

DESIGNING RICH BLENDED LEARNING WITH

LEARNING BATTLE CARDS



Learning
Battle Cards

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LEARNING BATTLE CARDS



Learning Battle Cards (LBC) is a set of poker size cards describing various forms of learning. A deck of Learning Battle Cards includes both traditional (e.g. discussions) and innovative forms of learning (e.g. micro blogs). There are more than 108 cards in the deck, of which about 60 fit into the digital learning area.

At the face of each card you will see its acronym, name, icon and a tag cloud which defines the method described by the card. Each tag cloud is based on the wisdom of the crowd.

At the back of each card you will find additional information about the method. You will see its usability in 7 Windows of Instructional Design in the top-right corner, the type of the card in the middle and its 5 characteristics in the form of power bars at the bottom. Again, these power bars are based on the wisdom of the crowd.

Learning Battle Cards can be ordered via www.learningbattlecards.com.



FOR THE IMPATIENT

The idea of Learning Battle Cards has been summarized in two articles available on [eLearningIndustry.com](http://elearningindustry.com). You can access the articles using the links below:

- <http://elearningindustry.com/learning-battle-cards-new-tool-instructional-designers>
- <http://elearningindustry.com/gamification-learning-design-use-learning-battle-cards>

WHO IS THIS PRODUCT FOR?

Learning Battle Cards are designed for a broad group of educators – people who normally or occasionally design educational or development processes.

The following are a few typical applications of Learning Battle Cards in different educational roles.





Useage for: **Instructional Designers**

We use a deck of LBC when designing training processes. It does not only let us consider a full portfolio of possibilities, but also immerses us in a highly creative process. The cards are so engaging and fun that sometimes we even invite our clients to play with a deck of LBC. It always makes a great impression on them.

Every time we start working on a new project for our client, we get down to work with our team and check if we can suggest something new, something fresh, something that fits better the need that the client is signalling. LBC let us see the variety of possibilities and nothing escapes our attention.

Useage for: **HR Specialists**

If there is a need for a development proces for a group of employees in our company, I usually speak to the managers using LBC cards. The numer of training methods offered by a deck of cards helps us create incredibly effective and efficient training proces for employees.

I always have a deck of LBC on my desk. I use it every time I engage in creative educational, training and development processes for a company. Playing with tchem, organizing tchem in stacks and arranging tchem on a table opens my mind to various options and development ideas that I can implement in my organization.

Useage for: **Academic Teachers**

I use a selection of Learning Battle Cards during a conference. While presenting various forms of e-learning, I asked the audience to discuss in pairs the values of randomly chosen cards. During that dissussion, they realized that training technologies are not limited to basic forms like e-learning courses.

I use LBC cards during classes with my students at the Management and HR departments. They do case studies from different organizations. When working with LBC cards, they start searching for the best strategies and training solutions: they analyse parameters, trying to fit a method to training aims and they have group discussions. Classes with LBC cards are always incredibly engaging and practional.



Useage for: **Trainers and Trainer's Schools**

We use LBC cards during workshops at my trainers' school. They not only show a variety of training methods, but also allow us to combine them into constellations, which creates bridges between various learners' perspectives.

I use Learning Battle Cards as a eye-opener and brain trainer during workshops on ISD. Playing LBC cards lets people understand how vast the portfolio of learning methods is.

Useage for: **Sales Representatives**

When I prepare for a meeting with a client, I look through the cards. I look for inspiration in the form of interesting combinations of cards that will help me surprise the client with something that not only suits his or her needs, but is also fresh and interesting.

While talking to a client about his or her development needs, I work with LBC. If we only have a little more time, I try to engage the client in the creative process of working out a solution. We arrange the cards on a table, discuss the context and look for the most adequate forms that suit the client's needs. At the end, when only the "winning" cards are left on the table, I take a photo of the effects of our work. I email the photo to the client with a summary of our meeting.

I use LBC to make my clients aware of the variety of e-learning methods. I put a deck of cards on each table and then ask participants to divide it into two stacks – one including methods that can be used in the given organization and one with methods that cannot be used. The number of cards in the "good" stack is always very impressive and, as a result, people who participate in the task stop associating e-learning with e-training only.

I use Learning Battle Cards to achieve the "wow" effect. Their formula itself makes an amazing impression on my clients and, as I have learnt a few spectacular ways of shuffling LBC, I am treated like a wizard...

Useage for: **Consultants**

WHAT DO THE CARDS INCLUDE?

Each card includes information on the training method that it represents. This is not scientific data, but information based on the experience of seasoned professionals.



The obverse features the given method's label – its name, icon and abbreviation, as well as a tag cloud, i.e. a set of words associated with the particular training method.

The reverse includes information that is more ordered:

- **Granularity** – a symbol which shows the conceptual capacity of the given card. Cards represent methods of different complexity – from simple mechanisms, such as Metaphor, to more complex ones, such as Game,
- **Usefulness** – the possibility of using the given method at different stages of a training project,
- **Specifics** – the place of the method in typical categorizations used in education,
- **Power bars** – folksonomically defined parameters which show the “power” of the card defined with reference to its five practical aspects.

You will find more information in the chapter Anatomy of the Card.



HOW TO USE LBC?

The cards can be used in different ways – you have become familiar with some of them after reading the chapter Who is this Product FOR?

Educators use LBC in simple activities described in the chapter Basic activities with Learning Battle Cards and also in a more advanced model called “7 Windows of Instructional Design” described in the chapter Design Framework.



WHAT ARE LEARNING BATTLE CARDS?

Learning Battle Cards are a tool for any educator or team. It allows users to deal with the variety of development methods in an easy, attractive and inspiring way, as well as design development processes so that they use the potential of different methods.

APPROACH

The variety of methods and tools that can be useful for a training project is vast and is growing dynamically. New concepts and ideas are constantly emerging. During conferences and on the Internet we now

and then hear about or find information on interesting implementations and case studies.

While designing Learning Battle Cards and 7 Windows of Instructional Design, we assumed that concentrating on the practical side of things is a way to deal with the dynamics and variety of available methods. That is why card parameters have been determined by over fifty contributors – experienced professionals who deal with teaching both in the world of education and business.

We have really wanted to introduce some order into our project and that is why we have adapted an information framework which has helped us describe each development method with the use of infographics.

The number of cards also matters. The size of a deck which includes 108 cards in the 2015 edition is very inspiring and kinesthetically illustrates the variety of tools that can be used to teach people. It is a good reminder in situations when routine takes over and we lack imagination.



DESIGNING L&D PROCESSES IS A GAME

Why game cards?

