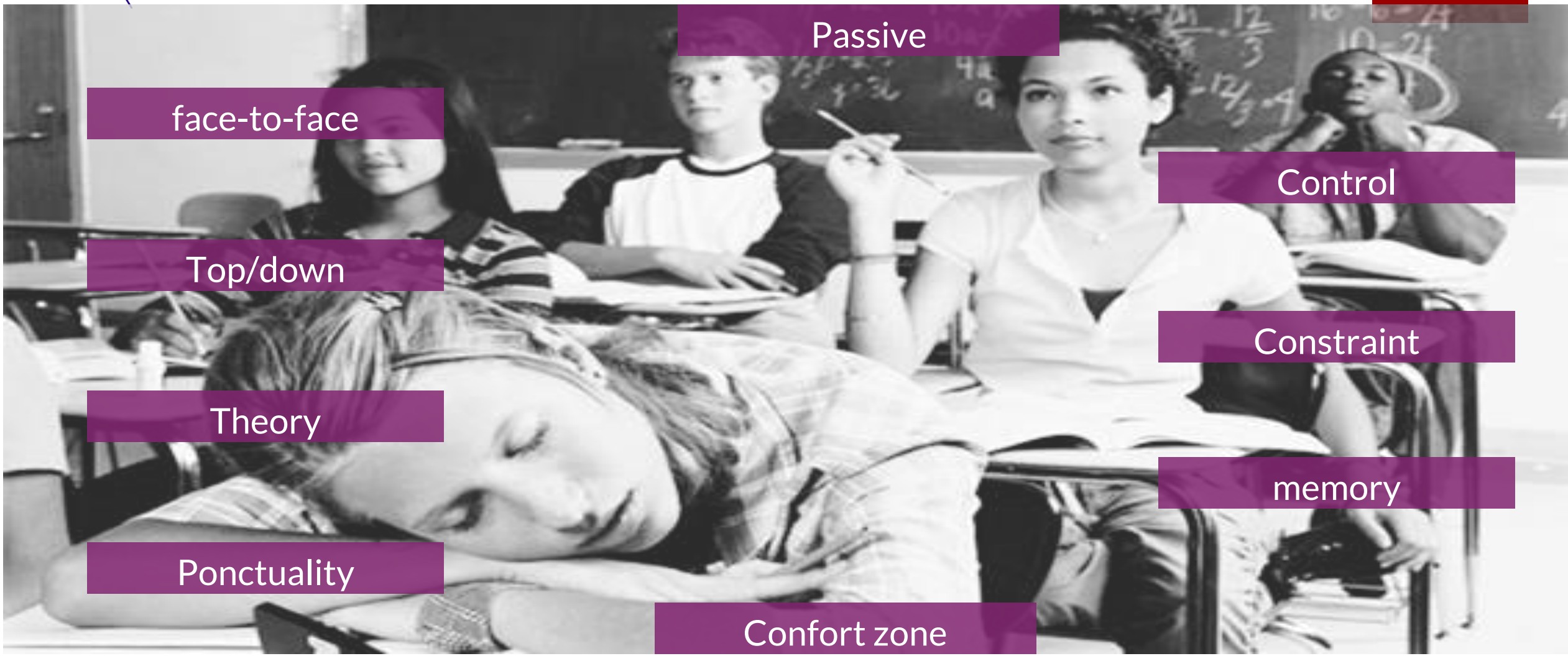
Each new period tends to outdated the previous methods considered ineffective and to overvalue the new approaches.

Traditional pattern cartoon



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Over-valuation of the conectivist model : one best way approch

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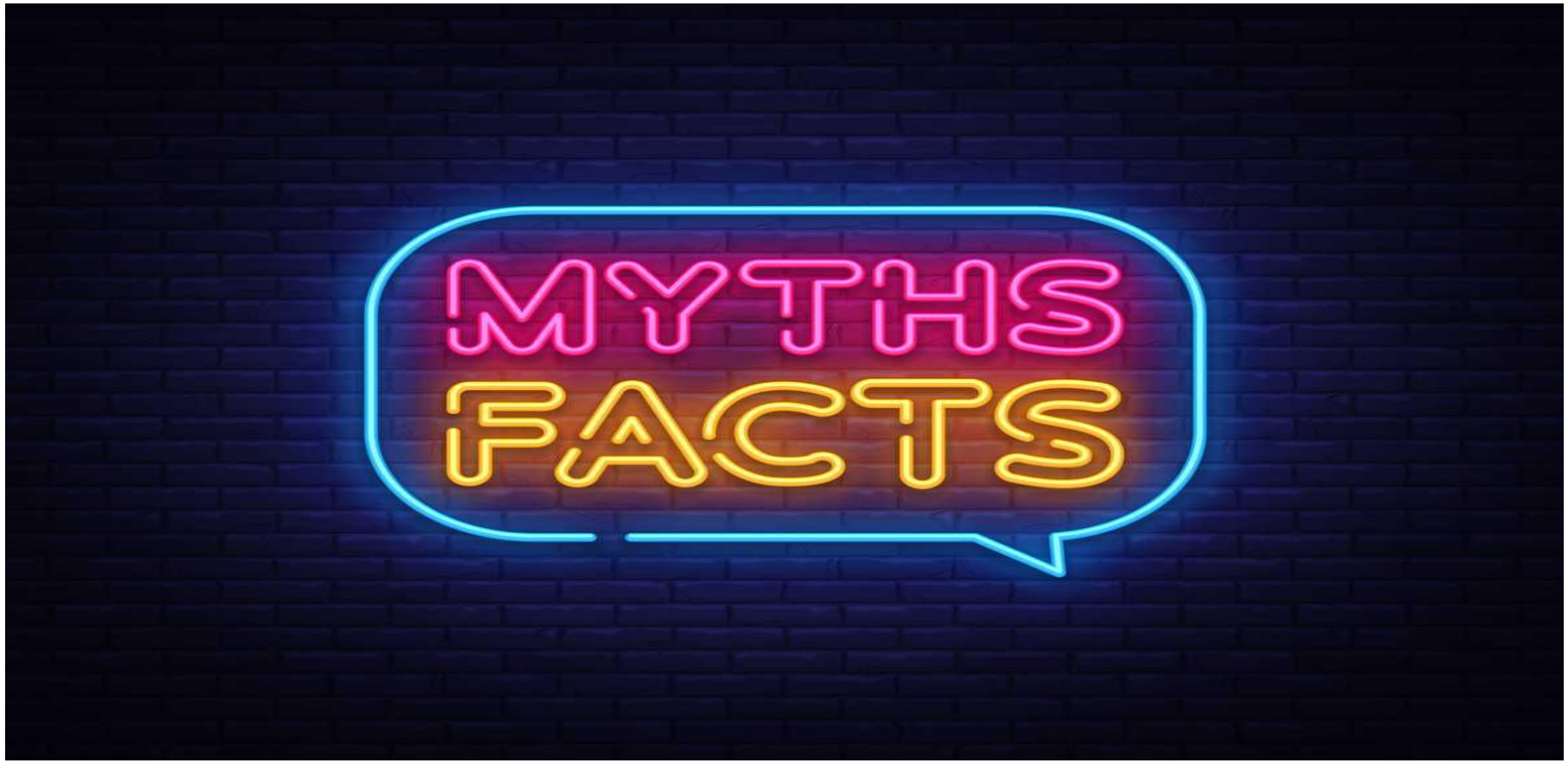


