Highlights from our 2018 awards gala evening in London
One of the biggest trends that has spilt out onto the exhibition floor is the use of video. A combination of increasingly accessible editing software and video cameras in our pockets has meant that this form of learning communication has been widely democratised. Of course like any learning tool video is limited by the creativity of the producer and shortcomings in content won’t be covered up by the fact we’re watching and listening.

While video gains wider employment, perhaps the more uncertain and interesting question lies over the future of learning platforms. Learning management systems (LMS) and learning content management systems (LCMS) have long been derided as unwieldy yet they remain an important component for the way that corporates manage the business of organising and recording the learning activity. Can they be reconstructed to fit the world of artificial intelligence and big data?

Learning managers are under pressure from company leadership to report learning’s impact on the organisation. This may be uncomfortable but in the end the L&D profession should welcome such force.
Moving systems
Learning Technologies, Europe’s workplace learning exhibition and conference, closing its doors always feels like the end of the year for learning and development.

The conference and exhibition – enjoying a busy first year at a new home in Excel – happened three months after the Learning Technologies Awards, which with its sense of anticipation and celebration always seems like L&D’s high summer.

Reflecting on these two key events the e-learning sector appears as busy as ever with new products and new ideas seeming to come on stream in a never ending flow in a bid to engage learners and help corporates improve performance.

One of the biggest trends that has spilt out onto the exhibition floor is the use of video. A combination of increasingly accessible editing software and video cameras in our pockets has meant that this form of learning communication has been widely democratised. Of course like any learning tool video is limited by the creativity of the producer and shortcomings in content won’t be covered up by the fact we’re watching and listening.

While video gains wider employment, perhaps the more uncertain and interesting question lies over the future of learning platforms. Learning management systems (LMS) and learning content management systems (LCMS) have long been derided as unwieldy yet they remain an important component for the way that corporates manage the business of organising and recording the learning activity. Can they be reconstructed to fit the world of artificial intelligence and big data?

Learning managers are under pressure from company leadership to report learning’s impact on the organisation. This may be uncomfortable but in the end the L&D profession should welcome such force.
Latest news
Pressure to measure impact grows

Nearly 70% of learning and development (L&D) teams report feeling pressure from leadership to measure learning’s impact, according to an annual survey by LEO Learning and Watershed. This year’s results show a 38% increase from respondents who strongly agree there is pressure to measure compared to 2018.

“When with a total sample size of almost 1,000, we now have a compelling body of evidence on the attitudes, challenges and activity around measurement in L&D over the last three years,” said Piers Lea, Chief Strategy Officer at LEO Learning. “This year’s survey results overwhelmingly show organizations want to measure the business impact of learning and believe it is possible to do so.”

The survey found that 96 percent of respondents want to measure learning’s impact, but only 50 percent are evaluating learning based on ROI, job performance and organizational impact. An increasing amount of respondents (28 percent) report not knowing how to get started when it comes to learning measurement.

“To create a more nuanced, multi-faceted picture of the business impact of learning, we recommend L&D teams first focus on their data gathering strategy,” said Tim Dickinson, Director of Learning Analytics Strategy at Watershed. “As L&D teams create a comprehensive data-driven picture of the effectiveness of learning across their organizations, they can combine this with data from other areas in the business to start building evidence of business impact.”

LEO Learning and Watershed have found that a big data approach is key to solving the challenges around measuring the business impact of learning. This is done by collecting as much data as possible and looking for patterns, rather than hoping to make concrete connections with limited data sets.

“To measure true business impact requires learning departments to be well aligned with existing business goals or metrics,” Dickinson said. “To get aligned, start small. Choose a business metric that is underperforming, then develop a learning programme to improve that metric, and identify the data points needed to measure that programme alongside business KPIs.”

