



THE H·I·L·L MODEL

High-Impact Learning that Lasts

A big part of your job as L&D is helping your team members develop their skills. We're pretty sure you have already been asked to design a learning process that produces long-lasting results. But this can be a daunting task. And it's one that prompted a group of researchers to look into learning practices among adults. The aim of the researchers, just like yours, was to create an effective and engaging learning method.

Through their work, the researchers identified **seven building blocks for success**, which they used to create the HILL model, or High-Impact Learning that Lasts.

The model is the result of 25 years of academic research, led by Filip Dochy, Professor of Corporate Training and Development at five universities in Belgium and the Netherlands, and Mien Segers, Professor of Corporate Training at the University of Maastricht, the Netherlands. The team working on this innovative research took a scientific, dynamic, and pragmatic approach, testing how effective the model was and how it could be used in practice.

► The seven principles of the HILL model



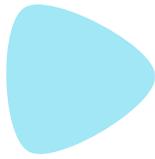
HILL model according to Filip Dochy and Mien Segers

The HILL model was tested worldwide by a panel made up of over 1,500 scientific studies. The one shown below, carried out by Dr Wieman, surveyed 500 learners and is highly representative of the extent of the study. The researchers split the learners into two identical groups of 250 learners. Each group had the same time to study the same subject and took exactly the same final assessment. The only difference was in the learning method.

Group 1	Group 2
Traditional training pathway with highly interactive content	Devised by a young trainer applying the principles of the HILL model
Average result from the final assessment	
41 %	74 %

We all want to create programs that have a long-lasting impact on learners, managers, and corporations. So let's focus on the seven principles of the HILL model so we can see exactly what they entail and how they apply to the process of designing learning experiences.





CREATE A SENSE OF URGENCY

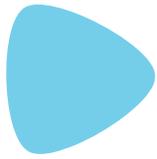
To make learners realize that they need to work on their knowledge and skills during a training course, you have to trigger a sense of urgency.

The HILL model really boils down to **motivation**. How can you pique the interest of your learners and spark their curiosity? According to Dochy and Segers, you have to **create an immediate need** among learners to make them want to improve their skills and insights.

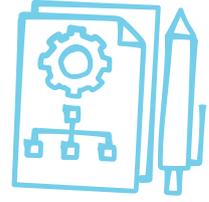
To do this, you have to pinpoint real-life problems that learners face in their professional practice: specific situations, technical or organizational issues, industry-specific challenges, knowledge gaps in a particular business or field, professional ambitions, or even an interest in a specialist field.

CrossKnowledge tips

- **Fuel** the curiosity of the learners.
- **Show** how useful new skills and knowledge are.
- **Set** goals at the beginning of the course, preferably by interacting with the learners.
- **Use** specific, authentic examples as triggers.
- **Embed** the problem in real-life situations.
- **Encourage** learners to identify problems and analyze their needs.
- **Harness** the power of learner feedback and reflection.



PUT ACTION & SHARING PLANS INTO PRACTICE



We learn best by doing and by sharing our experiences with other people. To take learning to the next level, learners must take a proactive approach, what we call “learning in action”.

The HILL model's second building block is all about **active learning** and **sharing experiences**. It recommends that all courses allocate time for research, projects, and sharing to enhance learning.

Learner engagement and knowledge-sharing go hand in hand. Learners should formulate hypotheses and test them out. They should learn from these experiments and reflect on them by talking to their peers to find the best solutions.

The key role that managers play in learning

Managers are critical to learner engagement. By giving support, advice, and encouragement, managers boost the motivation of learners and spark greater interest in a course. What's more, it's up to the managers to make sure that training courses reflect the working lives of the learners to double down on learning.





MAKE THE MOST OF HYBRID LEARNING



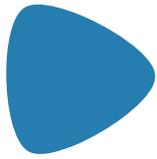
High-impact learning relies on a well-thought-out mix of learning methods. Switching tools, methods, scenarios, and speakers takes training to the next level.

The HILL model recommends **varying formats** and learning supports. Content should be wide-ranging and come in different shapes and sizes to stimulate the minds of the learners. This is what we mean by hybrid learning, which is an augmented version of blended learning. It's a perfect mix of online and offline learning, with group sessions and one-to-one experiences.

Bookending short learning sessions with two work-based experiences is a powerful memory-boosting tool for learners, who learn from each and every micro-moment. Adding repetition boosts skills retention. The frequency and length of training sessions should always be tailored to the specific learning context, to the level of acumen of the learners, and to the industry the training session is covering.

Balancing online and offline learning

The best courses are hybrid, mixing face-to-face sessions with webinars. By complementing real-time sessions with non-real-time content, learner commitment and engagement will skyrocket.