Using the metaphor of a game with reference to the design and implementation of training processes allows us to remember that:

- like every game, the design of development processes also has its specific aim. A participant needs to achieve a result which can be measured in different ways – on the basis of exams, a change in employee behavior or hard business indicators. Achieving the target is equal to winning.
- The specific characteristics of an organization, its culture, logistics and financial capacity constitute a set of limitations that make particular methods suitable or unsuitable for the given context. Each “game” may require a different set of cards.

- It is worth using different methods very thoughtfully as part of a development project. This is the game strategy.
- There is no single way to win, i.e. to achieve the project targets. Each project can be accomplished in many ways and success, like in any game, depends on many factors.
- The strategy of an organization is defined by its development activities. Each educator keeps on expanding his or her deck of cards that become more and more valuable with time, as the organization becomes richer in experience and resources with every project.

One of the biggest challenges for Instructional Designers is to keep track of constant changes in Training and Development (T&D). You know how to handle workshops and seminars, but do you know how to match them with a back channel or community in practice? Do you know how to use big data to shape your Training and Development plans, or how to engage virtual agents in developing the skills of people you are responsible for?

Many of us educators know or remember only a few Training and Development

methods and, even when learning about new methods, we are used to sticking to the ones that we are most familiar with.

It is hard to gain profound knowledge of all available methods. If we attempt to get to know and try out all of them, we will not have enough time. However, constantly using the same methods makes the training processes that we design standardized and, therefore, they may not be suitable for the diverse world that surrounds us.

Is there a method to avoid it?

We believe that there is a method. We think it is worth having understanding of as many new methods, approaches and tools as possible. It will allow us to choose, quickly and effectively, the possibilities that fit in the given design context, from a variety of available options.

Then, we will be able to focus on the ones that have been selected, fit in the project, and can make it worthwhile, effective and efficient.



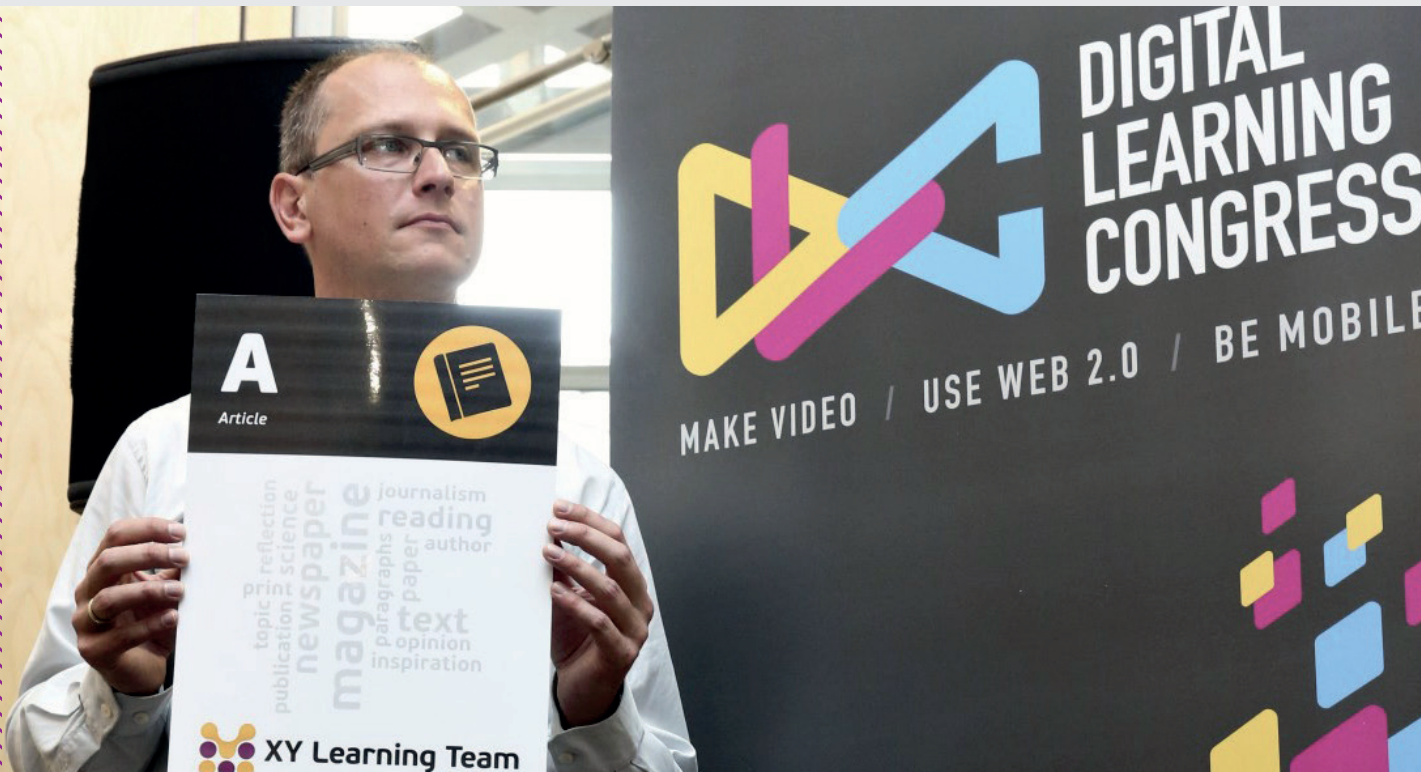


CHALLENGES FOR INSTRUCTIONAL DESIGNERS

One of the tools that make adapting this approach possible is Learning Battle Cards. A deck of the cards allows an educator to get a bird's eye view of the variety of tools that he or she can use, as well as quickly and effectively choose the ones that he or she finds suitable. Pinterest channels associated with individual cards allow a user to access practical knowledge.

Why is it worth looking for various solutions?

There are many convincing reasons why it is worth using a variety of methods. A few of them are presented below.



MULTI- GENERATION WORKPLACE

People representing different generations use technology, learn and approach work in different ways. These characteristics provide us with a basis to define each generation.

Many organizations employ both representatives of Baby Boomers and Generation X, brought up according to traditional learning models, as well as younger staff representing Generation Y and the Millennial Generation.

Do these people learn in the same ways? Rather not. They were raised under different circumstances, have different experience and use technology in different ways.

That is why it is worth selecting methods and tools designed for different groups and creating an environment in which learners will be able to use the ones that suit them.

SOCIAL LEARNING

We learn in different ways and other people are often involved in the process. The social constructivism approach indicates that other people, also those who are still learning, are an important element of the learning environment.

Using various training methods allows us to release the potential of social learning. By giving learners different possibilities, we allow them to use their own natural energy and the willingness to share knowledge the way they like.

INDIVIDUAL LEARNING STYLES

Learners differ as regards their learning styles, knowledge and experience. Even if the aims of a development project are similar for the whole organization, the target group is diversified and the use of various methods or solutions is required.

