“A framework for e/mHealth projects – examples from various industries”

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Initiator, Consultant, Coach

WHO-ERS consultation on e/mHealth, TB and tobacco control
Geneva, Switzerland, 25-26 February 2015
My Background

Academia

Startup Producer

International Companies

Established Producer

Learning Design
Learning Architectures

Lectures, Articles, Conferences
Agenda

• What is successful eLearning?
• The Framework: Learning House
  – Learning Visions / -Strategy
  – Learning formats
  – Competencies
  – Technology Systems / Platforms / Authoring tools
• Summary
What is successful eLearning?
What is successful eLearning?

1. Enhance the learners motivation to learn
2. Focus learners on behavior-enhancing tasks
3. Create meaningful and memorable experiences

Source: Dr. Michael Allen
What is successful eLearning?

Manager/Dean

- Budget under control
- Top level learning goals achieved
- Learning Vision realized (if there is any)

Learning Designer / Producer

- Possibility to design interesting – state-of-the-art – learning processes
- Powerful authoring tools and learning platforms
- Not only production of “boring” web based trainings
What is successful eLearning?

• Few dropouts in my courses
• Excellent results at the end of a training program,
• Transfer of knowledge into practice,
• Active participation in learning communities

Trainer / Moderator

• No server, network and software issues
• Few support cases
• Easy updates and maintenance

IT Department
What is successful eLearning?

It depends on the perspective!

Manager/Dean
Learning Designer / Producer
Trainer / Moderator
IT Department
Learner
The Framework: Learning House
Learning Vision / -Strategy

Manager/Dean
Examples: Learning Vision
Current topics

- MOOCs
- Informal Learning
- Mobile Learning
- Workplace Learning
- Blended Learning
- Print and eBooks
- Compliance Training
- Gamification
- User generated learning content
From vision to (measurable) goals

- Target group
- Learning Goals
- Constrains (Budget, Technology, Culture)
Learning formats | Self directed Learning

Learning Designer / Producer
Self directed learning: Web Based Training
Self directed learning: Rapid learning
Self directed learning:
User generated learning content
Self directed learning: Example: “Comicator”

http://handystar.ch
Self directed learning: Example: “enhanced eBook”
Self directed learning:
Example: “Educational Movies”
Self directed learning:
Example: “Videoserver”
Self directed learning:
Example: “Learning App”

© LerNetz
Self directed learning:
Example: “Learning Games”
Learning formats | Collaborative Learning

Learning Designer / Producer

Diagram showing the relationship between learning vision/strategy and competencies related to self-directed, collaborative, social, testing/assessment, and technology systems/platforms/authoring tools.
Collaborative learning: WebConferencing

Virtual Classroom and E-Meetings
Collaborative learning:
WebConferencing

Phonak: Hybrid Customer-Training
Switzerland – Hungary

© Phonak
Collaborative learning: Virtual Lectures

The audience

The experts

Phonak E-Lectures

© Phonak
Collaborative learning: Virtual Conference

Welcome to the Phonak Virtual Conference

The Virtual Conference will take place on May 22nd and 23rd.

Activities on the Phonak Virtual Conference platform:

- **Welcome**: Welcome message in four languages
- **Announcements**: Important announcements during the conference
- **Messages**: Your personal message area to write messages to other participants
- **Forums**: The place to introduce yourself ("Who is Who") and to further discuss the topics of the Live presentations with your peers.
- **Calendar**: Go to May 22 and 23. There you will find all links to the Live Presentations. They will be opened in a separate window.
- **Library**: Additional resources related to the topics of the presentations
- **Links**: Here you can access the questionnaires related to Continuing Education Units (CEU). Also additional resources relating to the topics of the presentations are provided
- **Directory**: The place to find other participants

"Phonak Virtual Conference" with 400 participants from 40 countries in 4 languages

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26.02.15
Collaborative learning: 3D Training-World

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Learning formats | Social Learning

Learning Designer / Producer

Diagram showing Learning Vision / Strategy with Competencies:
- Self directed Learning
- Collaborative Learning
- Social Learning
- Testing / Assessments
- Technology Systems / Platforms / Authoring Tools
CIC Certification Community - Gemeinsam Durchstarten!

