從ATD看學習與科技整合應用的各種火花

張淑萍

Association for Talent Development (ATD, formerly ASTD)

會員遍及全球120多國，是目前**全球最大**的教育訓練與人才發展組織。

2018/6/13

2018 ATD大會

75

90

4

3

3

10

4

305

365
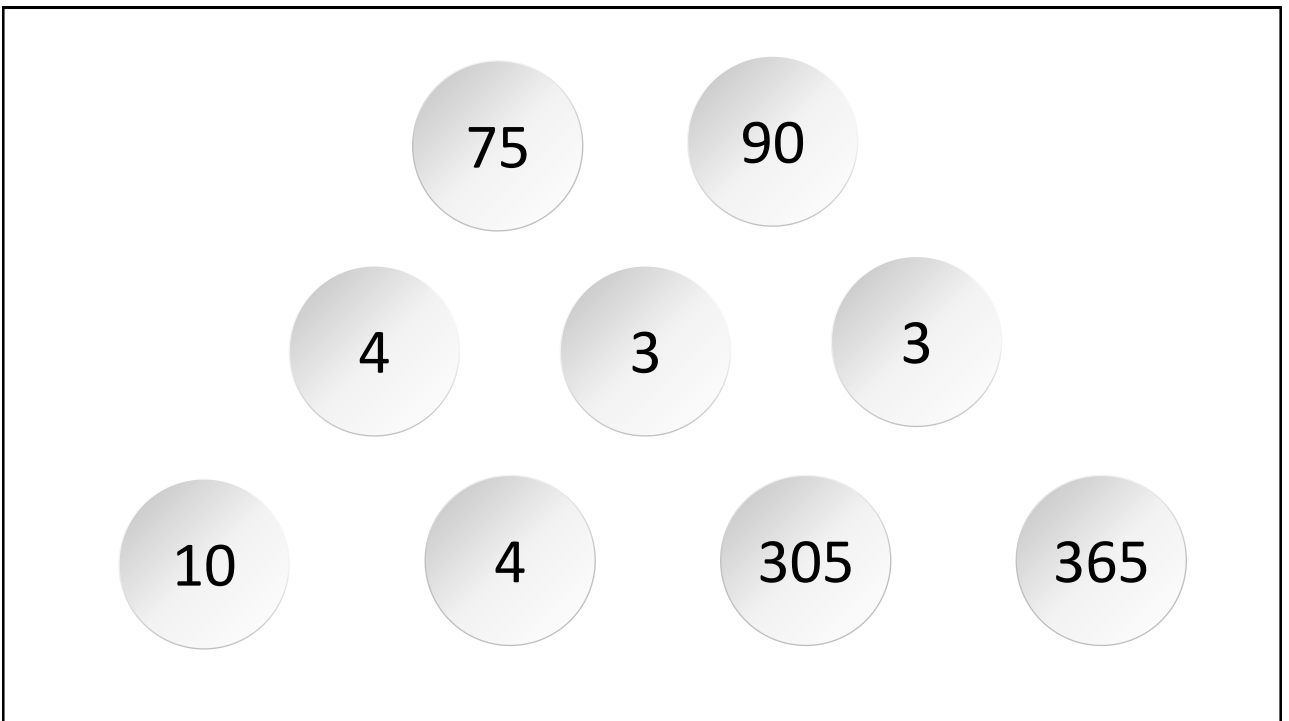
	5/3-5	5/6	5/7	5/8	5/9
AM8:15-9:45	Pre-workshop	Orientation	KEYNOTE-Obama	KEYNOTE-Buckingham	Class Expo
AM10:00-11:00	Certificate program	Community	Class、Expo	Class、Expo	Class、Expo
AM11:30-PM1:00		Class、Expo	Class、Expo	Class、Expo	Class、Expo
PM1:15-2:30		Class、Expo	Class、Expo	Class、Expo	Class、Expo
PM3:00-4:00		Class、Expo	Class、Expo	Class、Expo	KEYNOTE-Connie
PM4:30-5:30		Class、Expo	Class、Expo	Class、Expo	閉幕迎接 2019
PM6:30		龍之夜	晚宴-中途號航空母艦	台灣夥伴聚餐交流	

3 場專題演講

Monday

Barack Obama

Tuesday

Marcus Buckingham

Wednesday

Connie Podesta

歐巴馬總統

演唱會排場
主投影 + 8大投影幕

歐巴馬總統

Living One's Values

Worry less about what you want to be,
worry about what you want to do!

不要想著自己想要變成什麼人、
要想著你**真心想做的事**是什麼！

我們做我們認為對的事；

成功不是想來的，

而是每日朝著有興趣或對的事努力耕耘!!

面對改變

勇於投資

Bill Gates

一開始並沒有說要成為億萬富翁，

只因對電腦有興趣，想要創造世上最棒的軟體，

這份熱情，使他意外的成為一位億萬富翁。

Marcus Buckingham

優勢理論創始人，紐約時報暢銷書作家

LOVE
+
WORK

培養全方位人才(well-rounded)

是否是一個對的策略？

跳脫框架

What is your left foot?

Cultivate it intelligently!

Strength replays!