Read more
Employees feel unprepared

When it comes to job training, employees are feeling underqualified and unsupported. That’s according to the ‘Fake It ‘Til You Make It’ survey report by Docebo, the artificial intelligence learning platform. The company surveyed a total of 2,400 employed adults in the US and UK to understand how confident and qualified they feel in their current roles and how on-the-job training impacts the decisions they make at work.

Overall, employees across both countries don’t feel qualified for their jobs. One in three (32 percent) in the US and UK admit they’ve felt unqualified for their job, and another 33 percent fear that a boss or colleague thinks the same. Workers also have little faith in their colleagues’ performance with over half (52 percent) in both countries saying they have a colleague who isn’t qualified for their job. These fears impact workers’ wellbeing, with one in four (23 percent) fearing they may be let go from their job at least once a month because of a lack of skills.

CIPD accredits unconscious bias e-learning

Two e-learning courses from Engage in Learning covering unconscious bias have been accredited by the CIPD. The accreditation confirms the structure conforms to CPD guidelines.

Chris Horseman, Engage in Learning’s CEO, said: “It’s important to recognise – and compensate for – the influence of unconscious bias. That’s particularly true in the world of work for executives, as well as customer-facing staff.

“Unconscious bias happens by our brains making quick judgments of people and situations based purely on our background, experiences, societal stereotypes and cultural context. We’re often not even aware of these views, nor are we aware of their full impact and implications.

“Research has found that unconscious bias can heavily influence recruitment and selection decisions,” he continued. “Several experiments using CV shortlisting exercises have highlighted bias in terms of gender and ethnicity.
Learning leaders overwhelmed

Learning leaders are feeling overwhelmed about the challenges of the future, according to Towards Maturity.

Unveiling the annual findings at Learning Technologies 2019, the report focuses on what is holding organisations back from developing a high performing culture.

The report – which is now in its 15th year – draws on and has been shaped by the learning community including membership bodies, industry experts, corporates and not for profit organisations.

Jane Daly, chief insights officer at Towards Maturity, said: ‘It’s really interesting to see what’s holding organisations back from developing a high performing learning culture. The new report will explore the biggest barriers to learning transformation: digital disruption, cultural resistance and L&D readiness. With 29% of learning leaders feeling overwhelmed and under-skilled to address the future, this new report will equip them for the next stage of their transformation journey.’

Skills needed to tackle digital transformation

Joint research reveals L&D needs to upskill in order to tackle digital transformation and impact learner engagement.

Fosway Group, a European HR industry analyst, and 360Learning, a learning engagement platform, have released a research report, The Role of L&D in the Digital Age.

The research was conducted in partnership with learning professionals worldwide with a view to understanding the changing nature of the industry against a backdrop of digital transformation.

“What we have found with this research is that L&D lacks confidence in its digital capabilities”, said Camille Charaudeau, VP, Strategy at 360Learning, “at the very time when learning has the opportunity to be a key differentiator to an organisation’s people and performance.”
Gearing up for a phenomenal 2019 competition!

The 2018 Learning Technologies Awards was a huge success. Guests from all over the world joined us at the spectacular gala evening to see 64 gold, silver and bronze winners crowned.

You can find all our winners at www.learningtechnologies.co.uk

We’re now very busy putting everything in place for an even better competition for 2019. We will be launching this year’s competition very soon and our hardworking panel of judges are reviewing and refreshing all the categories right now. Look out for further details soon.

Any organisation anywhere in the world, whether public, private or non-profit sector can enter, regardless of size or industry.

There are lots of reasons why entering makes good business sense:

• It’s a fantastic way to showcase the quality of work you produce to as many potential customers as possible.
• It’s an opportunity to look at your business from a unique perspective and compare yourself to your competitors.
• Winning or even just being shortlisted for an award is an independent endorsement that sets you apart from your competitors.

Once open, entry registration will run until the end of June, with submissions due at the end of July.