Reality # 1. Built the most appropriate learning ecosystem for each situation

Mobilize different learning modalities in a contextualized manner

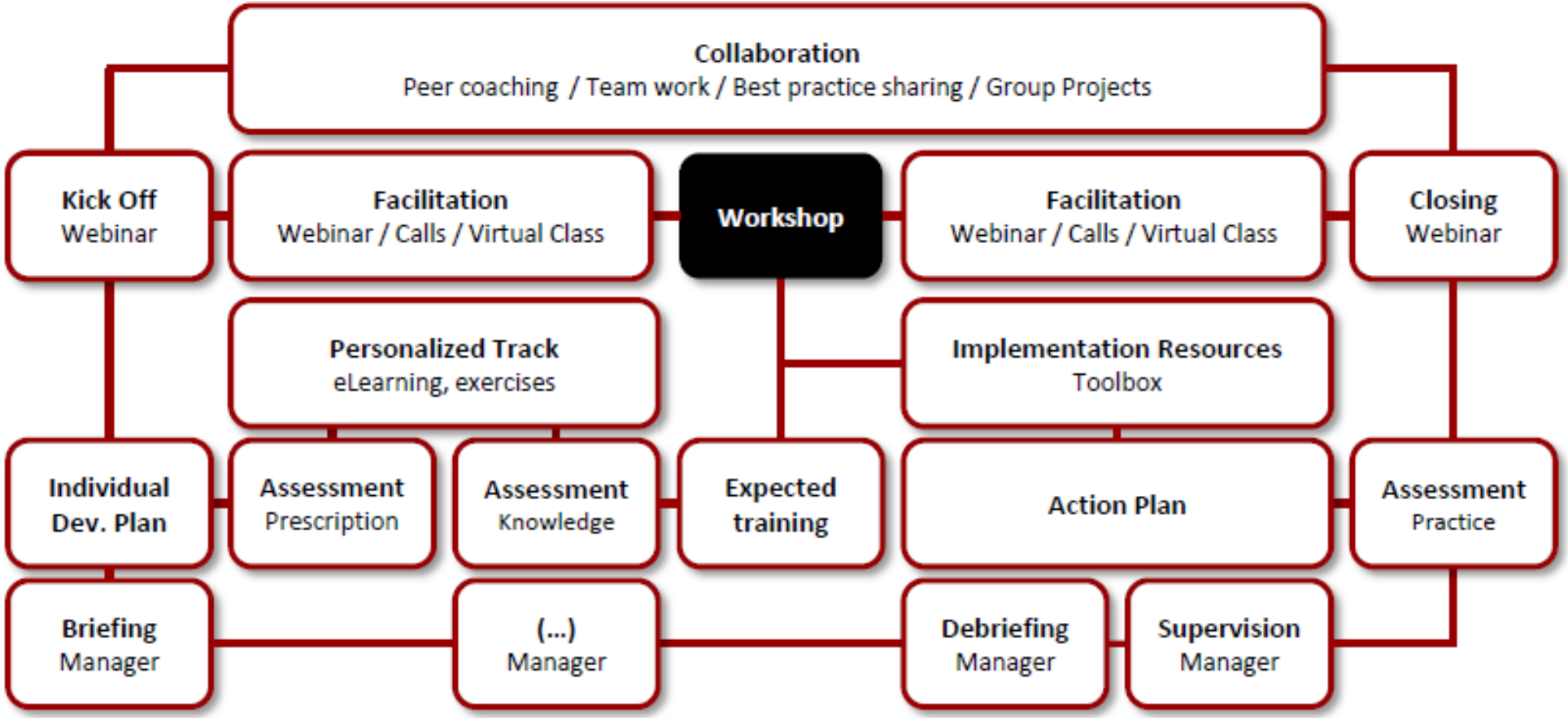
FAB LAB

Design THINKING

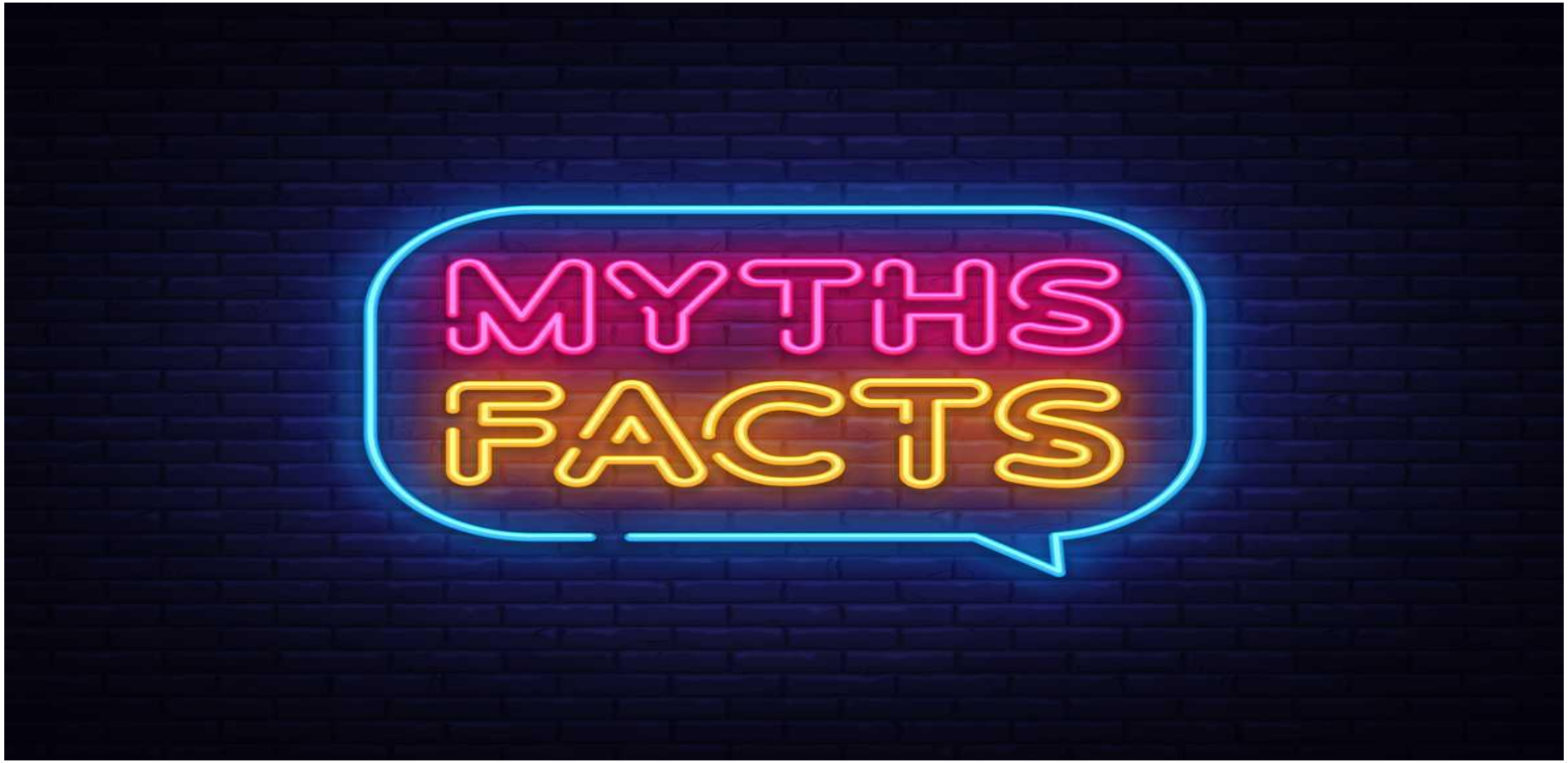
MOOC

Human Learning eXpedition

example of a multimodal learning ecosystem



Source : Jérôme Wargnier



Myth # 2. You have to systematically adapt to your audience

