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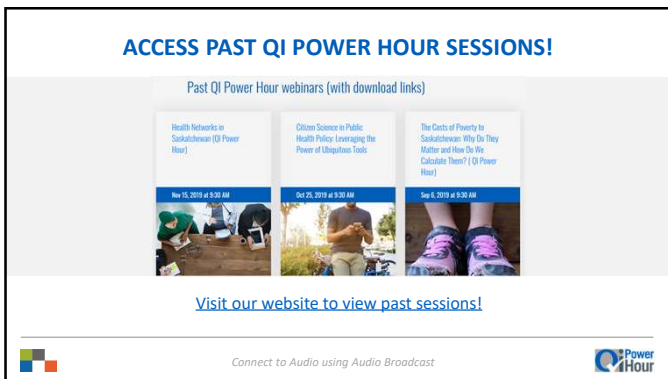
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6

SIGN UP FOR THE QI POWER HOUR EMAIL NEWSLETTER!




Receive notices about upcoming sessions and details on how to register in your inbox.

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SPREAD OF QI POWER HOUR ACROSS SK



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SPREAD OF QI POWER HOUR ACROSS CANADA



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9

SPREAD OF QI POWER HOUR ACROSS CANADA

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SPREAD OF QI POWER HOUR WORLDWIDE

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11

WEBEX TOOL: CHAT FUNCTION

CHAT FUNCTIONS:

- Share **questions, comments, and ideas**
- Click on the message bubble icon to access the chat
- Send to **All Participants**


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12


JOIN THE CONVERSATION!

@QIPowerHour
@HQCSask
#QIPowerHour

@TaktfulShari



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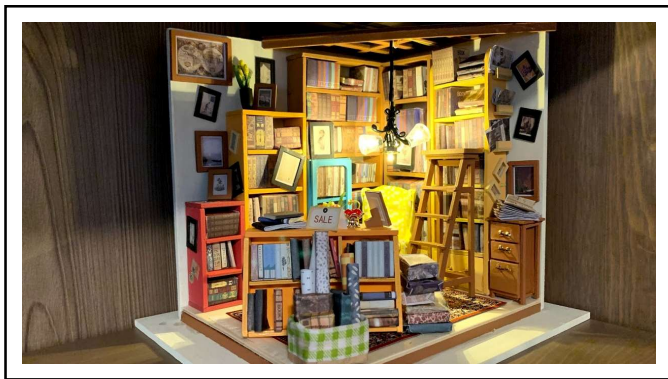
13



QIPower Hour

WORKING REMOTELY SERIES:
QUICK STUDY: CREATING MICRO-LEARNING CAMPAIGNS
With SHARI FURNISS

14



15

PLAN FOR TODAY

Two great reasons to embrace micro-learning

Using the SMALL approach to create your campaign

Examples and resources and tools - oh my!

16

BREAKING NEWS: Your supervisor just sent you an urgent message.

"We just found out that we need to get everyone in the department trained up on the **new policy/new equipment/new method**.

We initially planned this as a one-day classroom workshop. Obviously we can't do that now. But it's important we still go ahead.

Can you help us figure out a way to re-think what this looks like?"

**Are you ready to accept this mission?
Add your training topic to the chat for 100 points.**

17

HAVE YOU EVER...

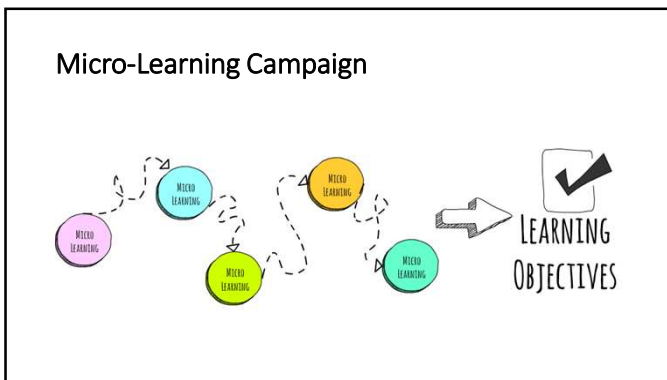
Give yourself 100 points for each item you check off the list.

