

**LEARNING
IS FOR
EVERYONE**



Learning is for everyone.

Planning and executing
digital learning

Process & tools for
co-creation

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HAUS Finnish Institute of Public Management Ltd trains civil servants and improves their skills. eOppiva is the government's digital learning platform.



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co-creation

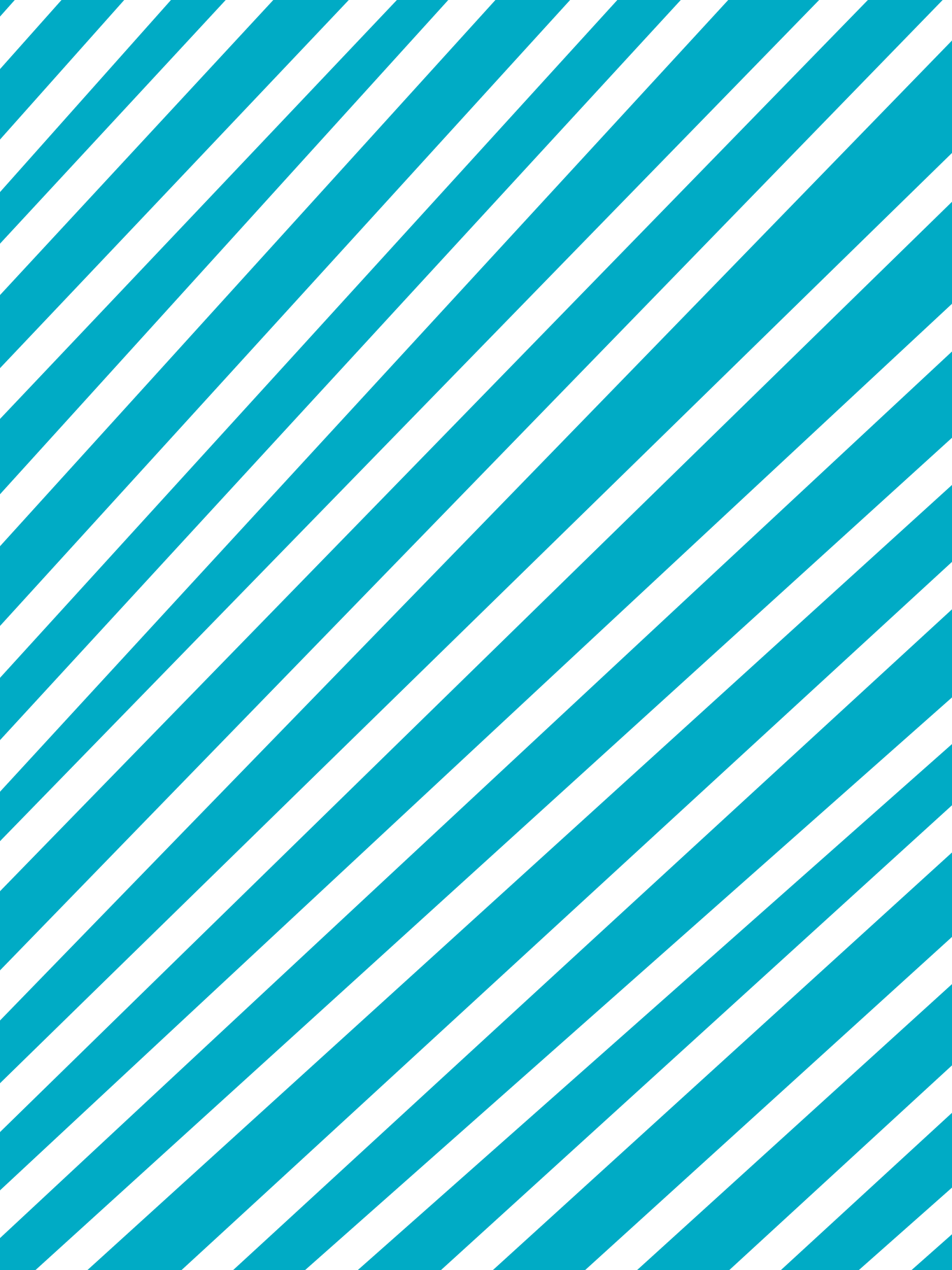


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A BOOK FOR THOSE WHO WANT TO LEARN

This book is an introduction into digital learning, pedagogy and learning design. We have created this book to help our specialists and trainers in the process of planning and creating training content to eOppiva, the government's digital learning platform.

Our work is grounded on the Ministry of Finance's project on collective e-learning within central government. One of the objectives of the project was to create a working production model for learning content

Within this book, we have compiled what we have already learned from producing the trainings we have produced, and what we think should be taken into consideration at the very least when planning and executing digital trainings.

We hope that those who commence working on digital trainings with us would thoroughly familiarize themselves with this book. It serves as a guide throughout our production process, and at the same time explains why we do things the way we do them. Additionally, our book offers practical tips and tools for creating digital trainings.

The book is divided into two parts. The first part creates a background to our production process from the perspective of learning, digitalizing trainings, pedagogy and learning design. The second part is focused on the production, describing our production process and sharing best practices. We tell you, how we think digital trainings should be planned and executed and offer you a comprehensive package of tools based on service design.

We hope that this book and the tools that it offers also spread joy outside the central government – to everyone interested in digitalizing trainings, learning design and co-creation. This book is for those who want to learn.

If you experiment with our tools and book independently, we would be happy if you sent us feedback to info@eoppiva.fi or through our social media channels

Have an inspiring time reading and learning!
Saara, Janne, Tuuli, Hanna and Petteri

www.eoppiva.fi



Learning,
digital learning,
pedagogy and
learning design



I. BACKGROUND

Learning

LEARNING IS FOR EVERYONE.

Learning begins with a motivation to learn something new. It manifests itself in knowledge and eventually shows up as results in working life.

Learning is one of the most significant meta-skills of the future. Knowledge expires at an accelerated pace in the changing world, and the pace will be even faster in the future. New things should be learned all the time. Lifelong learning has been the ideal for Finns for a long time. However, from the perspective of digital training, it is alarming that based on a research by OECD, over a million working-age Finns have weak or inadequate IT skills.

In our playbook, we elaborate on different views on how people learn. Current working life is hectic, and everybody is always in a hurry. Many feel that there is no time for learning things. How can learning be made as meaningful and pleasant as possible? **Our mission at eOppiva is to make sure that everyone has the opportunity to learn.** We want to make learning easily and pleasantly accessible to the whole government personnel.

We at eOppiva are interested in how individuals and organizations learn, and also what kinds of opportunities digitalization offers in regard to the learning process. We are especially interested in creating the best digital trainings possible in a smart and production efficient way so that the outcome supports high-quality learning. In addition, we hope that learning would be fun and inspiring!

The current trend in learning is video-based micro-learning, which serves the needs of a busy workplace learner – things are learned when they are current. Trainings based on own needs are most of the time searched from the internet, intranet or YouTube using different search functions. You do not need to go online for digital learning anymore because you are already there all the time. Therefore, digital training platforms can be easily incorporated to being part of your work. We believe that the work of tomorrow is learning, and that learning is work.

Learning occurs in interaction

Learning usually happens in interaction with other people. Different networks are a natural continuation for learning or an informal platform to sharing learning. Reading a book can also be considered as interaction with the writer's thoughts. A network based on people interested in the same topic is often the most efficient way to learn.

Sparring, sharing, co-creating and mentoring are excellent tools for learning. Internet and social media channels are like networks of the old world on steroids. Nowadays, it is easy to network with any expert no matter the location to learn something new. Based on some studies, small networks function best for learning purposes, but on the other hand, larger networks offer better effectiveness.

The old saying “you learn best by teaching other” holds true according to newest studies. According to **Nesta's** *Playbook for Innovation Learning* (2018), learning becomes more effective when you take what you have read, seen or heard, and discuss it with someone else, use it in practice or teach it to somebody

After a digital training, it would be good to reflect on it and teach it forward. By reflecting, a person can sort out their experiences in their aim at constructing new information or finding new perspectives. Reflection is necessary for the learning of the individual as well as the organization. Profound learning requires understanding theory and practice.

Reflection consists of four stages:

- Doing and experiencing
- Reflecting on experiences – what did I learn and what did I feel?
- Conceptualization of new ideas and improving own theory
- Testing out new theory and searching for feedback

Time saved by digitalizing trainings should be used in reflecting on and deepening what you have learned. That way digital training can exceed the efficiency of traditional training



Time saved by digitalizing training should be used in reflecting on and deepening what you have learned.

Learning can be hard to notice

Learning is an interactive process, in which the learner builds upon their previous knowledge and experiences in interaction with other people. The objective of learning is to have a lasting effect on knowledge, skills, attitudes, and above all, on behavior. Learning can be hard to notice because it is kind of like inner thinking of the learner, which shows in practice only later.

You can often notice learning only afterwards, and in-depth learning usually occurs only much later. You can learn things in digital or face-to-face trainings but deepening and utilizing gained knowledge happens almost without an exception with a little delay. That is when something you have learned has an effect on your behavior in practice.

Ultimately, learning is always the learner’s own responsibility. Not even the best learning experience designer, teacher, trainer or learning environment can force anyone to learn. Planning a thorough, purposeful and stimulating learning experience can ease the individual’s learning path and make learning as inspiring as possible.

Different types of learners and learning styles

Many of you have probably heard about different learning styles such as a visual, auditive, social or conceptual learner. In reality, there is no scientific proof of different learning styles, or whether they can even be measured. Certainly, everyone learns in their individual way and every learning process and learning path is unique. **Dirksen** (2016) reminds us that as people, we are all more similar than different to each other, and we all learn visually, auditive and kinetically.

In this current age of visual communication, the visual importance in learning is greater than before. To quote Dirksen, “*everyone is a visual learner*”. In our opinion, the visual possibilities in learning are not yet utilized enough. It is easier to affect emotions with the help of visuality, and emotions leave a more permanent mark on our brain than other means. Our brain automatically forms a visual representation from all verbal stimuli.

We must also take into consideration accessibility and learners who cannot utilize all their senses in learning when planning learning materials. For example, it would be good to offer a readable description of the content as an alternative to and as support for visual elements.

Macro- and micro-learning

Learning can also be examined from the perspective of macro- and micro-learning. They can be considered as complementary ways of learning, since they focus on different stages of the learning process.

Broader concepts and learning new things during a longer time are examples of macro-learning. Macro-learning is usually based on thorough learning materials, such as theories. Learning situations based on macro-learning are often led by a trainer. Many traditional courses, lectures, coachings and workshops represent macro-learning.

If the learner needs the information immediately to be able to continue working, it is a matter of micro-learning. The term just-in-time is also used for such learning. Micro-learning is often connected to specific and detailed information, such as using an Excel spreadsheet. Nowadays, YouTube and Google searches are also used more and more as tools for learning. They are micro-learning at its best.

Differences between micro- and macro-learning

	Micro	Macro
Learning needed	Question or problem	New knowledge or skill
Time	Minutes	Hours at a time
Guidance	Self-guidance	Organized
Content	Precise information, easily searchable and accessible	Logical, outlined information on broader concepts

WORKPLACE LEARNING AND LEARNING ORGANIZATION

Annika Hultén, a postdoctoral researcher at the Department of Neuroscience and Biomedical Engineering at Aalto University, writes in her eOppiva blog about learning as an adult. Although learning as an adult might often feel laborious and difficult, Hultén says that an adult has the ability to learn more efficiently than a child. Learning as a child requires a significant amount of repetition but an adult has the skills to integrate new information with old knowledge. If attention is given to learning, an adult can create a more lasting mark on their brain even after a few repetitions.

According to Hultén, from the point of view of the brain, learning is based on the plasticity of connections between nerve cells. It means that when two nerve cells next to each other activate at the same time, they form a connection between them. With the help of this simple mechanism, our brains mold nerve cells so that pieces of information can be connected to each other.

Although repetition plays a key role when it comes to our brains' plasticity, in Hultén's opinion (and ours too), it is interesting that learning is also affected by the state of the nervous system, particularly through motivation and emotions. Hultén writes that a person who is motivated, focused and experiences pleasure in a learning situation creates a state in their brain, which allows cells to create new connections more easily.

In present-day working life, the most important thing is not the skills the employees or specialists of the organization have, but what they can learn and how they can apply what they have learned in their work. Formal education leading up to a degree will without a doubt have its place, time and purpose also in the future. At the same time, the need for fast-paced and flexible work-related learning will keep growing in the complex world.

In many organizations, work community culture and management do not yet fully support the development of work-related expertise. Digitalization can help solve many problems related to accessibility, time management and efficiency. Digitalization alone, however, cannot affect mindsets or attitudes, which are a critical precondition for the learning of an expert organization.

Workplace learning also takes time. If the organization does not invest in their personnel's skills by allocating time for it, it is hard to imagine that individuals can learn. In light of many researches, it is easier to learn in multiple short stretches over time, than to try to learn a year's worth of information during two or three eight-hour training days

Learning organization

Workplace learning is closely connected to the learning of the organization. Work and work-related learning are also affected by political, economic and social changes. The social view is emphasized especially when you work for the government. Changes occurring in the social context have a significant effect on the organization and planning of work.

Leo Vygotski, a well-known Belorussian psychologist, stated already in the 1930's that there is bad and good learning. Good learning is ahead of development and paves way for new improvement, while bad learning is pouring given, finished culture into the heads of the recipients. Good learning always produces something unexpected.

Yrjö Engström, a professor of Adult Education, examines organizational learning in his book *Ekspantiivinen oppiminen ja yhteiskehittely työssä* (2004). According to Engström, following an individual is not enough to understand learning within an organization, but you have to study a functioning community and its rupture, and see change as social and collaborative change.



The state of the nervous system affects learning through motivation and emotions.

Leena Ojala, a doctor of Science in Technology, who has also researched lifelong learning and organizational learning, highlights the ability of organizations to adapt to changing situations, learn new practices and change their operations. Ojala emphasizes in an interview in *Uusi Kaiku* (2016) that organizations have to enable people's agile learning and to make sure that the structures and management support it.

According to Engström, tension between adaptation and creating something new is often highlighted in organizational learning. Short-term tactical learning is direct problem solving, while strategic learning takes a longer time and goes deeper than just immediate problems. Everyone has to do direct problem solving in their work, but real development occurs only through strategic learning.

In her doctoral thesis, *Työn ja organisaation muutoksissa oppiminen* (2006), **Kati Tikkamäki** raises the issue of problematic balancing between learning that is hidden in organizational structures and process reformatory learning. According to her, the spontaneous learning of groups and individuals changes and blends into the structures, systems and routines of the organization over time. In other words, information and learning institutionalize.

Developing the government's shared competences

The eOppiva planning and execution process of digital trainings takes into account not only the perspective of the end-user or learner, but also the objectives and learning of the organization. eOppiva original productions mostly handle themes, which have been recognized as the government's shared competence development needs. Therefore, our goal is also to recognize and bring out learning that is hidden in organizational structures and routines.

We offer many good ways to share silent information and good practices within the network of public officials. In addition to digital trainings, blogs, podcasts and eOppiva social media channels are also excellent ways to reflect and co-create. Our monthly meetings and our digital learning platforms exist so we can learn together and from each other.

The eOppiva production process, in which we produce trainings using co-creation and service design, is a new way of doing things in the central government. In practice, it does not just mean introducing new tools for working and communicating, but also changing the way of doing things. eOppiva's methods further collaboration between administrative branches and the spread of agile practices within the central government.


TRAINING IS NOT A SOLUTION TO ALL PROBLEMS

We education professionals are often blind to how we solve problems

Although learning is the precondition and possibility for all change, it cannot solve all problems. Or at least it is not always cost-efficient or very user-friendly. **Julie Dirksen** writes about learning from many different perspectives in her excellent book *Design For How People Learn* (2016), and highlights the importance of defining the problem multiple times.

According to Dirksen, many types of gaps can act as barriers for change. These include gaps in knowledge, skills, motivation, habits, conditions of the environment, and communication. Dirksen describes learning through a learning journey. The journey begins in the present state of the learner and ends, when the learner succeeds and becomes an “*Awesome Future Learner*”. The journey does not end in you knowing more, but in you having the knowledge or skills to make more and better

The problem’s root causes should be thought about carefully, so that it is possible to find a right way from the present to the objective. Training might not always be the best solution. Dirksen presents the following problems acting as barriers for a learning journey:



If you only have a hammer, all the problems will soon end up looking like nails.

Knowledge Gap

If your learner's only problem is that they have a lack in their knowledge for example, for building a tent, then solving the problem is easy. There are many channels to share knowledge. You can write an announcement on the intranet, send a press release to the public, send an email or a message, use communication channels or publish a website – any way is good as long as it reaches the people who need the knowledge.

However, can you ever really be sure that it is only a matter of knowledge gap? When the learner has gotten the information needed, can they act accordingly? Do they need something else beside the instructions to build a tent? In addition to knowledge, are some kind of practical skills needed?

Skill Gaps

All of us have probably been in a situation, where we have theoretically familiarized ourselves with something, but have not had the chance to test and develop our skills in practice. While figuring out the right answer, could the matter be mastered without practice? If the answer is no, we can come to the conclusion that it is not only a matter of a gap in knowledge but also a gap in skills. Sometimes there is no gap in either the knowledge or the skills but learning still does not happen. Then the problem might be a motivation gap.

Motivation Gaps

All of us have also probably been in a situation, in which we know how something should be done, but we still do not do it that way. There might be a motivation gap or a challenge, which does not necessarily have anything to do with being disinterested or lazy. A motivation gap might arise, for instance, when the learner does not believe the result is taking them to the right direction, or when they believe that they can get to the result easier using some other way.

The learner might also be scared and nervous about the change they would have to make to get to the result. Sometimes the learner might lose their focus, get distracted, or is simply not interested in the matter to begin with. At times, the learner might not have an understanding of the bigger picture and cannot draw ties to their own work. Then they will also not be motivated to learn.

Motivational challenges can be hard to influence with training. Nevertheless, it is good to acknowledge that while planning a learning experience, you make many decisions, which have an effect on the learners' motivation. These include, for example, matters regarding visuality and usability, and acknowledging the learners' habits. Sometimes the learner might have knowledge, skills and motivation, but learning still does not occur. Then the problem might have to do with habits.

Habit Gaps

Most of our daily chores are based on habits. We do many of our recurring tasks on autopilot, so changing them (whether we want to or not) is hard. Bad lifestyle choices, such as eating candy or staying up too late, are at least as hard to shake as it is to adopt new habits.

It is easier to say that from this day on I will walk to work every morning, than it is to actually put it into practice. We need a different learning perspective for breaking habits. Habits change slowly and through repetition. It has been estimated that forming a new habit takes dozens of repetitions. Creating a new habit to substitute an old one should be began taking small steps at a time. **Charles Duhigg** wrote his brilliant book *The Power of Habit* (2012) about it.

Attempts to make changes to habits often fail because

- Motivation is based on external factors: the change lacks reasons based on emotions
- There is talk but no action: no concrete steps are taken, or goals are too big
- People forget: there is no nudging, meaning something that reminds us of the goals and steps needed to take to reach them

Majority of decisions emerge without us acknowledging them and are based on habits. Small changes in behavior also slowly change our mindset. New habits form slowly, but once they are learned, they too run on autopilot.

Environment Gap

Sometimes the barrier to learning might be some kind of challenge in our operational environment. If, for example, there was a need to change the practices of the personnel within a work community, it might be useful to think, whether processes support the wanted change.

Do the personnel have all the information, resources and technology needed for the change of practices? Have people been offered carrots for doing the change, and are they awarded for it? Is the change reinforced somehow?

If the operational environment does not support change of practices derived from learning, it is no use trying to enforce a lasting change only through training.