PROSUMERS IN LEARNING

In a book entitled “The Third Way”, Alvin Toffler describes how the roles of a producer and a consumer are starting to overlap. More and more often, consumers are invited to take part in the design process and in the preparation of the product for themselves. Some devices (e.g. smartphones and notebooks) offer such possibilities of configuration that a consumer can change the way they work, their use and functionality.

Any such product can change beyond recognition in the hands of a consumer.

A trend which corresponds to this approach very well is the Personal Learning Environment.

It is worth offering a learner a diversified and modern repository of tools and resources, and let him or her configure the learning environment in his or her own way.





MASS PERSONALIZATION

The individualization of learning became an educators' dream at the end of the 20th century. Owing to the costs, the dream is often hard to fulfill on a large scale.

The Internet technology enables us to build processes and environments in which it is possible to address individual learners' needs. What is more, using various methods leads to a situation in which these needs can be addressed in a cost-effective way.

ADAPTATIVE LEARNING ENVIRONMENTS

Design Thinking, Agile Project Management or Learning Organizations – many popular business approaches have one thing in common: action connected with continuous improvement. Successive iter-

ations of prototypes in Design Thinking or the products of consecutive sprints in Agile Project Management become more and more perfect because in the meantime, during the process, they are constantly developed.

Rich learning processes open to the activity of users can also be continuously improved, as observation of what has been successful in the context of a given project allows us to improve it on an ongoing basis.

There are no objectively better or worse methods – any method can prove better or worse in the context of a specific project.

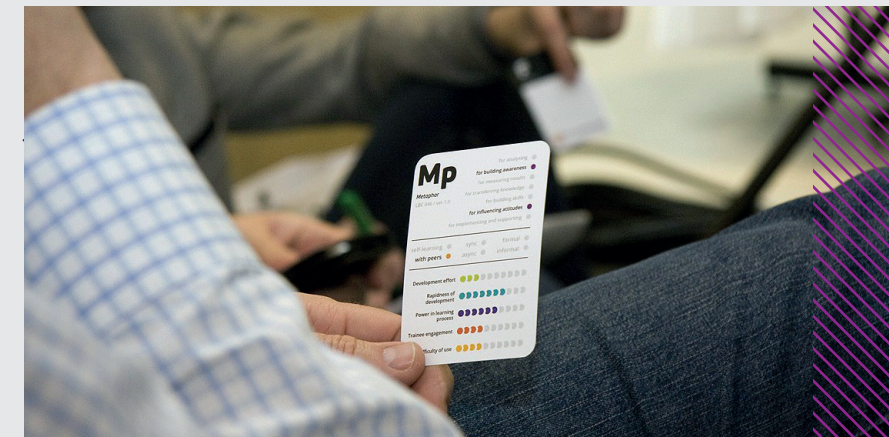
BY-THE-WAY LEARNING

What is characteristic for rich development environments is that they allow employees to learn “by the way”, when they feel like doing it and have some time. It is hard to expect that in such situations they will be interested in using what is difficult and absorbing.

It is worth making sure that any development project includes resources which allow people to use “lean” learning tools offering knowledge that is easy to acquire, served in small quantities, as well as inspiring, fun and connected with development aims.

GAMIFICATION

Gamification is a trend in the learning industry. It is usually understood as creating educational situations that have features of a game. Thanks to this, they can engage learners and make learning more attractive.



ANATOMY OF THE CARD

Learning Battle Cards represent a fraction of practical knowledge of methods used in learning. All the cards are homogenous and contain the same information, part of which has been compiled on the basis of crowdsourcing mechanisms.

THE OBVERSE

The obverse of each card includes the following information:

- the **symbol of the given method** – it is a one-letter or a two-letter label, resembling symbols from the periodic table of elements,
- the **name of the method**,
- an **icon** – the graphic symbol of the card,
- a **tag cloud** – a set of terms that can be associated with the card.

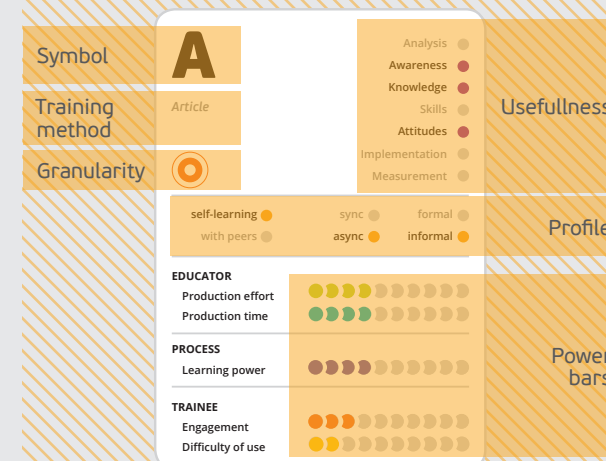
The elements of the obverse do not require any additional description.



THE REVERSE

The reverse of each card includes:

- its symbol,
- the name of the card,
- **granularity** – a symbol which shows what the conceptual capacity of the given card is – the cards represent methods of different complexity – from simple mechanism, such as Metaphor, to more complex ones, such as Game.
- **usefulness** – the possibility of using the method at different stages of a training project,
- **specifics** – the place of the method in typical categorizations used in education,
- **power bars** – folksonomically defined parameters which show the “power” of the card defined with reference to five practical areas.





INFORMATION INCLUDED ON EACH CARD

The reverse of each card includes information defining the development method described by the card. This is practical, non-scientific information.

GRANULARITY

Learning Battle Cards describe space in which you can find concepts of different “capacity”. Among them, you will find fairly simple mechanisms, such as Metaphor and more complex ones, such as Game. Some of them can take on simple or more complex forms – for example, the above-mentioned Metaphor can be an element used in blog texts, but it can also constitute the core of a whole development program. That is why we have introduced the term Granularity which helps to define the intuitive capacity of the method represented by each card.

The level of complexity (component → mechanism → form), on which a given card can be placed is presented on the reverse of each card under its name. The following symbols are used for this purpose:



COMPONENT

The smallest development element



MECHANISM

A medium-sized development element which can include different components



FORM

The most massive development element which can include different components and mechanisms



COMPONENT OR MECHANISM

A development element which, depending on the context, can take on the form of a component or a mechanism



- Analysis ●
- Awareness ●
- Knowledge ●
- Skills ●
- Attitudes ●
- Implementation ●
- Measurement ●

USEFULNESS

One of the applications of Learning Battle Cards is designing development processes. While talking to experienced professionals and looking at the cards, we noticed that each method can be used at different stages of a development project. That is why we have decided that the cards should include information regarding the stages at which the given method proves to be most effective.

We have used the following classification:

1. [Needs] analysis,
2. [Shaping of] awareness,
3. [Transfer of] knowledge,
4. Skills [building].
5. [Shaping] attitudes,
6. Implementation [of newly acquired competencies],
7. Measurement [of results].

