

10 KEY BOOSTERS FOR
HIGH IMPACT LEARNING
IN YOUR PROGRAMME.

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What is the secret of successful high impact learning that lasts?

Here are the 10 key boosters:

1 Teamwork

L&D professionals, teachers, trainers and the management work in strong interaction and in teams. The whole L&D team, the teaching team or the corporate university staff members do work as a team with a high level of information sharing and interdependency.

2 A shared vision

A shared vision within the team that originates bottom-up, shared by all layers in the organisation. Management is explicit in supporting this HILL based choice and takes decisions accordingly.

In successful HILL organisations, it is surprising but encouraging to see that all layers (management, L&D professionals, learners) have independent of their role a similar vision on learning and development and the approach to realise this. This vision is an integral part of the organisational culture. It acts like a part of the brand box: new employees are attracted to join the organisation since learning is an asset. All participants feel good in their skin and feel the space for individual development. All are engaged to work in this vision and to continuously adapt the shared vision to new developments.

3 Continuous 'engineering' of their approach and L&D programme.

Learners continuously learn from colleagues; Middle management, teachers, trainers, regularly do update learning trajectories and approaches (rethink parts of the training programmes, and optimise and innovate these). There is a tendency towards innovation and creating challenges oneself.

4 Teachers/trainers learn continuously from learners.

'Reciprocal teaching' or perhaps even better 'reciprocal learning' is practiced as much as possible. Teachers and trainers do see themselves as learners and try to develop themselves further. They share they know-how and ask learners to search for information and share it. As such, a culture of continuously looking for new information is cultivated. Knowledge is built in teams and applied to new challenging situation. Learners adapt to creating new knowledge for future situations. A strong involvement is a guarantee for a strong knowledge base and future adaption to new situations.

5 Continuous dialogic feedback to learners and between learners.

Both practice and learning sciences have shown for a long time that providing constructive feedback dialogues creates a strong and effective learning moment. But practice also shows many programmes lack serious and good feedback giving. In successful HILL programmes,

there is an atmosphere of continuously steering on feedback that becomes the norm. Helping each other in learning new things, sharing ideas, discussing failures, being surprised and explain this to others, mutual constructive feedback between learners, strong feedback seeking, contamination of colleagues with engagement, are the key boosters of learning.

6 Communities of learning and teams that create short communication lines, support each other and a lot of sharing.

Teams create their own dynamics. They have autonomy and learners take their responsibilities. Communities promote knowledge sharing, making progress, and boundary crossing communication and actions. In successful HILL organisations, the jargon follows the culture: concepts as 'training', 'classrooms' and 'lectures' disappear; instead **the era of 'labs'** is entered: all sources communicate terms as 'change labs', 'transformation labs', 'learning labs', 'facilitators', 'just-in-time expert e-sessions', knowledge e-clips, co-labs, co-construction labs, exploration labs, experience labs, work labs, etc. Changing the complete organisational jargon is a facilitating factor in realising innovation.

7 Trust in the learners and a development-oriented approach

All learning programmes communicate a strong belief in the talents of all participants. This supports the self-efficacy of learners and empowers them. In practice, it results in providing learners with responsibilities in performing complex tasks or projects and searching information to do so as a part of personal development.

8 Learning is a central issue in creating future competitiveness

Learning is seen as central for building future competitiveness of the organisation. The brand box of the organisation holds no material rewards, but rather learning and development vouchers as rewards. Attracting new graduates is reinforced by providing continuous opportunities for development.

9 A focus on problem solving and reflection of learners

A focus on solving complex problem increases urgency and learner agency. Feedback dialogues make reflection on solution strategies daily practice and deepen learners' knowledge and skills. Learners learn to create new knowledge.

10 Learners are aware that they do steer their own development

The established learning culture results in the habit that people learn continuously and that learners realise that they do steer their development since there is an atmosphere that provides the necessary incentives for this. This ensures a knowledgeable, competent, agile and reflective workforce for the future.

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