PROVIDE LEARNER AGENCY



It's important that learners are in charge of their own learning, make their own choices, and manage their own learning pathways.

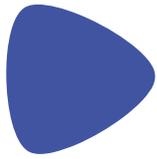
According to the HILL model, learners should be encouraged to take learning into their own hands. This way, they no longer see learning as a final objective but as a stepping-stone on the path to success. The point is to help learners see training as an ongoing process.

To foster this mindset, you have to create a positive learning environment in which learners take ownership of their learning. By taking control, learners can keep improving and developing within their organization and beyond. Help them take the initiative, make choices, and become accountable.

4 tips to help learners take control

- 1- **Let** learners formulate their own goals and tailor them to their needs.
- 2- **Encourage** them to find their own original and alternative paths to solutions.
- 3- **Support** the learning pathways of the learners by working on personal development plans and giving regular feedback.
- 4- **Give** learners the chance to make their own choices and take responsibility for them.





PROMOTE COLLABORATION & COACHING



Working collaboratively, in small groups or teams, enhances learning. What's more, coaching from managers, tutors, or mentors can increase performance.

There is now scientific evidence that proves the effectiveness of **collaborative learning**, so it should be central to your learning programs. Learners can work together on social media, on specific platforms, or through communities of practice. Collaborative working can take different forms, including:

- ▶ cooperative learning
- ▶ project-based learning
- ▶ problem-based learning
- ▶ buddy systems

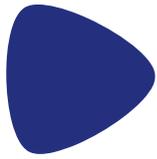
STRIKING THE RIGHT BALANCE

At least 1/3 of a training program should involve collaborative learning. Do not exceed more than 2/3, however.

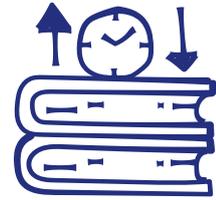
Stimulating communication

- ▶ **Encourage the group to work collaboratively**
Harness the interactive functions of training platforms by publishing content and prompting discussions.
- ▶ **Coaching from managers**
Give personalized advice and encouraging feedback after each exercise.

Encourage a collaborative outlook during team projects.



ADD FLEXIBILITY TO YOUR TRAINING



Training courses should combine formal training (with structured exercises) and informal learning (based on authentic problems and real-life experiences).

It's an essential mix. To increase the impact of training, the HILL model recommends **combining formal and informal learning**.

Formal and informal learning	
<p>Formal learning takes place in structured, planned situations, with clearly defined goals and perfectly pitched exercises.</p>	<p>Informal learning involves picking up new skills in specific contexts through problem-solving, spotting errors, reflection, critical incidents, and challenges.</p>

Flexibility in learning methods underlines the need to use both micro- and macro-learning in your learning pathways.

Flexible learning, day in, day out

- ▶ **Seize** all casual learning opportunities.
- ▶ **Let** learners influence training content and decide how important each element is.
- ▶ **Use** mistakes as learning tools.
- ▶ **Encourage** learners to seek out ideas and solutions.
- ▶ **Create** discussion moments and work in groups.
- ▶ **Have** an ideas box.



USE ASSESSMENT AS LEARNING



You should provide feedback throughout each course. Take every opportunity and use all tools at your disposal (open-ended questions, quizzes, mid-course assessments, etc.) to pepper programs with time to reflect and commit learning to memory. But be careful not to become overly fixated on final assessments at the expense of the ongoing benefits of your programs.

The final building block of the HILL model is **assessment**. To stop final assessments becoming the sole focus of the learners and taking precedence over a program's goals, the researchers often use assessment as a learning method in its own right. It's what they call **assessment as learning**.

Assessments can be carried out by instructors, the community, peers, or learners themselves. This applies to group assessments and individual assessments. "In vivo" studies and projects that address complex problem-solving offer a wealth of information on how learners are progressing and how proficient they are at a given time.

Using data in training assessments

Data collected on digital learning platforms are **key assessment indicators**. The huge quantity of data available on the practices of the learners is a real boon for instructors who want to give constructive feedback throughout the program. Data can tell us how long learners spend on learning, how they are progressing, which modules and topics they prefer, and how much they know about a particular subject.

Some programs do not need any assessment because they don't award certificates. In these cases, they can use assessment as an instrument for learning. In programs that do award certificates, you can combine different assessment methods throughout the course.