Communication Gaps

Sometimes communication can act as a barrier for reaching goals. Then the problem is not with learning, but simply with bad communication. Bad communication or misunderstandings happen for many reasons, for example, when the communicator does not really know to which direction they are guiding the others to, does not know how to explain clearly enough, or simply because the messages are contradictory. Gaps in communication can sometimes be mistaken for learning problems, so good communication is something worth going through trouble for.



what things can
act as barriers for a
successful change?

“The gray area” and defining the problem

We have often come across the problems mentioned earlier. We feel that trainings aim at solving problems, which cannot be solved by training alone. We call this the gray area of the training pre-production. The gray area has unexpectedly become the most challenging part of our job.

Our customers have many different challenges regarding skills development, but they do not necessarily know what the right way to solve them would be. At this stage, we also often become aware of the silo effect within the organization. Skills development needs should be in line with the strategy and objectives of the organization. Unfortunately, oftentimes things are tried to be resolved rather by single trainings than by trying to figure out the bigger picture.

We have designed different kinds of tools for our customers who are planning trainings. The tools help in recognizing and defining the problems. Based on our experience, by using service design, we are able to quite easily recognize organization's skills development need. If service design is new to the organization, it is good to start familiarizing yourself with it and the tools in guidance of a professional.

In our team, we have identified the problems of the gray area in the training production process as well. The better the gray area or the problem is identified, and the big picture is painted, the easier it is to make a digital training to solve some part of the problem.

We test our new tools as aids for problem definition. At first, we are taking into use our playing cards and different canvases for defining the objectives and for dismantling broader concepts. After we have tested their functionality, we are going to either further develop them or start developing completely new tools. We hope that the skills development specialists of the organizations' HR departments would actively participate in this work with us

Realistic learning objectives help everyone

Although it is fun to participate in and create trainings, expectations regarding them are still pretty big and learning objectives almost utopian. If the learning objective of a 20-minute video training is to create a completely new way of doing, thinking and working, then the objective is quite massive. Learning objectives that are too big, abstract or require a change in structures make it harder to stay focused in the script writing process. They also add to the learner's distress.

If the thing that is learned is too big or abstract of a concept and it is hard to draw connections to practice and your work, finding the learner's inner motivation is much harder than with it would be with more concrete learning objectives.

For this reason, keep your learning objectives realistic. Make sure that you can reach them with a short digital training so that it is possible to change practices in the work environment. Think about how it would be possible to measure accomplishment of objectives within a time frame. If the learning objective is changing organizational culture, measuring and assessing it is much more complicated and harder than, for example, measuring and assessing whether personnel knows what data protection means in relation to their work.

Digital learning

WHEREVER, WHENEVER, USING ANY DEVICE

*Learning has to flow between us like water.
Digitalization enables that.*

Petteri Kallio

Our knowledge about learning and teaching grows year by year. One reason for that is progressing brain research. Nevertheless, our understanding of the whole capacity of the brain is still much based on guessing. What we do know, is that transferring skills quickly using bioelectricity, presented in the sci-fi film Matrix, is still a long way in the future.

Neo: Can you fly that thing (helicopter)?

Trinity: Not yet..

Tank: Operator.

Trinity: Tank, I need the pilot program for B212 helicopter. Hurry.

Tank: [coding]

Trinity: Let's go!

Although uploading a helicopter pilot program to our brain and transferring it straight to a skill sounds tempting, it only works in movies for now. Before humanity finds a way to transfer knowledge and skills as easily as in Matrix, every learner has to learn for themselves.

Do you remember the last time you were at a training that was meaningful for your work, still remembered it a week after, and got excited about learning? Have you had that experience about a digital training? Our guess is that you answered either “rarely” or “never”. We hope to answer this challenge with eOppiva’s training production. We will tell you more about it in the practice part of the book.

Micro-learning, interactions, curated extra materials, and a chance to give feedback and have conversations in different kinds of encounters are an essential part of a digital learning experience. You should be able to participate in a digital training wherever, whenever, using any device. It would not hurt if learning was also entertaining and provided a beneficial and light break to your normal work. Maybe it could even compete with other ways of passing the time.

Digital learning does not remove or substitute the need for interaction or traditional trainings With the help of digital training, you can for example make sure that the learners coming to a contact training have learned the same basics. The contact training could then be used for deepening knowledge and skills, reflecting and interaction between the trainer and the learner. Digitalization enables the realization of reversed learning or flipped learning.

The role of the learner is active in flipped learning. Materials are usually studied in advance using video-based materials. In digital contents, you can always skip back, rewind, stop and repeat. This way everyone can learn the basics at their own pace and more challenging contents can be learned together with the trainer in meetings, where the learner has the opportunity for immediate feedback and interaction.

Attention span of a goldfish

In their famous *Lancet research* (1978), **Stuart** and **Rurherford** studied the attention span of 1,400 students in a training. The research was based on an alarm going off every 5 minutes and the students assessing their attention on a scale from 1 to 9. The research shows that attention increased for the first 10 minutes and reached its highest at 15 minutes, after which it slowly started decreasing. Based on the study, an ideal length for a lecture would be a maximum of 30 minutes.

On the other hand, based on a similar study by **Johnstone** and **Percival** (1976), attention dropped already after the first 5 minutes and kept dropping more after 10-18 minutes.

Microsoft's opinion, published in an article in **Time** magazine (2015), is that the average attention span of a person is approximately 8 seconds. That is shorter than the attention span of a goldfish, which can concentrate for 9 seconds. According to Microsoft, the attention span of people has dropped 4 seconds from the time before smart devices, but on the other hand, the ability to multitask or do many things at the same time has increased.

The attention of the learner has to be fought for in a classroom and online. It is good to remember that if the goal is only to transfer information, training is not the best way to do it. In our opinion, a good digital training cannot last for hours. It has to stay between 20 to 30 minutes in length – even if the subject was the most important thing in the world.

E-learning, technology-aided learning or digital learning?

In the wake of digital learning, there was passionate talk about whether digital training was training at all, and whether people could actually learn using computers. Classroom teaching was well respected and there was no talk about scaling of learning. Although this kind of thinking has been disproved in various researches, there are still disbelievers.

Socrates did not believe that people could learn through written text. Therefore, he did not write his teachings down nor leave behind any other writings. Thankfully, his students, especially Plato, wrote down many Socratic dialogues, which revolve around Socrates. The most famous of these are Platonic dialogues. Without Plato's disruptive touch, we would never have learned any of Socrates' wisdoms.

E-learning as a term has been around since 1999. During that time, many other concepts such as online learning, online teaching and virtual learning also appeared. At the beginning of the 21st century, these terms had almost the same meaning but in this decade, virtual learning can mean either virtual reality (VR) or augmented reality (AR).

Although the terminology evolved in the beginning of the 21st century, the principles and prototypes of e-learning have been observed already in the 19th century, when correspondents, who could not make it to a university to study, could study from a distance through correspondence courses and material sent via mail. In the beginning of the 20th century, the professors at Wisconsin University started the first radio station solely meant for teaching.

E-learning is connected to online teaching, and online teaching can be roughly split into three different types – contact training supported by digitalization, online-based blended learning and independent learning online.

The attention span
of a goldfish is 9
seconds while a
human's is 8 seconds.



Contact training supported by digitalization

Internet and digital tools can be utilized in many ways in supporting contact trainings. Lectures can be recorded and shared online. Updating and correcting materials can also occur during training. All material is available before, during and after a training. The comments, presentations and discussions of the learners can be published online. Internet can also be used as source for additional information. For these purposes, there are good platforms such as Finnish HowSpace or Moodle learning platform.

Online-based blended teaching

A blended teaching can include a mix of contact teaching, distance teaching, group work on a learning platform and independent studying. Contact teaching can primarily turn into either a checkpoint or a sparring event, and it can easily be executed via video, for example on Skype. Best learner and trainer experience can be attained when you have in use a fully equipped classroom with touch screens, good cameras, microphones and speakers. We utilize Microsoft Hubs also in distance teaching.

Independent studying online

Massive Open Online Course (MOOC) means a digital training or a course, to which everyone generally has access to. The world's biggest actors are **Coursera**, **edX** and **Udacity**. In Finland, MOOC courses are arranged by University of Helsinki, for example.

There are different types of open online courses. Others try to lure learners with famous lecturers. Good examples of these are the AI lectures by **Andrew Ng** or **Masterclass** celebrity teachers like **Gary Kasparov** for chess, **Tom Morell** for guitar, **Samuel L. Jackson** for acting and **Martin Scorsese** for film directing. The courses often include short videos and multiple-choice questions for testing learning.

Other MOOCs highlight the communality of learning. They also have different types of videos and exercises, but in addition to those, the learners have to form learning groups, in which they share information and reflect on what they have learned. Many groups meet online and face-to-face. Respected network learning specialist **Harold Jarche** has called these types of networks communities of practice.

eOppiva trainings are mostly online trainings consisting of videos, other material and exercises to be studied independently. A small part of them are open to the public, but most of the trainings require logging in and are meant for government personnel only. Our network of potentially 72,000 learners offers a great opportunity for carrying out communal MOOC courses.

The government's ambitions for digital learning 2020



THE GOAL
IS TO FIND
THE JOY IN
LEARNING!

1. Possibilities offered by digitalization are utilized in personnel's skills development throughout central government and public administration.
2. Government's collective skills development is diverse, and **digital learning has a significant role in that.**
3. **Digital learning supports the changes in working life**, sharing expertise, and encourages actively maintaining and improving competences.
4. Central government has a shared operations model that matches the changing needs for producing collective or agencies' own trainings.
5. Digital learning is **interactive, easy-to-use and pedagogically progressive.**
6. **Creating a digital learning culture is part of skills management.**

BENEFITS AND CHALLENGES OF DIGITAL LEARNING

Digital learning increases quality and saves money

The quality and efficiency of the training in digital learning comes from the design. The script is essential, as it also is in well-written movies, series and games. A digital learning experience can either be a really good one, a total chaos, or anything in-between.

Digitalization places the learners in the middle of the learning process – they can freely choose when and how to study. That is why digital learning is better suited for working life. A training that is scalable and produced online is also cost-efficient. In our opinion, it might also be the only way to transfer shared competences in an organization that is as big as the Finnish central government.

We often say that there is room online if the classrooms and meeting rooms are fully booked. Some of the trainings offered online can be used to lure people to advanced trainings. Then they are used as flipped learning.

Digital learning also improves the mobility of the specialists, because you can digitally learn things you have not had the chance to learn before. Executing a digital training is also beneficial for the trainer because it does not tie up the trainer's resources.

The learner gets the greatest benefits from a digital training only when the training has been carefully planned, the learning environment supports learning and is easy to use, and the learning objectives are clear. This, of course, can be also said for any training or learning situation.

Challenges of digital learning

In our work, we often come across challenges relating to digital learning. Many people still regard the pedagogy of digital learning as inadequate because it highlights the transfer of finished information and does not necessarily offer enough tools to support the learner. Sometimes contents are considered too easy and other times too hard. It is understandable because in open digital training, it is impossible to take every learner's starting level into consideration.

The passing rates of many MOOC courses are quite low, which some people take as a sign that digital trainings are not interesting or meaningful. Many online courses also offer only an introduction to the subject, and there is no further training available. The motivation of the learners to complete entities is one of the biggest challenges of digital training.



BENEFITS OF DIGITAL LEARNING

- Flexibility
- Individuality
- Quality
- Learning analytics
- Cost-effectiveness
- Flipped learning

There are benefits and downsides to “whenever suits you best” –learning. Training is available when needed. But because it does not necessarily have any structures or deadlines, people participate “when there is time”, which might be never. On the other hand, limitless possibilities might make the choice hard. Therefore, it is important that the organization guides learners to the important trainings, as stated by social media influencer **Marko Suomi**.

Not even the best training can develop the competence of the organization, if nobody attends it Trainings’ effectiveness and how to confirm it should be stated clearly in the performance target of the organization or team. Many agencies have, for example, made the eOppiva training about data protection compulsory for their personnel. This way they can also confidently show that the keeper of the register follows data protection legislation.

Digital learning requires digital skills and self-direction. Some people might consider even logging in to different learning platforms too high of a barrier to start learning.

In order for it to be easy for everyone, the learners should be supported for example, with very easy-to-use learning platforms, notifications, gamification elements and other incentives. Getting back to studying or starting new trainings should also be made as effortless as possible.

For some, what is making digital learning harder is the lack of communality. Especially trainings based on independent studying have little social elements. Due to this, the learner can be left without interaction and social pressure, which support the learner. We can answer this challenge by encouraging learners to study in teams, offering discussion forums for people who are interested in the subject, or advising learners to follow conversations and share information and skills on social media communities.

Digitalization of trainings

We often come across false notions of what digitalization means. Many people think that a digital training is just a PowerPoint presentation previously used in a contact training with a voice-over recording and the addition of multiple-choice questions and writing exercises on a learning platform. Trainings have certainly been digitalized like this since the beginning of the 21st century. Everyone born in the 1980's have experienced them.

We think that it is time to raise digitalization of trainings to another level. Firstly, you should consider what kinds of trainings are worth digitalizing. **Digitalization does not hold any value in itself, but the value comes from what you can achieve by it – flexibility, accessibility, individuality, efficiency, cost saving etc.**

Secondly, we believe that good digital trainings that support workplace learning can only be achieved by co-creation. Only few people know the substance and have the pedagogic, visual and technical skills needed. It would not hurt to have a service designer or a person with project management skills aboard either. The benefit of co-creation is not just bringing together different types of competences, but also what the specialists are able to create together.

Thirdly, every second counts in video-based on-demand short trainings. Whereas you can talk however much you want to in contact teaching, digital trainings have to go straight to the point and stay logical. **It is good to keep in mind that the best trainings are watched by thousands of people. In practice, it means that thousands of minutes of worktime are freed for something else.**

LEARNING ANALYTICS

Measurement is fabulous. Unless you're busy measuring what's easy to measure as opposed to what's important.

Seth Godin

Everything, including learning, can be measured. If a thing or a phenomenon can be observed, it can also be measured. The meter can sometimes be very “dim”, but it is still a measuring, which tells more than something that is not measured at all.

One of the most indisputable benefits of digital learning is the tracking of the students' learning behavior using technology. With analytics, you can for example gather information on how many times a learner has been to the learning platform, how many times contents have been watched, and what kind of results have been gotten from exercises.

With analytics, it is possible to notice learners who are not doing so well in the training and offer them support for their learning. **Training analytics also offers an opportunity for diverse pedagogic development based on data feedback – you can easily see from statistics, at what point the learners lose their interest or what content is particularly popular.**

From the perspective of the whole government, it is also interesting to know, which agencies are developing their skills digitally, and what kind of results are achieved by doing so. It can turn into a competitive advantage in the future, when the government is looking for new good employees.

Information on participation, knowledge acquisition, how interesting the material is, or how challenging the training is, can be collected from user data and exercises. Yet, measuring learning is hard because people learn in different ways and have different starting points.

Measuring learning

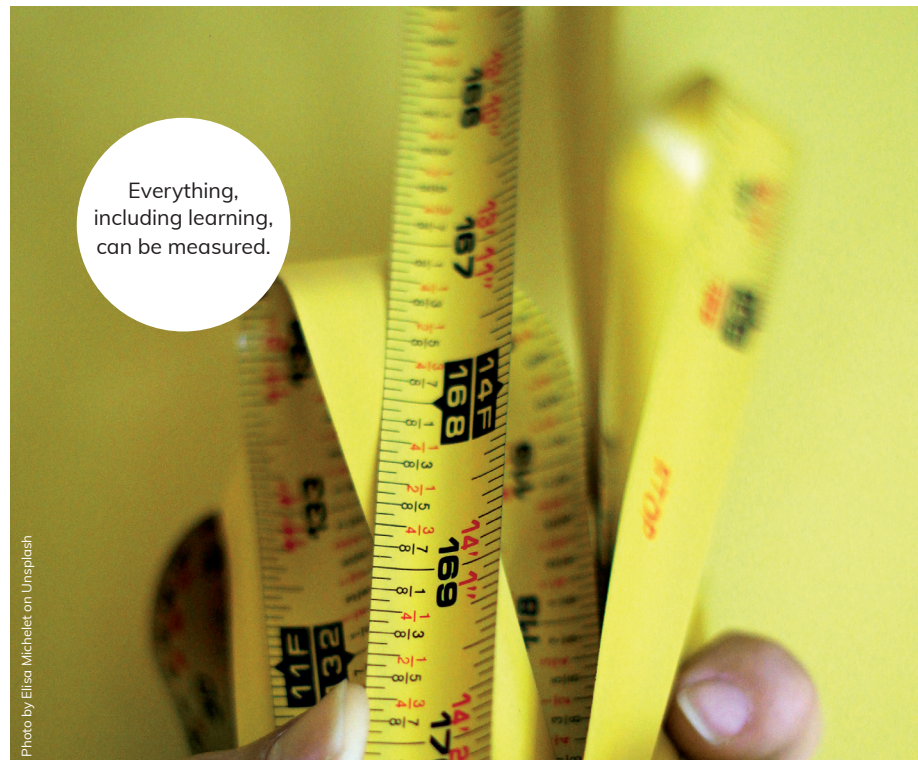
Measuring learning is quite abstract, and the only information retrieval method is actually asking the learners themselves. We have to be careful what we ask and how we ask it, so that we can collect information that is measurable and comparable using data analytics.

Learning analytics handles information collected from the learners' actions on a digital learning platform. Analytics can be used for recording and reporting information, anticipating training needs, allocating guidance and improving trainings by for example, developing content or instructions.

Ari-Matti Auvinen from the *Association of Finnish eLearning* has written an excellent book on learning analytics, which is worth taking a glance at.

Information should not be collected without a plan because different stages of the analytics are depended on each other. First, you should establish the need and what you intend to do with the information. Then, you should decide how and when information is collected and handled. Throughout all this, you should pay attention to information security and how you handle learners' personal data.

Agencies get information on the training participation of their personnel from the eOppiva learning platform. The information can be used to anticipate training and communication needs, as well as other support. Information on progress or feedback from a new system's implementation training can tell you, how challenging it will be to adapt a new system and practices. Based on the information, you can recognize the need for solving problems regarding information, skills, habits, communication or motivation. Observations arising from learning analytics can therefore also help in allocating the organization's resources and other support.



PEGAGOGY

ARRANGEMENT OF TRAINING

Learning starts with a motivation to learn something new. It manifests itself in competence and shows up as results in working life.

Shortly put, pedagogy means the way teaching is arranged. It also contains ideological and educational principles. Pedagogy usually takes a stand on learning concepts, didactics or what is considered good teaching, the role and behavior of the trainer or teacher and the learner, learning material, assessment and target group.

Concept of learning is based on concept of human and refers to the way people learn in different ways. In traditional pedagogic research, learning concept can be divided into four categories – behavioristic, cognitive, constructive and conceptual learning.

In the **behavioristic** model, teaching is mostly behavior change regulated from the outside, in which wanted results are rewarded and non-wanted results are tried to be reduced. The teacher transfers models straight to the learner, whose role is to be a passive recipient.

In the **cognitive** model, learning is seen as processing and the learner as an active data processor. Teaching is leading the learning, and the teacher motivates and lays the basis for the subject. Meaningful learning starts with practical real-life problems and contradictions, which the learner tries to solve by acquiring new information or organizing pre-existing information in a new way.

The conceptual model centers around interaction between the individual and the environment, and ways of influencing them. The starting point for teaching is the learner's personal experience, which the teacher tries to steer to the right direction. Observing and reflecting on phenomenon is also important.

In **the constructive learning concept**, the learner is seen as an active information construction process – the learner selects and interprets information based on expectations and previous knowledge. The teacher creates the learning environment, asks questions and gives feedback. One of the most central things in constructivism is also learning to learn.

The socio-constructive learning concept, which is the government's collective choice of learning, emphasizes interaction and the meaning of other people in the learning process in addition to constructivism. Learning is considered a solution-focused, interactional and communal process, which also utilizes previous knowledge.