You will find more information about the classification in the chapter entitled Design Framework.

SPECIFICS

Methods used in the L&D world are often categorized. We have chosen typical classifications and placed them on each card.

- | | | |
|-----------------|---------|------------|
| self-learning ● | sync ● | formal ● |
| with peers ● | async ● | informal ● |

- self-learning – individual work of a learner
- with peers – work in groups, interaction with other learners or coaches
- sync – a synchronous method which requires simultaneous activity of many people
- async – an asynchronous method
- formal – a method used in formal learning
- informal – a method used in informal learning

A lot of methods may belong to a few categories, depending on the context in which they are used.



POWER BARS

The power parameters should be treated more like a source of inspiration than a specific index. Their values may depend on many factors connected with the type of an organization.

EDUCATOR

Production effort



Production time



PROCESS

Learning power



TRAINEE

Engagement



Difficulty of use



Production Effort (THE LESS, THE BETTER)

From an educator's perspective, it may be important how much effort is required to develop and implement a given method. For example, writing an [A] Article requires less effort than designing and developing a training [G] Game.

It is worth taking the parameter into account when the project budget matters. The parameter is also very important in the context of the project scale – we usually accept significantly greater Production effort in a situation when the scale is large.

Production Time (THE LESS, THE BETTER)

Time may play an important role in many projects and it is worth paying attention to how time-consuming the preparation and implementation of a method is. For example, designing a [Si] Simulation requires more time than designing an [Ec] E-learning course.

The parameter may prove valuable in the process of selecting development forms suitable for a given project's schedule. In the case of very tight schedules, we have to give up considering methods that require a long preparation time.



Learning Power (THE MORE, THE BETTER)

Learning Power is the learning impact of a given method. It is a very general parameter, but it is worth remembering that there are methods whose influence on learning outcomes is much greater than the influence of other methods. For example, using [B] Book has much less influence on the effectiveness of learning than a properly conducted [W] Workshop.

Each educator will, naturally, want to use the “most powerful” methods. Unfortunately, a high value of this parameter often means high values of the two parameters described above.

Engagement (THE MORE, THE BETTER)

According to many theories, the key element of learning is the engagement of the learner. The power bar reflects the intuition of educators regarding this aspect of the educational process.

Learning with the help of [Ap] App-supported learning is much more engaging than learning with [Ba] Audiobook.

Difficulty of use (THE LESS, THE BETTER)

One of the factors that may decide whether a method will be effective is its difficulty of use.

Let us take methods supporting the evaluation of the development process as an example. An evaluation questionnaire which is usually used during [K1] Kirkpatrick level 1 is easy to use, while [36] 360 degree assessment is much more difficult to carry out.





BASIC ACTIVITIES WITH LEARNING BATTLE CARDS

The cards can be used in many ways, both individually and in a team. They can serve as inspiration, intellectual warm-up, and as a tool to work on specific projects and on the selection of methods for a specific implementation.

A few examples of LBC activities are presented below.





THE “GET TO KNOW ME” GAME

The aim of the “GET TO KNOW ME” game is the development of competencies of an educator (coach, consultant, teacher, HR professional, etc.) concerning his or her ability to use the given method.

Rules of the Game

Shuffle the cards and choose one randomly. Put it on the board, on field ❶.

Next, find websites on the Internet that describe this development method. While browsing the websites, list its advantages (in field ❷) and disadvantages (in field ❸). When you have finished, ask yourself the following questions:

- in what educational or development contexts can this form be used in your organization?
- what educational or development needs may be satisfied using this method?
- in what way may the method optimize educational or development tasks carried out by your organization?

Note down your conclusions in field ❹.

Inspirations

Here are a few inspirations related to using this game:

1. Individually: play a new card every day, in order to get to know all forms described by the LBC Method in just over three months
2. In a group of coaches or teachers: choose as many cards as there are people, distribute them and ask each person to note down their conclusions regarding the card that they have (in half an hour). Then, ask each participant to make a five-minute presentation to describe their card
3. In a group of conference participants (in a simplified form): give one card to every participant and ask each person to note down 3 advantages and 3 disadvantages of the given development form, and then to discuss them briefly with a person sitting next to him/her

GET TO KNOW ME





"OK – NOT OK" GAME

The aim of this activity is to select a set of development methods which should be taken into account during the process of designing a development intervention. The activity may prove valuable, directing an educator's thoughts to elements that he or she knows less or has forgotten. A player achieves this aim by selecting cards on the basis of a reflection associated with the context of the given development project. Selected elements (cards) can then be taken into account while designing a process based on, for example, the LBC Method.

Rules of the Game

Describe the development context in field ❶ (i.e. the business need, aim of the training session, target group – its specifics and size, etc., project deadline, budget, as well as other project requirements). Take one card from a shuffled deck. Make a short reflection, thinking whether the develop-

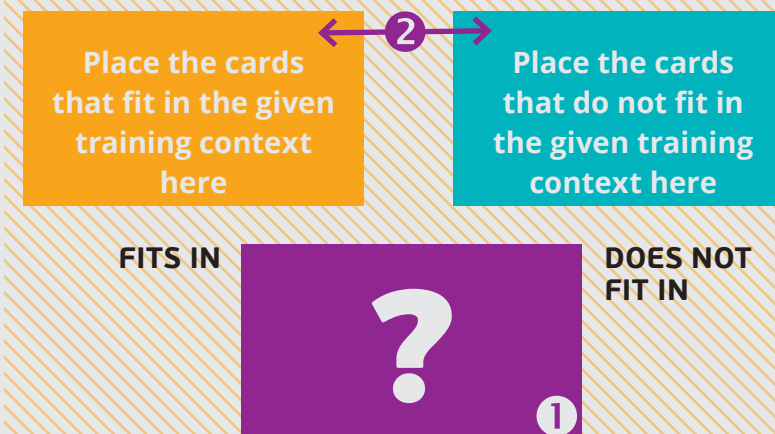
ment supporting element described by the given card is suitable for the organizational context that you have presented, by answering such questions as:

- may the element described by the card successfully support the achievement of the given aim?
- will representatives of the target group be able to use the given development supporting form effectively?
- does the planned project schedule allow us to use the element represented by the card (is there a chance to develop and implement it)?
- does the development and implementation of the element described by the card fall within the assumed budget?
- does the element meet other project requirements?

If your answer to any of the questions listed above is "no", put the card on field ❷ on the right side of the board. If you think that the card fits in the context well, put it on the field on the left side of the board.

Having looked at all the cards, collect the stack on the left side of the board and

Matching





use it while you work on the development project. Reach for the cards, trying to take them all into account in the process of designing. Use the ones that seem to be the best for you...