- Watched a YouTube video to find out how to do something.
- Asked Google, Alexa or Siri to help you find information.
- Read a book a chapter or few pages at a time.
- Listened to a podcast.
- Watched a TEDtalk or other webinar.
- Read a blog or article.
- Shared a tweet or interesting post.
- Commented on a discussion forum or wrote a review.
- Joined in a book club.
*Tasting events (wine, cheese, artisanal chips) also counts.
- Went to a museum or gallery*.
*even if the majority of your time was in the gift shop.

18



19



20

Let's compare!

<p>TRADITIONAL APPROACH</p> <ul style="list-style-type: none"> • Point in time, learning "event" • Stand alone experience • Focus on formal learning • Instructor-directed 	<p>CAMPAIGN APPROACH</p> <ul style="list-style-type: none"> • Extended time frame, learning "journey" • Embedded in daily experience • Mix of formal and informal • Self-directed
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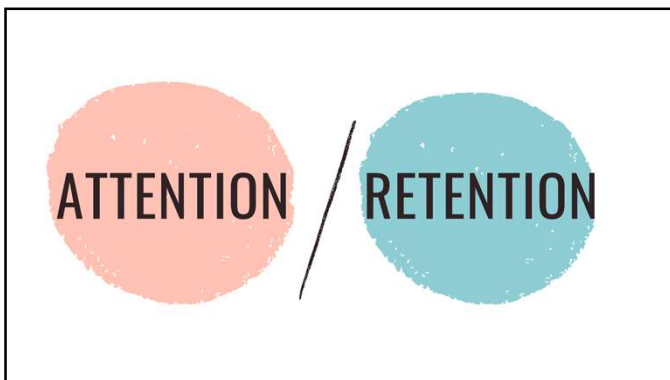
Source: <https://trainingindustry.com/content/uploads/2017/07/70-20-learning-campaigns-april-2017.pdf>
 Icons made by Eucalyp from www.flaticon.com

21

"Social learning is what it sounds like - **learning with and from others.**
We experience it when we go down the hall to ask a question and when we post the same question on Twitter...."

From **The New Social Learning** by Bingham & Conner


22



23

FUN FACT

Sustained attention lasts about 10 minutes.



24

FUN FACT

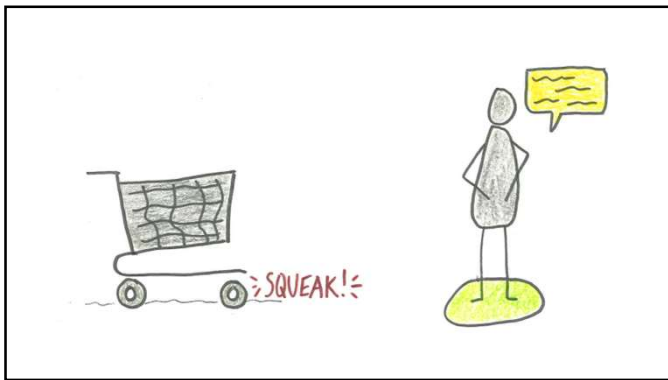
Sustained attention lasts about 10 minutes.

(And that's if you're really interested.)

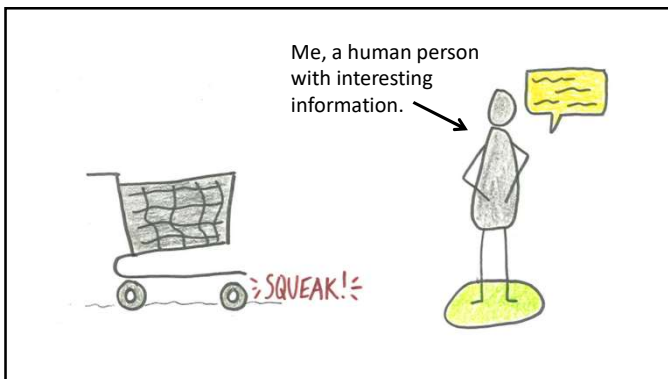


Source: **100 Things Every Designer Needs to Know about People**, by Susan Weinschenk. Awesome book, get it! You'll love it!