Many models based on socio-constructivism are influenced by the legacy of **John Dewey**, the most significant educational psychologist of the 20th century. Already in the 1940's, Dewey saw school as a miniature society, where you learned through working meaningfully together and where you learned for life, above all. According to Dewey, teaching should always be anchored to everyday life, so that it would be as easy as possible for the learners to find their inner motivation.

The best way to learn, based on Dewey, is to learn from problems that the learners face and solve themselves. In addition, Dewey highlighted the active role of the learner and looking for information as crucial factors in the construction of the learner's knowledge. It can be said that Dewey's legacy is important in work-related learning.

Pedagogic model and teaching method

A pedagogic model is always based on a learning concept or a notion of how people learn. A pedagogic model takes a stand on the behavior of the teacher and the learner. It also pays attention to teaching and assessment methods that steer the behavior of the teacher and the learner. The majority of teachers and trainers combine different models and apply them to their teaching.

Many models are often used intuitively without thinking about their theoretical names or definitions. The world is yet again not a black-and-white place or an either-or choice. If anything, it is a cross between many different models.

A teaching method is a way of teaching or applying a pedagogic model in practice. If a pedagogic model is the frame, then teaching methods are the tools for planning and executing teaching. The subject being taught, the objective of teaching and the target group all influence the selection of teaching methods. The teacher's view on learning and their personal teaching style, as well as previous experiences on learning and working life affect the selection of teaching methods as well.

In Finland, teachers can traditionally very freely choose how they want to carry out the teaching, as long as they follow the National Curriculum. Teachers can independently plan the content of the lessons, advancement, teaching methods and materials, as well as assessment methods. They can follow their plan at the same time reacting to events in the classroom; questions raised by the students, the dynamic and climate of the classroom, and the speed of progression.

If the teacher notices during the lesson that something is too complicated or easy, they can easily make changes and steer the course of the lesson so that the conditions for learning would be optimal. The same goes for work-related trainings – the trainer can make changes to their plan during the day, and usually has free reins to choose the methods.

What changes in a digital training?

A digital training changes the traditional roles of the teacher and the learner significantly. Even if the teacher plans the content independently, they probably need both technical and visual help in the execution stage at the latest. They will probably notice at some point that they should not have planned a digital training alone from start to finish, because as the production proceeds, they might come across things that should have been taken into consideration already in the planning stages.

The process of planning a digital training also takes much more time and is more complex than the planning process of a contact training. Or do you know many trainers who write scripts that are detailed down to seconds or even minutes? The time consumed in planning and writing a script for a digital training seems to come as a surprise to our customers time after time.

The matter should be examined from the perspective of the future – **by using time now to carefully digitalize a training, you save much more time in the future.** At the same time, the quality of the training stays even, because the content and execution are not affected by how well the trainer manages to teach each time or other changing factors. The accessibility and effectiveness of training quickly rise to different levels than in traditional contact training.

Our collective learning concept within the government



THE GOAL
IS TO FIND
THE JOY IN
LEARNING!

- ▶ **Diversity:** A wide range of learning methods in use.
- ▶ **Working life learning made easy:** Learning is not tied to a specific training event.
- ▶ **Extended learning:** A dynamic way of thinking as a learner, encouraging self-direction and goal orientation.
- ▶ **Socio-constructivist approach to learning:** Learning in build upon an interactive and communal process using a results-based method, which takes advantage of existing knowledge.
- ▶ **Networks and support for learning:** The learner gets support needed also in digital parts either from instructors or peers.
- ▶ **Pedagogy:** Pedagogically high-standard solutions and pedagogic support for creating digital materials

FROM A CLASSROOM TO ONLINE

What changes pedagogically when trainings are digitalized? Almost everything. The learning concept and pedagogic model can remain the same but following them in digital pedagogy is not always easy. The role and behavior of the instructor or trainer are different in work-related trainings than in contact trainings.

Many responsibilities that are traditionally part of the trainer's role are not part of the trainer's duties in eOppiva productions. These include presence and interaction throughout the training, taking care of group dynamic and team spirit, helping the weakest learner, motivating or making assessments.

The majority of our trainers are substance experts on some field of the central government, and they only make one training with us. Most of the time they do not have any time to spare, for example to moderate discussions or be present online after the training is finished. The previously mentioned traditional responsibilities of the trainer have to be resolved some other way.

Role of learner in digital trainings

The role of the learner in digital pedagogy is also different than it is in a classroom. The learner has the opportunity to progress at their own pace online – they can rewind and re-watch something as many times as they want to, speed-up the video, or skip over things they already know. In digital trainings, the material is also easily retrievable afterwards if you want to check something.

The role of the learner in digital trainings is more independent than in a classroom, and they may feel lonely. When you can start a training anytime you want to, do you ever even start? What if you have a critical question in the middle of the training and you need an answer right then? Who to ask, when no one is online? Studying online demands stronger self-direction and greater responsibility from the learner to assess their own skills and learning.

However, it is not a bad thing At best, digital studying strengthens and improves the skills that are important in succeeding at working life – initiative, self-management, self-direction, proactive way of working and assessing your own skills.

It is also good to remember that digital learning changes the way we learn, and that is not learned in any other way than by doing and repeating. The more digital trainings you have attended, the easier it is for you to navigate the next training.

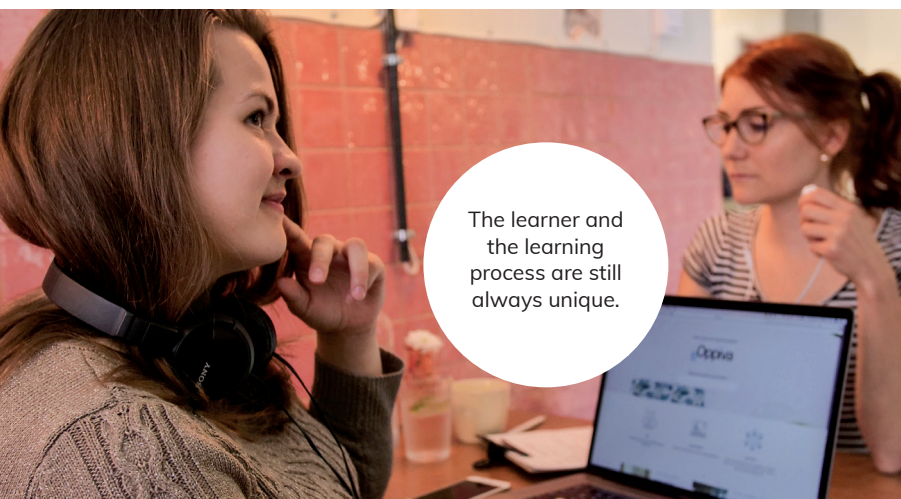
The role of learning networks and reflection are also accentuated when the number of digital trainings increase. Learning culture changes slowly, one step at a time. When early adopters are eagerly networking in connection to digital learning, late adopters are only hesitating making the first click.

With target group the size of the government personnel, it would be unrealistic to expect that everyone would change over from a traditional classroom training to a reversed model or just digital training at the same time. Our challenge is that we have to remember to keep in mind the heterogeneity of the users and try to offer easy-to-use trainings for all regardless of their starting level or previous experience, while also motivating early adopters.

Individuality should be kept in mind in the learning process

Susanna Niinistö-Sivuranta, Chief Development Officer at University of Helsinki and member of eOppiva steering group, reminds us in her blog post (2018) published in eOppiva, that learning in the digital age cannot be classified as belonging only to digital pedagogy or the old model in a black-and-white manner, and that the learner and the learning process are still always unique.

It is good to keep in mind the individuality of the learning process. Regarding digital trainings, it is easy to fall into thinking the learners will follow the same exact path designed for them – clicking buttons in the order the planners and creators of the training want them to. Reality does not match this fantasy. In addition to individuality of the learning process and learning habits, unique using habits should also be taken into account in digital learning.



In the fall of 2018, we conducted user testing with researchers from **Digitalist Group**. In the test situation, we noticed that users very concretely behaved in different ways. Some users straightforwardly follow the path the designers have planned for the learners. Others do not advance from reading the manual, start browsing other courses, or stray from course to use online search engines.

Although good usability design aims at steering the advancement of the learner as intuitively and easily as possible, learners' own solutions and preferences are also emphasized in the world of digital trainings.

Usability is important in digital trainings

Everybody knows that nothing kills motivation faster in digital trainings than a platform that does not work, or other technical issues. Unfortunately, there are a lot of those. Technology is always advancing. In addition to the device (computer, iPad, phone), browser, browser version and operating system have an impact on the technical functionality of a training.

It is possible to create solutions utilizing modern technology, software and different contents to improve learning experiences. However, they do not often work using Internet Explorer browser. For as long as IE is the government's default browser, there will be certain technical preconditions with eOppiva operations. We just have to live with them and take them into consideration.

Usability is a critical factor in digital trainings. Even if the content has the quality of a diamond and the layout is golden, none of it matters if you cannot click forward in the training. Or backward. Or know how to navigate within the course. Or you come across an error notification after another.

So even if everyone finds enriched contents, interactive functions and visual effects fun and useful, they should not be used too much because you can never be completely sure if they work in the target group's devices and browsers. You should also make sure before publishing the training that it has been tested using multiple devices and browsers in different webs.

Videos in learning

Monissa eOppiva-tuotannoissa sisältö on tiiviissä videomuodossa. Uusimpien tutkimusten mukaan videoiden avulla tapahtuva opiske-
lu on oppimisen näkökulmasta vähintään yhtä toimiva ratkaisu kuin
lähiopetuskin.

Many eOppiva productions are in compact video form. According to the newest studies, from the perspective of learning, video-based learning is as good of a solution as contact learning.

Mikko Myllymäki wrote his doctoral thesis in the fall of 2018 at the University of Jyväskylä on using video technologies in learning. According to Myllymäki, the passing rates and grades of video-based learning were slightly better than in normal contact training. Also, the objectives set for the development of a video-based training model were partly exceeded.

Videos are a natural way of learning to school-aged children. Young people go to YouTube to search guidance and answers to everyday problems and things. In addition to video instructions (“*this is how you fix your bike*”), there are also free digital trainings available on YouTube.

Khan Academy has been one of the first companies to popularize video-based learning and flipped learning particularly in mathematics-based skills. There are approximately 42 million monthly visitors to Khan Academy’s website, making it one of the world’s most popular websites.

LinkedIn is also bringing learning to people’s everyday social media streams. LinkedIn Learning solution offers thousands of trainings for a monthly fee of 30 euros. There are thousands of corporate customers and the total number of users is countable in millions. 50 new courses are published every week.

Social media expert **Tom Laine** advises people to take full advantage of easy digital training services: “*You don’t need to go to Udemy to find interesting content anymore. Nowadays the content is often published exactly where I spend my time anyway.*”



Even if the content has the quality of a diamond and the layout is golden, none of it matters if you cannot click forward in the training.

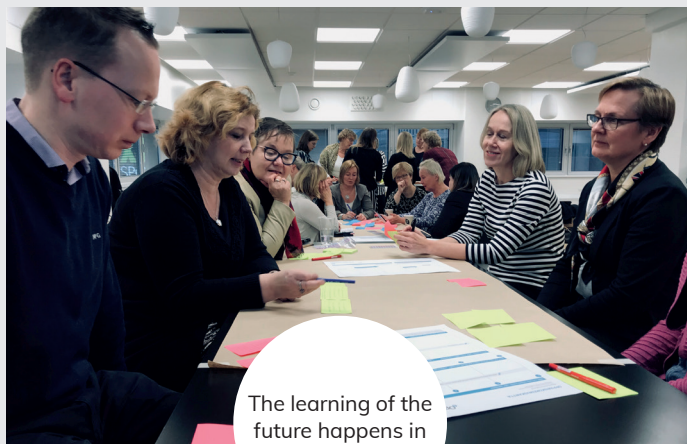
EOPPIVA NETWORK

eOppiva network meets once a month to discuss and spar themes regarding digital learning.

What is progressive pedagogy in the digital world?

In August 2018, we discussed pedagogy and what pedagogically progressive education is. According to the people in the eOppiva network, it includes the following things:

- Training is high-quality: it takes into account different learners and supports the learning process
- Training is individual: it is possible to create own learning paths, and creating them is made easy
- Training is interactive and inclusive: the use of discussion forums, chats and other discussion channels, study groups, and fast response based on user feedback
- Utilizing flipped learning in the daily life of agencies
- Training boldly makes use of possibilities offered by digitalization: new tools and technologies put to use without prejudice, possibilities of artificial intelligence (AI)
- Learning environment offers support for the learner: accessibility to constant user support and instructions, and possibility to study at the same pace with peer learners – the feeling that you're not alone and help is always available



The learning of the future happens in networks.



Learning trends of the future and quiet signals

The topic of our network meeting in October 2018 was learning trends and quiet signals. In small groups face-to-face or online, the people in the network discussed the developments and phenomena surrounding on-line learning, and what might be considered as first signs of change. We got the idea from the National Broadcasting Company's (YLE) technology phenomenon map that focuses on daily life in the future.

The people in the network had many ideas and thoughts on what the future trends look like. It would be easy to think that government personnel with their Internet Explorers would not be the first ones to adopt new digital learning habits and culture. Much to our joy, we have noticed that many government employees are ready to experiment and develop new and on-trend learning forms and tools.

During the network meeting, we identified and came up with the following rising trends and quiet signals on learning:

- Intelligent clothes or other element tracking our mood could easily nudge us to learn when we have favorable conditions for it. For example, when we are rested, energetic and calm.
- Virtual reality and augmented reality will come to be used particularly in working life. Trainings will also utilize them more than before.
- Learning is more mobile than before. We are moving from place and time dependent learning towards real-time, needs-based learning.
- Is it the responsibility of the educational system or the working life to arrange trainings in the future? Will formal degrees disappear? Is the new era of working life degrees soon here?
- We invest more in learning to learn than before. Teacher-led old styles of teaching will disappear from the way of flipped learning and digital learning.
- Learning will become a natural part of a job. Customers or co-operation partners will be included in the assessment of personal or communal learning in real time.
- Tools and maybe even a user interface, which could transfer our thoughts to a skills development mind map, will be employed to identify personal skills.

ASSESSMENT, MEASUREMENT AND EFFECTIVENESS OF LEARNING

Learning process can be supported from its beginning stages to its end by choosing the right assessment methods for the objectives. Assessment gives information on whether the learner has accomplished their learning objectives and how they have succeeded. Assessing the starting level of the learners gives valuable information to the trainer to steer the content of the training, and to the learner to come up with their learning objectives. Assessment of learning results, on the other hand, gives learners feedback on their knowledge. At the same time, the trainer gets information about the success-rate of the training and accomplishment of learning objectives.

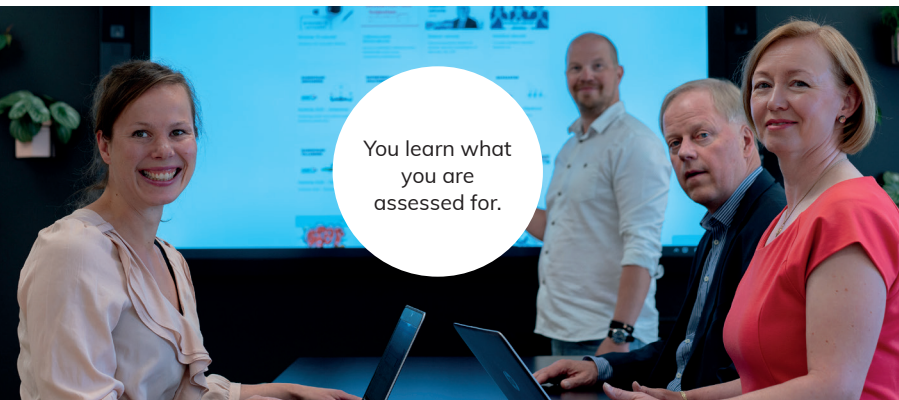
The form and target of assessment heavily steer learning. The attention and interest of the learner will focus on the knowledge and skills being assessed. For example, if you have to pass a final test in order to complete a work task, it guides learning. Assessment that is not line with objectives and methods easily creates an unintended training – you learn what you are assessed for.

In addition to external assessment and feedback, the learner's self-assessment, reflection and applying learned knowledge in practice are also important. Discussions and joint reflections with colleagues improve the learning of the whole organization

Based on the eOppiva model, planning of trainings should be always be started with two core questions:

1. What should be learned at the very least?
2. What behavior should change?

If you do not know how to answer both of the questions, you should consider whether training is the right answer to the problem.

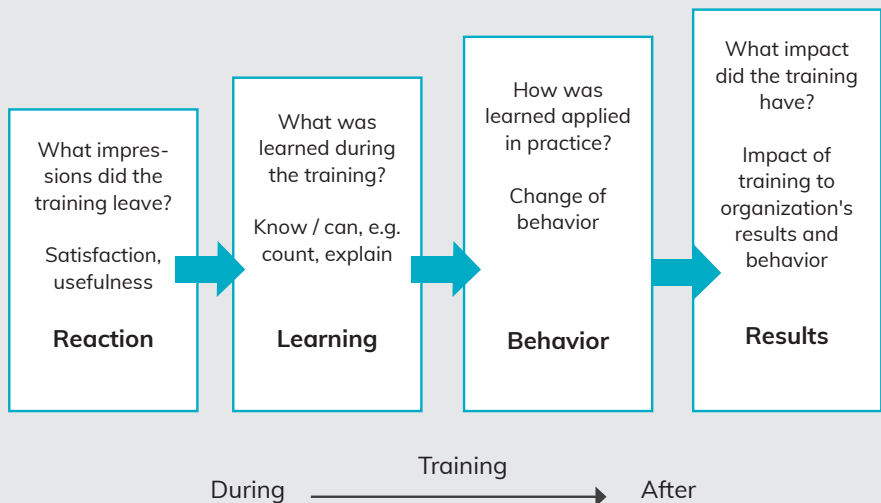


Measuring learning, and effectiveness of training

Measuring the successfulness of personnel training based on effectiveness and economy is often challenging, because learning is hard to transform into a measurable form. You are often being asked right after a training, what you learned and what you thought about the training. Assessment of training effectiveness, on the other hand, is often forgotten completely.

Effectiveness of training usually comes up only when learned knowledge is applied in practice. Because we build information upon existing information, it is hard to notice if a training has had an influence on performing your job. The training might have had a complementary effect, or it might have had an initiative role.

According to pedagogue **Donald Kirkpatrick**, when evaluating effectiveness of learning, you should at first define the objectives of the training and what kind of behavior change is needed to achieve them. After that, you evaluate what knowledge the change in behavior requires. Lastly, you define what kind of training gets you to the wanted learning objectives.



Kirkpatrick's levels of evaluation based on Frisk's figure (Frisk 2005, 8)

LEARNING DESIGN

PLEASANT AND REWARDING LEARNING EXPERIENCE

Learning begins with a motivation to learn something new. It manifests itself in knowledge and eventually shows up as results in working

In recent years, learning design has started to come up in connection to different things, and its definition usually varies depending on the context. In our opinion, the definition of **Lars-Goran Bostrom** in his book *Learning Design in practice for everybody* (2017) sums up the concept well:

“The term Learning Design is a child of the digital age and it describes the activity of designing units for learning, including a learning environment and learning activities.”

Learning does not necessarily take a stand on whether a training experience is constructed in a digital environment or for example, in a classroom with a group. However, today, it is hard to come up with any training events that do not have a digital dimension of some sort.

Learning design has a lot in common with the design thinking frame. At the same time, when service design and user-centered design have widely made it no matter the field, people have also started to utilize different design methods in planning and executing trainings.

Design thinking can be defined as a problem-solving method emphasizing empathy, creativity and human-centrism. The same things are also central in learning design.

The significance of emotions has been noted in service experience and learning. Remembering is an essential part of learning and remembering is easier when something is meaningful and creates an emotional reaction. It is much easier to remember how something felt like than what somebody said, did, heard or read.

