

vision for the future



DEEP DIVE

Analyzing Learning Effectiveness

John Blake



NATIONAL VET CONFERENCE
GOLD COAST 2021
#2021NVC



John Blake

With nearly 20 years in education, John brings a unique industry skill set combining EAL & Foundation Skills, Hospitality, and Training & Education delivery.

John has worked in almost 20 countries supporting a multicultural blend of learners in primary schools, high schools, TAFEs, industry professionals, and retirees comprising a juxtaposition of low-literacy to PhD participants in dozens of schools and businesses.

John uses creative delivery approaches, contextualising assessments for specific industry needs and making a difference for the transformation of learners.

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#2021NVC

vision for the future

Long-term goals

- Engaging
- Building
- Understanding
- Developing
- Focusing
- Cultivating



Michael Fullan (2005) Forces for leaders of change

“Work to improve
the way you
perform.”

Peter Drucker
Managing Oneself (1999)



Who was Donald Kirkpatrick?

- Academic
- Professor
- Thinker
- Educationalist
- Avid fisherman
- Author



Who is Jack Phillips?

- Author (75+ books)
- Chairman of ROI Institute
- World-renowned expert
- Distinguished award winner
- Editor
- President of Int. Society of Improvement



Effective Training vs Training Effectiveness

"Your job is not done until you create, demonstrate and present value"

Results:

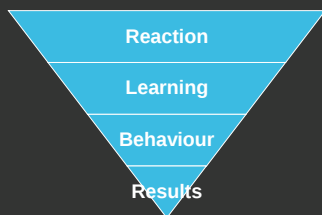
- can be used to improve programs (effective training)
- can be used to improve organizational effectiveness (training effectiveness).

(James & Wendy Kirkpatrick)

Reflecting on organisation benefits

- | | |
|-----------------------|-----------------------|
| • Focus | • Focus |
| • Planning | • Planning |
| • Priorities | • Priorities |
| • Expansion | • Expansion |
| • Development | • Development |
| • Resource allocation | • Resource allocation |

The original Kirkpatrick model Four levels of evaluation (FLoE)



Where can we start?

- Reaction
- Learning
- Behaviour
- Results



- Results
- Behaviour
- Learning
- Reaction

1. Reaction

To measure how engaged learners were, how actively they contributed, how they reacted to training.

Use:

- Surveys
- Interviews



2. Learning

Establishing how training has developed skills, knowledge and attitudes for their future. Using...

- Assessment
- Roleplay
- Activities
- Gamification
- Projects
- Simulation



3. Behaviour (over time)

- Attitude
- Relationships
- Respect
- Principles
- Community
- Industry



4. Results

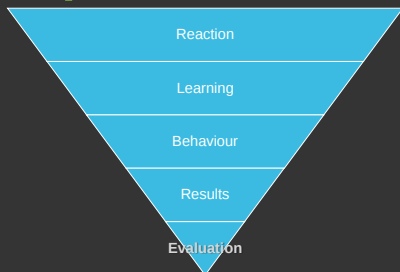
- Product
- Change
- Productivity
- Collaboration
- Benefits



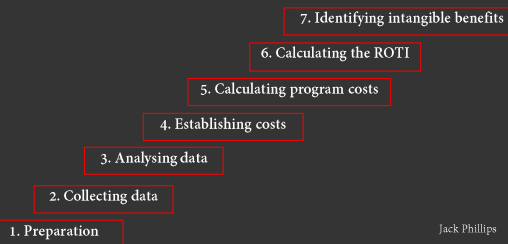
Return on Training Investment (ROTI)



5. (Phillips') Evaluation model (ROTI)



Know the flow



Jack Phillips

Keep it Short & Specific



Phillips' Evaluation model (ROTI)

Level	Measurement focus
Level 1: Reaction, Satisfaction & Planned action	What are participants' reactions to the program? What do they plan to do?
Level 2: Learning	What skills, knowledge, or attitudes have changed? By how much?
Level 3: Job application & implementation	Was there behavioural change? Did the participants apply what they learned?
Level 4: Business impact	Did the on-the-job application produce measurable results?
Level 5: Return on Investment (ROI)	Did the monetary value of the results exceed the cost for the program?