Stellt Fragen zum Inhalt eines Moduls - Experten werden euch antworten (Berechtet dabei die Anweisung im How to get started Guide).

Betreut auch Fragen eurer Lernkolleginnen und -kollegen - spannende Diskussionen werden entstehen.

Tauscht euch mit anderen Lernenden aus - euer Netzwerk wird sich erweitern.

Lest die Lernziele - das Lernen wird euch leichter fallen.

Eine Investition in wissen bringt immer noch die besten Zinsen.

Benjamin Franklin, amerikanischer Staatsmann, 1706 - 1790

Kategorien

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Intranetseite Zertifizierung CIC
Allgemeine Informationen und Neuigkeiten zur Zertifizierung

Intranetseite der Business University
Lernhilfe, Selbsttests und Prüfungen
Social learning: Types of communities

Private Context

• Online Communities (topic-focused communities, e.g. HP IT Resource Center)
• Social Communities (relationship-focused communities, e.g. Facebook)

Business Context

• Communities of Practice (Knowledge Transfer)
• Learning Communities (Learning Transfer)
Social learning: An 8-step program to build Communities

1. Information
2. Startevent
3. Preparation
4. Setup / Design
5. Training
6. Pre-Launch
7. Launch
8. Maintenance and Reporting

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Learning formats | Testing / Assessments
Testing/Assessments: Single Choice / Multiple Choice

Points

Preview of the test - Risk & Compliance Skills Review – Basic Module (ENG)

Question - Money Laundering Prevention - Basic: Overriding duty

Question 1: Which of the following statements about the overriding duty are correct?

Please choose 3 correct answers

☐ Every employee has the overriding duty to report any money laundering suspicions to Compliance

☐ Money laundering suspicions must only be raised if there is solid evidence

☐ This duty applies during the lifetime of a relationship from account opening to account closure

☐ This overriding duty is also applicable if money laundering concerns arise regarding prospective clients

☐ The duty refers to money laundering suspicions, but not to terrorist financing concerns

Questions edited / Total number of questions: 0 / 20
Remaining time / Total time: 01:29:57 / 01:30:00 h

Save | Evaluate | Close | Back | Overview | Continue

© UBS
Testing/Assessments:
Learning paths: Duolingo

Badges

© Duolingo
Testing/Assessments: Quizduell

Competition/Game
Competencies

Trainer / Moderator
New competencies for teachers and trainers

TRADITIONAL

Lecture

Homework activities

FLIPPED

Lecture

Classroom activities

© http://www.washington.edu/teaching
Blended Learning

Learning process

Learning Vision / Strategy

- Self directed Learning
- Collaborative Learning
- Social Learning
- Testing / Assessments

Competencies

Technology Systems / Platforms / Authoring Tools
Example: „Soldering Training“

1. Educational Movies about Soldering techniques

2. Assessment

3. Virtual Classroom

4. Hands-on Training
Technology Systems / Platforms / Authoring Tools

IT Department
Classical approach
Current approach
Mobilize Learning

Mobile First!

HTML5
Responsive Design
WLAN Connections and Flat Rates
Summary

• Start with a clear vision / strategy and a proper analysis of target groups, learning goals, expected results and constrains

• Design a learning experience which engages your learners

• Implement a solutions which is feasible (technology, budget, culture)

• Don’t hesitate – just start!
Thank you

Dr. Daniel Stoller-Schai, Initiator, Consultant, Coach
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Dr. Daniel Stoller-Schai is an Learning Design Expert with special expertise in Organizational Learning, eLearning, Knowledge Management, Social Media and Learning Architectures. He holds a master in Pedagogy and Computer Science from the University of Zürich as well as a PhD in Information Systems from the University of St. Gallen. Dr. Daniel Stoller-Schai worked as Director and Manager of Education Design for various companies in different industries. In addition, he is also the co-organizer of the Swiss eLearning Conference SeLC. In his last position he worked for LerNetz AG in Bern as Head of «LerNetz for Enterprises Solutions» and Member of the board.
In 2015 he founded Stoller-Schai | Learning Design.