The glittering gala evening takes place on 27 November at the Park Plaza Westminster Bridge Hotel in London, UK.
The power of reporting

How we’re all recognising the importance of data

By Jove I think they’ve got it! Sorry that isn’t meant to be patronising. But I think we all now get that data and analytics are hugely important to measuring impact of learning on the business. And the Fosway Digital Learning Realities Research confirms it. I’ve had a sneak peek at the results so far, shhh don’t tell anyone because the survey is still open as I write this.

So far, 82% of respondents said that ‘Reporting and Analytics’ is an important platform feature to improve their digital learning approach. This was the second highest, following ‘Learner Engagement’ at 90%. Interestingly, ‘Machine learning and AI’ was way down the list at 24% however 50% considered it a ‘nice to have’. Therefore, the immediate priority is data reporting and its analysis; then once data is sorted, we can investigate the fun stuff like AI (artificial intelligence). This is absolutely the right way around, without good data AI has nothing to work with; or worse, if the data is wrong then bad recommendations and poor personalisation will follow.

One of the reasons for recognising the importance of data is probably the fact that 65% said that there is demand from stakeholders to prove the business value of digital learning in their organisation. However, currently only 14% recognise they are measuring the impact of digital learning effectively, 53% consider it to be ineffective and 33% admit to not measuring impact at all. On top of this, 67% are still only measuring ‘employee participation rates’ which is of no relevance to the business except for ticking the compliance boxes.

So how on earth are we going to follow the few trail blazers out of the starting blocks?

The good news is that the desire is there; when asked “How do you expect your demand for digital learning platforms to change in the future?” 75% said they would ‘use more’ analytics and dashboards.
Enhancing the digital learning experience

When we think of a great learning experience with digital content, we tend to think of the way that the content itself is designed – how usable, relevant and engaging it is for learners. But the learning experience is much more than the content as we shall see.

In this article, I’m going to demonstrate how the learner’s experience can be considerably enhanced by the systems and processes we use to deliver our content.

Enhancing through personalisation

Let’s imagine that you’ve brought together a collection of learning objects around a particular subject. These objects could be videos, web articles, animations, slide shows, quizzes, interactive scenarios – any form of digital content.

You’ve arranged the objects into a logical sequence that you feel would work for an average user. The simplest way to organise this collection is for learners to start at the beginning and work their way through …

OK, but being treated as an average user isn’t what you call a great learning experience. Let’s add some intelligence …
Learning with MABLE

Best Learning Technologies Project 2018 (UK commercial Sector)

In 2018, 93% of learning practitioners wanted to increase employee engagement with learning, but only 27% were successful. With less than a third meeting this goal, it is important to explore how an exemplar organisation turned their learning strategy on its head to achieve just that. Mitchells & Butlers’ partnership with Kineo created a learning environment where everyone felt supported, included and welcome. Establishing an engaging social learning platform helped Mitchells & Butlers become the Learning Technologies award winner for Best Learning Technologies Project for the UK commercial sector. So how did they do it?

Like many organisations with an ambitious L&D team, Mitchells & Butlers wanted to have a digital platform that allowed for the quicker implementation of changes, was mobile responsive, and adapted to their needs. But its former LMS was far from achieving that.

Making a bold move, Mitchells & Butlers, with support from Kineo, scrapped the previous technology to start afresh. Drawing on insight the organisation already had into its flourishing social network (on tools like WhatsApp and Facebook), Kineo centralised social learning as the leading force behind the new learning solution. With 48% of organisations believing their culture does not support social learning, and only 23% of L&D practitioners believing they have the skills to facilitate social learning, this was a big step for the development of learning technologies.

With this new technology, Mitchells & Butlers wanted its learning to:

- Pull learners in and facilitate collaboration;
- Be available whenever and wherever learners needed it;
- Be interactive, spontaneous and intuitive;
- Promote learning at the point of need, be bite-size and provide performance support.

These goals were not unreasonable and certainly not uncommon within the industry. Over 90% of learning professionals want to improve access to support at the point of need, but only 23% are achieving this.