Inspirations

Here are a few inspirations related to using this game:

1. Individually: while thinking about a development project, a conference speech, the next lesson you have to conduct or a syllabus, look for inspiration while playing with cards, looking through them, dividing them into stacks; free your mind when looking at each card, look for creative solutions and let your thoughts wander while building associations and ideas; look for synergy between cards

2. In a group of people who make decisions about the organizational course of development: divide the group into a few teams consisting of 3–4 people; give each team a whole deck of LBC (optionally – a part of the deck, having divided the deck into as many stacks as there are teams); ask each team to divide the cards that they have into two stacks, based on a group discussion: one that seems to suit organizational needs and one which is not adequate; collect the results and present them on a flipchart

3. Play at a conference: give each participant in the room three randomly chosen cards; then define the development context (present a short case study); ask each person to choose one card that he or she thinks is most suitable to be used in the presented situation, and then to discuss their choice with a person sitting next to them

YOUR GAME

The cards have been designed in a way that makes it possible to stimulate creative work: both individual and in teams. You will definitely find many other, various methods of using LBC and you will play other games using them.

Share your ideas by sending them to howtouse@learningbattlecards.com. The authors of the most interesting descriptions will be rewarded!



DESIGN FRAMEWORK



The process of designing development projects can be carried out on the basis of many approaches. Using Learning Battle Cards may be convenient when we use an approach in which we divide a project into seven areas (7 Windows of Instructional Design). Thanks to the compact form of the cards, it is easy to design and describe any actions on the layers.

The following windows are included in the approach:

1. [Needs] analysis,
2. [Shaping of] awareness,
3. [Transfer of] knowledge,
4. Skills [building].
5. [Shaping] attitudes,
6. Implementation [of newly acquired competencies],
7. Measurement [of results].

Almost every card can be used in any of the 7 windows. The way a card is used depends only on the designer's creativity. Our recommendations on matching any given card to any of the windows can be found on the reverse of each card in the right top corner.



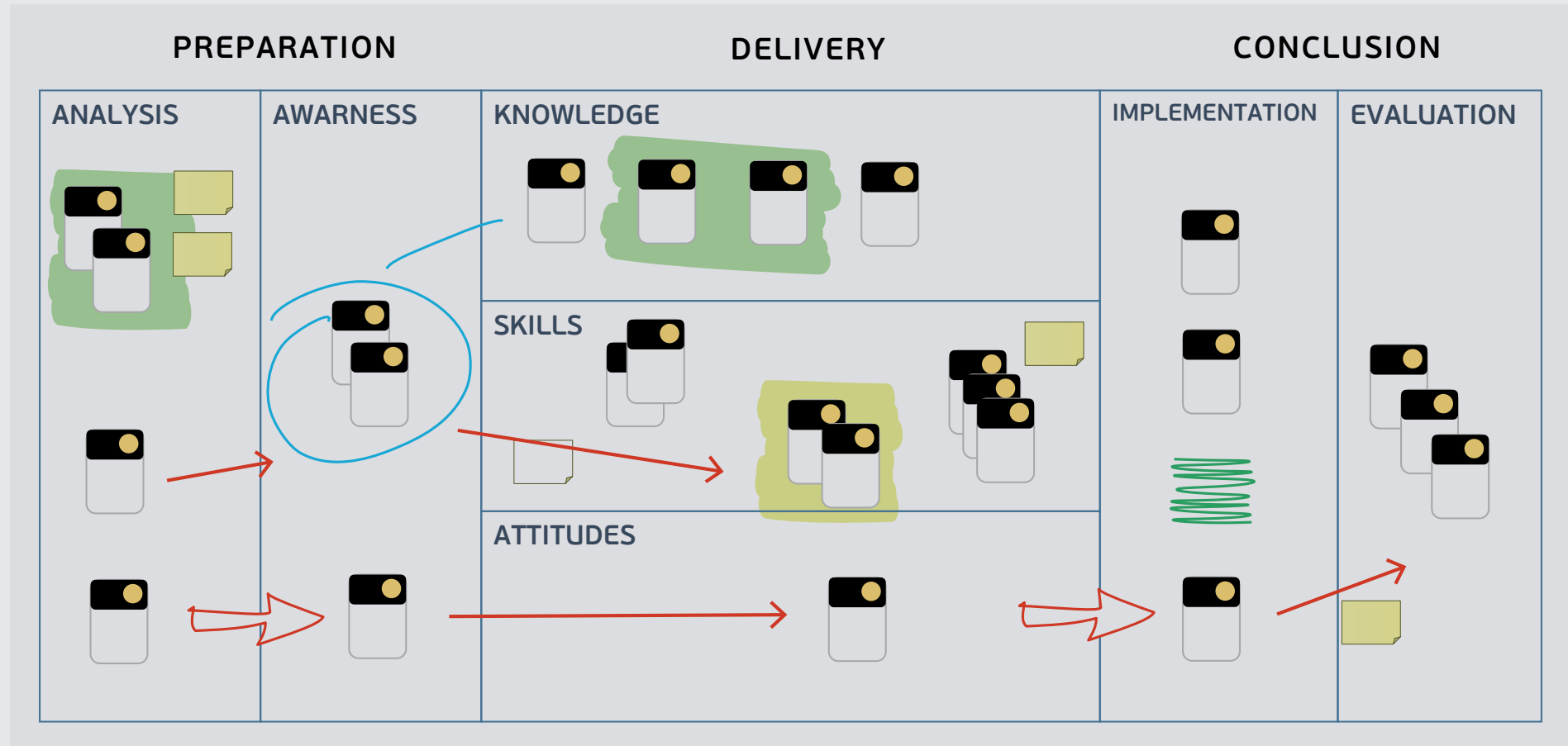
The windows can be drawn on a board or presented on a flipchart in the following way:

You can place card symbols, highlight selected areas, attach post-it notes and draw connecting arrows on such a board.

PREPARATION		DELIVERY		CONCLUSION	
ANALYSIS	AWARNESS	KNOWLEDGE	IMPLEMENTATION	EVALUATION	
		SKILLS			
		ATTITUDES			



An example of a development project presented using the 7 windows is shown below.