People are known to have different types of memory – short-term working memory, long-term memory and sensory memory. Sensory memory deals with things we rarely notice, such as “wow, it is cold today” or “this coffee smells good”. Short-term working memory is used to conduct daily chores, whereas things you really want to remember are stored in long-term memory.



Design thinking emphasizes empathy, creativity and human-centrism.

CHECKLIST FOR DESIGNING A LEARNING EXPERIENCE

Changes to long-term memory

The goal of a learning experience designer is to make changes to the learner's long-term memory. Dirksen (2016) proposes the following tricks to accomplish that:

- **For something to stay in long-term memory, it has to be meaningful for the learner.** Facts are meaningless unless the learner uses them in a wider context and ties them to their work.
- **Try to get to learner to do the training at the right time** (just-in-time learning). The learner's interest, motivation and ability to learn are at their best when they know they are going to need the knowledge in practice in the future. If this is not possible, you can use different scenarios for creating a feeling of the right purpose of use.
- Working memory can easily become too loaded and things are easily forgotten. **Ask the learner to do something concrete** right after the training or to apply the knowledge in practice. That is when they have to store it in their long-term memory.
- **Diversity of learning materials feed different memory types** and increase the chances of leaving a memory trace.
- **Accomplishing an emotional reaction** on the learner increases their willingness to use the learned material.
- **People love stories and based on studies, we remember them particularly well.** Consider storying the subject or at least partially representing it in a story-like way using case examples.
- **Too much repetition in the structure or the content is not good.** The learner might feel like they can easily click through the training (if it is a digital training).
- **Surprise your learners from time to time** so that they don't lose their interest!
- **Use visual elements.** It is easier to leave a memory trace with them.
- **Learning materials should be easily accessible** so that it would be easy and effortless to return to them.

Value of peer learners

People pay more attention to the thing being learned and also learn better when the learning experience involves other people. The same goes for digital learning as well. According to Dirksen (2016), even seeing other learners' names improves learning results and diminishes the feeling of being alone.

Most of learning, whether that be of an individual or of an organization, happens outside of formal trainings organized in classrooms. Based on Dirksen (2016), formal learning is best suited for situations where the learned thing is stable and precise. Things that keep constantly changing at a fast pace are harder to fit into the formal learning framework.

A better way to solve complex problems could be a solution based on social learning, such as mentoring, coaching or practical advice from a community. When planning a digital training, you should carefully consider what format would best support the communality of the learners.

The significance of learning networks should also be taken into account. However, learning networks should never be too heavily guided or forced to a format. Their activity should rather be supported, and they should be given free reins to march to the beat of their own drum.

You can also think about learning from the perspective of offering individual chances and unique learning paths to learners. Nudging is a term used in service design, and it carries the meaning of gently nudging people toward a wanted result. It means making the choice you want the user to make as tempting and rewarding as possible. Other options are not ruled out, but the learner is an active agent who can make their own decisions.

Learning networks, study groups, and seeing or following the behavior of other learners can at best act as excellent stimuli for changing your own behavior or taking a new direction. When a person sees how someone else succeeds in accomplishing their learning objective, their own objective starts to seem more concrete and accessible. At the same time, the learner gets a stronger feeling of not being alone and it feeds their hunger to learn.

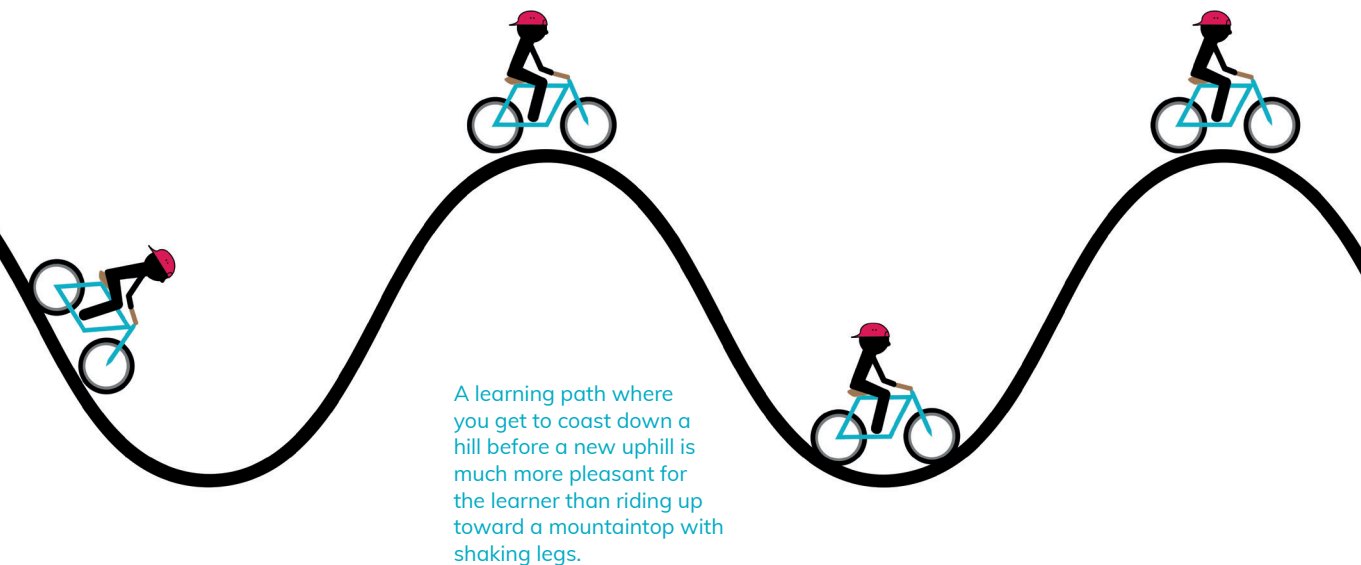


Learning experience has to be pleasant and rewarding

To put it simply, designing a learning experience is creating a pleasant, inspiring and rewarding learning path for the learner. The learner should develop positive feelings and joy of learning. If the learner feels that they are being crushed under the training, or that they can easily pass it without paying special attention to anything, the learning design is not successful.

On the other hand, forming a learning experience is always individual and tied to the learner's starting level and previous knowledge. Digital trainings are always planned for masses, so individual experience should be guaranteed in other ways, for example by using reflection exercises or sections during or after the training. Learning paths that utilize flipped learning make it easier to create an individual experience for the learner.

Dirksen (2016) raises up the issue that learning paths should not feel too exhausting. If new information is constantly thrown at the learner, they will not have any breaks for breathing. Dirksen illustrates it nicely by using an example of a cyclists riding up a hill. A learning path where you get to coast down a hill before a new uphill is much more pleasant for the learner, than riding up towards a mountaintop with shaking legs.

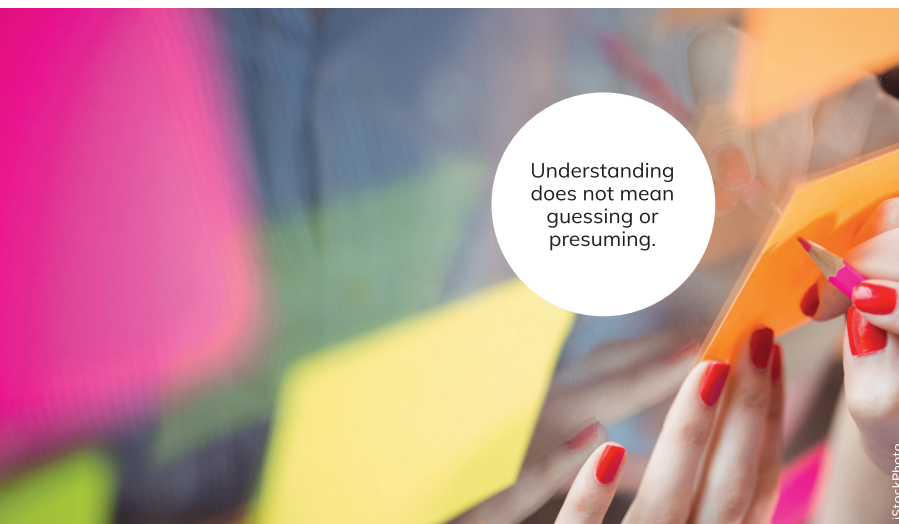


SERVICE DESIGN IN PLANNING TRAININGS

Learning design has a lot in common with service design methods. Both of them are based on the design thinking process, which is centered on user-friendly, empathy-oriented creative designing and problem solving. We believe that service design methods will come to be utilized even more in planning and executing trainings when they become more known.

It is our understanding, that in the educational field, learners are not being asked at any level, what they would prefer to learn and what measures would best help them in accomplishing learning objectives. Or have you, yourself, attended a training where you already in the planning stages could have had the chance to influence what is being taught and what methods are employed?

To put it briefly, service design is developing services and products by understanding the real desires and needs of the users. Understanding does not mean guessing or presuming but genuinely meeting the users – understanding their concerns, worries, joys and hopes.



The idea is to collect comprehensive customer insight and form an understanding of the problem's origins, which will then be tried to tackle using design methods.

Service design has its roots deep in design research, but it is an interdisciplinary mix of human sciences, economic research, technology, ethnography and design research.

Service design is also comprehensive development – it is improving customer experience and services, but also developing the service process and organizational behavior.

Service design is always interactive – it is interaction between the customer, end-user, service provider, interest groups, and different tools and methods. It is connected to co-creation and communal design, because no service designer can act alone. Service design is also heavily user-centered – the user and user experience are the center of attention, and users are already in the early stages brought in to the planning process.

Design thinking as foundation for learning design

Service design is not only a collection of tools and methods. It is based on design thinking, which can be thought of as a service designer's way of thinking. Design thinking ties together the collected customer insight using service design methods and forms a solution. Bostrom (2017) writes that service thinking is the learning designer's most important frame of thinking, and highlights the importance of changing your mindset in relation to traditional training planning methods.

In Bostrom's (2017) *Learning Design in Practice for Everyone*, the tools for practicing learning design are pretty much the same or slightly modified than the tools that are used in service design – mind maps, different sets of questions, gamification, scenarios, different tools for finding out the learner's emotions and motivation, target group analyses etc. Bostrom emphasizes the significance of visualization, authenticity, and experience in learning design tools. This does not sound very different from the role of service designer.

Service design also emphasizes the notions of service circle and touchpoints. Service moments on the service circle are interactive meetings with the customer. Service moments are usually comprised of multiple touchpoints, through which the customer can experience, see and feel the service. Touchpoints can be for example, a working environment or a physical space, a digital meeting, a concrete product or thing, or a person (in a customer service situation). Through touchpoints, the customer can form a general view or a general feeling of the service or product they used.

Making use of touchpoints and the service circle would also be useful in designing a learning experience. Careful mapping out of touchpoints in the service circle could tremendously help creating a learning experience, especially in the flipped learning model, in which part of the training occurs in advance using videos or other material.

Why are we designing?

Why are services designed to begin with? One of the reasons is the change in society and the world, but above all, the rhythm of the change – everything changes all the time, and for that reason the lifespan of products and services are considerably shorter than before. At the same time, the expectations of the customers have increased – services or products are no longer bought without the expectation of them developing. We expect everything to have an updated, better and more fixed version 2.0.

The number of options has also multiplied. Distinguishing yourself from other actors in the field or similar products is harder than before. Service design is also used for cost-efficiency and to find financial benefits. The importance of customer experience has increased significantly during the last few years. Essentially connected to customer experience is meaningfulness, which, according to well-known design researcher **Nathan Sherdoff**, is nowadays a more important selection criterion than price or product features.

“Meaning is the most important thing you can focus upon.”

Nathan Sherdoff

There are many similarities between learning design and service design. Expectations toward learning and training have also increased. Not many specialists are interested in full-day classroom trainings, where a lecturer goes through their PowerPoint presentation with 15 rows of important stuff on each page.

Quite often, many people are dozing off in rows of chairs, using their computers or fiddling with their phones in contact trainings. They are there but not present. Only a small percentage of participants take part in interaction with the group or the trainer, although you would think that interaction would be the exact reason the learners gravitated toward contact training instead of digital training.

Why do we design then? One of the benefits is improving customer satisfaction and along with it, increasing the value of customerships. With the help of design, abstract becomes more concrete and the quality and quantity of internal development improves. Co-creation helps get rid of the silo effect and makes personnel and interest groups more committed. First of all, design helps develop new perspectives and ideas, which an organization can utilize and keep succeeding in the future as well.

Same things can also be listed as benefits of learning design. We would also like to add that personnel’s learning is an organization’s most important success factor in the changing world. It cannot be stressed enough that in the modern world, what you already know does not matter as much as what you can learn.

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In our opinion, it would be important to be able to make use of artificial intelligence and virtual reality in designing learning experiences.



CUSTOMER INSIGHT

All eOppiva trainings are designed and executed to match the needs of end-users. We do not develop them for ourselves or for the buyer. Collecting customer insight is an important part of a successful training. Only by understanding the end-user's or learner's emotions, needs and thoughts, is it possible to design trainings the learners will want to participate in.

Knowing your target group and end-user is one of the most important starting points for service design. The end-user's wishes and thoughts on the service should be carefully listened to when planning products and services. Collecting customer insight is fieldwork – meeting the right people, who tell you why they behave the way they do.

In addition to traditional hard data (quantitative and measurable material), service design emphasizes meeting people and the ability to empathize. You need to have the ability to listen, have a dialogue and recognize maybe even hidden wants, hopes and needs the customer has regarding the service based on what they tell you. The goal is to comprehensively understand the learner – their skills development needs, barriers, motivation, user experience and general lifestyle.

There are many methods to collecting customer insight using design tools. Interviews, observation, self-documentation tools, shadowing, modeling the service path, creating personas or model users, similarity charts, and different canvases, such as the empathy map, which help collecting and conceptualizing information are all popular.

In our eOppiva productions, we use a planning and executing process that is based on service design. Many of our customers would at first like to skip the customer insight part because *“a public official knows a public official!”*. On top of everything else, it takes a lot of time and effort. *“These things have been taught for decades, the trainers know what should be taught and how.”*

Every service design workshop we have arranged has proved to us just how important collecting customer insight and co-creation are. Even with a small random sample, we have noticed that we who are interested in and enthusiastic about digital learning live inside our small digital bubble and easily forget what kind of thoughts and emotions it awakens in others. Not everyone feels enthusiastic and joyful, but many share the worry about not knowing how they are going to survive an online training, and whether they have enough self-direction and motivation to study independently.

Digitaalisen oppimiseen liittyvät huolet ja pelot

“Technical problems make me scared” / “I won’t finish the course” / “No one is supervising that it gets done” / “When you can do it anytime, you never have time for it” / “I don’t dare to put on headphones at work and watch videos, someone will think I’m surfing online” / “You cannot watch videos in an open-concept office” / “The solitude of independent studying” / “There are no peers who you can share things with”

There are undisputable benefits to digital learning, such as accessibility of training and financial savings. But there are also benefits for the individual – training that is not dependent on time or place, studying at your own pace and individual learning paths. However, there are many worries and fears related to digital learning and studying.

We at eOppiva have tried to understand our learners comprehensively and map out emotions and thoughts related to learning using different types of learning experience canvases. It is not necessarily that important, what people write on the canvases, but what they say in sub-ordinate clauses when they think about them. The canvases guide and give a frame to the discussion steered by a facilitator and become even more beneficial in an environment where it is possible to dig out unrecognized needs, wants, hopes and ideas from the learners.

Motivation is always a precondition for learning. It is easier to learn, when it starts with your own inner motivation. It is also useful to state the facts. Not every content awakens great passion or interest. Sometimes learning occurs despite lack of own motivation – when something has to be learned in order to be able to perform your job, whether you want to or not. We at eOppiva are interested to know, what would be a digital learning experience that would motivate and support the learner even if they did not find the subject that interesting.

We have also noticed that learners have very different needs and hopes for digital learning. The target group of eOppiva is the whole government personnel, 72,000 learners. It is clear that in a group that is so big, there are different types of users with different starting levels. When identifying the target group of your training, you should familiarize yourself with eOppiva’s user personas. Different central government learner types were recognized during planning stages of eOppiva in the summer of 2017.

EOPPIVA MODEL LEARNERS

User personas are model users, which help you identify the target group of the training. The personas were co-created with government employees during workshops in the summer of 2017. Can you recognize your own target groups from them?



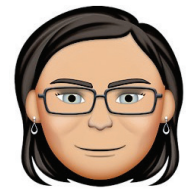
A lifelong learner

"New year new trainings"



A drag

"Have we not seen this already"



A traditional learner

"We used to attend a course, and eat a good lunch and buffe lunch"

Learning concept and motivation	<ul style="list-style-type: none"> • Has multiple qualifications • Is continually self-developing and actively "starting a new training each fall" • Gets motivated to learn something new 	<ul style="list-style-type: none"> • Does not attend trainings often, might be that some years have passed since own education. • Not motivated; does the bare minimum required by the employer. 	<ul style="list-style-type: none"> • Positive attitude but appreciates traditional classroom training • Digital training feels like a foreign idea
Reasons for coming to eOppiva?	<ul style="list-style-type: none"> • Is trying to find a new training. 	<ul style="list-style-type: none"> • By request of HR or supervisor. 	<ul style="list-style-type: none"> • Due to organization's training plan
How do they end up in eOppiva?	<ul style="list-style-type: none"> • Finds there by themself because actively follows innovations within the government. 	<ul style="list-style-type: none"> • By initiation of HR or supervisor. 	<ul style="list-style-type: none"> • By initiation of HR or supervisor.
Obstacles for learning	<ul style="list-style-type: none"> • Hoards a lot of work, which might be time-consuming. It is possible that not every training suggestion goes through in administration because has been to many already. 	<ul style="list-style-type: none"> • Lack of motivation • Skeptical about digitalization 	<ul style="list-style-type: none"> • Suspicious towards new training methods: has considered training a refreshing day off from work. Gives up easily when faced with technical issues.
What do they like?	<ul style="list-style-type: none"> • Diverse and good-quality supply that preferably has something surprising. • Can handle the possible technical issues of beta stage. • High-standard content 	<ul style="list-style-type: none"> • A clearly defined training, meaning a clear start and an end using traditional methods. • The easiness and predictability of training 	<ul style="list-style-type: none"> • Learning is somewhat motivating • Gladly attends trainings
What irritates them?	<ul style="list-style-type: none"> • Bad content • Boring executions 	<ul style="list-style-type: none"> • Smallest technical issue • Too much clicking 	<ul style="list-style-type: none"> • Lack of human contact • Too much technical clicking
Innovation adoption type?	<ul style="list-style-type: none"> • Early adopter 	<ul style="list-style-type: none"> • Slow and reluctant adpoter 	<ul style="list-style-type: none"> • Tail end of majority
eOppiva's objective	<ul style="list-style-type: none"> • Many other service providers are competing for the lifelong earnern's attention. How much can we get them to our course? 	<ul style="list-style-type: none"> • It's a challenge to get this person to the training to begin with. The goal is to make it technically so easily approachable, that they will be pleasantly surprised. 	<ul style="list-style-type: none"> • To create a positive and delightful experience on digital learning. Potentially promotes information within their organization, although is not an agent of change.



Many irons on fire

"Could we revisit this next idea next year"



A temporary worker

"We are here to visit, not to stay"



Not tied to time or place

"Does this work on field?"