Like many organisations with an ambitious L&D team, Mitchells & Butlers wanted to have a digital platform that allowed for the quicker implementation of changes, was mobile responsive, and adapted to their needs. But its former LMS was far from achieving that.
Learning with MABLE

Best Learning Technologies Project 2018 (UK commercial Sector)

In 2018, 93% of learning practitioners wanted to increase employee engagement with learning, but only 27% were successful. With less than a third meeting this goal, it is important to explore how an exemplar organisation turned their learning strategy on its head to achieve just that. Mitchells & Butlers’ partnership with Kineo created a learning environment where everyone felt supported, included and welcome.

Establishing an engaging social learning platform helped Mitchells & Butlers become the Learning Technologies award winner for Best Learning Technologies Project for the UK commercial sector. So how did they do it?

Like many organisations with an ambitious L&D team, Mitchells & Butlers wanted to have a digital platform that allowed for the quicker implementation of changes, was mobile responsive, and adapted to their needs. But its former LMS was far from achieving that.

Making a bold move, Mitchells & Butlers, with support from Kineo, scrapped the previous technology to start afresh. Drawing on insight the organisation already had into its flourishing social network (on tools like WhatsApp and Facebook), Kineo centralised social learning as the leading force behind the new learning solution. With 48% of organisations believing their culture does not support social learning, and only 23% of L&D practitioners believing they have the skills to facilitate social learning, this was a big step for the development of learning technologies.

With this new technology, Mitchells & Butlers wanted its learning to:

• Pull learners in and facilitate collaboration;
• Be available whenever and wherever learners needed it;
• Be interactive, spontaneous and intuitive;
• Promote learning at the point of need, be bite-size and provide performance support.

These goals were not unreasonable and certainly not uncommon within the industry. Over 90% of learning professionals want to improve access to support at the point of need, but only 23% are achieving this.

Partnering with Kineo and Totara Learning to push boundaries of workplace learning, made Mitchells & Butlers’ learning solution one of the first of its kind. They established a seamless and interactive learner experience which laid the foundations for a truly impactful and engaging learning strategy.

The design of the new technology tapped into the social nature of their learning demographic by putting social learning at the centre of Mitchells & Butlers Learning Environment (MABLE). [1] Mable is personified on the platform as a sassy little old lady that loves to work out and push herself. The comedic persona of the caricature as a motivator/ gym instructor has engaged individuals at all levels of the organisation and made even compulsory courses more interesting to learners.

Through the creative use of Mable’s persona and elements of gamification (the collection of badges and points), Mitchells & Butlers has developed a learning environment that is fun.

Often ‘fun’ learning is not a priority for L&D practitioners, yet secondary research has highlighted how learners recall information more easily when tutors add jokes and humour related to the topic at hand.[2]

Employees enter through Totara Social, they are met with the latest feed of activities and a clear invitation to get involved. Individuals receive personalised learning, relevant to them, and due to the mobile nature, are able to access the platform whenever they want. With 94% of learners wanting to learn at their own pace, this is certainly a step in the right direction for establishing engaged learners.

Interestingly, when learners undertake new courses, they are also added to relevant forums so they can get the support they need from people going through the same learning. In previous Towards Maturity research, we have highlighted the impact support has on the successful application of learning in the workplace.[3] This could then be one attribute that contributed to the success of Mitchells and Butlers new learning solution.

The learning impact:

• Learners are re-taking compliance training and receiving higher scores
• Within the first month, there were over 20,000 logins and 15,000 points issues

Share: Facebook Twitter LinkedIn Google+

Read more
Fully Digital, with focus on key users and a strong team

Raiffeisen Switzerland receives WiT award for benchmark Change Management!

Contrary to what most people would expect banking institutions often operate relatively seasoned IT applications. Better technology would be available but the transformation risks are not to be underestimated: regulatory frameworks, complex business processes as well as safety features protecting multimillion transactions moving multibillions of value per day.