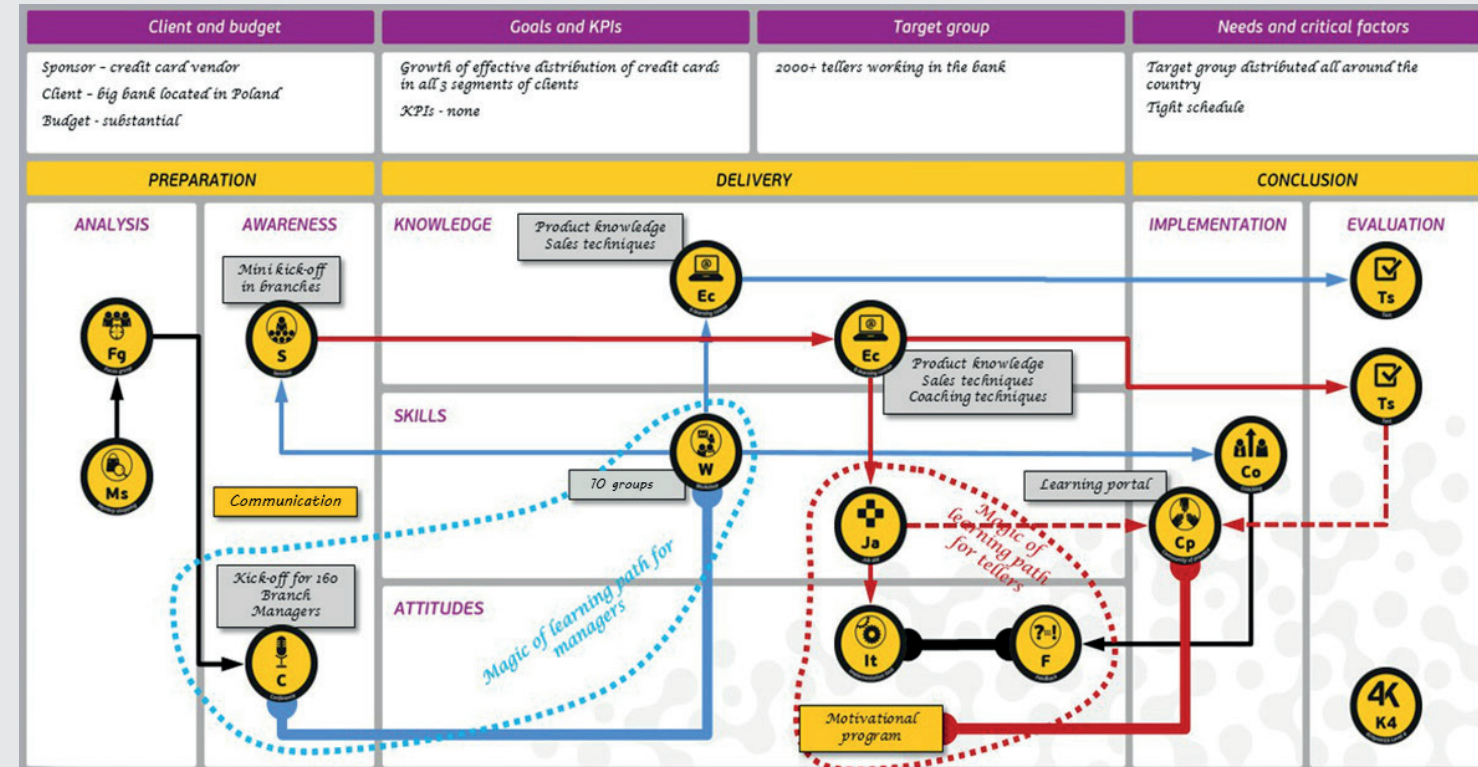


The framework of “7 Windows of Instructional Design” has been implemented in a product called the Learning Battle Cards Development Kit consisting of a:

- magnetic dry-erase board (100 x 50 cm),
- set of 200 magnetic counters representing all the development methods described by LBC,
- deck of LBC cards,
- set of markers to note down additional remarks and mark any elements on the board,
- set of post-it notes to add remarks and take notes,
- user manual

At the moment, the product is undergoing a series of tests. We are planning to launch it after about the first three months of the year 2016.

An example of a process presented using the Learning Battle Cards Development Kit is shown below.



Naturally, working with the LBC Development Kit is much easier, more engaging and fun. The visual effects achieved by using this tool are also simply neater and more legible.

To understand the essence of “7 Windows of Instructional Design”, let us have a closer look at each window of the structure.



WINDOW 1: ANALYSIS

Questions

While looking into this window, answer the following questions:

- What methods do I need to use to identify and understand (or improve the understanding of) the development needs?
- What level of competencies development has the given entity – organization, team, person – reached (what is the current state of development) and what level should be achieved as a result of undergoing the development process (what is the desirable state)?

Additional Inspirations

Needs analysis determines the type of intervention that needs to be implemented to make it possible for the participants to achieve the set targets. So, it determines whether it is necessary to implement any actions in the domain of the employees' knowledge, skills or attitudes.

In this window, you can take into account analysis regarding the need for:

1. organization – here you need to consider the mission, vision, strategy, processes, effects, etc. – and this usually results in decisions regarding extensive, massive development actions,
2. job positions – here you need to take into account the key behaviors of the employee working in the given position and the key tasks that he or she carries out in the position,
3. people – here you need to take into account the competencies of individual employees compared to standards of action.





WINDOW 2: AWARENESS

Questions

While looking into this window, answer the following questions:

- How aware the development process participants are of the need to develop the given competence?
- How to make the development process participant aware of the need to develop?
- What motivational mechanisms may be most effective in the given development context?

Additional Inspirations

The engagement of a pupil, student or an employee in the development process requires making him or her aware of the need to develop.

It is possible to distinguish two typical models of building engagement:

1. based on extrinsic motivation (the mechanisms of “carrot” and “stick”),
2. based on intrinsic motivation (the mechanisms of “pride” and “shame”).

The point of reference for shaping our awareness of a development need may be a model published by Noel Burch, presenting four stages of competence awareness:

1. unconscious incompetence (“I do not know that I do not know something”) – at this stage I do not see the need for my development in a given field; I do not see the lack of competence, so I also do not understand the sense of developing in this field,
2. conscious incompetence (“I know that

I do not know something”) – at this stage I still do not know/cannot do something, but I already see that I lack competence and I know that my deficiencies significantly affect my performance; I see the sense of development in this field,

3. conscious competence (“I know that I know”) – at this stage I can already take action, but it still requires my concentration and effort; I successfully, but carefully and cautiously accomplish my tasks,

4. unconscious competence (“I do not know that I know”) – thanks to a lot of experience I carry out actions in the domain of the given competence routinely and almost automatically; the tasks are not difficult for me at all and I do not have to focus on them.

An effective development process makes it necessary to influence the awareness of its participants properly. It is hard to imagine an effective development action addressed to people who are unaware of their incompetence.



WINDOW 3: KNOWLEDGE

Questions

While looking into this window, answer the following questions:

- What range of knowledge should the development process participant acquire to achieve the set goals?
- What are the most optimal mechanisms for the given development context (project scale, the specific character of the target group, budget, schedule, organizational culture, etc.) to ensure effective knowledge transfer?
- How can knowledge acquired at this stage support the process of skills building or shaping attitudes?

Additional Inspirations

Some definitions describe knowledge not only as reliable and logically sensible information that is valid and true (theoretical knowledge), but also as the ability to use it (practical knowledge). In the Knowledge window we only look at the first part of the definition. The other element (practical knowledge) is taken into account in the Skills window.