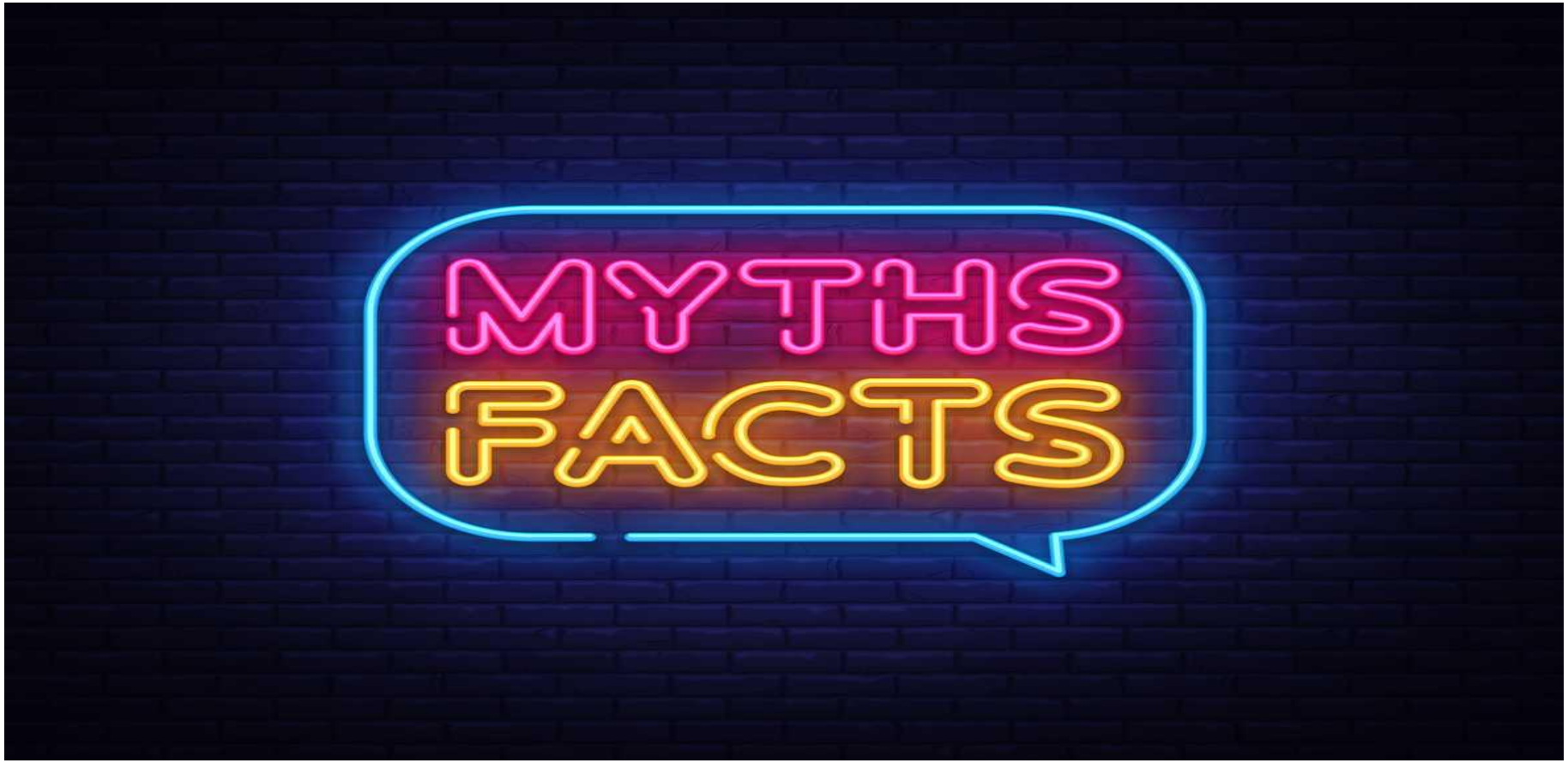
1. **Employees can't concentrate: use short sentences**

2. **They don't like reading: Using visuals**

3. **They don't like to be passive: make it interactive**

4. **They want to have fun: be fun**

Is it really a way to learn 21st century skills: critical thinking, serendipity, systems thinking, resilience, creativity ...