潛能=>訓練=>能力強化=>卓越

Connie Podesta

如果不為他人而活，生活會容易得多
Life would be easy, if it weren't for other people

人際關係專家，作家，喜劇演員

四種人格特質

如果你能破解人類行為的奧秘，真正理解是什麼促使人們做的那些事、說的那些話，那麼生活就會變得很容易。

● ▲ ■ ◎

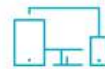在良好的人際關係下，你才能實施主管、管理、銷售、生產及合作行為，享受生活，保持健康並擁有成功的經驗。

10　個內容主題

職涯發展	全球人力資源開發	人才管理
教學設計	領導力發展	學習科技

學習測量與分析	管理	科學知識	培訓

趨勢與展望

Learning Trends, Disrupters and Hype in

2018

Elliott Masie

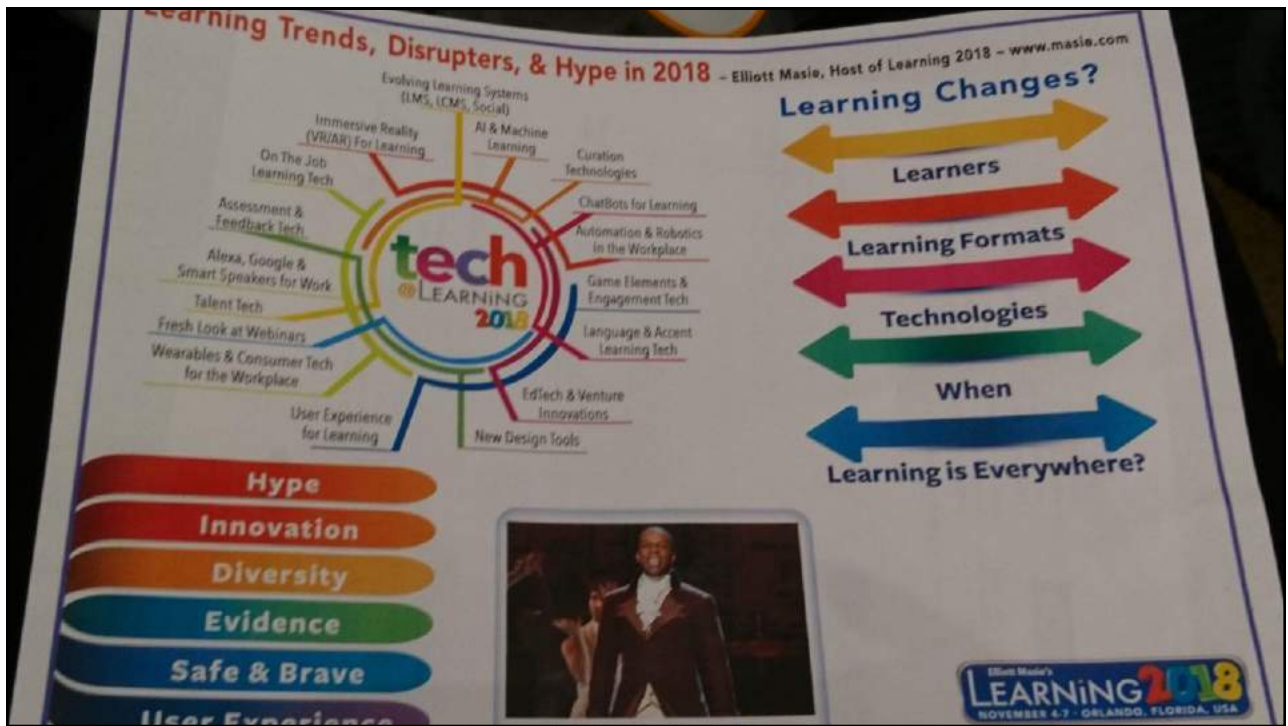數位學習界的思想先驅，創造 "E-Learning" 一詞，也是訓練與發展業界的大師

世界知名的學習顧問

無線耳機搭載AI人工智慧用在學習上??

Innovation

Hype

創新 vs 炒作

在組織中，人們其實只需要

- 學習現在需要的
- 如何再次快速找到這個知識內容

規劃時
- 影片的關注度愈來愈短
- 直接用移動學習思考
- 重要的是學習對行爲的影響投資回報率(ROI是無意義的)
- 新興科技來了，分清楚是創新、還是炒作，選擇需要的!!

學習更重有效的資料分析和學習者的個人化，應以更多元的模式和管道進行混合學習。

Break the Rituals

依需求選用

視需求混搭

(Blended Learning)

SU415 - Pulse, Mix, Chop, Pour:
Craft 5 Blended Learning Experiences

Smith, Melissa
Managing Partner/Co-Owner
The Training Clinic

CRAFTING BLENDED LEARNING EXPERIENCES:
Acquiring Knowledge

Planning

_____ 1. Identify the business need to develop specific blended learning. How will blended learning provide a more effective experience for the learners?

_____ 2. Begin to build a partnership with the managers of those who will participate. Coach managers on the need and benefits of a blended learning experience.

_____ 3. Identify the performance needs and instructional goals. What are the time constraints of the learning experience, if any?

_____ 4. Identify the target population – Who will be attending the program? What is their location, ability to participate either synchronously or asynchronously, access to equipment, comfort with technology, ability to self-direct their learning?

_____ 5. Write the learning objectives: What do you want the learner to be able to do by the end of the blended experience?

_____ 6. Decide how you will evaluate whether learning objectives are reached. The specific verb in the learning objective can help you decide which evaluation tool is appropriate.

_____ 7. Identify what technology is available in addition to traditional methods: e-learning, mobile, video streaming, simulations, collaborative platform, etc.

Development

_____ 8. Identify existing interactive instructional assets and the appropriate delivery modality for each (classroom training, online learning, blended mediums, etc.).

_____ 9. Develop instructional experiences by adapting or modifying existing assets/content, curating public content or creating new content, including job aids.

- Select the best learning experiences and modalities to meet the instructional objectives. If possible, identify options available to meet individual learner style preferences.

- Identify instructions and questions for the five steps of adult learning to process each learning activity/content piece.

- Identify how much practice is required to learn this material so the task can be performed on the job at the required achievement level.