Interpreting data

- Goals first (finances later)
- What do you do with what you've got?
- Cost vs gain
- Honesty must rule
- Monitor & evaluate ALL capability costs



It's as easy as ABC, 1, 2, 3

$$\text{ROI (\%)} = \frac{\text{Net Program Benefits}}{\text{Program Costs}} \times 100$$

Another way of saying that:

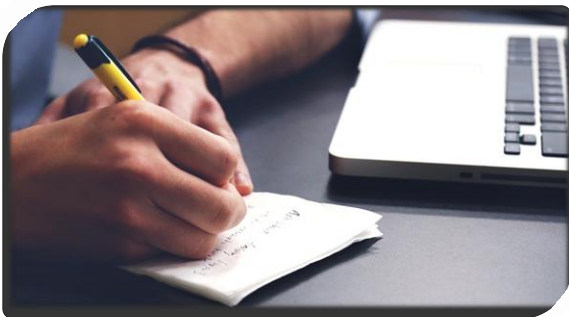
$$\text{ROI (\%)} = \frac{\text{Program Benefits} - \text{Program Costs}}{\text{Program Costs}} \times 100$$

What do we measure?

- Wastage rates
- Sales volumes
- Non-compliance
- Recruitment costs
- Employee turnover rates
- Rate of accidents per year
- Productivity/output rates
- Number of customer complaints
- Number of sick-absence days per month
- Customer satisfaction and retention rates
- Number of cancelled training days/sessions



www.trainingcheck.com



Benefits and value

- Reduced incidents
- Increased revenue
- Greater retention
- Less sick days
- Harmony
- Larger market share



Evaluation topics (ideas)

- Breaks
- Facility
- Facilitator style
- Course materials
- Facilitator delivery
- Content relevance
- Program objectives
- Program evaluation
- Facilitator knowledge
- Workplace connection



Know the flow

1. Preparation
2. Collecting data
3. Analysing data
4. Establishing costs
5. Calculating program costs
6. Calculating the ROTI
7. Identifying intangible benefits

Jack Phillips

Smart surveys...

- Typeform
- SoGoSurvey
- Zoho Survey
- Google forms
- Survey Planet
- Survey Gizmo
- Survey Monkey
- Client Heartbeat
- Excel spreadsheets (build your own)



“Train people well enough so they can leave,
treat them well enough, so they don't want to”

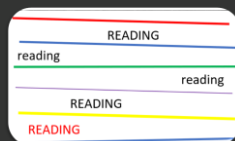
Sir Richard Branson, 2014



Reading between the lines

Evaluation is really for one reason only:

- Are we wasting time/money?
- Do we continue?
- W.I.I.F.M. (or the organisation)?



Assessment methods

(Evaluation methods)

- Diagnostic
- Formative
- Summative



Rudyard Kipling's six honest friends

"I keep six honest serving friends
who taught me all I knew.

Their names are What, Why, When,
How, Where and Who."

(Kipling, R., 'Just so', 1902)



Drucker's (our) big questions

To build 'lifelong excellence' ask yourself these questions:

- What are my strengths?
- What are my values?
- How do I work? (Where will I work?)
- Where do I belong?
- What can I contribute?
- How do I perform?
- Am I a reader or a listener?
- How do I learn?



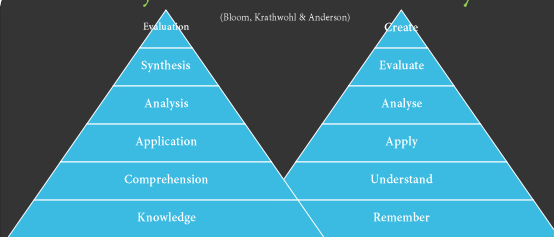
Peter Drucker (1999)
Managing Oneself

Every decision matters...



Benjamin Bloom's taxonomy

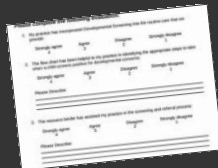
(Bloom, Krathwohl & Anderson)



Supporting Critical Thinking:
(Context, Knowledge of facts, Concepts, Procedures, and Metacognition)

Qualitative vs Quantitative

- A numbers game
- Plan and validate
- Rights and wrongs
- Capturing the data
- Ask for progress, not pride



A numbers game

20%, 40%, 60%, 80%, 100%

1 2 3 4 5

25%, 50%, 75%, 100%

1 2 3 4

Quantitative questioning

What was your level of knowledge
about the topic prior to the course?