Reality # 2. It's less a question of fun than a question of challenges

What cognitive science tells us

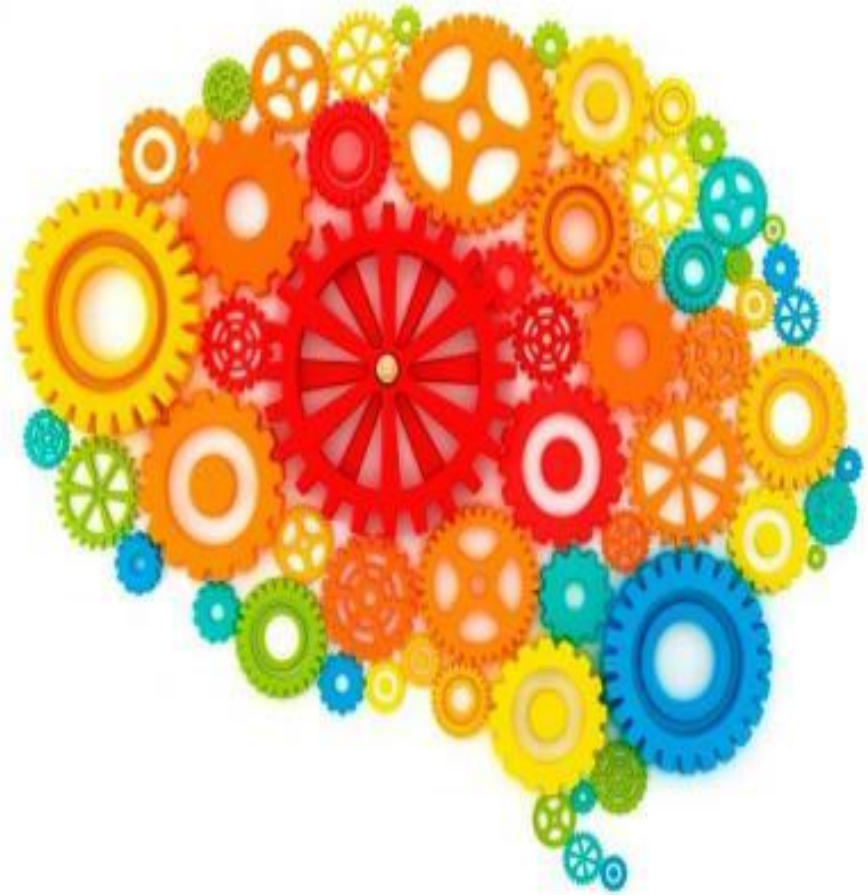
Pillar: The brain needs words and images

Pillar: The brain cannot process too much information at once

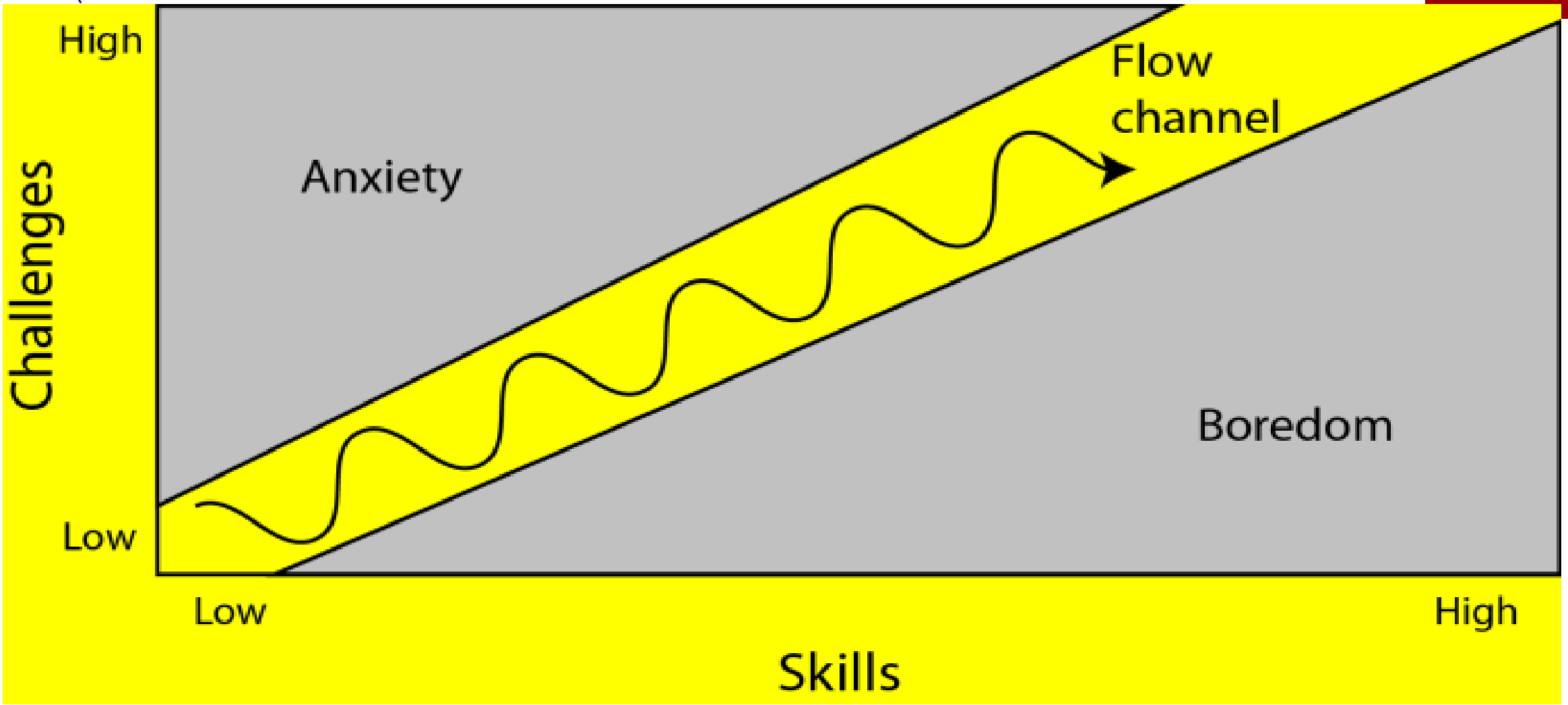
Pillar: The brain needs focused attention