- Avoid using any activity for longer than 15 minutes. Break up lectures and self-study materials by asking the learners to respond to questions.

- Write a knowledge or skill test/activity that demonstrates the learner understands and has achieved the learning outcome.

- If appropriate, write programmed notes for learner handout material and create other support, such as job aids, as needed.

- Identify support that will be needed to monitor and facilitate discussion boards/threaded discussions, read and provide feedback on assignments, coach performance, etc.

- Develop a leader's or manager's guide if needed for those who will facilitate the process.

_____ 10. Decide how to monitor learner progress.

_____ 11. Craft marketing, introductory and follow-up materials.

_____ 12. Create a registration system that ties coursework to learner performance and encourages manager support and involvement.

Evaluation and Revision

_____ 13. Assess methodology and delivery (ease of use; support before, during and after the course; expected level of learner responsibility; course length; etc.)

_____ 14. Assess the impact of the course on learner performance and the business need.

五個方案

1. Learning Tournament學習競賽

- Writing the rules
- Writing questions

成功要素
Start with learning objectives
Make it visually impactful
Making it a team event

五個方案

2. Course Pre-Work課前活動
(要讓學員知道要花多少時間)

- Reading　　**要思考　如果課前活動沒完成?沒進行?**
- Completing an Assignment
- Gathering and Bring
- Complete and Return a Survey

五個方案

3. Information Search

- Scavenger hunt(尋寶遊戲)

4. Observation Activities

- Virtual Field Trips
- Watching a video about the task

5. Demonstrations

- Provide a demonstration checklist (job aid)

虛擬實境

MOOCs

圖像、影音教材設計與製作

系統、工具

番外篇

虛擬實境
Virtual Reality , VR

SU405 - From Immersion to Presence: How Virtual and Augmented Reality Are Revolutionizing Learning

Gronstedt, Anders

President

TU405 - What's Really Happening in Virtual Reality?

Kelly, David

Training and Development Consultant
The eLearning Guild

虛擬實境（Virtual Reality，縮寫VR），是利用電腦模擬產生一個三維空間的虛擬世界，提供使用者關於視覺等感官的模擬，讓使用者感覺彷彿身歷其境。

"VR" Isn't Specific Enough Anymore

Types of Hardware

Smartphone

Dedicated VR

Level 1 – Completely Passive

Level 2
Minimally Interactive

Level 3 – Remote Control

Level 4
Virtual Hands

Where is Virtual Reality Happening?

Video Games

Everything Else
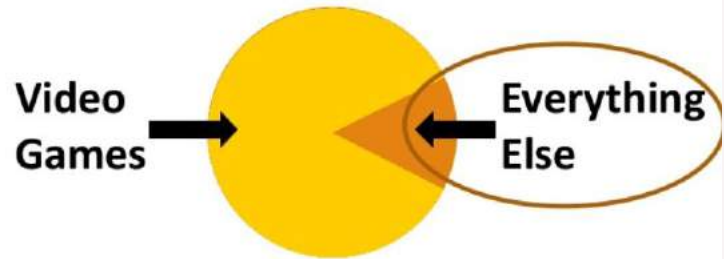
Military Training

Medical Training

http://bit.ly/ATD-VR

VR Hardware Websites
Oculus Go
Playstation VR
Oculus Rift
HTC Vive
Samsung Gear
Google Cardboard
Google Daydream

VR Examples
Google Street View (iTunes)
Jaunt VR (iTunes)
New York Times VR (iTunes)
Orbulus (iTunes)
Vrse (iTunes)
Virtual Reality Moon (iTunes)
YouTube's 360 Channel (all devices and hardware)

MOOCs
大規模開放式線上課程
(臺灣譯：磨課師）

2018/6/13

M216 - 7 Moderating Moves to Get Your Social MOOC Swinging

University of Applied Sciences

Coursera

Udemy

在職人士其實是MOOCs學員的主力

MOOCs不是只存活在大學世界，

但台灣企業理解MOOCs嗎?

如何善用MOOCs來增強企業競爭優勢!!

圖像、影音教材設計與製作

TU106 Make Powerful Infographics, Fast
Mike Parkinson, Billion Dollar Graphics

W221 How to Avoid the TOP 10 Mistakes in Instructional Videos
Diana Howles, Howles Association LLC

W108 9 Types of Video to Enhance Learning in Your Organization
Matthew Pierce, TechSmith Corporation

Film School for Trainers and Talent Professionals
Jonathan Halls, Jonathan Halls & Associates

TU51EXD How Learning Experts incorporate Video Into E-Learning

Anderson, Keith
Senior Director of Learning
Sears Home Services

Kostrinsky, Karen
Manager, eLearning Development
Ellie Mae

Lipkowitz, Gary
COO
GoAnimate

Maynard, Gina
Training Leader, Learning and Development KFC-US
Yum! Brands

Morgan, Amanda
Marketing Manager
GoAnimate

Wilkerson, Jennifer
Sr. Instructional Designer, Leadership & Programs
FedEx Office

以微學習的觀點出發
設計圖像、影音內容

靜態的影像畫面包含的訊息內容有時會比動態影片還多

- 不需要看的畫面不用放
- 從分鏡表開始想故事

使用一系列的訊息包裝要表達的資訊

- 增加背景音樂及音效
- 增加圖像及文字圖卡
- 使用增強重點效果

有效的影片會讓人更快記憶

- 一個學習主題一支影片
- 嚴謹確認每個元素都是教學影片內所需出現的內容

學習影片是為了學習，不是娛樂劇情影片或是要凸顯個人表現	• 我們不是好萊塢 • 創造出娛樂性的內容，是放在教學內容之後的

要快速製作高質量內容，工作流程相當重要	• 確定主題 • 確認內容正確 • 確認影片方向 • 學習者觀看之載具 • 規劃與設計內容 • 拍攝、錄製影片 • 後製內容