<ul style="list-style-type: none"> • Nothing against training itself but because is super busy, finding time is a challenge. Feeling of rush can harm even working. 	<ul style="list-style-type: none"> • Positive concept of learning • Willing to learn • Possibly not long since own studies, so studying routine fresh in mind 	<ul style="list-style-type: none"> • Basically a positive attitude towards learning • Vocational education or polytechnic university • Work is operative, e.g. in the field of security
<ul style="list-style-type: none"> • Comes to eOppiva if anything (to save time) 	<ul style="list-style-type: none"> • Comes to orientation or other precise training. 	<ul style="list-style-type: none"> • Wants a training that is not tied to time or place.
<ul style="list-style-type: none"> • By themself or upervisor's initiation. 	<ul style="list-style-type: none"> • By suggestion of supervisor or HR. 	<ul style="list-style-type: none"> • Part of organization's training plan.
<ul style="list-style-type: none"> • Hurry, schedule peassure and exhaustion. 	<ul style="list-style-type: none"> • Is usually one the last ones in the organization to be trained, so does not necessarily have a spot in trainings that cost. 	<ul style="list-style-type: none"> • Technical issues logging in • Shift work that might cause problems in getting to the trainings.
<ul style="list-style-type: none"> • Easy accessibility • Comprehensive but precise content that you can revisit. • Flexibility 	<ul style="list-style-type: none"> • Being able to get to a training to begin with. 	<ul style="list-style-type: none"> • Flexible training and diversity.
<ul style="list-style-type: none"> • Loose, unnecessary content • Group work and anything extra 	<ul style="list-style-type: none"> • Uneven distribution of training possibilities and training costs. 	<ul style="list-style-type: none"> • Technical challenges and problems logging in • Difficulties in being able to come to the training
<ul style="list-style-type: none"> • Vanguard of majority 	<ul style="list-style-type: none"> • Anything 	<ul style="list-style-type: none"> • Vanguard of majority and tail end
<ul style="list-style-type: none"> • Being able to create such a tight training package which still includes all the essential things, so that the person will make time for it in their calendar. 	<ul style="list-style-type: none"> • Trainings should be priced so that everyone who needs them can really participate in them. 	<ul style="list-style-type: none"> • Service has to be build to work 24/7 and logging in has to be made easy

What would the learning experience of your dreams be like?

How would you rather study work-related things? If, for a moment, we forget all technical conditions and other barriers, what would the learning experience of your dreams be like?

How would it make you feel, what would it look like, what would happen in it and what emotions would it awaken in you? How would it support your learning? Would it be purely digital, or would it involve contact teaching as well? What kind of relationship would you have with other learners and the trainer?

Would you rather participate in shorter trainings that are no more than 30 minutes, maybe mini courses that are a few minutes in length or more comprehensive trainings that can take up to six months? Would the possible contact teaching be before or after the digital part?

Tell us so we can improve our eOppiva trainings to be even better. Comment on our social media channels or send us email at info@eoppiva.fi



Designing a learning experience starts with defining the problem

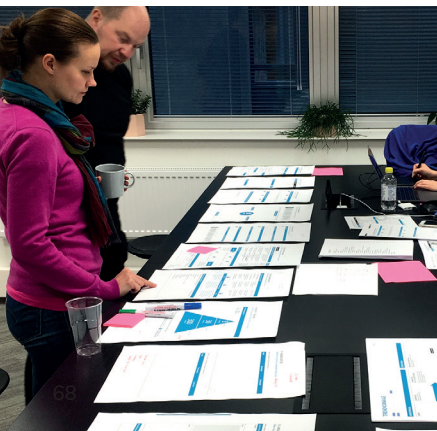
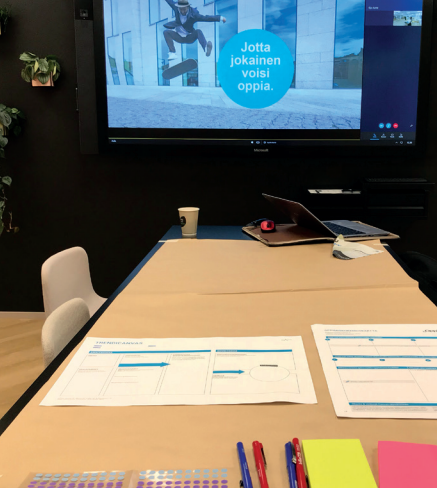
In learning design, as in service design, it is important to keep the objectives and destination clear in mind in the planning stages. Learning objectives are meant to help the learner stay on the learning path. Therefore, it is important that you have carefully defined the problem, which the training tries to solve.

In a good digital learning experience, the learning platform and digital content would blend together with your daily chores so well that you would not even notice they existed.

According to Dirksen (2016), it is not enough that a wanted learning path has a clearly defined starting point and an end point, but the gap between them also needs outlining. Many trainings are planned only the objective or goal in mind, and it easily leads to solving problems that do not even exist. Learning experience design should always be started with problem definition.

Dirksen (2016) lists questions that help in defining the problem:

- What bad happens if people do not have the knowledge?
- What would they do with the knowledge in practice?
- How do you know if they are doing it right?
- What if they do it wrong?
- Why is it important that they have the knowledge?



EOPPIVA SERVICE DESIGN STEPS SO FAR

- 05/2017 First wireframe, or visual model, of the service
- 06/2017 Planning co-creation between D9 and eOppiva
- 07/2017 Service design workshop at HAUS
- 07-08/2017 Interviews of future users
- 08/2017 Creation and publishing of learning personas
- 08/2017 Building the concept
- 08/2017 Building the digital prototype
- 08/2017 Testing the prototype with users
- 08/2017 eOppiva network service design worksho
- 08/2017 Launch of eOppiva.fi as a blog platform
- 08/2017 Testing the concept of the website
- 10/2017 Content production workshops start running
- 03/2018 Premiere of eOppiva trainings
- 04/2018 Conceptualization and planning of first eOppiva canvases and service design tools
- 05/2018 Publishing of the first pedagogical playbook prototype
- 05-09/2018 Testing the new process based on service design
- 06/2018 HAUS customer workshop – the learning experience of your dreams
- 10-11/2018 User testing on the Moodle learning platform and eOppiva website
- 11-12/2018 Improving the usability and visuality of eOppiva and Moodle based on user tests
- 10-12/2018 Planning and testing the new playbook and tools
- 1/2019 Testing the new process and tools

THE CONTINUOUS CO-CREATION WITH OUR USERS, TRAINERS AND NETWORKS CONTINUES!



eOppiva has been developed in a user-oriented way using service design tools right from the start.

We are going to continue on the same path!

Defining the
problem, eOppiva
products,
production
process and tools.



II. OPERATIONS & TOOLS

GOVERNMENT'S DIGITAL KEY PROJECT

eOppiva is a digital learning platform for the government personnel, and at its core is www.eoppiva.fi. eOppiva contains online trainings, blogs, podcasts and networking possibilities.

Additionally, eOppiva offers services via chat or email, and has active social media channels on YouTube, Facebook and Twitter.

The goal of eOppiva is to guarantee the utilization of digital learning in the skills development of the government personnel. Our team also helps government agencies in the introduction of eOppiva Moodle and gives them tools to comprehensively utilize it as part of their own personnel's skills development. This way, agencies can allocate time and resources to planning and executing good content and effective trainings, and not to the technical maintenance and development of a learning platform.

Every organization can share their own trainings to the whole government personnel or to specific target groups. If needed, content can be also restricted to certain target groups within your own agency.

We also offer pedagogic support to government agencies. By joining the eOppiva network, you get to participate in our networking events and trainings.

eOppiva is based on the government's digital key project with the objective of improving the productivity of government personnel trainings – efficiency, impressiveness and economy.

At the same time, HAUS will develop into the government's digital learning center. During the project, eOppiva has developed a planning and execution model for digital trainings, which helps in continuing operations in the future.

The goal of the eOppiva project was to develop:

1. A shared learning platform
2. A new operations model for improving digital learning
3. A network for those interested in learning and trainin
4. New collective learning contents and trainings
5. A technical production model
6. A financial model, which enables the continuity of operation

LEAN LEARNING CONTENT PRODUCTION

Our team works in two-week sprints using the scrum method. Scrum is one of the most popular agile development models. In scrum, 15-minute daily scrum meetings and two-week sprints set the pace for the team's work.

Sprints begin with sprint planning, in which tasks are picked from the product backlog for the following two weeks. It means that we always know what we are going to do for the next two weeks, but we are also capable of changing the plan very quickly if needed.

Our working methods are based on the lean thinking and method, which tries to minimize all extra work that is not creating any value to the customer. In eOppiva, it can be seen in faster productions, the quality of productions, customer satisfaction and in that trainings are coming out just at the right time (*just-in-time*).

We use agile methods especially in developing trainings. However, we appreciate individuals and intercommunication more than methods and tools. We are developing the whole eOppiva service based on the concept of continuous development.

We also follow the principle of first-in, first-out, which means that we start to work on productions in the order the customers can commit to them for the duration of the whole production process.

We have noticed that lean thinking is also well suited for content production processes. The method appears to the specialists involved in that their work contribution is expected at an arranged time.

We try to fit the actual production process into two or three sprints (4-6 weeks). A tight working schedule at the start of a project leads to the best possible outcome also from the perspective of the specialists.

It is important that the **whole team of specialists** commits to our working methods, so that the trainings will be of high-quality and finished on time.

EOPPIVA PRODUCTS

Executions for different needs and learning objectives



EINSTEIN: EOPPIVA ORIGINAL PRODUCTION

Einstein is the premium product of eOppiva productions. Its process has been described in this book. It pays attention to all different levels of a digital training – the pedagogic, visual and technical execution of the content is in the hands of eOppiva experts. In addition to the production process, Einstein includes a completion progress feature, feedback and a certificate after completing the training.



CURIE: WORKSHOP TO MAP OUT THE BIG PICTURE

In the workshop, we go through the organization's skills development needs and define the problem using service design methods. The workshop tries to come up with solutions to how you could answer a wider skills development need at an organizational level. At the end of the workshop, your team should have an idea of what challenges could be solved by training and what else should be done to reach your goals.

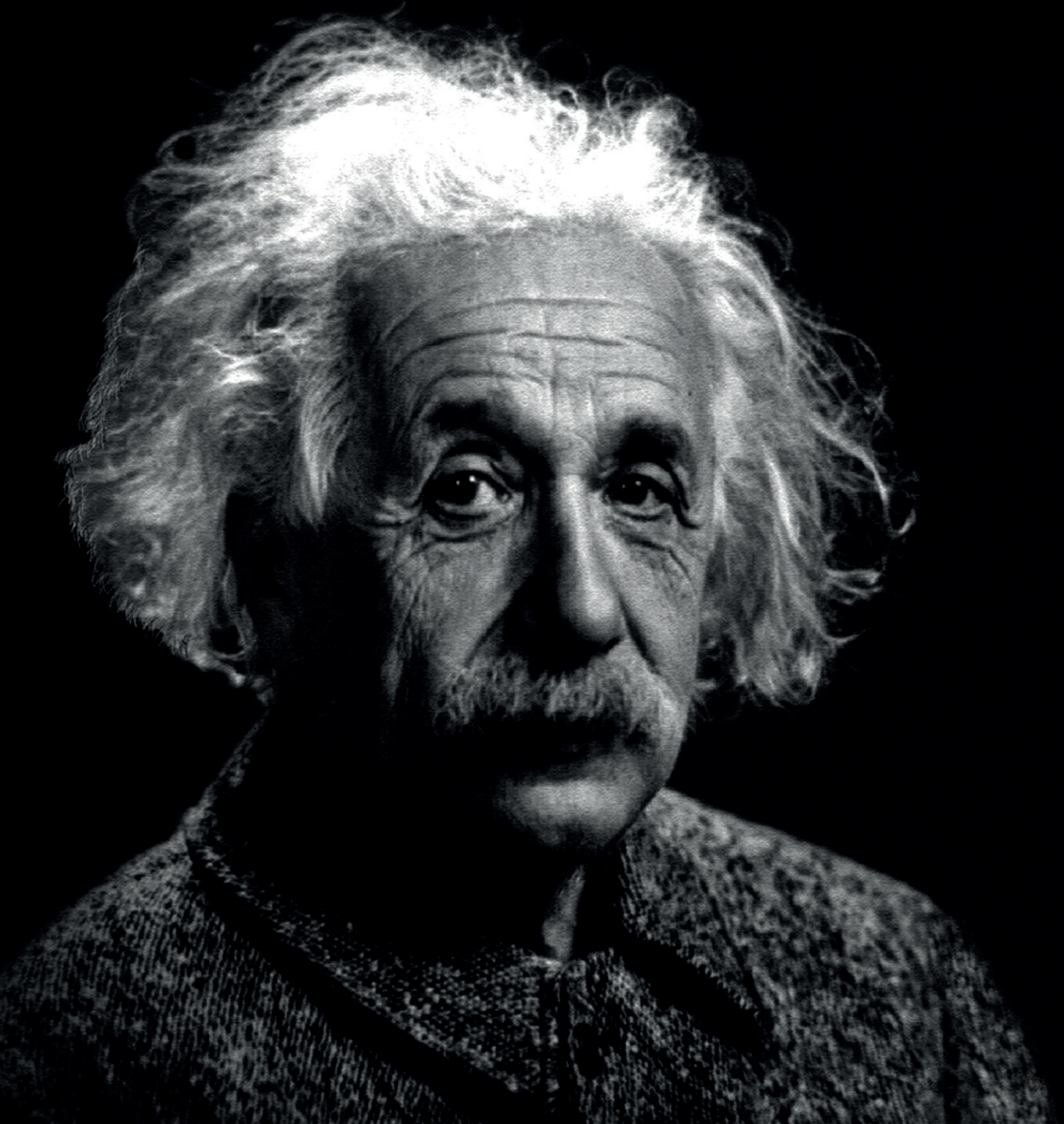
TRAININGS AND SPEECHES

In addition, we offer consultation, specialist help and workshops to digitalize your organization's own trainings. Our services also include podcasts, lighter content production projects and transfer of trainings to the eOppiva platform.

You can get more information on our skills development solutions at info@eoppiva.fi

**"Once you stop
learning, you
start dying"**

Albert Einstein



DEFINING THE PROBLEM

What is the root cause
of your problem, and
how could it best be
solved?

LEARNING IS NOT A SOLUTION TO ALL PROBLEMS

In the background part, we talked about the importance of defining the problem – what kind of things you can affect with training and to what kind of problems some other solution would possibly be more efficient. If after the problem definition you come to the conclusion that training is the right answer, the next thing you need to decide is whether to digitalize it or have a contact training.


At eOppiva, we call the problem definition stage or pre-production stage the “gray area”. We have learned that the better the gray area is mapped out and the problem defined, the easier it is for us to do a digital training on some part of the broader concept.

In this book, we offer some tools for defining

the problem - *for finding out root causes, learning paths and skills development*. If you are not familiar with service design at your organization, we recommend that you try defining the problem at first with the help of our specialists.

During 2019, we are also developing new tools and methods for tackling the challenging gray space. All ideas, comments and user experiences are welcome!

In the eOppiva Curie workshop, we go through the organization’s skills development needs and try to define the problem using service design methods. In the workshop, we try to find solutions to answer wider skills development needs at an organizational level.



Read more about defining the problem on page 21.

DO NOT DIGITALIZE EVERYTHING FOR THE JOY OF DIGITALIZING

If one of these holds true, your training should NOT be digitalized

- Learning objectives are out-of-date or do not exist.
- It would be good to turn these instructions into a digital training.
- You do not have the copyrights to the material.
- The old course did not have any participants.
- The training needs a lot of discussions, dialogue or a coaching touch.
- The target group is under 200 learners.

FINDING THE PROBLEM'S ROOT CAUSES

What kind of barriers can you identify for skills development?

INSTRUCTIONS

Try to identify skills development challenges, which act as barriers for reaching a goal at your organization. When you think you have found

the right problems, try to think of right solutions to them. What has to change about individuals and the organization, so that you can make real changes, for

example, through knowledge and skills gained from a training? Or is training even the right solution?

Problem	Manifestation	Solution
<p><u>Knowledge gaps</u> Information needed to perform something is missing.</p>	Information is in the wrong place, it is not found, or people don't know to look for it.	
<p><u>Skill gaps</u> A skill needed to perform something is missing.</p>	Something is hard to do without practice.	
<p><u>Motivation gaps</u> You have information and practical skills but change is still not happening.</p>	Learner doesn't believe that the result is taking them to the right direction or they believe that they would get to the result faster some other way.	
<p><u>Habit gaps</u> Most of our daily chores are based on habits. Changing them is hard.</p>	New way of doing does not turn into a habit. There is talk but no action.	
<p><u>Environment gaps</u> Do processes within the work community support the wanted change?</p>	Operational environment doesn't support change in methods attained from learning. Change doesn't occur regardless of training.	
<p><u>Communication gaps</u> Insufficient communication can turn into a learning problem.</p>	Bad communication, misunderstandings and contradictions act as barriers for accomplishing objectives.	

MAKING SENSE OF BROADER CONCEPTS WITH LEARNING PATHS

In our opinion, digitalization should start with taking wider skills development needs to pieces. Start by thinking what different target groups should learn and what they should be able to do after they have learned it. In what ways would they best learn about and how? To what extent are the skills development needs of different target groups the same and where do they

differ? As we have previously stated, not everything is worth digitalizing. You should carefully consider, to what subject a digital training would add such value that could not be attained in a contact training. Think about learning paths from the point of view of the end-user or the learner – what path would they have to take to accomplish their objective?



Read more about digitalizing trainings on page 35.

Put yourself in the learner's shoes – what path would they have to take to accomplish their objective?

LEARNING AND SKILL PATHS

What has to be learned about a broader concept?

INSTRUCTIONS

First, define your organization's wider skills development need. After that, identify different target groups and think about what smaller pieces comprise

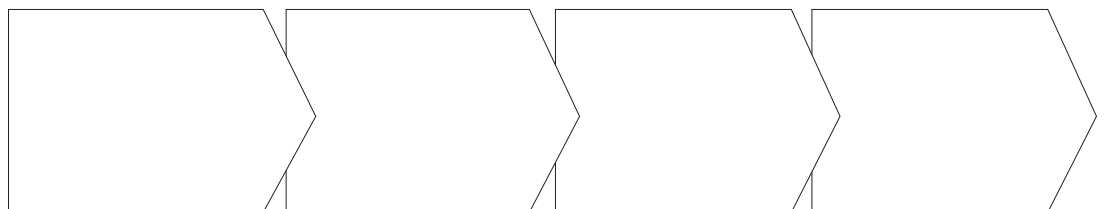
the wider need. What should be learned and what would be the best way to learn it? To what need digital training would be the best solution to, and what

would work better as contact training? Make a learning path for each target group and then consider if there are junctions between them.

Wider skills development need	Target group(s)
<p>What wider skills development need does your organization have?</p>	<p>Which target groups can you identify for the subject?</p>

Target group: For example directors / specialists / other special group

What should be learned and why?



Why?	Why?	Why?	Why?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What would be the best way to learn it?	What would be the best way to learn it?	What would be the best way to learn it?	What would be the best way to learn it?
---	---	---	---

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On the learning paths, mark digital trainings with a red circle and contact trainings with a blue circle.