Pillar: The brain needs to learn by trial and error

Pillar: The brain needs to be challenged



Find the flow challenges

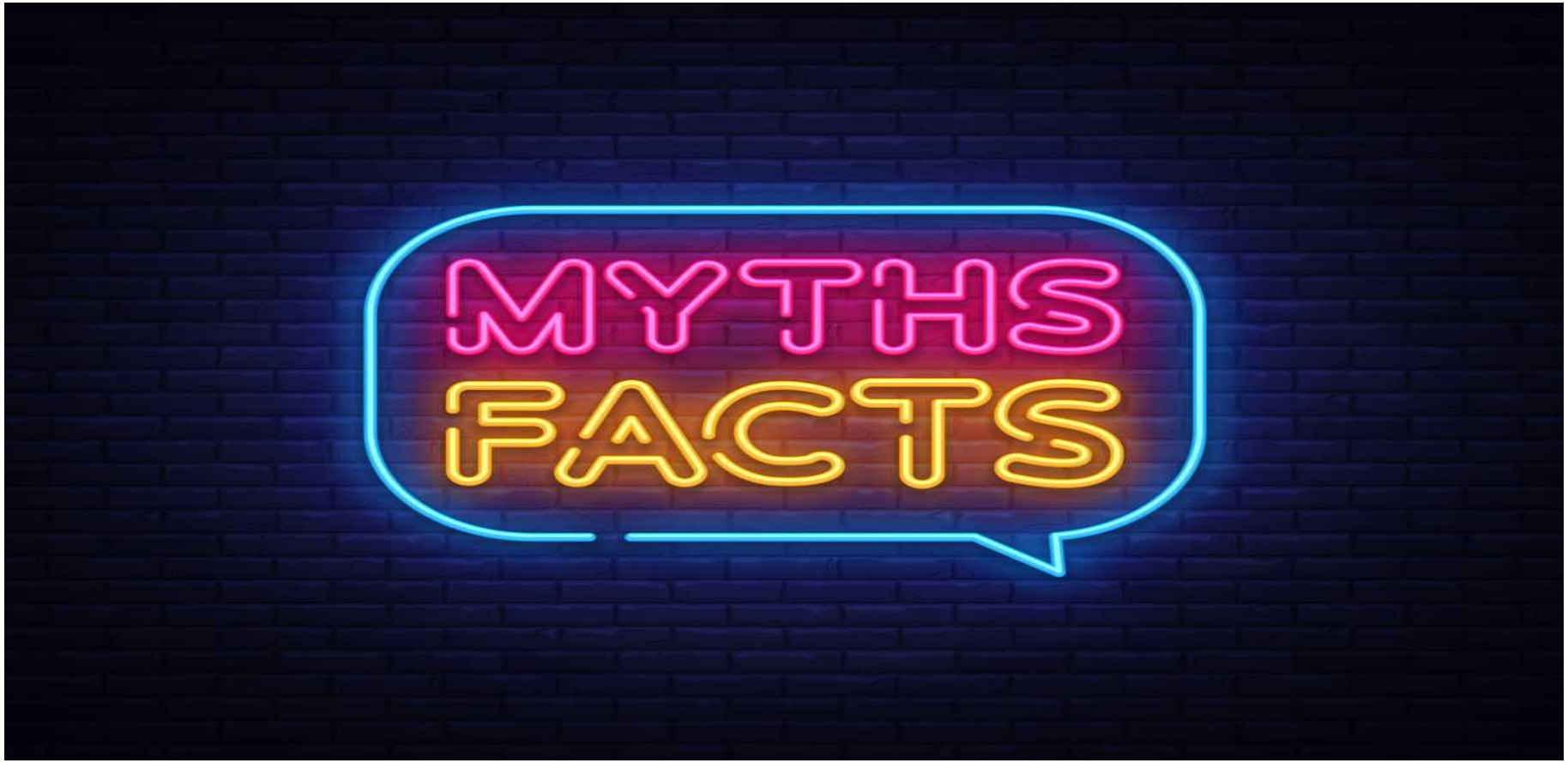


Be a learning company

KNOW HOW TO LEARN:
Methodology

WANT TO LEARN
Perceived value (career, interest, etc.)
Perceived probability of success

ABILITY TO LEARN
Favorable context, weather, …

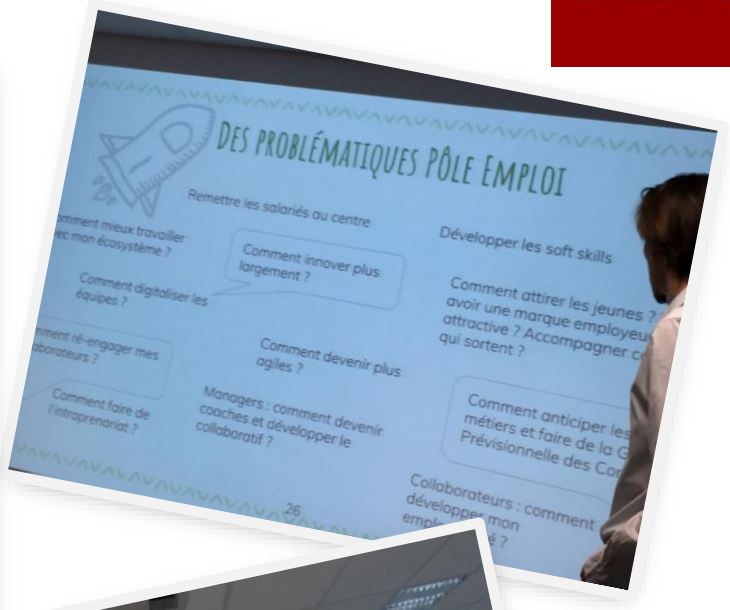


Third myth. Innovation in learning must go through digital

From blended learning to hybridization

- The question is no longer whether or not to use “digital learning” in an L&D session, but more concretely how each pedagogical modality can best contribute to the acquisition of skills and how they can hybridize effectively with each other.