若需拍攝 **要注意不斷變化的** **關鍵內容**	• 運鏡的改變 • 攝影機的角度及位置 • 音樂的轉換 • 步調的轉換 • 改變呈現方式–文字、人物、問答

增加聲音會比文字 **更容易的能傳達內** **容訊息**	• 語氣 • 簡短的句子 • 具體簡短的文字 • 步調的轉換 • 改變呈現方式–文字、人物、問答

用簡報軟體設計錄製，

但不是要做成" 簡報"！！

記得，思維轉為做影片(視頻)

以終為始

TU305 - Real-World Evaluation for Training Professionals

Kirkpatrick, James
Senior Consultant
Kirkpatrick Partners

| Level 1: Reaction |
| Level 2: Learning |
| Level 3: Behavior |
| Level 4: Results |

| Level 4: Results |
| Level 3: Behavior |
| Level 2: Learning |
| Level 1: Reaction |

THE NEW WORLD KIRKPATRICK MODEL

LEVEL 1
REACTION
- Engagement
- Relevance
- Customer satisfaction

LEVEL 2
LEARNING
- Knowledge
- Skills
- Attitude
- Confidence
- Commitment

MONITOR & ADJUST

Monitor · Reinforce · On-the-job learning · Encourage · Reward

LEVEL 3
BEHAVIOR

LEVEL 4
RESULTS
- Leading indicators
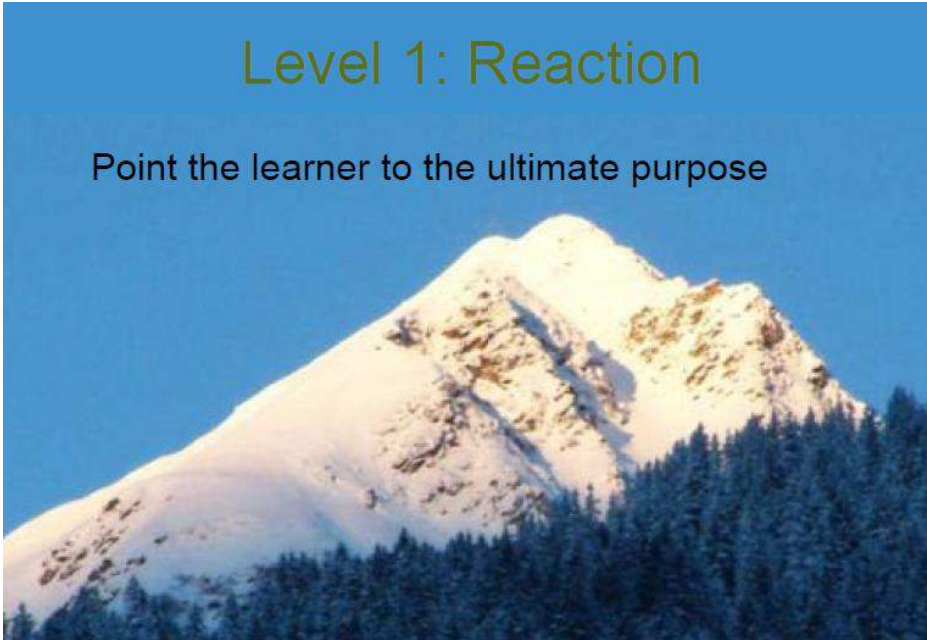- Desired outcomes
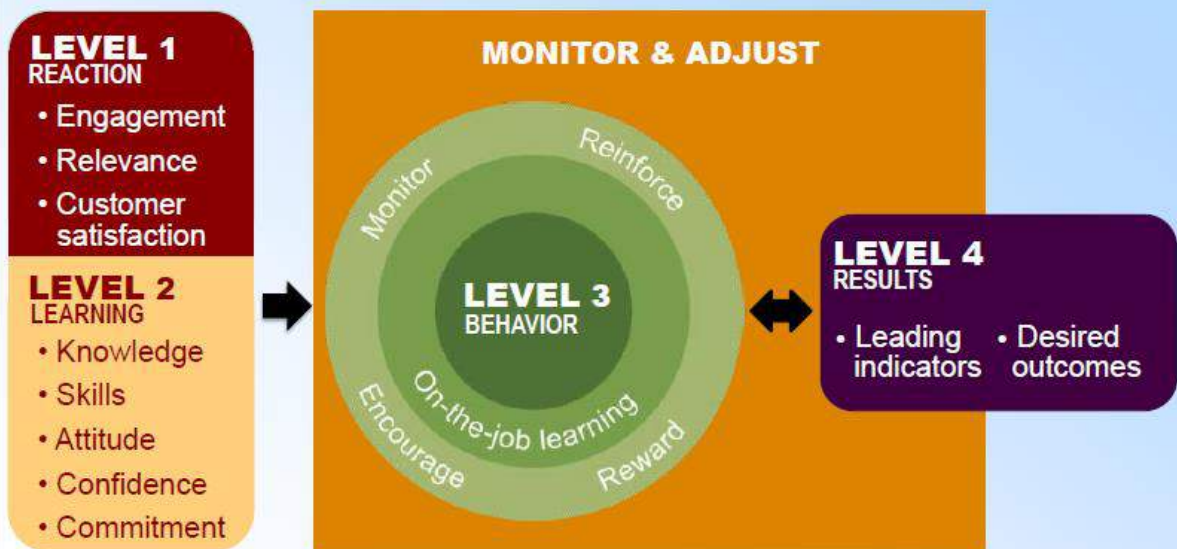
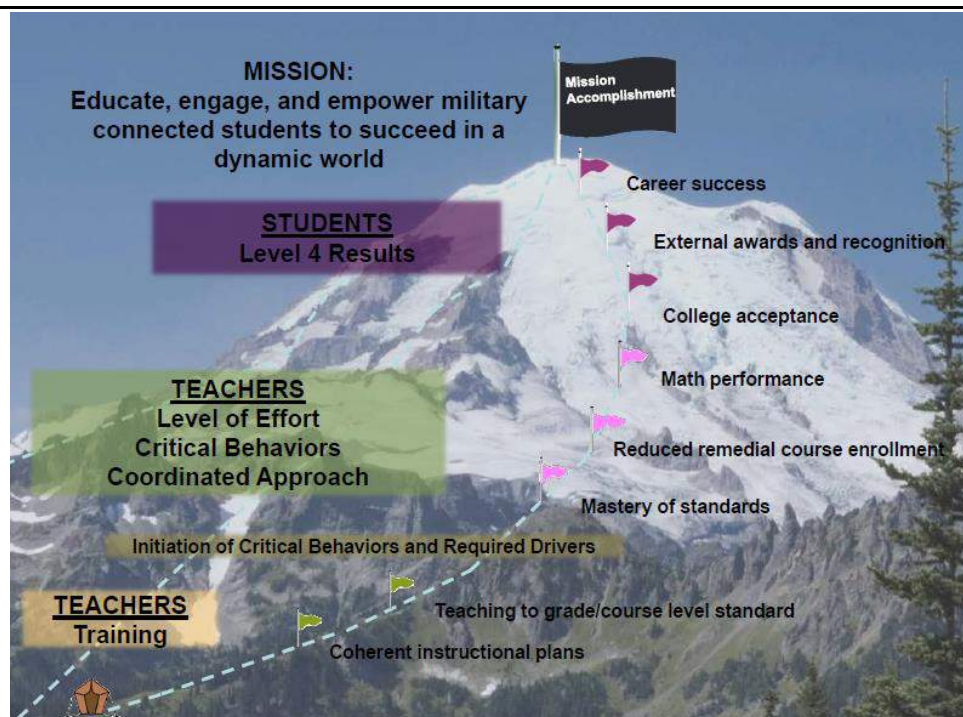# Level 1: Reaction