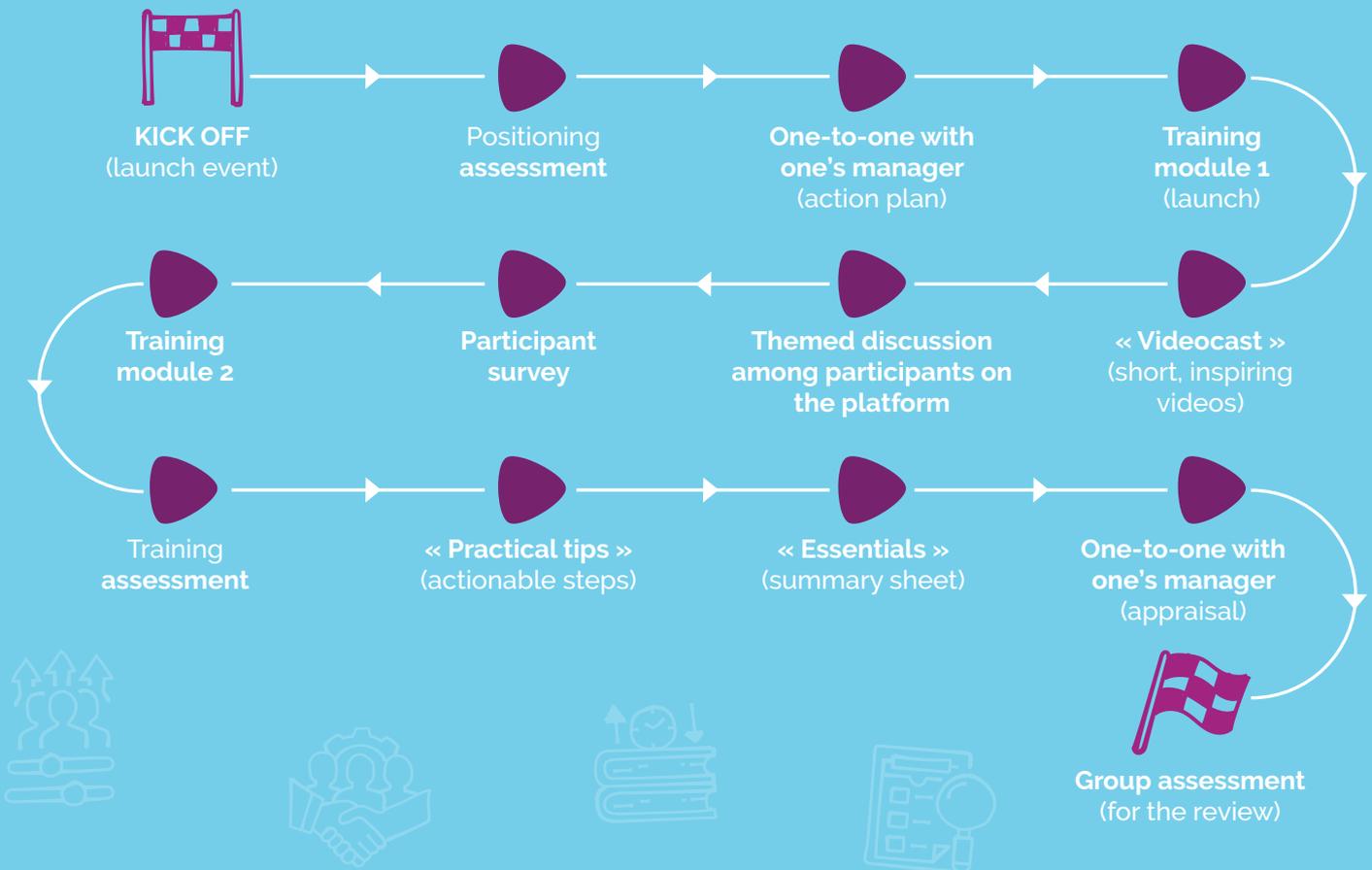
How to assess a learning experience

- ▶ **Integrate** learning and assessment.
- ▶ **Pay attention** to the learning process and the outcomes.
- ▶ **Combine** methods and plan assessment periods as appropriate.

To make learners more motivated about assessments, give your tests a fun, competitive edge. Assessments help learners test how well developed their new skills are, and also help them

evaluate their progress and their ability to put what they've learned into practice. Don't forget to encourage reflection that goes beyond the topic you're focusing on.

► How does it work?



Harness the seven building blocks of the HILL model to give your programs long-term impact and provide your learners, teams, and organization with the results they're looking for.

The seven building blocks of the HILL method are key to creating effective training programs—you may well be using some of them without even knowing! To make your programs more engaging, look at the building blocks and identify what you're missing and what you do well. You can then apply the model block by block to increase the impact of your training programs.

By using CrossKnowledge training solutions inspired by the HILL method, you can foster high-impact learning that lasts.

**PUT YOUR LEARNERS AT THE HEART OF YOUR
TRAINING COURSES WITH BLENDED^x**

Find out more about Blended^x



The Skills you Need to Succeed

www.crossknowledge.com