Learn at work, learn together, become a teacher…



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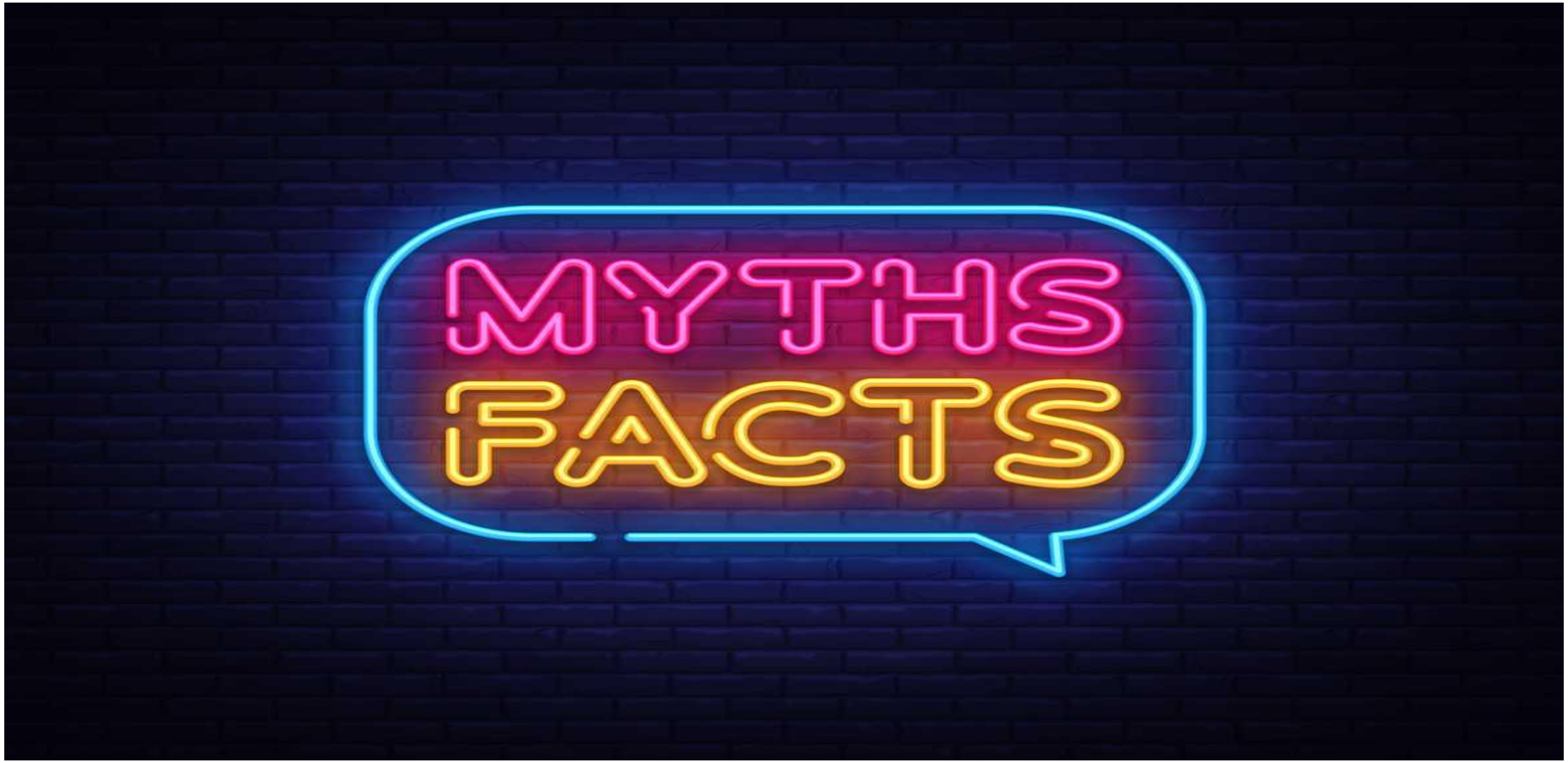

Fourth myth. We must transform employees into serial learners

Learning agility : Ability to learn from experience and apply those lessons successfully in new roles or activities

KEY PSYCHOLOGICAL VARIABLES UNDERPINNING LEARNING AGILITY

1. **Openness to experience** – distinguishes imaginative, creative people from more conventional types. Those high on the openness-to-experience scale are intellectually curious. They tend to think and act in individualistic and non-conforming ways.

2. **Learning goal orientation** – distinguishes between people who focus on developing their competence by gaining new knowledge and skills, as opposed to performance-orientated individuals who focus their attention on performance standards and rewards.

3. **Abstract reasoning** – the ability to understand complex concepts and assimilate new information beyond previous experience.

Develop a three-phase cycle that combine a cognitive, experiential and reflexive approach.