Point the learner to the ultimate purpose

Scale:

1 - I have no confidence I can do this

2 - I have a low level of confidence to do this

3 - I am confident I can do it with assistance and/or more practice

4 - I am confident I can do it on my own

5 - I am confident I can do it and help others to do it, as well

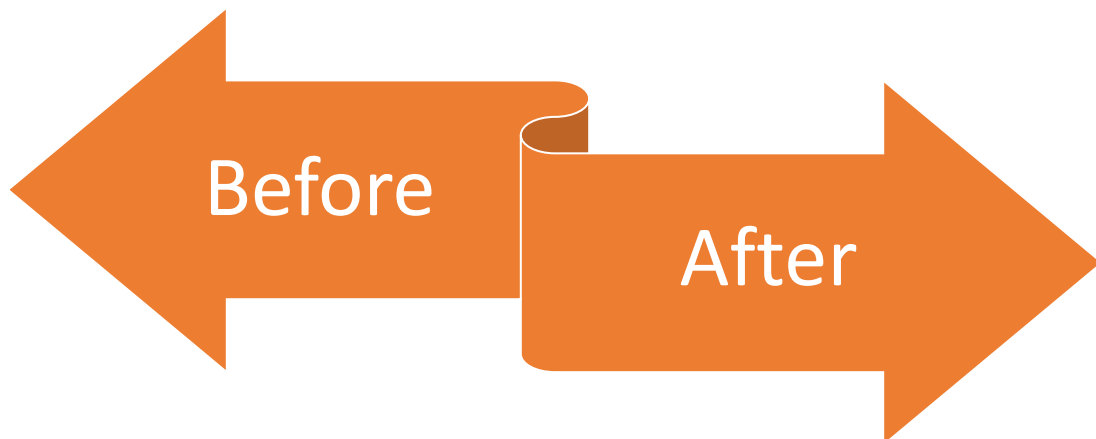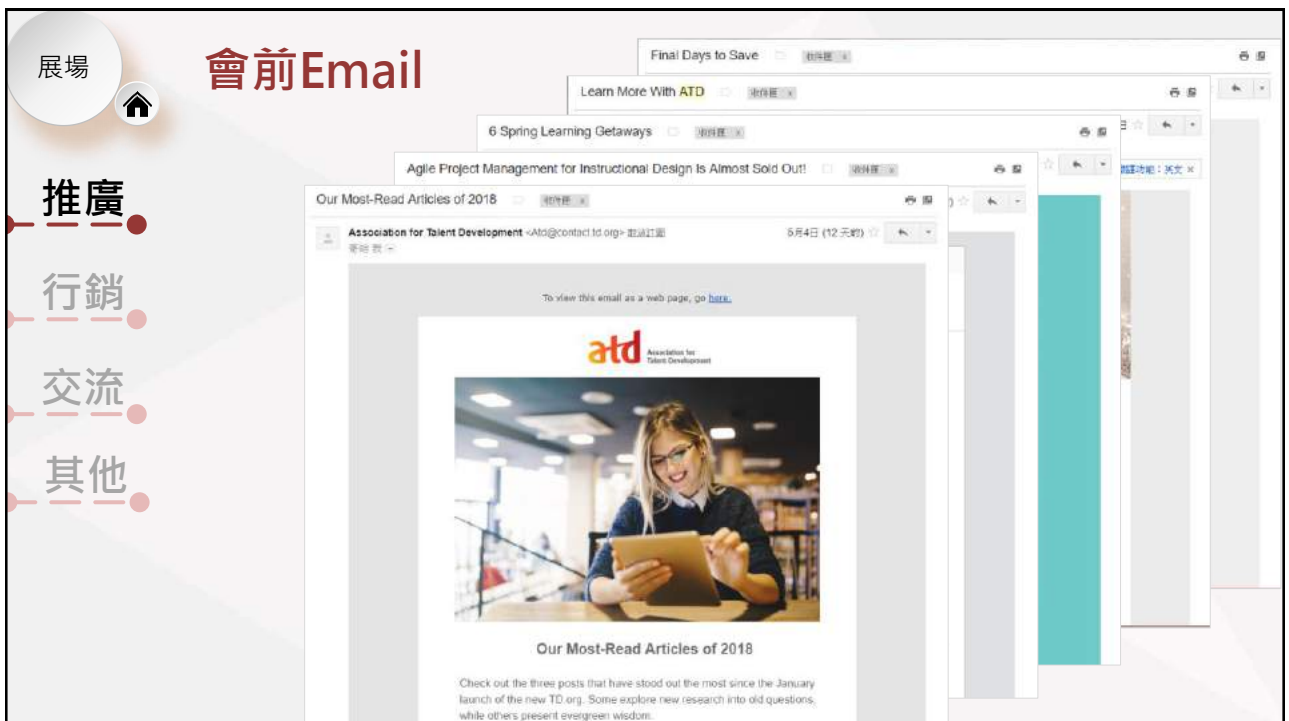| Before the program	Objective	After the program
	Develop programs with "the end in mind"	
	Implement an effective evaluation plan for any course or program	
	Enhance the transfer of learning to on-the-job behavior	
	Demonstrate the value of any course or program to stakeholders	
	Leverage strategic business success in a measurable way	