Before we look into the Knowledge window, it is worth trying to explain the difference between data, information and knowledge. It is not easy due to the fact that some people are engaged in never ending definition debates in this domain.

Nonetheless, we have accepted the following definitions in the Knowledge window:

- Data are facts sent to the recipient's consciousness in the form of a message,
- Information is data contained in a message which, having been interpreted by the recipient, increased his or her knowledge,

- Knowledge is essential information, verified by the recipient in practice.

So, we assume that the transfer of knowledge takes place through any kind of messages containing information. A lot of mechanisms that can be used for this purpose can be found in the deck of LBC.

Knowledge transfer constitutes the third window of the work structure for a reason. It is because both skills building (window four) and shaping attitudes (window five) are based on (though to a small extent) prior knowledge transfer (i.e. internalized information).



WINDOW 4: SKILLS

Questions

While looking into this window, answer the following questions:

- What skills (soft? hard?) are to be developed as part of the development process?
- What stage of skills development are the development process participants at? Are we teaching novices or improving the skills of competent people? What is the aim (the skills level that the process is leading to)?
- Which mechanisms of skills development are optimal, taking into account the context of the given development process?

Additional Inspirations

The “7 Windows of Instructional Design” method treats skills as abilities to carry out specific tasks.

Skills can be divided into:

1. soft skills (related to our behaviors in the process of interaction with other people) and
2. hard skills (related to our actions in the process of interaction with processes, machines, work tools, etc.).

In this window, we can use the Dreyfus model of skill acquisition which divides the process into five stages:

1. novice – such a person does not understand what he or she is doing, approaches his or her tasks mechanically and in accordance with procedures, as well as needs continuous supervision of a competent person to carry them out,
2. advanced beginner – such a person starts to understand the sense of his or her actions, begins to see them as a process and can carry out easier tasks without support,

3. competent – such a person not only starts to understand what he or she is doing, but also to see the context; he or she can also carry out tasks at an acceptable quality level which may sometimes require corrections on the part of a more competent person,

4. proficient – such a person carries out routine actions at a high quality level, understands what he or she is doing and can see the actions in the context of other tasks (holistic understanding of a process),

5. expert – such a person acts intuitively, exceeds standards, and knows how to create new approaches and routines based on deep understanding of both the tasks that she or he carries out and their context.



WINDOW 5: ATTITUDE

Questions

While looking into this window, answer the following questions:

- What attitudes need to be shaped as part of the given development process?
- What approach or attitude to carrying out professional tasks do you expect your employees to adapt after the project has been completed?
- How do you want to make learners adapt a good attitude to learning during the development process?

Additional Inspirations

An attitude is a relatively lasting, emotional (negative or positive) evaluation of different types of objects (people, events, social groups, actions, etc.) which makes us react to these objects in a specific way.

A change of attitudes is a great challenge. Most of them are shaped by many factors beyond the influence of an educator (e.g. family, environment, past experiences, etc.). However, it does not mean that it is impossible to change them – attitudes can be acquired and modified in the process of learning.

The aim of working with the Attitudes window is to shape attitudes in a way which allows to shape them in a positive way (eliminate unwanted and build desirable attitudes).

Here are a few attitude-influencing ideas that may provide inspiration for working with this window:

- a change of the environment in which the given individual functions to an en-

vironment that will shape the desirable attitude (e.g. moving a pupil who uses dirty language to a class in which pupils do not use such language),

- role modeling – observing other people who, for some reason, are respected by the observers (e.g. these are their sport idols, respected parents or teachers, superiors, etc.),
- marketing operations in the form of different types of actions, messages, meetings and events that make the trainee focus on the attitude-shaping concept in the long run,
- incentive schemes – actions which acknowledge desirable behaviors and stigmatize undesirable behaviors.

Working with this window effectively requires coherent action on all fronts. We will not be able to make a bungler become a person who likes order if we only apply marketing mechanisms to the situation, but at the same time allow his or her environment to keep on functioning in a messy way.



WINDOW 6: IMPLEMENTATION

Questions

While looking into this window, answer the following questions:

- What barriers connected with a desirable change of behaviors will be encountered by the development process participants?
- What changes need to be made in the working environment and procedures, so that employees become able to change their behaviors as a result of the development process?
- How to prepare superiors of the people who take part in the process to support their subordinates in the process of change?

- Is it anyhow possible to support change and its leaders through artifacts, company communication or IT systems?
- How to recognize people who are undergoing a change in their job position and how to reward them?
- How to support employees in the process of change?

Additional Inspirations

Implementation (i.e. triggering off specific action routines in the development process participant or transferring a declarative competence to everyday professional practice) is the greatest challenge for educators. It is because the success of a development project is not equal to the fact that an educational intervention has taken place or that an exam has been passed.

The aim of working with this window should be to design actions that will make the development process participant change specific things permanently in the domain of knowledge, skills and/or attitudes.

Unfortunately, research shows that the percentage of people who achieve a lasting result in this field is fairly low and amounts to 15–20% ¹.

While working in this window, it is worth becoming aware of the three main reasons why effective implementation of new competencies is so difficult:

1. lack of support on the part of a superior (line manager, teacher, educational environment) in using new skills (and sometimes a situation when the newly acquired skills are questioned by people from the learner's environment),
2. the fact that trainees follow their old habits – they lack determination in implementing the declarative competence at a practical level,
3. lack of time (space, permission) for implementation – a change in behavior usually results in an initial decrease in performance (things need to get worse before they can get better).

¹ Saks and Belcort, *Transfer of Training and Organizational Performance: Bridging the Gap between Micro and Macro Training* (2006)



Effective implementation of competences requires counteracting these challenges. Preventive measures should be applied in the development intervention environment and not as part of the intervention itself. For example, it is possible to:

- make the development process participant and his or her manager sign a development contract before the intervention, and initiate, within the same relationship, “support and require” actions (the superior requires a change of behavior on the part of the subordinate and supports him or her in the process of implementing this change),
- equip development process participants with suitable (simple, useful, relevant) job aids that will help them to eradicate old habits and implement new action routines,
- design the development intervention in such a way that both the trainee and his or her superior have the space (time, organizational approval) to go through the process of change.

WINDOW 7: EVALUATION

Questions

While looking into this window, answer the following questions:

- What evaluation data will be collected?
- How to build tools that will make it possible to evaluate the project by using hard data and by disclosing opinions, case studies and employee questions?
- How do you want to collect evaluation data?
- Who will analyze the data, when and according to what procedures?
- What will you do with conclusions?
- Are there actions that you can implement to achieve the effect of continuous evaluation?

Additional Inspirations

The aim of working with the Evaluation window is the need for continuous improvement of educational and development processes.