1 2 3 4 5

(1 = Low 5 = Expert)

ABCDEFGHIJKLMNOPQRSTUVWXYZ

YZ 20%, 40%, 60%, 80%, 100%

1 2 3 4 5

ZYXWVUTSRQPONMLKJIHGFEDC

BA Excellent Good Average Below Average Poor

1 2 3 4 5

Capacity development

- Results
- Branding & image
- Data allows decisions
- Cost benefits & returns
- Organisational evolution
- Building a stronger future

360-degree feedback

- Self
- Peers
- Family
- Clients
- Students
- Management



Proper
Preparation
Prevents
Poor
Performance

If you fail to plan
You plan to fail...

Defining the metrics

- Cost
- Time
- Growth
- Production
- Resources
- Opportunity



Defining the metrics (cont.)

- Benefits
- Learning
- Adaptions
- Reactions +/-
- Outcomes +/-
- Advancements



Introducing the templates

- Learning Analysis Tool
- Questionnaire
- Clients' needs
- Costing sheet
- Excel-lent



Remembering stakeholders

- Self
- Client
- Family
- Industry
- Students
- Management
- Future
- Supplier
- Educational
- Government
- Additional (abilities, access)

Ascertaining needs...



Questions
Parking
Outcomes
Cost
planning
Rest
Usage
Remuneration
Quality
Session
Effectiveness
Engagement
Timing
Resources

Tangible vs Intangible

- Gain vs Loss
- Seen vs Unseen
- Success vs Defeat
- Truth vs Deception
- Growth vs Stagnation
- Professional vs Unprofessional



Intangible variables

- Stress
- Attrition
- Lateness
- Absenteeism
- Dissatisfaction
- Targets not met
- Conflicts
- Complaints
- Discrimination
- Disengagement
- Damaged reputation
- Loss of future earnings



Tangible variables

- Salaries
- Catering
- Sick days
- Uniforms
- Overtime
- Equipment
- Prizes
- Printing
- Overheads
- Technology
- Advertising
- Transportation



Writing development

- Changing contexts
- Effective communication
- Relationships & social skills
- Sensorimotor enhancement
- Meaning making (inc. industry)
- Motivation (intrinsic & extrinsic)
- Cognitive concepts (ref. Bloom's)
- Technical dimensions & resources

Bazerman, Graham et al. (2017)

It's as easy as ABC, 1, 2, 3

Program Benefits

_____ = Benefit/Cost Ratio

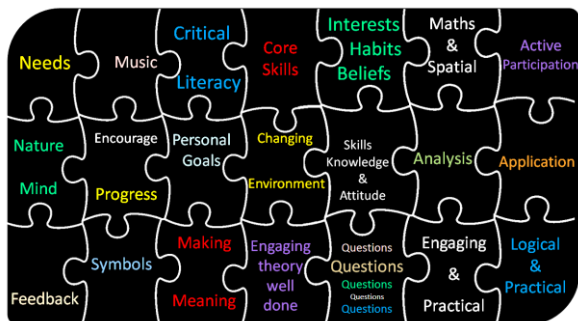
Program Costs

It's as easy as ABC, 1, 2, 3

40,000 (benefits)

_____ = 4:1
(or 4 times the investment)

10,000 (costs)



Think
Reflect
Be transformed



INSPIRE...







Stay in touch...

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WHAT WE HAVE COVERED...



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COMING UP NEXT:

1.50 - 2.40PM



vision for the future

RTO ADMINISTRATION	TRAINING & STUDENT ENGAGEMENT	COMPLIANCE	ASSESSMENT	VET IN SCHOOLS
Retention of Evidence David Garner	WVAR: A paradigm for design Geoff Cake	I See You! Ensuring your Website Ticks the Boxes Maria Langwell	Self-Assuring Your Assessment Melanie Alexandra	VET for Secondary School Students: Trends and destinations Simon Walker