Required Drivers

SUPPORT

Reinforce
Follow-up modules
Work review checklist
On-the-job training (OJT)
Self-directed learning
Refreshers
Job aids
Reminders
Executive modeling

Encourage
Coaching
Mentoring

Reward
Recognition
Pay for performance

ACCOUNTABILITY

Monitor
Action learning
Interviews
Observations
Self-monitoring
KPI's (key performance indicators)

Action plan monitoring
Dashboard
Work review
Survey
Touchbases / meetings

MISSION:
Educate, engage, and empower military connected students to succeed in a dynamic world

Mission Accomplishment

STUDENTS
Level 4 Results

Career success

External awards and recognition

College acceptance

Math performance

TEACHERS
Level of Effort
Critical Behaviors
Coordinated Approach

Reduced remedial course enrollment

Mastery of standards

Initiation of Critical Behaviors and Required Drivers

TEACHERS
Training

Teaching to grade/course level standard

Coherent instructional plans

系統、工具、內容

From 展場

Before

After

推廣

- - - - - - - - - - -

行銷

- - - - - - - - - - -

交流

- - - - - - - - - - -

其他

- - - - - - - - - - -

展 場

展場

會前Email

推廣

行銷

交流

其他

Final Days to Save

Learn More With ATD

6 Spring Learning Getaways

Agile Project Management for Instructional Design Is Almost Sold Out!

Our Most-Read Articles of 2018

Association for Talent Development <Atd@contact.td.org>

To view this email as a web page, go here.

Our Most-Read Articles of 2018

Check out the three posts that have stood out the most since the January launch of the new TD.org. Some explore new research into old questions, while others present evergreen wisdom.

展場

APP

推廣
行銷
交流
其他

ATD Publications App
Experience ATD magazines in a new way! In addition to finding a condensed version of each issue of *TD*, you will find full issues of *The Public Manager* and *CTDO* magazines.
Download the App

ATD Events
Easily access event sessions, speakers, exhibitors, and organizer messages for ATD conferences with the ATD Events app. Download the native app for iPhone, iPod Touch, iPad, or Android to personalize your schedule, take notes, share contacts, and more.
Download the App