Raiffeisen Group in Switzerland consists of 246 legally independent banks using three languages. When Raiffeisen decided to switch their core banking system, the training part of this initiative was handed over to Kathrin Berger-Suter. In the meantime, the cutover process has been started successfully with highly qualified and motivated employees, strong key users and a sustainable, digital learning solution.

Mrs. Berger-Suter was supported by a tts team which had already gained solid experience in the banking sector.

The tts qualification experts from Zurich created extensive digital learning media in collaboration with the Raiffeisen banking experts. Yolanda Amiet was in charge of the project.

With tt performance suite (ttps) Raiffeisen selected the perfect technology to efficiently produce digital content – from user documentation over e-learning to step-by-step guides as well as distributing these assets to end-users. Following intense penetration testing and deep analysis of the ttps security features Raiffeisen opted for the cloud version of ttps.

Facts & Figures about Raiffeisen Switzerland
• Third largest Swiss banking group with well above 11,000 employees
• 7 million customers and 1.9 Mio. membershareholders
• about 10.000 end-users
• 1,800 key users and 143 trainers in action
• 2,500 documents created
• Over 15,000 e-learnings completed with over 16,000 passed tests
Following the technology decision, the project team developed their approach based on the 70/20/10 concept. It combined a number of carefully orchestrated methodologies:

- Intense qualification and ongoing involvement of about 1,800 key users
- E-learning content for upfront learning as well as ongoing user and onboader support
- Performance support assets such as step-by-step guides relevant for specific working contexts are delivered through the tt guide component of tt performance suite. This feature recognizes the precise working context of any employee and delivers only content that is relevant for this specific context.

The approach paid off extremely well: While the objective of a defined competence level for the employees was 80%, the actual achievement was 98%. The documentations provided to the Financial Market Authority – and produced using tt performance suite - successfully passed all tests,

... and the core banking transformation at Raiffeisen was awarded the WiT award 2018

Facts & Figures about Raiffeisen Switzerland

- Third largest Swiss banking group with well above 11,000 employees
- 7 million customers and 1.9 Mio. membershareholders
- about 10,000 end-users
- 1,800 key users and 143 trainers in action
- 2,500 documents created
- Over 15,000 e-learnings completed with over 16,000 passed tests
Winning buy-in: How to get e-learning into your work life

So you are planning an e-learning project but you’re not sure how to confirm that people complete their training. Is this problem unique to e-learning? Well, yes and no. With face-to-face training, your learners must attend the course, they have to sit with a tutor and presumably other students. Once a learner attends a course, the option of not participating is largely removed, so how do we achieve the same result with a self-directed course delivered via e-learning?

For the learners there are key tips on time management and prioritisation, but that is a whole different article, so for this one, I have focused on what you can do to make sure your learners are inclined to properly prioritise your training course. For this article I am concentrating on compliance courses, which includes subjects such as food safety, health and safety, fire safety, the GDPR, DSE, etc. These are the type of courses most people are required to complete, rather than want to complete.

1. Culture

The most important aspect of e-learning buy-in is your company’s culture. Learning is a critical part of any role.

The way we work changes, the tools we use change, our customers change as does the business landscape, and this change needs to be embraced at an organisational level and be accepted as normal. So ask yourself, ‘Is learning part of my organisation?’, ‘Is it the way we do things?’. If it is, then well done. You are already a good way towards successfully landing your new e-learning project, and you must be working in a progressive organisation or team. If not, then don’t despair, things may be a little more difficult, but recognising this is a key part of success.

Successful culture change starts at the top and is carefully planned to deliver across the organisation. For culture change to work you need to be aware of how things work at the moment and how that does, or does not, deliver the benefits you need. You need to properly assess the impact of the change and the risks associated with it. The ADKAR model is of particular use, and with this you would:

- build Awareness of the need for change
- build Desire to support the change
- deliver Knowledge of how to change
- give people the Ability to implement the new skills and behaviours
- Reinforce to ensure the skills or behaviours are sustained
So you are planning an e-learning project but you’re not sure how to confirm that people complete their training. Is this problem unique to e-learning? Well, yes and no. With face-to-face training, your learners must attend the course, they have to sit with a tutor and presumably other students. Once a learner attends a course, the option of not participating is largely removed, so how do we achieve the same result with a self-directed course delivered via e-learning?