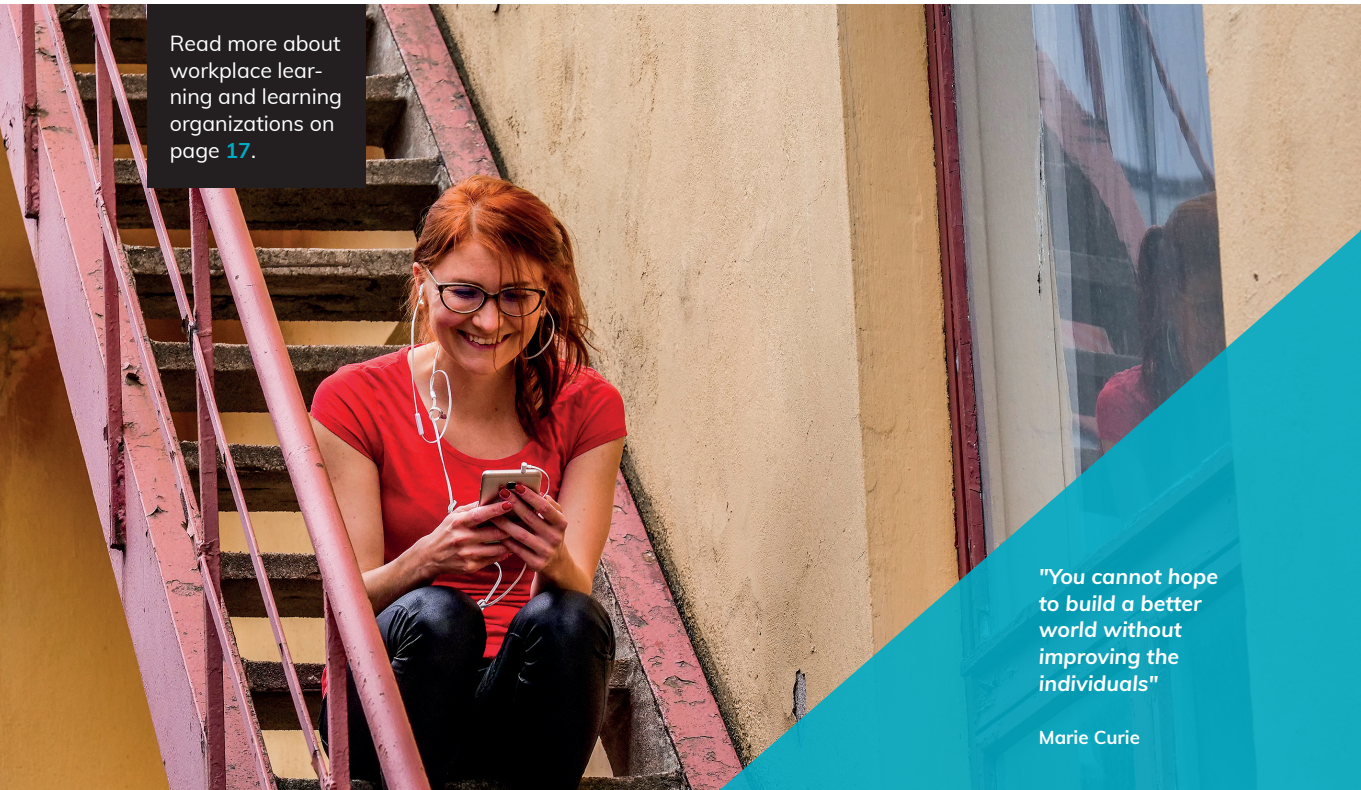
LEARNER'S BEHAVIOR AND ORGANIZATIONAL CHANGE

In service design, we talk about service circles with front stages (the part of the service visible to the end-user) and back stages (the part that is not visible to the end-user). Changes occurring on the front stage always influence what is happening back stage or inside the organization. The service circle also contains interaction and service moments, which are interactive meetings with the end-user.

Service moments are comprised of various touchpoints, through which the end-user can experience, see and sense the service. We consider training and skills development here a service. Touchpoints can be, for example, an operational environment or a physical space, a digital encounter, a concrete thing or another person.

At eOppiva, we have noticed that end-users do not usually work the way the organizations think they do. Although all of our trainers naturally think that their subject is the most important and fascinating subject in the world, at least for now, there seems to be no rush to attend digital trainings.

With the help of the skills development canvas, you can start to think how the identified skills development need affects the behavior of the end-user and the organization. How is the end-user notified about the training or gets interested about it? What happens within the organization after it? What touchpoints are part of the process?



Read more about workplace learning and learning organizations on page [17](#).

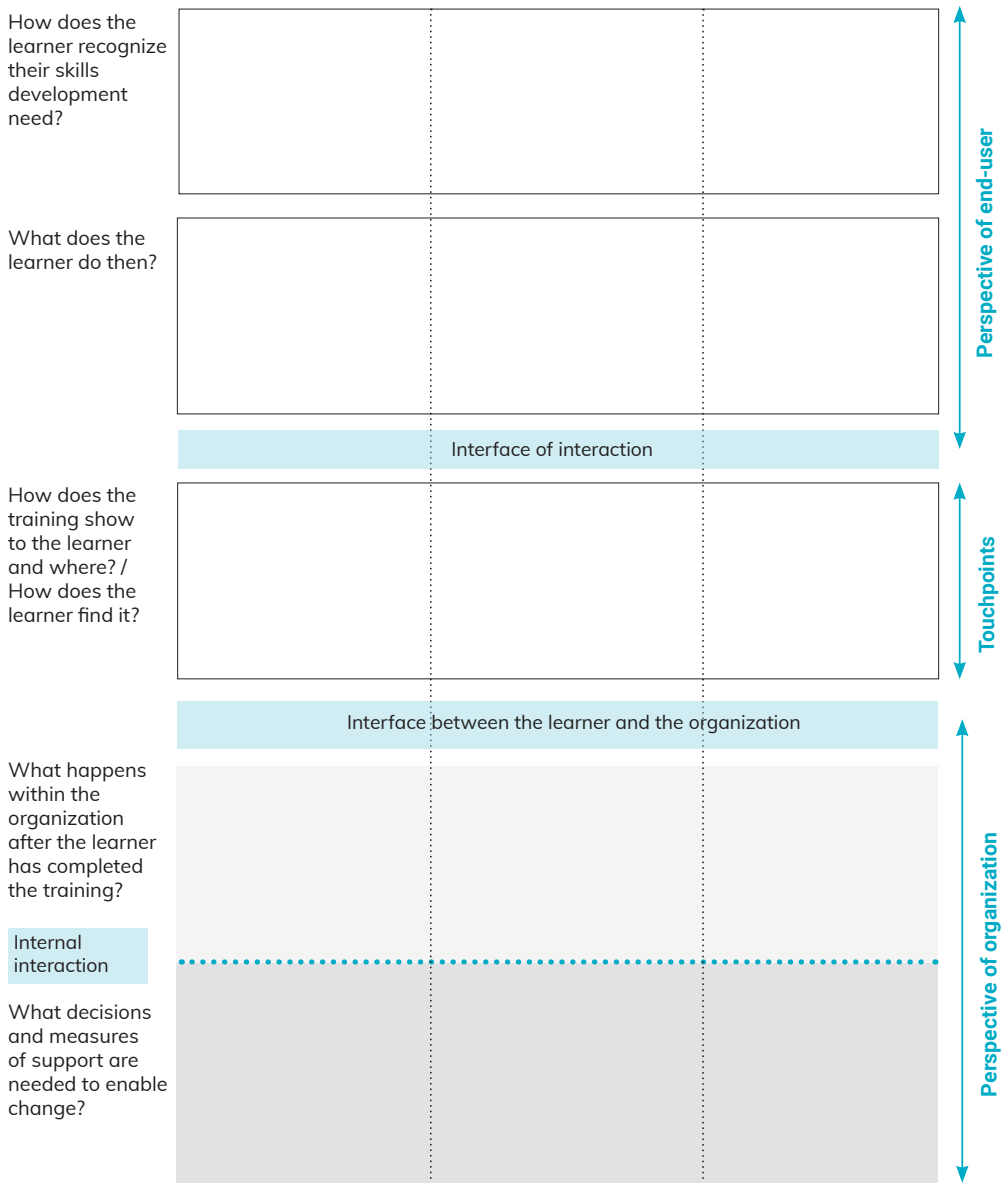
"You cannot hope to build a better world without improving the individuals"

Marie Curie

SKILLS DEVELOPMENT

The learner's and organization's perspectives on skills development

How does the identified skills development need affect the behavior of the end-user and the organization? How is the end-user notified about the training, or gets interested about it? What happens then? What touchpoints are part of the process?



If after defining the problem you came to the conclusion that **digital training** is the right solution, it is time to roll up your sleeves and get to work with the eOppiva team!

EOPPIVA ORIGINAL PRODUCTIONS

There are surely easier ways to make digital trainings, but we doubt that there are much better.

You could think of an eOppiva original production as a good three-course dinner. The chefs of our team have the know-how and recipe repertoire to cook tasty food. We give specialists the role of the chef and help them create an excellent dinner. We help with details, such as choosing the right wine for the recipe, table setting and service.

Our team's mission is to guide the specialist through the process, so that knowledge would be passed on to the learner as well as possible in a way that it would stick to their minds.

We call this process co-creation because the specialists have to do their share of the work. We are not familiar with the substance of the trainings, but we act as a pedagogic, technical and visual support, so that the specialists can focus on the most important thing, content creation.

Some of our methods can at first feel a little foreign, but we guarantee that if you follow our process, trainings will be of high quality and finished on time. The most intensive stage of the original productions lasts for about 4-5 weeks, after which the training will be published.

Our process is planned in a way that allows the specialists to focus most of their time on the substance and being able to use their time efficiently to create content. In original productions, the training is always designed to be digital. Before planning a training, you should visit eOppiva.fi website and familiarize

yourself with other online learning materials. You will probably get some ideas for your own training from them.

Simple is more beautiful

Many trainers and specialists have fixed ideas, plans, contents and webinars on the subject. They work fine as background materials, but very often they have to be redone or discarded after the customer insight stage or during the learning content workshop at latest. The specialist knows their content so thoroughly that että the biggest work is in summarizing, simplifying and trimming the material.

Our process progresses stage by stage from problem definition, setting the objectives and collecting customer insight to content creation workshop and script writing. After those, we continue to filming or other content production, setting up the training technically, commenting, testing and publishing.

It is important that all the trainers and substance specialists are present at the learning content workshop, so that we can make decisions on the content of the trainings.

By doing this, we make sure that the process proceeds on time and we are able to decide and finalize all the things we need to during the workshop. It would also be beneficial, if there was at least one end-user or learner present at the workshop. One of the preconditions for a successful workshop is that the pre-production stage has been carefully conducted beforehand.

WE WORK USING CO-CREATION

You need different types of expertise to successfully execute a digital training. For that reason, co-creation has a central role in eOppiva. By bringing together the best specialists and end-users, we can achieve much more than any of us alone. At the same time, this

improves cross-administrative activity. We believe that learning happens in interaction with others. We do not know have an answer to all the questions, but we are learning together with our customers and users.



At eOppiva we work hard but not too seriously.

eOppiva co-creation manifesto:

- 1. Goal-oriented working:** Process is consistent, well-led and proceeds on schedule.
- 2. Equal participation and permissive atmosphere:** There are no bad ideas because they often lead to good ideas. We try to get rid of unnecessary hierarchy.
- 3. Transparency and openness:** We share our thoughts and ideas also to other developers and the larger audience. We do not develop trainings for ourselves but for the learner.
- 4. Feedback:** We gather feedback from our work so that the next ones could benefit from our productions
- 5. Creativity and joy!** At eOppiva we work hard but not too seriously

We try to get rid of unnecessary hierarchy.

Work is goal-oriented and proceeds on schedule.

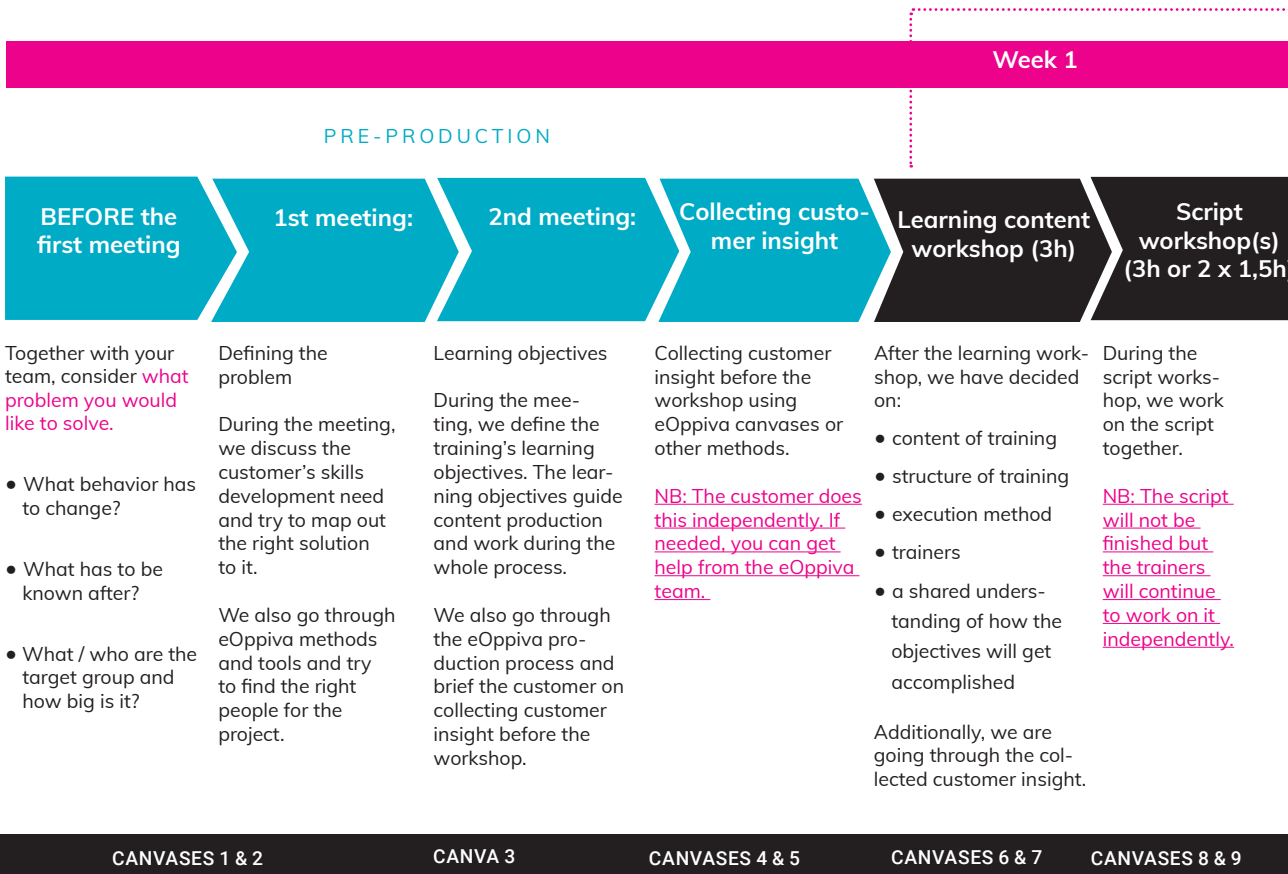




eOppiva Einstein
original production

I / PRE-PRODUCTION

- Mapping out the problem's root causes
- Finding the right solution
- Defining learning objectives
- Collecting customer insight
- Arranging production schedules



II / PRODUCTION

- Content planning and execution
- Structure planning and execution
- Writing the script
- Pedagogic solutions
- Filming or other content creation

III / POST-PRODUCTION

- Technical testing
- Finishing
- Publishing
- Marketing
- Feedback

Target schedule for production 4 weeks

Week 2

Week 3

Week 4

PRODUCTION

POST-PRODUCTION

Script review
(1 h)

Filming or
other
content
production

Editing +
comments
from the
customer

Setting up
the course
on the plat-
form

Technical
testing of the
training

Publishing,
further actions
& feedback

At the script review, we make sure that everything is ready for filming or other content production.

NB: After script review, the script is finalized and there cannot be any changes to it.

Filming or other content production according to the script.

Filming days: Monday and Tuesday either in studio or on location.

Editing videos and other content occurs within a week from the production.

Videos will be sent to the customer for comments, one correction round based on comments.

Training's technical set up on the learning platform and an eOppiva introduction page.

Testing

- Different browser versions
- Usability
- Functionalities

- Marketing and communication activities after publishing the training
- Approximately 4 weeks after publishing, we will meet for "feedback coffees"
- Approximately 6 months after publishing, a meeting will be arranged to go through the accomplishment of objectives, indicators and effectiveness. Possible further actions will also be planned.

CANVA 10

CANVASES 11 & 12

1. RESOURCES AND PRECONDITIONS

Before making a digital training, we have to agree on the preconditions for the training. In practice, it means that we have to have an open and honest discussion about the available resources, different people's roles in the production, budget and time. To protect our co-creation, we need a contract on the people responsible, schedule and budget.

If original productions are made using government's budget funding, they will be free-of-charge to all the government agencies and their personnel. Resources allocated to these productions are determined by the eOppiva editorial board, but even then, we need a product plan that has been approved and agreed on collectively.

It has to be noted that if we have to use an outside trainer (or trainers) or design animations, games or bigger graphic elements, the costs cannot be covered just by budget funding. Then the agencies might have to invest their own mo-

ney in the productions.

If the planned digital training will be produced as a paid service (for example, an organizational training) or with external funding, drawing up an agreement on the previously mentioned matters is essential.

In regard to copyrights, digital trainings created as eOppiva productions are considered co-creations, in which copyrights are shared between the ones involved in the production process (trainers, specialists and HAUS). Most of the time, the trainer is the owner of the copyrights, and they hand in the right of use to eOppiva.

For that reason, we have drawn up a right of use transfer contract for training materials. Material cannot be distributed in eOppiva without this contract. The owner of the rights will also have the right to use the material for non-commercial purposes.



Before the first meeting, visit www.eoppiva.fi to see other trainings

It is important to carefully define the editing and distribution rights of digital trainings, so that misunderstandings and misuses could be avoided, and that trainings could remain in eOppiva even if the trainer transfers to work somewhere else.

1 / RESOURCES AND PRECONDITIONS FOR TRAINING

A preliminary information form for executing a digital training

Training need

Briefly answer, what is the training about and why is it important to execute?

Key people, roles and resources

What agencies or which people have to be involved in the project, so that the training content's quality and relevance can be guaranteed? What would be their roles in this?

(Name, title, email and role)

Project Owner (PO) is responsible for contracts and resources.

Project Manager (PM) oversees that the project proceeds on schedule when it comes to the specialists, fills in canvases and approves the final product.

Trainer (T) is responsible for the substance of the training.

Can the people in the project use 16-40h (depending on the product) of their time on it?

Yes No

Contracts and copyrights

Who signs the contract?
(Name, title and email)

Do the trainer and the customer have copyrights to all the training materials?

Yes No

Who provides support materials, e.g. graphs and pictures?

The customer
 eOppiva (NB: additional costs)

Budget

- Training will be executed with editorial board's budget funding
- Training will be executed with agency's own funding
- Training will be executed with external funding

Funding is also needed for

- Graphic design
 External trainers
 Animations

How much? _____ €

Language versions

Is a different language version necessary?

In Swedish In English

Options for language versions:

- Subtitles + exercises and additional material
 Everything in another language – videos, pictures, learning platform

Who provides the translation?

Please note additional costs and other effects language versions might have on the production.

Schedule

When should the training be published?
Why?

2. OBJECTIVES AND EFFECTIVENESS

In planning trainings, it is important to think about how they support the short-term and long-term learning objectives of the organization, even though learning begins with individuals. In order for the trainings to be effective and goals achievable, it is important to set them qualitative and quantitative objectives.

It would be good to discuss organizational objectives together with somebody, for example a colleague, network or your supervisor. What strategic objectives of the agency will the training improve and how? Is it in line with the government's shared skills development needs?

You should also consider how you can concretely measure the effectiveness of the training, and how gained knowledge will show in practice within the agency. It is recommendable to

follow quantitative objectives from the perspective of effectiveness and productivity. If the target group is under 200 learners, a digital training is not necessarily the most cost-effective or best way to arrange teaching.

You should be a realist in regard to the size of your target group – in our experience, thousands of people are only reached with trainings that have been included in the skills development plans of whole organizations.

How useful the learner considers the trainings essentially affects the learner's motivation. Mapping out usefulness of the training from the point of view of an individual, the organization and the government also helps in defining learning objectives for the training.

Read about assessment, measurement and effectiveness of learning on page 36.

How useful the learner considers the trainings essentially affects the learner's motivation.