Career Moves
Ready to take the next steps in your career, but not sure where to start? Open doors to new possibilities with help from the Career Moves App. Using excerpts from the book and exclusive material from authors Caitlin Williams and Annabelle Reitman as a guide, this app is perfect for anyone who's looking for the right resource to aid their professional development.
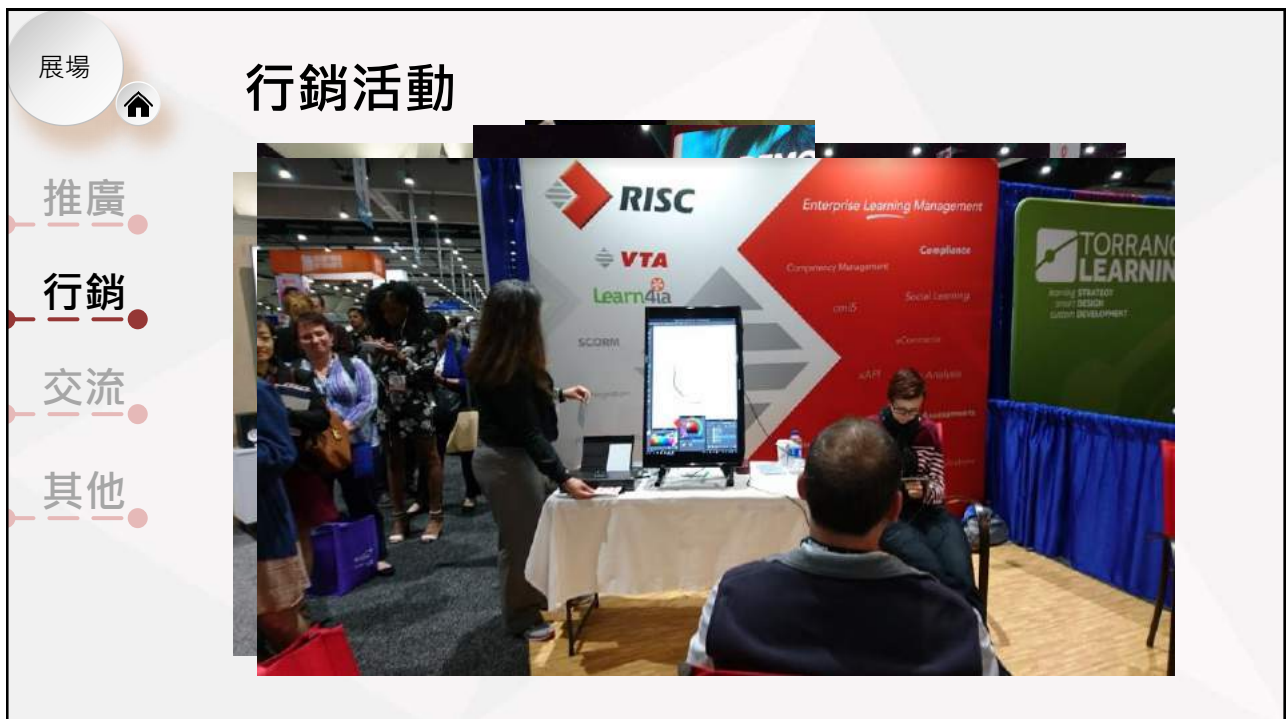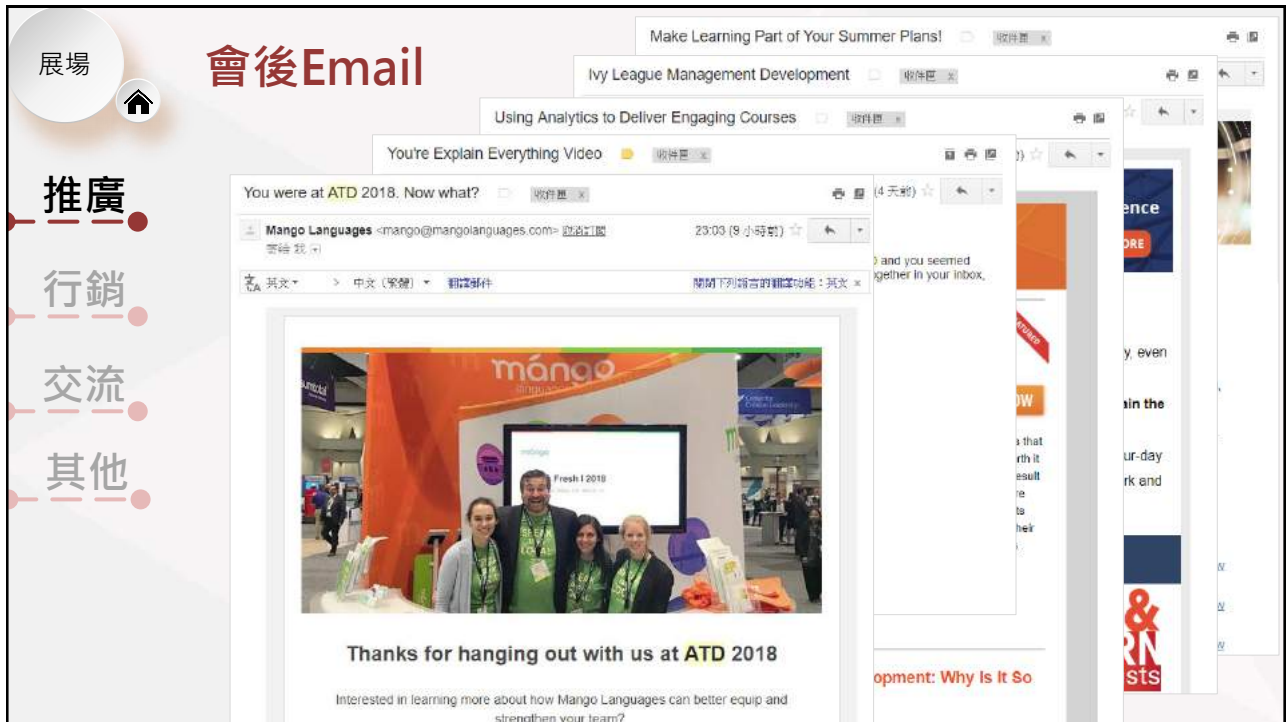Download the App

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展場

掃描名牌，建立客戶資料庫

推廣
行銷
交流
其他

展場

推廣
行銷
交流
其他

會後Email
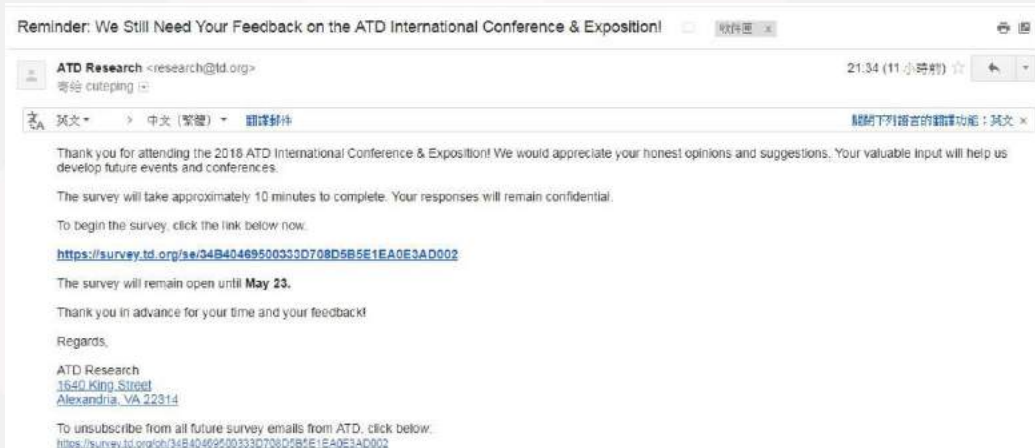

展場

推廣
行銷
交流
其他

行銷活動

展場

推廣

行銷

交流

其他

活動贈品

展場

推廣

行銷

交流

其他

活動後問卷調查
(含調查後續參與其它場次意願)