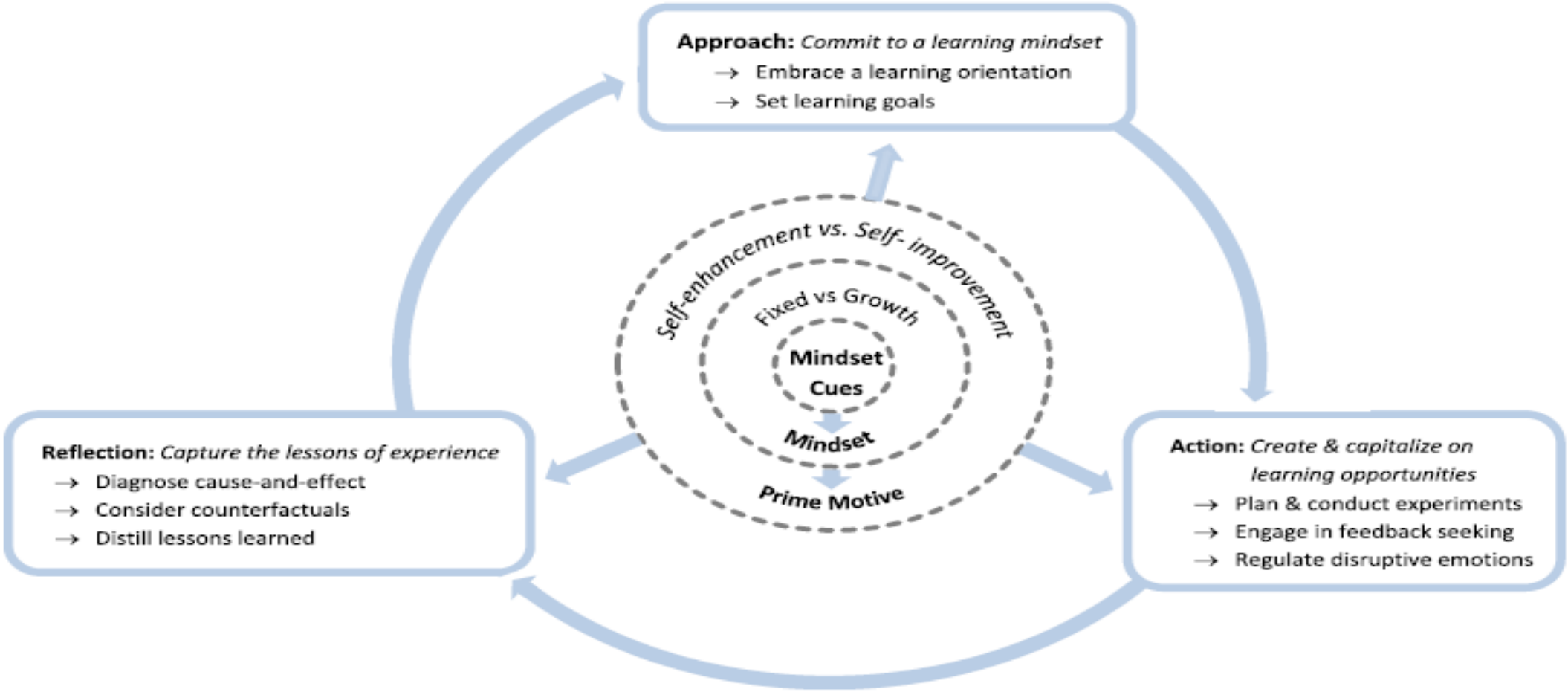

Fig. 1. The role of mindset cues and mindsets in leaders being in learning mode, as mediated by motives.

Heslin P.A., Keating L.A. (2017)

Link between Learning agility and the performance of a leader or his potential

FIGURE 1
RELATIONSHIP BETWEEN JOB PERFORMANCE AND OTHER INDIVIDUAL ATTRIBUTES

Learning agility is highly related to both leader performance (0,74) et leader potentiel (0,75).
Effective leaders possess higher levels of learning agility than their low-learning agile counterparts

- *Learning agility is a set of behaviors or competencies that can be observed and assessed.* ***Because it is behavior-based, learning agility can be developed:***
  - *Unlike a measure such as IQ,* ***learning agility is not static*** *and a motivated person can increase his or her learning agility.*
- *With learning agility, a person can better differentiate talent and develop it in a way that will fit personal career aspirations and benefit the organization as a whole.*