For the learners there are key tips on time management and prioritisation, but that is a whole different article, so for this one, I have focused on what you can do to make sure your learners are inclined to properly prioritise your training course. For this article I am concentrating on compliance courses, which includes subjects such as food safety, health and safety, fire safety, the GDPR, DSE, etc. These are the type of courses most people are required to complete, rather than want to complete.

1. **Conduct a TNA**

A good first step is to conduct a training needs analysis or TNA. This will help you to identify which roles, people or departments need training, what they need training in and how this is best delivered. Missing this step can lead to frustration and cost overruns as colleagues are burdened with unnecessary training, it can also cause compliance issues if you are not delivering the appropriate training to the right people within the required timescales.

2. **Engage your managers**

Your managers are the first line of defence in an effective training project. If they are responsible for managing the training of their staff, make sure that they have the tools to do this and that they know how to use them. Supervisors and managers need to be empowered to deliver the required online training in a consistent manner across your business, and to achieve this, ensure that your LMS is appropriate to your business and that reporting is easy to perform.

To deal with staff turnover, access to training materials and your training systems will need to be part of your manager inductions, because if managers are not fully briefed when they start work they may develop their own way of delivering training.

3. **Champion**

All training projects need a champion. The champion is a person at the centre who makes sure that training is appropriate, and monitors this for the life of the project. The champion makes sure that people are completing the e-learning, but when this does not happen, they find out why and look at ways of increasing take-up. The champion will have links to the company’s management so they can effectively communicate new company-wide training requirements along with the results of previous training projects.

The champion will deal with learners, managers or directly with the board, and they will be able to track and manage the training rollout. Without this role, many training projects would simply be forgotten, or swallowed up by people’s daily priorities.
Continuous improvement

Thomas Buus Madsen explains why regularly expanding your learning content is essential

In order to get the most from your learning and development strategy, it’s essential that your learning content is updated and expanded regularly. This cannot be understated. By continuously improving your content, you will avoid outdated information, dwindling motivation levels and stagnating skill sets.

Your learning content is key to the implementation of an effective learning and development programme. So the tools and information that learning and development professionals provide staff with should constantly evolve to meet changing demands.

Avoid outdated content

In time-poor workplaces, updating training materials can easily slip down the priority list, and the inevitable result of this is outdated information. Training programmes should be updated regularly, in order to ensure that the most current learning tools and information are always in use.

Training in digital skills, for example, requires constant updates through the addition of new information. Just think about how out-of-date the digital skills a person learnt two or three years would be in today’s workplaces.

Writing for The Entrepreneur, Rajeeb Dey said, “Europe is in the midst of the "Fourth Industrial Revolution" -- a time of rapid technological, economic and societal change that has seen the average "skills shelf life" drop to just five years.” (1)

So, it’s crucial that learning and development professionals establish continuous learning processes, to make sure team members can keep up.

Ensure motivation levels remain high

If team members are offered a single set of training content from which to improve their skills, and that content never changes, their motivation levels will start to dwindle as they grow tired of seeing the same information.
Driving lessons

Getting the measure of learning

I have a confession: it took me three tries to pass my driving test. I just found it really hard, and in the months leading up to my final test, if anything I was getting worse at driving, and when I passed I wasn't automatically, suddenly a good driver. However, when I did pass and was able to drive about on my own, I came on leaps and bounds. All I needed was more freedom to practice on my own under less pressure. The conclusion I draw from this anecdote is that there’s no exact way of saying when someone has learned to drive. When you pass your test you are considered to have learned to drive, but I carried on learning for a long time after passing the test, and there’s nothing wrong with that.