展場

推廣

行銷

交流

其他

會場

空間規劃

動線規劃

場地

會場

空間規劃

動線規劃

報到及服務處

會場

空間規劃

動線規劃

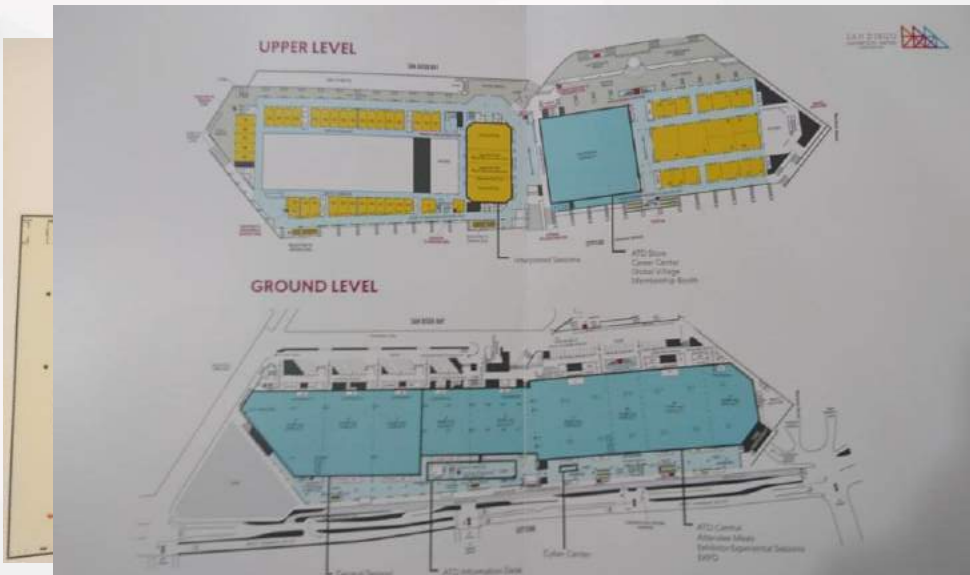會場

空間
規劃

動線
規劃

國際村

會場

空間
規劃

動線
規劃

ATD書店

會場

空間
規劃

動線
規劃

其他

電視台

大會周邊商品
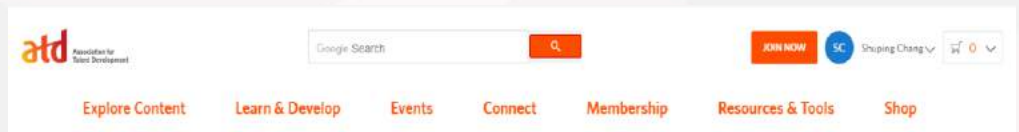
未來活動宣傳

其他

電視台

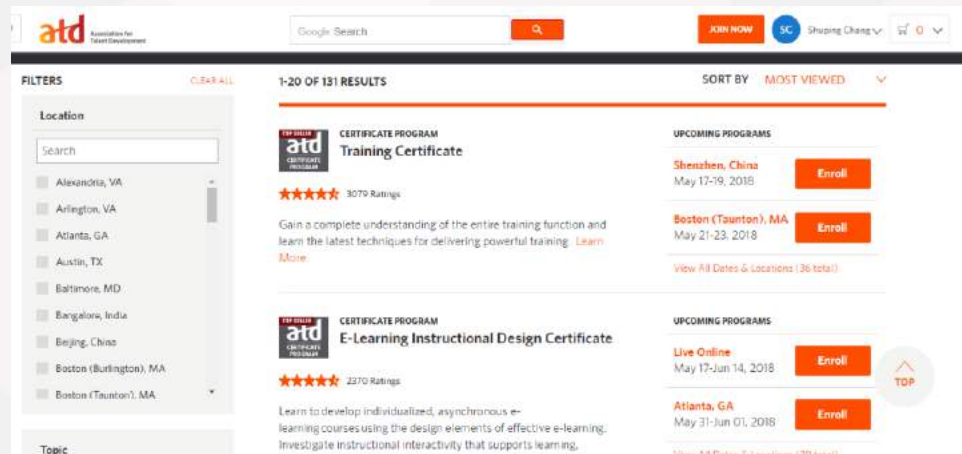大會
周邊商品

未來
活動宣傳

其他

電視台

大會
周邊商品

未來
活動宣傳

其他

電視台

大會
周邊商品

**未來
活動宣傳**

✓ 自ATD2018大會活動結束日起之一、
二、三年活動廣告、傳單、報名櫃台

謝謝大家

失敗、跌倒，都是養分
「投入，才有熱情；改變，就有生路」

聯絡資訊

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- Email: cuteping@mail.chihlee.edu.tw

- 團隊服務信箱: moocsid@gmail.com

致理科技大學 創新數位教學推動中心營運長 / 多媒體設計系 副教授
臺灣教育部數位學習、磨課師計畫推動小小園丁
數位學習產業、公部門數位學習導入與經營，大專院校數位學習推動顧問暨講座