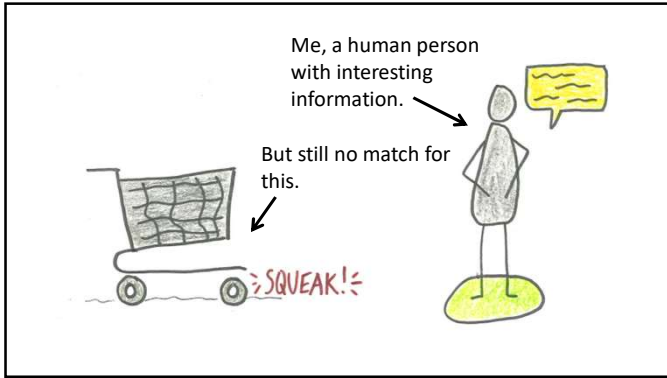
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26



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28

Spaced practice leads to long-lasting & durable knowledge over time.

From *Make It Stick: The Science of Successful Learning* by Brown, Roediger & McDaniel

29

PLAN FOR TODAY

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30

S M A L L	SET THE OBJECTIVES
	MAP THE CAMPAIGN
	ASSEMBLE THE COMPONENTS
	LAUNCH IT!
	LEARN & IMPROVE


31

Set the Objectives



Do you also love objectives? Give yourself some points!

- 100 points if you've ever used them in your learning events
- 250 points if you always use them in your learning events
- 500 points if you've convinced at least 1 other person to use them

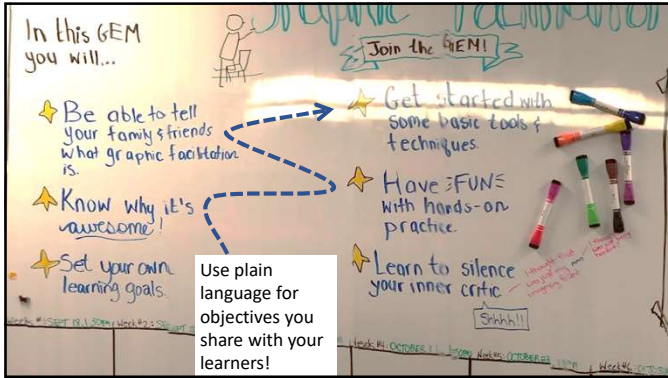


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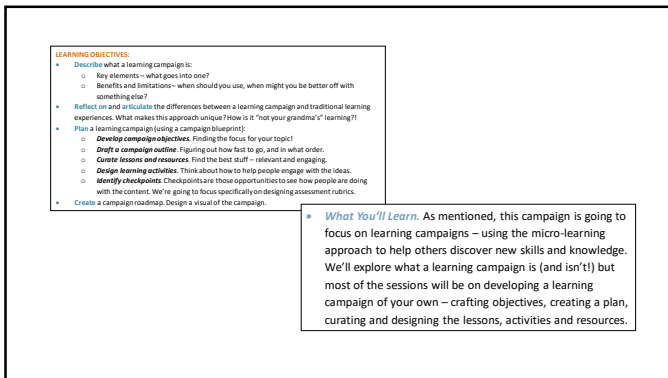
OBJECTIVES SET THE DESTINATION FOR THE CAMPAIGN

- ★ What will be different for your learner by the end of the campaign?
- ★ What will they know or be able to do that they couldn't before?
- ★ How will you be able to tell if they achieved the campaign goals?
- ★ How far do you think the learning will take them? How much will they develop?
- ★ Why are you doing this? What expectations do you have? What is the hope?

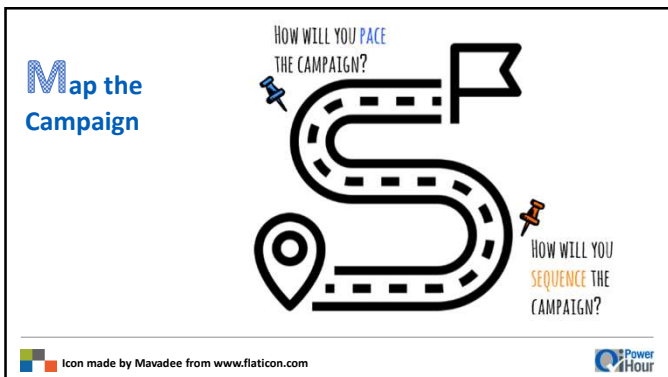
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34



35



36

Think about Pacing

- Break it down into small chunks of time
- Make it realistic for your learner
- Bundle the content
- Think about how deep the learning will go

37

5 COMMON WAYS TO SEQUENCE LEARNING

World Related

Sequenced according to how world is organized (time, space, etc.).