2 / TRAINING'S OBJECTIVES AND EFFECTIVENESS

Quantitative and qualitative objectives for the training

Organization's objectives	Quantitative objectives	Qualitative objectives
<p>Which strategic objectives of the organization this training furthers and how?</p>	<p>How many people have completed the training</p> <p>6 months after publishing <input type="checkbox"/></p> <p>12 months after publishing <input type="checkbox"/></p> <p>24 months after publishing <input type="checkbox"/></p>	<p>How does knowledge gained from the training show in the normal practices of the organization and in the work of specialists?</p> <p style="text-align: center;">Follow-up</p> <hr style="width: 50%; margin: 0 auto;"/> <hr style="width: 50%; margin: 0 auto;"/> <hr style="width: 50%; margin: 0 auto;"/>

Benefits of the training
<p>What makes the training beneficial?</p> <p>a) To the learner</p> <hr/> <hr/>
<p>b) To the agency / organization</p> <hr/> <hr/>
<p>c) To the government</p> <hr/> <hr/>

Target group
<p>Who are the essential target group of the training?</p> <hr/> <hr/> <hr/>
<p>Size of the target</p> <p><input type="checkbox"/> 200 - 1000 people</p> <p><input type="checkbox"/> 1000 -5000 people</p> <p><input type="checkbox"/> 5000 -20 000 people</p> <p><input type="checkbox"/> 20 000 - 50 000 people</p> <p><input type="checkbox"/> 50 000 - 70 000 people</p>

Effectiveness of training
<p>What indicators are used to measure the training's effectiveness at the agency?</p>

How is the training found?
<p>How does the learner find the training?</p> <p><input type="checkbox"/> eOppiva.fi</p> <p><input type="checkbox"/> eOppiva blog</p> <p><input type="checkbox"/> Podcast</p> <p><input type="checkbox"/> Own intranet</p> <p><input type="checkbox"/> Own website</p> <p><input type="checkbox"/> Newsletter</p> <p><input type="checkbox"/> Social media</p> <p><input type="checkbox"/> Via immediate superior</p> <p><input type="checkbox"/> Some other way, how?</p>

3. LEARNING OBJECTIVES

Learning objectives guide the content and methods used in trainings. You should spend time thinking about them and validating them. Appropriate and realistic learning objectives make it easier to plan trainings and write scripts.

What three things should the learner know after the training at the very least? Why? What behavior changes in practice after something has been learned? How do the learning objectives improve the learner's expertise? Are they in line with the organization's objectives?

What is the smallest possible teaching with the biggest possible effect on the learner? Be sure to include that in your training.

Read more on digital learning on page 27.

3 / LEARNING OBJECTIVES

What three things should the learner learn at the very least?

INSTRUCTIONS

Keep your learning objectives **concrete and realistic**. Mieti ne yksilön eli oppijan kannalta; mitä hänen pitäisi oppia? Form them from the perspec-

tive of an individual learner – what should they learn? **Make sure that you can really attain the learning objectives** with a short digital training. The goal

is that the learner can change their behavior in the work environment after the training.

Learning objective 1

1.

Why should this be learned?

What behavior does it change in practice?

Learning objective 2

2.

Why should this be learned?

What behavior does it change in practice?

Learning objective 3

3.

Why should this be learned?

What behavior does it change in practice?

4. COLLECTING CUSTOMER INSIGHT

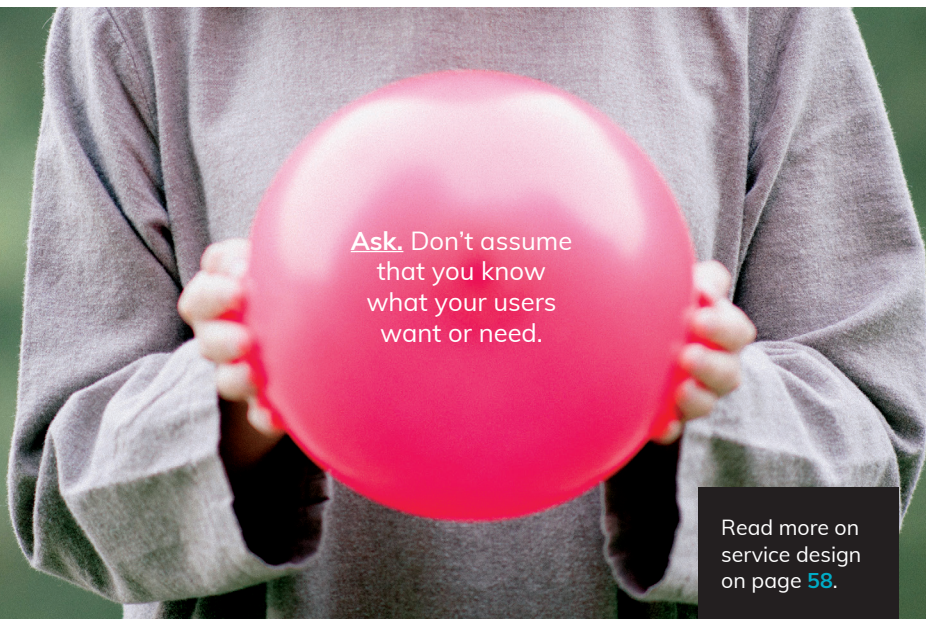
eOppiva trainings are planned and produced using service design thinking. One of the most important starting points for service design is knowing your target group and end-users. You should carefully listen to the wishes and thoughts of the end-user when planning products or services.

In addition to traditional hard data (quantitative and measurable data), meeting people and the ability to empathize are emphasized in service design – the ability to listen, take part in dialogue and being able to pick up wants, wishes and needs the customer has on the service.

Collecting customer insight is fieldwork –

meeting real people who tell you why they behave the way they do. In eOppiva's training planning process, this means that the buyer of the training has to do fieldwork and meet with the end-user or learner. The goal is to understand them comprehensively – their skills development needs, barriers, motivation and user experience, as well as general lifestyle.

There are many ways to collect customer insight using design tools. The most used are interviews, observation, probes or self-documentation tools, shadowing, service path modeling, creating personas or model users, similarity charts or using different canvases, such as the empathy map, to help gather and interpret information.



Ask. Don't assume that you know what your users want or need.

Read more on service design on page 58.

There are many ways to collect customer insight. Pick the one you prefer. The main thing is that you leave your desk and computer at least once to meet the end-user face-to-face!



Interview



Observe



Shadow



Listen



Model




Empathize



4 / CUSTOMER INSIGHT

How does your end-user want to study and what?

What are the three most important motivations for learning the subject of the training?		
1.	2.	3.
How would you prefer to learn it?		
What are the three most important thing you would like to learn on the subject? Why?		
1.	2.	3.
What would be the digital learning experience of your dreams? Either generally or in relation to the training.		
 Draw, write, mind map...		

5. SIGNIFICANCE OF EMOTIONS IN LEAR-

According to a study on learning motivation coordinated by University of Helsinki, emotions are important in teaching and learning because up to 50% of your interest is attributable to the situation. We at eOppiva are also interested in the influence of emotions on learning and the optimal learning experience.

We encourage our customers to boldly discuss emotions with learners when collecting customer insight. If discussion without any structure feels too hard, we recommend using the eOppiva emotion map as a base and a frame for your talks.



"Everything great that ever happened in this world happened first in somebody's imagination."
Astrid Lindgren

Read more on designing a learning experience on page 53.

"Fast, easy & effortless"

"Digital trainings should be meaningful. Memorable. Motivational. Like all learning should."

"A person who is motivated, focused and experiences pleasure in a learning situation creates a state in their brain, which allows cells to create new connections more easily."
Annika Hultén

5 / LEARNER'S EMOTION MAP

What thoughts and emotions digital learning awakens in you?

INSTRUCTIONS

The emotion maps helps you have a discussion with the end-user or learner on their needs, emotions, wishes and fears that

have to do with digital learning. The goal is to understand the learner comprehensively. What excites and motivates them

regarding digital learning? What worries them or what may become a barrier for them?

Interview your end-users or learners. What thoughts and emotions digital learning awakens in them?



6. PLACE OF PUBLICATION &

The training's place of publication defines who administers it, who can study, what kind of learning data is collected and who is responsible for updates. eOppiva original productions are published on the eoppiva.fi website, where they are available for all government personnel either after a login or without it.

eOppiva original productions are designed to last time, and possible update needs are tried to be taken into account already at the script writing stage. We will assess change and update needs stemming from customer feedback at our collective follow-up meetings.

The structure of the training will be worked on during the learning content workshop. The training is comprised of modules, which each handle one concept or topic. Putting a sum-

mary section at the end guarantees a logical progress for the training and makes it easier for the learner to perceive the bigger picture.

In addition to subjects, you have to decide what kind of exercises and tests the training will include. They can be used for reviewing, sharing, confirming or deepening knowledge. Exercises and the feedback you get from them are an important part of learning content and a chance to diversify the pedagogy of the training.

It is possible to include a discussion section in the training, but only if you can make sure you have specialist resources and someone who carries the responsibility of the content of discussion. Exercises and tests are usually completion criteria for following progress within the training.

Exercises and the feedback you get from them are an important part of learning content and a chance to diversify the pedagogy of the training.

"The course was wonderfully straightforward, to the point, and it stimulated my gray nerve cells to action."

Read more on different forms of digital learning on page [29](#).

6 / STRUCTURE OF TRAINING

Training's place of publishing, lifespan, structure and conduct method.

Name of training

Training's place of publishing & login information

In eOppiva Moodle behind login, available to all government personnel. Introduction page at eOppiva.fi.



Progress and completion follow-up and organizational reporting, marketing on eOppiva channels, updates according to the plan.

In eOppiva Moodle on the agency's own training area, available for only the agency's own personnel.



Progress and completion follow-up and reporting. The agency's Moodle administrators are responsible for updates and marketing.

At eOppiva.fi website without logging in, available for all.



General reporting (number of users), but no organizational statistics.

At AvoinOppiva behind login, available for all.



The customer is responsible for transferring and updating the training. Contact Valtori.

On some other learning platform administrated by the customer.



The customer is responsible for transferring and updating the training.

Lifespan

When does the training need to be updated?

Expected lifespan

- 6-12 months
- 12-24 months
- 24-36 months

Follow-up meetings in eOppiva original productions 6, 12 and 24 months after publishing.

NB: does not include video material updates.

Structure of training

Introduction

Briefly tell, why the training is made and for who, how it progresses and who the trainers are.

1.

What do I learn in this section?

1. _____
2. _____
3. _____

2.

What do I learn in this section?

1. _____
2. _____
3. _____

3.

What do I learn in this section?

1. _____
2. _____
3. _____

4.

What do I learn in this section?

1. _____
2. _____
3. _____

5.

What do I learn in this section?

1. _____
2. _____
3. _____

6.

What do I learn in this section?

1. _____
2. _____
3. _____

Summary

A summary and review of the content. Encourage reflection and deepening learning.

Completing the training

Multiple choice questions after each section

Final test (condition for completion)

Reflection exercises independently or with a colleague

Discussion section, who moderates?

Downloadable certificate

No progress follow-up

Something else, what?

7. CONTENT FORMAT

Diverse content keeps up the learner's interest. Mode of presentation should be chosen according to the content – are you trying to convey information, illustrate something, improve understanding or maybe motivate a new way of doing things?

At the workshop, we think about what format would best support understanding and remembering something. The planning form has examples of different types of contents from statutes to process descriptions and case examples as well as modes of presentations

suitable for them.

The tone of training is also important. Contents, instructions, and the whole broader concept convey a tone and atmosphere, which might either improve or hinder learning.

The target group and content influence the choice for tone of voice. At the workshop, we consider how to address and guide the learner, and how personal and close we want the communication to be. Are we sharing orders, facts, ideas or stories in the training?

Read more
on pedagogy
on page 39.

Using videos is a good idea when they add something more to the training in comparison to other formats, because they are significantly more expensive to produce than other methods of content production.

7 / CONTENT FORMAT

What format should be used to execute the training

What kind of content does the training include?		
<ul style="list-style-type: none"> <input type="checkbox"/> Sections of law or legal text <input type="checkbox"/> Statutes or directives <input type="checkbox"/> Terminology or vocabulary <input type="checkbox"/> Hard and complex details, which are not meant to be learnt by heart <input type="checkbox"/> Content that changes fast and often <input type="checkbox"/> Content you want to link to source materials 	<ul style="list-style-type: none"> <input type="checkbox"/> A process or other complex matter, which should be demonstrated <input type="checkbox"/> A table with a lot of information or details <input type="checkbox"/> Instructions or guidelines e.g. for using a system <input type="checkbox"/> Content that should stick to mind or be remembered by heart 	<ul style="list-style-type: none"> <input type="checkbox"/> Content you can share using own words <input type="checkbox"/> Content with a lot of practical examples <input type="checkbox"/> Content with which you can address the learner <input type="checkbox"/> Instructions or advices to change a person's behavior <input type="checkbox"/> Exciting and inspiring speeches



Text	Picture or screen capture video	Video
Content, which includes a lot of trivia, details, laws, statutes and vocabulary is more enjoyable to learn in text form.	Using pictures or infographics helps making complicated matters and processes clearer. The things you want the learner to remember particularly well should be visualized.	Video is the most efficient way to personally address and inspire the learner. However, videos are not adaptable for all purposes. For example, legal texts become even more mind-numbing on video.

What is your training's tone of voice?	
<p>Tone of voice means how and by what means you convey your message.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serious <input type="checkbox"/> Conservative <input type="checkbox"/> Natural <input type="checkbox"/> Relaxed <input type="checkbox"/> Funny and inspiring <input type="checkbox"/> Narrative <input type="checkbox"/> Instructive <input type="checkbox"/> Challenging <input type="checkbox"/> Storification <input type="checkbox"/> Based on cases <input type="checkbox"/> Something else, what? 	How will this be done in practice?

8.

TRAINING'S MAIN MESSAGES

The 3-30-300 second rule created by **Pieter Jan Stappers**, a professor at Delft University of Technology, helps you plan structurally optimal micro-learning pieces. It gives a frame to getting your message across better, whether that be in planning a Power Point, a learning video or maybe writing an article.

The idea is to present the information in three parts – in 3, 30 and 300-second clips.

MAIN MESSAGE

During the first 3 seconds, you present the most important thing, the main message, which has to be understood. In practice, it is most often a title. The title / main message has to be sharp. The shorter the better.

SUMMARY

The next 30 seconds are the summary part, in which you quickly dive into explaining the title. During summary, you present the module's subject and the main points you want the learner to remember. You can think of this as a

30-second elevator pitch on your content. The part can include a few interpretive sentences or most important points that are for example, visualized.

DETAILS

The last 300 seconds include data and evidence, which help explain the two previous parts. In other words, more in-depth details about the content. Additional data, quotes, pictures and other visual representations help validate your point. You do not need to explain beyond the main message in this part either. The 300 seconds should be divided into smaller parts so that dealing with one matter lasts for about a minute or a minute and a half.

It is clear without saying that the 3/30/300 rule does not apply to everything. Nevertheless, if you can produce your content using it, you ensure that the learner is able to follow the training. With the help of the 3/30/300 rule, you can produce learning content that focuses only on the most important things.

A training is not ready when you have nothing to add to it, but when you have nothing to remove from it.

Read about the attention span of goldfish and people on page 28.

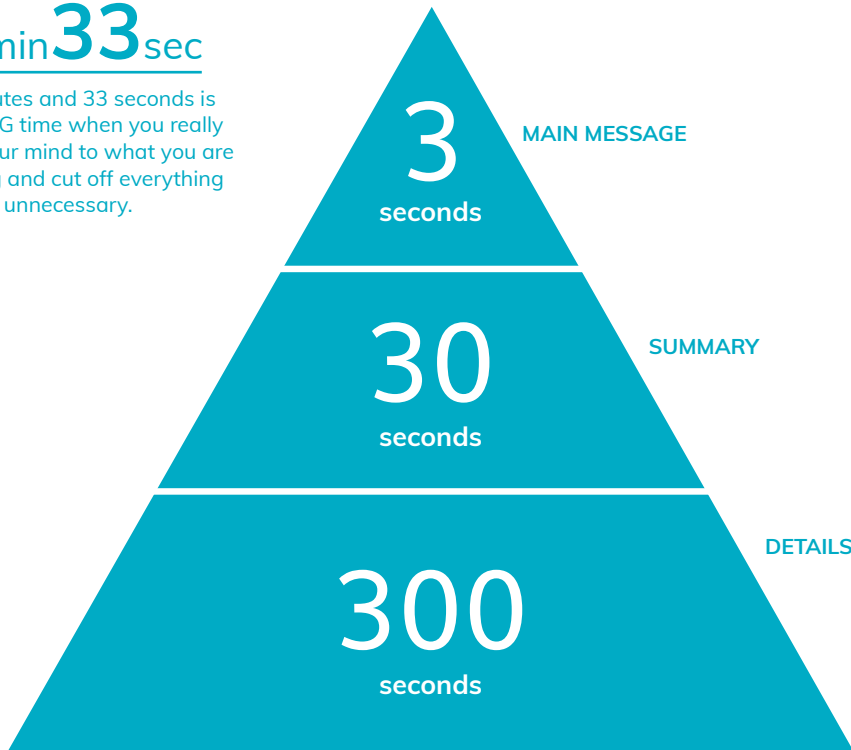
8 / MAIN MESSAGES – 3/30/300

The main message, summary and details = the content of one module

Main messages for the script

5min33sec

5 minutes and 33 seconds is a LONG time when you really put your mind to what you are saying and cut off everything that is unnecessary.



Think about the details, or the 300 seconds, divided into 100-second parts

1.

2.

3.

9. SCRIPT

Many consider writing the script of a digital training to be the hardest part of the process. Each of our trainers so far have been surprised by how much time it takes. Therefore, the first thing you should do is reserve time for it in your schedule during working days. We do not want you to work on it during evenings, nights or weekends.

When we start to work on a script, we have to know how the trainer wants to perform – do they talk about the subject with the help of keyword lists, rely on their own narration, or are they reading a carefully prepared script from the prompter. The eOppiva team encourages natural narration – trust your own expertise and ability to teach things using your own words, like you would be telling it to your best friend. Let your own personality be seen and heard!

Remember that not everything should be on video. Think carefully, what would be the best format for each content. Recount your content as a story, if possible. Or make a connection to a case example, which leaves a more permanent mark on the learner's brain than just a theory. Talk to the learner personally and help

them think about what the subject dealt with means in practice in their work.

Also keep in mind the learning objectives. How does the script support in achieving them? What would make the learner commit to learning and take the time to learn? In digital trainings, the learner's motivation typically fades out after the first section. Guidance, feedback and encouragement is needed between sections to build a bridge between them, but also for the sections themselves.

There are revision exercises at the end of many of the modules in eOppiva productions. They are not just for testing knowledge but also an important part of the learning process. When you write exercises, remember that the right and wrong options and the feedback you get from them are as important as the questions. You can emphasize important things or bring up new examples in the feedback.

Do not refine the script for too long – you can always find ways to make it better. Trust the process, schedule and the expertise of the eOppiva team to know when the script is ready to be finalized for filming.

When writing the script, remember that it is ready when there is nothing to remove!

9 / SCRIPT

The script guides, motivates and excites the learner

Guide & motivate the learner

Check, whether you have guided the learner's progress and motivated them in the script.

- You address the learner using you-form.
- At the start of every section, you tell the learner what they will learn and why it is important.
- You give constant feedback to the learner ("Great, let's continue!" or "Now you have learned this, next you will learn that")
- You motivate and encourage the learner to apply what they have learned in their work.
- You remind the learner why something is important to learn.
- In each section, you make connections to the learner's daily life, and use practical examples in addition to theory.

Writing the script for learning exercises

Check, whether you have paid attention to the learning exercises in the script.

- You are only asking one question at a time.
- There are no long and complex sentence structures in the questions.
- You are testing knowledge, not memory – do you need something else besides an educated guess to answer the question?

Tell it to a friend and get rid of heavy jargon

Try the following means to write the script:

Write the script in a form you would tell it to a good friend. Use your own words, plain language and summarize the main points.