It is worth remembering about two aspects of measurement:

1. process evaluation which approaches a problem from a technical and quantitative perspective,
2. evaluation of individual achievements of process participants, which takes into account soft, human aspects.

The most frequent way of thinking about process evaluation is a method developed by Donald Kirkpatrick which measures quality on four levels:

1. participant's reaction – measured using a questionnaire of readiness to change as a result of the development process,
2. participant's knowledge – measured using a pair of tests: a pre-test and a final test, checking the degree to which the competence gap has been filled in the domain of knowledge,



3. a change of behaviors – usually measured using the mechanisms of 360 degree assessment, checking the degree to which new competencies have been acquired in the domain of skills and attitudes,
4. business results – changes in key business parameters that have been “influenced” by the development process, usually measured by comparing hard data from before and after the implementation of the process.

The evaluation of individual achievements within the frames of a development event is usually carried out between two individuals. The evaluator can be a teacher, trainer, coach, mentor or line manager, and the person being evaluated is, of course, the person who acquires new competencies (a learner, an employee, apprentice, etc.). Evaluation carried out in this way should also include mechanisms of supporting and motivating the development process participant. It is also important to remember about the rules of an evaluation session that should be applied in such situations, i.e.:

- inform about the situation in which you will carry out evaluation,
- carry out evaluation on the basis of facts, not emotions,
- refer to both positive and negative aspects of the situation,
- comment on the achievements and do not use dry quantitative information,
- express the evaluation using a friendly tone, motivating the evaluated person to make more effort,
- follow a previously established development contract.

You can also implement a lot of tools that will support continuous evaluation and assessment of project results – for example communities of practice. The analysis of contents of this type of tools often allows us to enhance the picture obtained through other evaluation actions.





SUMMARY

All 7 Windows of Instructional Design are important and a designer should look into each of them – even small actions which lead to the development of some competence usually include a few of them.

An example could be such a simple process as self-learning by watching a historical movie, which uses mechanisms associated with a few windows. Let us notice that:

- by making a decision that I want to see such a movie, I refer to the Skills evaluation window,
- by watching the movie, I enter the Knowledge window – I learn some facts, acquire them, associate with one another...

- as a result – my awareness of a competence connected with historical facts presented in the movie is shaped in the Awareness window, which may constitute a stimulus to develop this competence,
- having watched the movie, I evaluate the quality of the process in the Evaluation window, in the form of a short reflection (the movie was good or bad; I have learnt something interesting or not, etc.).

The following is a short summary of all the 7 windows with the associated development forms that we have assumed to be the most important for each area.





NAME OF THE WINDOW	DEFINITION	THE MOST IMPORTANT CARDS
Needs analysis	A set of actions taken to identify and understand development needs, as well as to analyse the gap between the current state (what is) and the desirable state (what should be) – mainly in the domain of broadly conceived people’s competencies.	Benchmarking, Focus group, Interview, Kirkpatrick Level I-IV, Research, Big data, Mystery shopping, Poll, Shadowing, Survey, Assessment, Egzamin, Quiz, Test, 360 degree assessment.
Shaping of awareness	Building the engagement of the development process participant, so that he or she consciously moves from the state of unconscious incompetence to the state of unconscious competence.	Conference, Community of practice, Discussion, Discoverers’ map, Feedback, Game, Lunch and learn, Mentoring, Peer-to-peer learning, Reflection, Role play, Seminar, Shadowing, Social network, Story, Team assignment, Tour, Webquest, 360 degree assessment, Case study, Coaching, Experimenting, Facilitation, Infographic, Job rotation, Observation, Project-based learning, Tutoring
Knowledge transfer	Communicative actions that aim to make the receiver effectively acquire information that is important to him or her.	Article, Audiobook, Augmented reality, Book, Blog, Conference, Chat, Community of practice, Content repository, Discussion, Discoverers’ map, E-learning course, E-mail, Explanation, Exhibit, Game, Job aid, Knowledge pill, Lecture, Lunch and learn, Microblog, Mind map, Metaphor, Newsletter, Open resources, Practice, Podcast, Presentation, Quiz, Repetition, Reflection, Role play, Seminar, Simulation, Search engine, Social media, Story, Summary, Teach back Threaded discussion, Tour, Videoconference, Video on demand, Visual, Board, Webconference, Webinar, Wiki, Webquest, Apps-supported learning, Back channel, Case study, Content curation, Digital storytelling, Infographic, Observation, Second screen, Virtual agent, Workbook

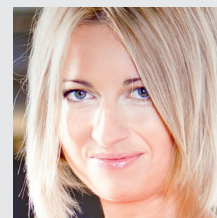


NAME OF THE WINDOW	DEFINITION	THE MOST IMPORTANT CARDS
Skills building	Actions that aim to build the development process participant’s ability to carry out specific tasks; actions that allow the participant to gradually move from the level of a novice to an expert in the domain of carrying out specific tasks	Augmented reality, Community of practice, Demonstration, E-learning course, Game, Implementation task, Practice, Peer-to-peer learning, Repetition, Reflection, Role play, Simulation, Teach back, Visual, Virtual world, Workshop, Webquest, Apps-supported learning, Case study, Experimenting, Job rotation, Observation, E-learning course, Project-based learning, Tutoring, Workbook
Shaping attitudes	Actions that aim to shape the development process participants’ assessment of the surrounding world and reactions to different kinds of situations and events	Article, Book, Conference, Discussion, Explanation, Feedback, Mentoring, Multimedia, Metaphor, Peer-to-peer learning, Reflection, Role play, Seminar, Shadowing, Social network, Story, Team assignement, Threaded discussion, Tour, Webconference, Workshop, Webinar, 360 degree assessment, Coaching, Digital storytelling, Experimenting, Facilitation, Job rotation, Observation, E-learning course, Project-based learning, Tutoring
Implementation of newly acquired competencies	Making the person who undergoes the development process adapt specific routines; transferring a declarative competence into everyday (school, personal, professional, etc.) practice	Augmented reality, Check-list, Community of practice, Content repository, Demonstration, E-mail, Explanation, Feedback, Implementation task, Job aid, Mentoring, Mind map, Peer-to-peer learning, Role play, Simulation, Search engine, Social media, Social network, Shared workspace, Team assignement, Threaded discussion, Board, Wiki, Apps-supported learning, Coaching, Content curation, Experimenting, Facilitation, Job rotation, Observation, Second screen, Tutoring, Virtual agent, Workbook.
Measurement of results	Actions that aim to verify the effectiveness of the development process and the individual achievements of the participants	Assessment, Benchmarking, Certification, Exam, Interview, Kirkpatrick Level I-IV, Mystery shopping, Poll, Quiz, Research, ROI, Social bookmarking, Teach back, Test, 360 degree assessment, Big data, Case study, Project-based learning



INVENTORS OF LEARNING BATTLE CARDS

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