Inquiry Related

Teaches ideas together because they represent similar phases of inquiry process.

Utilization Related

Teaches most commonly used concepts first.

Concept Related

Organize content by the structure of the discipline.

Learning Related

Build on knowledge and go from familiar to unfamiliar.

Think about your learning campaign topic. Which one of these five might make the most sense? Share your answer in the chat and give yourself **150 points!**

38

- Campaign was **7 weeks** total.
- Focused on the **basics** – giving people a **“starter kit”**.
- Made time for lots of **practice**, rather than more content.

39

Happy birthday IKEA!! 🍰
Here's your cake:

Assemble the Components

40

LESSONS
A LESSON IS WHERE PEOPLE LEARN SOMETHING NEW.

ACTIVITIES
AN ACTIVITY IS AN OPPORTUNITY TO APPLY THE LEARNING.

RESOURCES
A RESOURCE SUPPORTS THE LEARNING PROCESS.

Media, Video, Newsletter, E-Module, Readings, Podcast, Virtual Tours, Reflections, Discussions, Simulations, Think-Pair-Share, Games, Evaluation, Practice Exercises, Projects, Challenges, Infographics, Deeper Dive Materials, Reminders, Extra Practice, Online Forums, Visuals, Optional Activities

Adapted from An Introduction to Insync Training's Perpetual Learning Design Model. <https://blog.insynctraining.com/modern-learning-resource-library/whitepaper-an-introduction-to-insync-trainings-perpetual-learning-design-model>

41

LEARNING ABOUT LEARNING CAMPAIGNS

01. How do we know what we know? (Metacognition) - Reflecting on your own learning process. Activities: Journaling, Mind mapping, Self-reflection. Resources: Metacognitive strategies guide.

02. How do we know what we don't know? (Metacognition) - Identifying gaps in your knowledge. Activities: Self-assessment, Peer review. Resources: Gap analysis tool.

03. How do we know what we are learning? (Metacognition) - Monitoring your understanding. Activities: Self-questioning, Peer questioning. Resources: Self-questioning prompts.

04. How do we know what we are learning? (Metacognition) - Evaluating your learning. Activities: Self-evaluation, Peer evaluation. Resources: Evaluation rubric.

05. How do we know what we are learning? (Metacognition) - Reflecting on your learning. Activities: Self-reflection, Peer reflection. Resources: Reflection prompts.

06. How do we know what we are learning? (Metacognition) - Applying your learning. Activities: Self-application, Peer application. Resources: Application scenarios.

THE WORLD IS A PROCEDED AND EVERYONE IS TO A PROXY. MAKE SURE YOU HAVE IT IN THE BACK OF YOUR MIND TO STAY. (UNQUOTE)

42

Launch it!

People might not be familiar with learning campaigns, so think about including some orientation to the format.

THE GEM (GUIDED EXPERIENTIAL MODULE)

FACET 2: GRAPHIC FACILITATION

Hello everyone!

As you may have heard, we are launching a second Guided Experiential Module (GEM) learning campaign. The focus (or "facet") of this GEM is on *Graphic Facilitation*.

GEMs and Facets? Remind me again what that is.

A GEM is a learning campaign around a specific topic (or facet). A learning campaign consists of sessions, resources and activities, delivered in small ("micro-learning") chunks over a defined period of time. The idea is that people can participate in a more informal way, and integrate learning into daily work.

Gotcha! Okay, tell me more about this one on Graphic Facilitation.

- Start and End Dates, Graphic Facilitation will start on **September**

43

Learn & Improve

COACHING

- 100% (with icons)
- 80% (with icons)
- 60% (with icons)

CORNERSTONES EVALUATION

Before Facebook

- Always checked readings + handouts
- More usage of chat + slides
- Less motivation
- Keeps the micro-learning format
- Some resources for future reference
- Could find more time
- Start resources in GEM (including Cornerstones)

- Think about how learners will **evaluate their own progress**.
- Think about how you will **evaluate the campaign itself**.