Get rid of heavy jargon, complex and hard sentence structures, and sections of law in your script. **Focus on what the learner does with the knowledge.**

Muistilista käsikirjoittamiseen

- **Book enough time and reserve enough energy for writing the script.** Do not try to squeeze everything out at once.
- Learners want to be in interaction with others. Write from person to person. Do not write or speak using passive tense.
- Write easier and harder sections so that you can keep up learners' interest. Do not exhaust the learner with constant new information. Additional information can be added as attachments.
- Make sure that your training includes practical examples or metaphors, which stick to mind.
- Ask and help the learner to understand, what the subject dealt with means in practice in their work.
- A good script is not ready when there is nothing to add to it, but when there is nothing to remove.
- Use the 3/30/300 model. No one can concentrate for more than 5 minutes at a time.
- **Keep your language simple.** Avoid heavy jargon and complex sentence structure.
- If you use a teleprompter, write the script in spoken language word-to-word.
- Read your script aloud to yourself or a colleague right after you have written something. Listen to yourself and think, would you be interested in listening to that kind of training. If not, change style.
- Keep in mind the training's tone of voice and try to write accordingly.
- Keep in mind the learner personas when writing the script. Do not write for yourself but for the learner. (See, learner personas on page 64-65).

10. FILMING

Making videos does not make the content of the training any better. Even good content has to be turned into an easily approachable, clear and understandable package.

A video has to make an impact and set clear objectives for learning. A good video motivates, encourages and inspires. It means that the video makes connections to practice so that the learner knows why the content is important all the time.

What kind of training videos do you regard as memorable? There might be many reasons but sometimes a tasteful anecdote on the content might leave a more permanent memory trace on a challenging subject. Even if the content was serious, teaching it does not need to be.

If you read text straight from instructions or from a document in the video, what additional

value does it bring to the learner? Why does it even have to be made into a video? What if you use the video to bring out your personality and trust your own expertise so you can tell about the content using your own words? It does not reduce the credibility of the training.

Do not be a mouthpiece, be yourself

The learning experience of a video-based training is mostly formed through the trainers' performances, so pay attention to how you present something and what tone of voice you use. People are interested in other people – let your personality be seen and heard.

How to perform in a video? By taking care of writing the script in the right format in the first place. After that, it is enough that you only be yourself.



How to dress for filming

Dress as you would to an important party – so that you would not need to feel ashamed after because the video will be available to watch publicly for a long time.

The videos are usually filmed against a white or a black background – do not wear all white or black clothes. It is good to use colors but with restraint. Colors and details are highlighted in video. This also means that clothes have to be smooth and clean.

Filming takes place in studio conditions under bright lights. The camera might emphasize oily skin, so you can use more make up foundation or powder than normal if you want to.



Tips for succeeding in filming by Joonas Villanen



Joonas Villanen is a serial entrepreneur, videographer and creative director.

1. Do not try to remember by heart

One of the biggest mistakes is that the person being filmed uses a script that is written word-for-word. When the camera starts rolling, the interviewee often has to concentrate really hard to be able to remember what is written down on the paper. After a few tries and fails, the stress level rises, sweat starts dripping down their forehead and it becomes evident that it is just not going to work. For that reason, leave out strict scripts and trust your skills. In advance, think about a list of keywords to steer the progress of the video and your own delivery. Allow yourself to react and improvise some of the content. This way, the video will be more natural.

2. Be aware and let yourself make mistakes

Acknowledge that no one succeeds on the first try! The faster you acknowledge this, the faster you will get to the path to compassion. "Allowing" mistakes makes the filming situation feel more relaxed and in time, more enthusiastic. This way you can find your own way of narrating and performing. Also remember that what happens during filming, stays at the filming. The watcher does not know how many takes it took to get the final video. Do not stress about getting it in the can on the first try but enjoy the filming!

3. Eat and drink before filming

Sudden thirst or hunger can often drive the performer to the ledge, and falling off a cliff means an end to the filming. When blood sugar is dropping, the performer often starts to make mistakes and unnecessary corrections, which only annoy afterwards. Prevent road bumps by eating and drinking before filming.

4. Give the camera a name and talk to it as you would to a friend

It is easier to talk to Eric, Natalie, Sam or Anna than it would to a camera. Name the camera and do a little mental practice, in which the camera is your friend. There is usually a nice cameraman (especially at eOppiva) behind the camera as well. The filming gets easier when you forget about overemphasized articulation and formal language and just speak naturally, as you would to a friend.

Janne's three tips to filming:

1. Smile
2. Dress confidently
(even if it was a hoodie)
3. Be enthusiastic

The better the script has been written, the easier it is to perform naturally in front of the camera.

11. PUBLISHING & MARKETING

Once the training is finished and published, you need learners. Range of methods deployed for marketing online trainings depends on the target group – it is very different to market to data protection officers than to the whole central government personnel. What is common for every target group, is that marketing takes repetition, visibility and persuasiveness.

Within the central government, intranets are the number one channel for sharing information, so use them to your advantage! Many organizations have deployed the eOppiva RRS-feed, so eOppiva contents are updated to the agencies' intranets in real time.

Training contents can also be marketed through blog posts or podcasts, which make it possible to discuss the subject from different and interesting perspectives.

The original productions include a picture for marketing and a short and sharp social media text, which makes marketing easy for all. Re-

member that in social media personal touch and personality are assets so you should post using your own style.

Utilize your own social media contacts, networks (e.g. on Facebook) and collective hashtags, which enable reaching a wider target audience.

Marketing becomes more efficient if you can include intriguing elements in your posts – could you create a little light-hearted competition in connection to your training or give out prizes? If you give out a certificate when the training is completed, encourage participants to share a picture of their completion on social media.

There are many ideas, but the main thing is that you are able to create excitement and buzz surrounding the training on different channels. Let your target group be able to find the training where it is most natural for them find it.



Even the best training does not change anything, if learners are not able to find it.



11 / PUBLISHING & MARKETING OF TRAINING

How and on which channels is the training distributed so that learners will find it?

NB: Go back to Canvas 2 for how you reach your target group.

Material to be shared on social media channels
Title
Picture
Text

Hashtags used in marketing

Marketing
Ideas for marketing the training
<input type="checkbox"/> Competition between different departments / teams
<input type="checkbox"/> Reflection exercise about the training, e.g. on staff development day
<input type="checkbox"/> A piece on the training from a learner's point of view posted on intranet
<input type="checkbox"/> Setting up a study group
<input type="checkbox"/> Something else, what?

Rewarding & motivating
How are training completions acknowledged or rewarded?

How are learners motivated to do the training?

12 FEEDBACK, ASSESSMENT AND EFFECTIVENESS

The eOppiva feedback form is based on the Kirkpatrick model. The form is used to find out the learner's satisfaction on the training, how useful they considered it, and how they are going to apply the knowledge in practice in their work. We also ask feedback on learning solutions and suggestions for improvement. The most important simple question is – **would you recommend the training to your colleague?**

The fourth level, finding out the effectiveness of the training, is the most challenging. Already at this stage, we ask the learner to assess,

whether the training has possibly had an impact on the organization's operations. Later, 3-6 months after completing the training, we return to the question and ask some of the learners, if the training has been beneficial to their own or the organization's operations.

The feedback is processed in the follow-up meetings with the trainers. The success of the process and co-creation is also evaluated during the follow-up discussions – what have we learned, what worked well and how could we improve our operations?

Read about learning organizations on page [18](#).

"Measurement is fabulous. Unless you're busy measuring what's easy to measure as opposed to what's important."

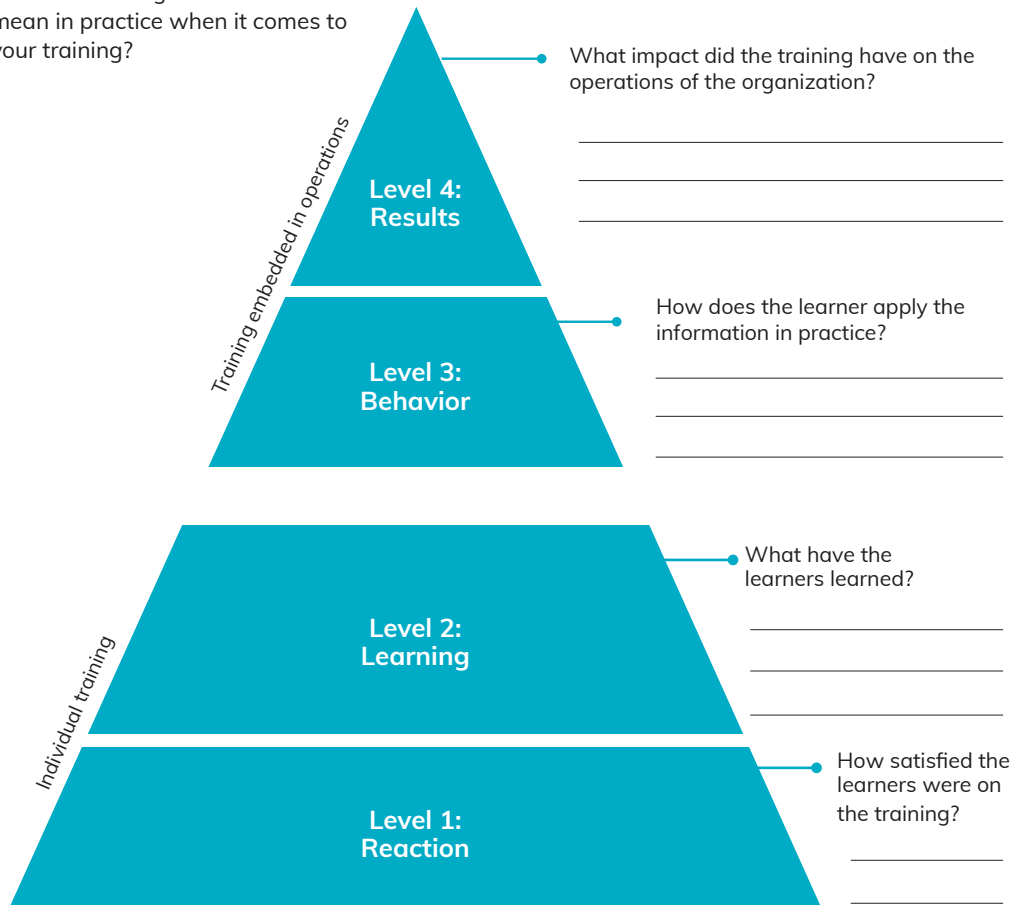
Seth Godin

12 / ASSESSMENT

Evaluating the training's effectiveness

How is learning evaluated in different levels?

What does measuring different levels of learning and effectiveness mean in practice when it comes to your training?



How are different levels measured in practice?

- | | | | |
|--|---|---|---|
| <p>1. Reaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reaction - Feedback form right after the training <input type="checkbox"/> Something else, what? | <p>2. Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning - Learning exercises <input type="checkbox"/> Self-assessment right after the training <input type="checkbox"/> Something else, what? | <p>3. Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavior - Self-assessment 3-6 months after the training <input type="checkbox"/> Conversations with colleagues <input type="checkbox"/> Something else, what? | <p>4. Results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-assessment 6 months after the training <input type="checkbox"/> Organizational self-assessment 6-12 months after the training <input type="checkbox"/> Something else, what? |
|--|---|---|---|

**WHAT HAVE WE
LEARNED...SO FAR.**

SHARING BEST TIPS

We get to do work, where we learn something new every week. We want to pass on some of the things we have learned, so that others do not have to make the same mistakes we have made.



Petteri Kallio, Project Director
At eOppiva since 2017

NEVER TOO MUCH

In the words of Luther Vandross, there's "never too much" information. I have noticed that we have to talk, blog, vlog, podcast and post on social media about digital learning and eOppiva hundreds of times, yet still "no one has heard about them". That is why we keep spreading the message about them in the future as well.

GOVERNMENT

When I started working for the government almost two years ago, I imagined that working here is like working anywhere. I was wrong. The government has its peculiarities. Our team has to understand how the government generally works. The work is still partly conducted in working groups and using waterfall models. Additionally, concerning technology, you have to take into account more things since trainings are planned for the whole central government personnel.

PROJECT

A project has a different meaning for our team than it does for the customer. Our schedule and project work have come as a surprise to most of the people participating in our productions. Nevertheless, by working the way we do, we aim to finish projects on schedule and being able to start the next project on time. Our team is of the opinion that a project should start, and especially finish, on schedule.



Saara Saarinen, Learning Designer
At eOppiva since April 2018

GOOD CONTENT IS NOT ENOUGH

Even good content is not transformable into a digital training without a good script. The script writing stage is often the most “painful” part of the project because perfecting every 30 seconds takes patience and most of all, a lot of work. Nonetheless, you should take your time with and put effort into writing the script because the hours used on the script in the early stages will pay out in the quality of the training.

EVERYONE IS A VISUAL LEARNER

There has long prevailed an assumption that people can be divided into different learner types but according to newest studies, it does not hold true – everyone learns individually by making use of different methods. What is common for all, however, is that everyone is more or less a visual learner. Even the smallest visual tips and turning abstract things into pictures help remembering and consequently, learning.

DO NOT TRY TO SOLVE EVERY PROBLEM IN THE WORLD AT ONCE

You should not try to solve every problem in the world with a 30-minute digital on-demand training. On the contrary, an elephant is eaten one bite at a time. You can and should be an idealist, but the world will change more easily one step at a time. For that reason, you should keep learning objectives as realistic, achievable and measurable as possible, so that applying them in practice is easy. Then they will also be motivating to the learner.



Janne Marjanen, Production Manager
At eOppiva since October 2017

NO ONE HAS YET MADE THE WORLD'S GREATEST TRAINING

Digital trainings have remained the same in their execution for a long time. In my opinion, there is a lot to improve and everyone who makes trainings should aim for the best possible outcome. It means continuously developing the concept and boldly experiencing with new ideas

SUMMARIZING IS A POSSIBILITY

Organizations have a lot of expertise, and in a production, summarizing it all into one training might feel like a series of compromises to the public official. Summarizing is not a threat but should be understood as a possibility to create something that is pedagogically high quality. I have learned that our production process should support and enable turning expertise into as high-quality training as possible. This means that the public official should feel the same when executing a production.

AGILITY IS NOT SELF-EVIDENT

Agile way of working might be new to many. In making a co-production, there might be many people to whom working in a production and producing training-related media is completely new. We should be able to take this into account from the perspective of the public official. Our goal at eOppiva is that we involve everyone in our productions and that at the end of a project the public official will also master our process.



Tuuli Kurkipää, eLearning Specialist
At eOppiva since August 2018

WHAT IS MEANT TO BE LEARNED?

The most important stage in creating a digital training is writing the script. Using the 3/30/300 model, the specialist can summarize everything that is essential about their subject. Even then, writing a script takes a lot of versions and discussion, especially in a cooperation project with other specialists. Polishing a collective message takes a lot of time.

SNAPSHOT OF THE SITUATION

Information flow can come to a halt even within a small team if you are not actively making everything seen and heard. We can see a snapshot of our work situation from the board on our wall or online with just one glance. Everyone also sees how their own work affects others. Planning our work together and reviewing the current situation every morning really helps everyone in their work and accomplishing objectives.

COLLECTIVE RHYTHM

I compare our way of working to flamenco, which is my hobby of passion – its foundation is compás, the musicians' and dancers' collective rhythm, a beat which everyone follows and on which the music and movement are built upon. Cooperation works when everyone knows where they are in the compás rotation. I have a similar "compass" on mind when I participate in the eOppiva production process and dive in to the rhythm of scrum.



Hanna Siira, Training Manager
At eOppiva since April 2017

THE PROCESS SUPPORTS

Digitalization of trainings is a huge cake of which I have had the pleasure of having bites in my role as a training manager and member of the eOppiva team – piece-by-piece, trusting in the polished process.

SERVICE DESIGN IN PLANNING TRAININGS

Amen to service design! Planning trainings should always be founded on collecting customer insight, whether the training be online, in a classroom or in both – why would I try guessing end-users' needs when I can figure them out?

WORKING IN SPRINTS

Working in sprints gets you to your goals! Every team member's tasks are clear, transparent and scheduled. When we go through our work in daily scrum sessions, I get just enough pressure to do my job and be efficient and productive.



” Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.

Marie Curie

”

WHAT HAVE OUR SPECIALISTS & TRAINERS LEARNED?

“Break down your material into smaller concepts and sum up main messages. Consider your main message one more time – what is ultimately essential?”

Taru Uhrman,
Communication Coach

“I noticed how beneficial it was to plan and execute the training using the 3/30/300 pyramid model. The script, learning questions and filming were easy to execute. It also helped having the skilled eOppiva team and other trainers. It is much nicer to work collectively, and you also get different perspectives.”

Tuula Seppo,
Senior Specialist,
The Association of Finnish
Local and Regional Authorities

“Acknowledge what you know – and what you don’t know. We are experts in our fields, but it’s relieving to be able to trust that you’ll get support from experts in other fields. Don’t do everything yourself, unless you have to.”

Marianne Laaksonen,
Administration Language
Specialist,
The Institute for the
Languages of Finland

“We have learned from our video trainings that trainings should be compact and modular, and that learning adoption should be tested preferably right after the training. Clear feedback is also important. “

—
Kimmo Rousku,
VAHTI General Secretary,
Population Register Centre

“What I learned is that if you have a strict script, I would definitely recommend using a prompter. If you want something more natural, I would not use a written script at all.”

—
Riina Hellström,
Agility Coach,
People Geeks Ltd Oy

“Clear distribution of work between the trainers helps in succeeding in the project, as does the project having a manager who is responsible. If everyone is involved in everything and chime in on every detail, the project can be prolonged. This requires trust within the team. Big questions are solved together but experts are responsible for their own details.”

—
Johanna Järvinen,
Data Protection Officer,
Ministry of Justice

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Hop aboard
– the ship is
ready to sail!

www.eoppiva.fi



WRITERS & CREATORS



Petteri is eOppiva's Project Director and the one who came up with the concept of the service. He is a geneticist by education and considers himself a lifelong learner. Digital learning and networks are close to his heart.



Janne is the Production Manager of eOppiva, and also works as a Digital Producer. On top of that, Janne is in charge of many of the technical details of eOppiva



Saara is a Digital Learning Experience Designer and a Digital Pedagogue. In addition to learning, she gets excited about co-creation, service design and visual planning.



Ilkka is a Digital Producer at eOppiva. A creative cameraman, who always has at least one in-depth question.



Hanna is a Training Manager at HAUS, whose contents include HR matters within central government and improving digital competences. She is also involved in coordinating the eOppiva network. Born and bred in Oulu.



Tuuli is eOppiva's Moodle goddess. You can get support, knowledge, solutions to your problems, sparring and new ideas on developing digital learning from her.

THANK YOU

Our team wants to thank everyone who has been involved so far.

Special thanks go to the steering group of the collective e-learning within central government –project, which has supported the progress of the project.

Thank you to the whole personnel of HAUS for making our work possible.

Also thank you to the people, who have opened doors for us.

Our journey is just beginning.

Never Stop Learning.

**Never stop
learning,
since life
never stops
teaching.**



A lush green forest scene with large leaves and ferns. A sloth is visible on a tree branch on the left side of the image. The text is centered in the middle of the image.

**What would you like
to learn today?**

www.eoppiva.fi

A BOOK FOR THOSE WHO WANT TO LEARN

All fields of work are on the threshold of digital learning. Including learning and training.

Our book has been born out of the need to create pedagogically effective digital trainings for the central government that are also enjoyable to study. Within this book, we have collected our best practices from the dozens of trainings we have produced and from cooperation with hundreds of specialists.

We hope that the book will help you realize why learning is important. Additionally, the book will tell you how we apply pedagogy, learning design and co-creation to ensure learning in the digital world. The book also includes practical tools for planning and executing digital trainings and tips from eOppiva team from along the way.

The book is a good read for everyone interested in skills development. It is also a handbook for the specialist we get to work with in our digital trainings.