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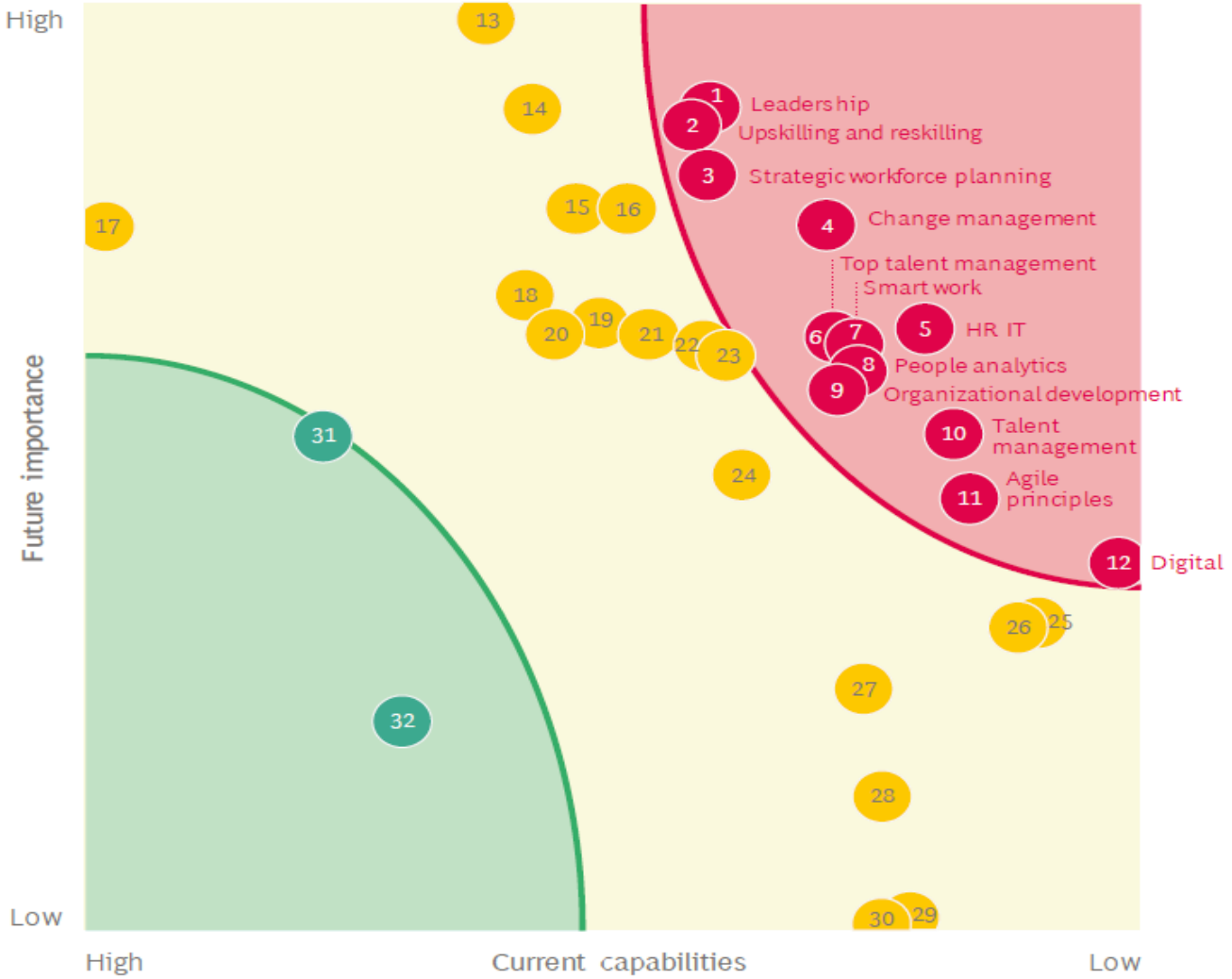
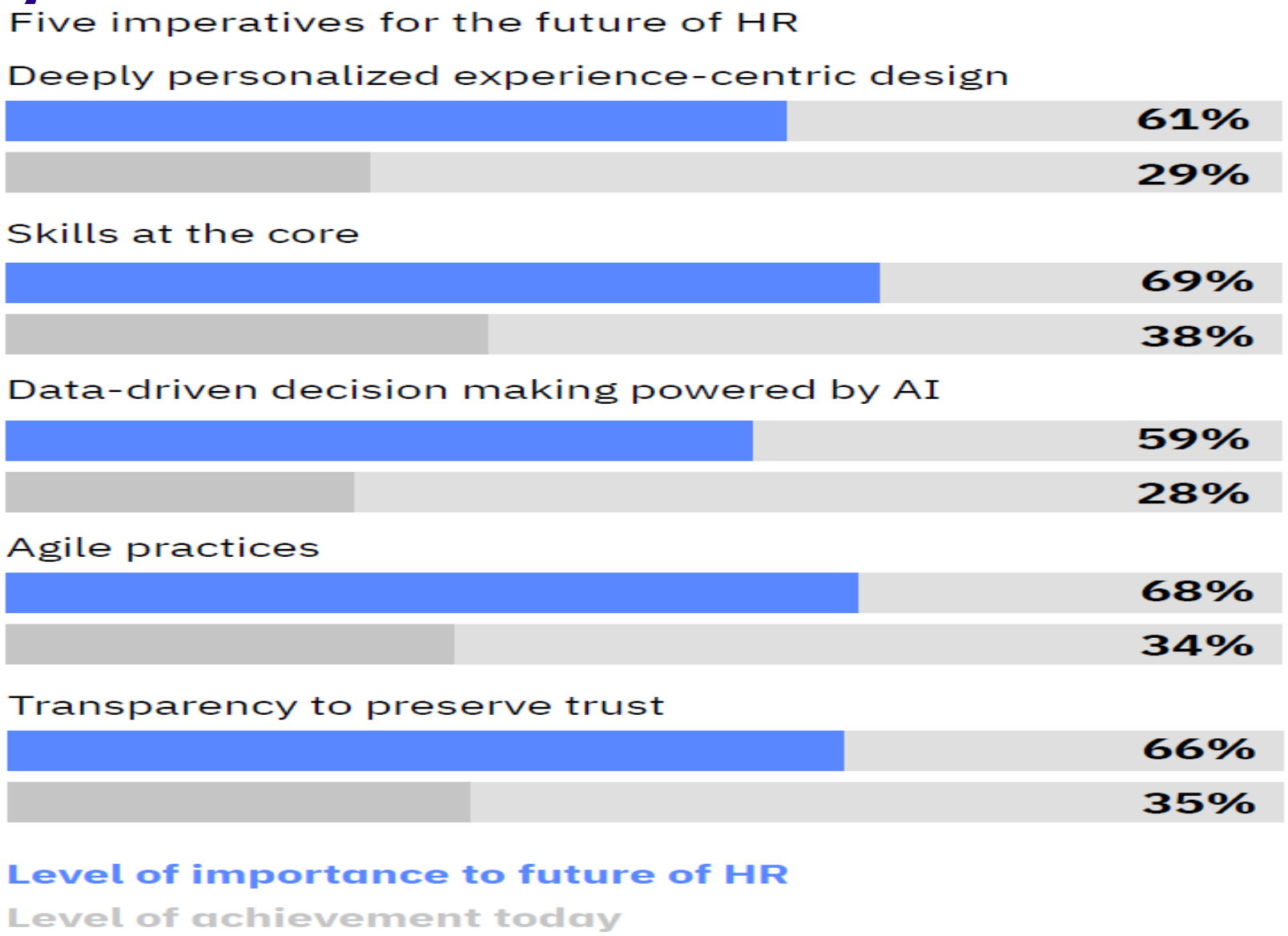
Exhibit 4 - Segmenting HR Topics by Current Capabilities and Future Importance Identifies People Management Priorities



BCG, 2021 (creating people advantage)

HR 3.0 by Josh Bersin



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TRANSVERSAL SKILLS

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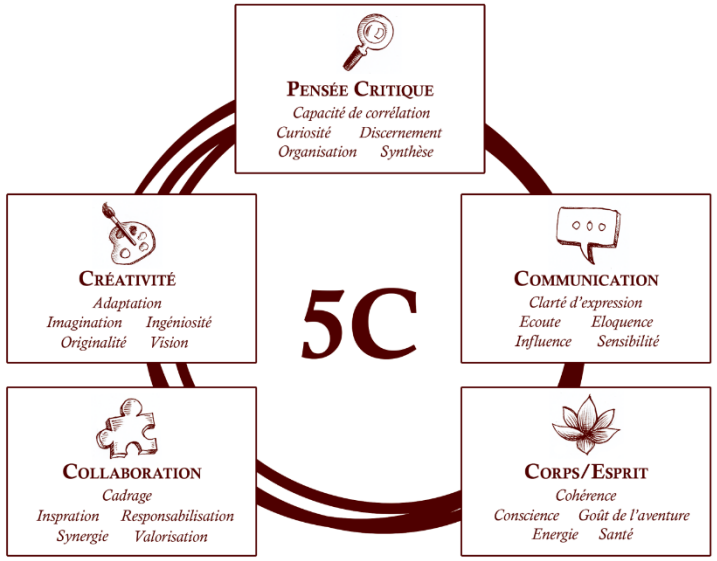
META COMPETENCIES



HARD SKILLS

MULTIMODAL
L'ingénierie pédagogique

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CREATE DREAM TEAMS

Create a team (coalition, ecosystem) of multidisciplinary individuals, each with specific expertise but with variable geometry.

Innovation fields for learning (1)

- Individual
  Customisation of learning (e.g. AI, memory anchoring)
- Massification
  Various digital contents (e.g. MOOCs)
- Collective & social
  Social learning (e.g. learning communities, mentoring, e-tutoring, e-AFEST)
- Classroom
  Augmented classroom (e.g. board games, various digital activities, virtual and augmented reality)

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Innovation fields for learning (2)

- Distance learning
  Virtual classroom and various synchronous modalities
- Connected to field
  Training-action, project mode (e.g. certification courses)
- Blended
  Alternating teaching activities (synchronous/asynchronous, face-to-face/distance)
- Anticipated
  Analysis of data for training planning and delivery

THANK YOU!