44

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45

Campaign Example – Coaching Cornerstones

By the end of the campaign, participants will be able to:

- Create a meaningful definition of coaching.
- Describe all the pointy ends of the drama triangle, and how coaching can get “stuck” on them.
- Deep dive into the coach and hero roles.
- Reflect on own experiences as a coach...and unpack triggers for hero-ing.
- Identify personal learning goals & coach commitments.

46

Make the map visual!

47

Presentation

Readings

WELCOME TO WEEK 1 OF COACHING CORNERSTONES!

We had some great pop-up discussions last week. Thanks to everyone who signed up and joined in the chat! This week we're going to explore the idea of "hero-ing" - your own hero-ing, through the work of Roger Oshea. Read the article below to learn more about what's on tap for this week's 100% learning.

LEARNING OBJECTIVE: Participation in Coaching Cornerstones is **READY**. Article about helping.

The first part of this week's challenge is to read the article on hero-ing with another "edge" - think about the book reading. The article should be read to you.

- Why are helping people so so frustrating?
- How do you know what the person actually needs, versus what they think they need?
- Helping is a fundamental human behavior, but what do we really understand about it? What does "good/help" look like?

This article is a quick read - it should take about 10 minutes to read.

Discussion

101010 (personally) Share what you've learned

Integrate by thinking, but wanting to know if this is more? (10, 10, 10) About communication, give over some of the most concepts covered in the book, such as:

- Helping others - what are the different kinds of help you can offer?
- The dynamics of the helping relationship.
- The implications of helping.

The presentation should take about 3 minutes to go through.

SHARE! Chat with your partner

Once you've had a chance to read, look over some of the concepts and write down what you've learned. Some questions to get you started:

- What does the article mean to you, in your own words about coaching?
- Imagine Roger Oshea gives by 100% for a week. What is one question about helping and coaching that you would ask him?
- Do the article, helping and missing on the party table. What are the differences that you see between the two?

*See list on board for this week's random pairing. Don't have a partner? Just add your name below the list on the board and find each other!

Sharing

102010 Write key ideas from your discussion

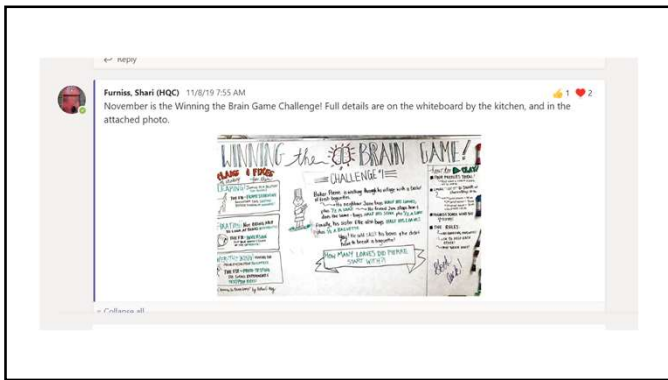
This week's challenge is almost complete! Take a few moments at the end of your partner chat to describe the key ideas (10, 10). Post these on the board. Please post your key ideas by Friday - 10:00am!

Have a great week of learning!