What we currently do in e-learning is almost a miniature of learning to drive. People take the training and if they can pass the end of course assessment, we consider them trained - but of course their training has probably only just begun. And as learning designers we spend sleepless nights wondering, ‘Did it work? Did I make a difference? How can we measure whether people learned from the experience?’

Can we measure learning? Why do we even want to? As a learning designer, I want to measure learning because I want to know if it’s working; I want to be better at what I’m doing. But even though we would all love to follow the Kirkpatrick Model to the letter, measuring improvement in our learners’ performance or change in their behaviour may in many cases just be too difficult. There may just be too many variables, too many different kinds of learners, and no way of measuring when something has actually been ‘learned’.

Rosie Scott
Senior Learning Designer
Learning Pool
An award like mine

Dan Jones, Head of Production, Brightwave Group

• What is your name, role and job title?
Dan Jones, Head of Production, Brightwave Group

• What category win?
Best use of learning technologies to ensure compliance

• What was the award?
Gold

• When did you win it?
2018

• Why did you enter?
We wanted to 'do the double' (or should that be 'retain the crown'?) We'd had gold success at the Learning Technologies Awards with the previous version of this solution in 2015. We knew that the new version of the project was both an update and a comprehensive improvement that reflected the intervening changes in compliance around information management.

We also knew that this project puts PwC and Brightwave at the forefront of widespread efforts to improve security standards and trust through compliance, and that an award win would effectively demonstrate that.

• What is the story behind this award? [what was the learning really like?]
Our client PwC identified a requirement to improve reported human error incidents relating to information security. We created an immersive, video-based e-learning programme, using style and production as key motivators of change, with engaging scenarios and a ground-breaking ‘point-of-behaviour’ assessment mechanism.

The solution caused a significant increase in email data incident reports, hundreds if not thousands of voluntary revisits of the programme, and widespread risk mitigation.

• Why do you think you won an award?
There are two things about compliance. First, it is the backbone of the digital L&D industry. Second, everyone dreads it, because it's often very boring.

Read more

Share:  

Facebook  
Twitter  
LinkedIn  
Google+
Our sponsors

We are delighted to have a dynamic range of innovative and supportive headline sponsors for the 2018 Learning Technologies Awards.

Bookboon

Highfield

Kallidus

Lumesse

microLEARN

Omniplex

SiyonaTech

Sponge UK

tts
8 criteria for choosing an LMS for corporate compliance training
Firstly, you need to assess why your current learning strategy isn’t working. Is a paper-based system too cumbersome?

5 onboarding challenges that didn’t exist 10 years ago
The changing face of the modern workplace has introduced a whole new set of challenges for L&D, not least in the area of onboarding.

The power of bitesized elearning

How to create a digital learning culture
Pushing a company towards a digital learning culture can be an overwhelming task. As a leader, your role is to encourage enthusiastic learning in a digital space.

Have learning experiences sold their soul in the name of gamification?
From fintech to dating, game mechanics are being used to engage, motivate and hold on to your attention. Gamification is everywhere.

eLearning development: Six rules you should always follow
Whether you’re a development pro, or new to the field; eLearning development can be daunting.
Keep in touch with L&D professionals

**Twitter**

#LT18Awards #LT19uk
If you use Twitter to chat about the awards, include the hashtag #LT18Awards. For the LT19uk conference or exhibition include the hashtag #LT19uk in your tweets and #LSGwebinar for the twice a month free Learning and Skills Group webinars. The Learning Technologies twitter feed is at @LT19uk. Follow all our accounts to be first to hear our news and special announcements.

**Facebook**

Connect with our Facebook page here and hear about all our news in your regular Facebook feed!

**LinkedIn**

Our Learning Technologies Networking Group is here don’t forget to join if you’ve not already!

**Video**

Check out our YouTube video channel for the latest and historic recordings of conference and selected free seminars. There is now a huge selection to choose from and don’t forget to subscribe to be alerted to all new additions!