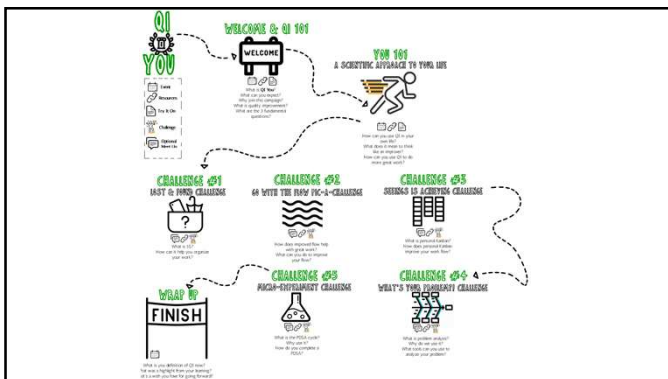
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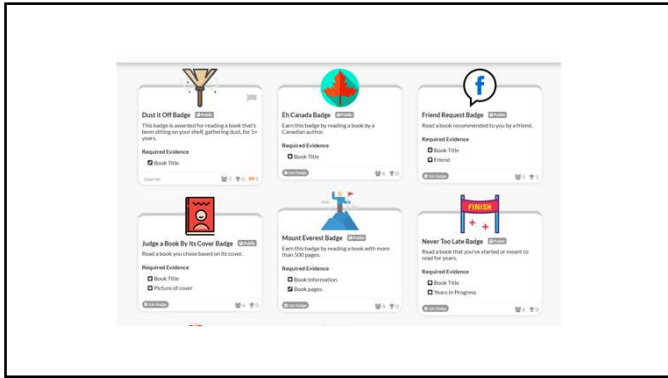
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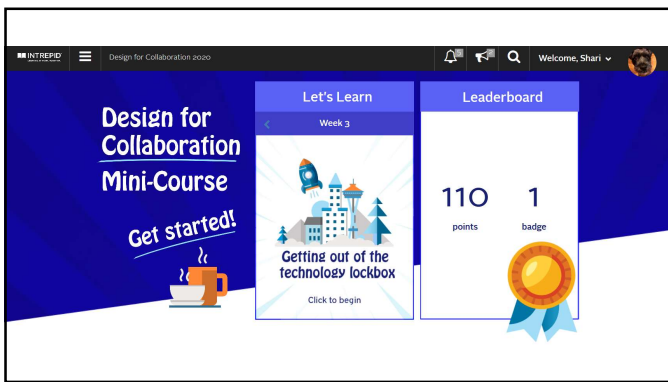
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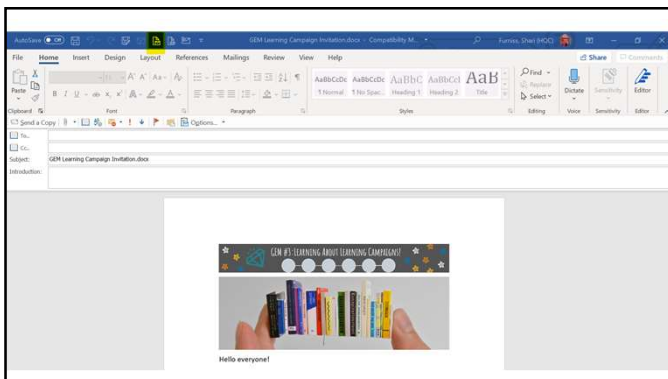
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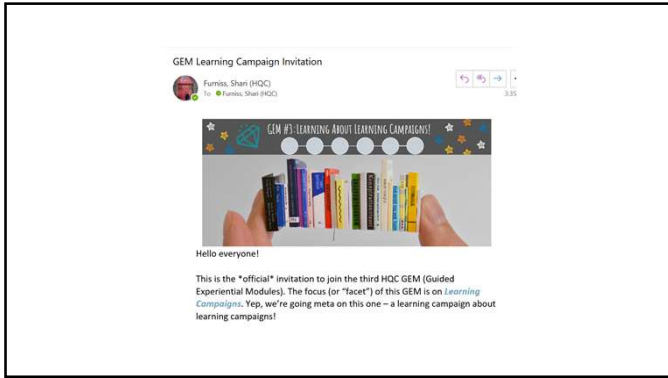
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53



54



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56



57

TIME FOR QUESTIONS!

Give yourself **100 points** for each question you ask!

58

ADD UP YOUR POINTS


& share your total in the chat!

59


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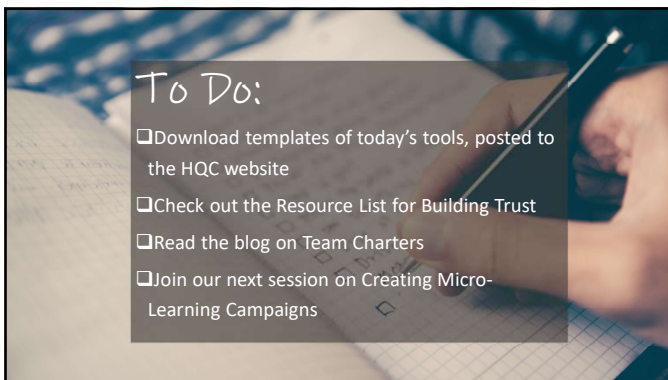
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61




62




63

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64

POST-WEBINAR SURVEY

In the spirit of quality improvement, we will be sending out a survey after the webinar.


You may see this message, but don't be alarmed, our survey is on a trusted site!



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65
