

**STOP met LEREN,  
GA WERKEN!**



# DEXTER





Is LinkedIn's latest acquisition another nail in the coffin for L&D?  
Laura Overton



Laura Overton  
MD at Towards Maturity

Volgen

## Is LinkedIn's latest acquisition another nail in the coffin for L&D?

10 apr. 2015 | 1.294 views | 65 likes | 28 comments | [in](#) [f](#) [+](#) [t](#)

Yesterday, LinkedIn [announced](#) that they had entered into an agreement to acquire online learning company [Lynda.com](#) for \$1.5bn. The BBC reports that this is the professional networking services [largest acquisition to date](#).

It's good news for shareholders in Lynda.com and Jeff Weiner, CEO of LinkedIn is clearly pleased. He said, "The mission of LinkedIn and the mission of lynda.com are highly aligned. Both companies seek to help professionals be better at what they do."

### Helping professionals be better at what they do

But hang on a minute, isn't that the job of the L&D team? Yes, of course it is, but much has been published in the last year\* about the demise of the traditional L&D team, the fact that they are out of touch and out of step with both organisation's needs and the way that individuals learn. So is LinkedIn's latest acquisition another nail in the coffin of L&D? Yes and no. Yes, in the fact that it provides staff with

Is LinkedIn's latest acquisition another nail in the L&D team's coffin?  
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clearly pleased. He said, "The mission of LinkedIn and the mission of lynda.com are highly aligned. Both companies seek to help professionals be better at what they do."

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# Aan het werk!

1. Experiment
2. Kritische klanten!
3. Lerend werken
4. Bewegelijkheid
5. Waarvoor zijn wij op aard?

# 1 Experiment

# Na deze module:

- kunt u vertellen wat een cardboard is;
- kunt u Job beschrijven;
- kunt u de stappen opnoemen om een cardboard in elkaar te zetten op de juiste manier.





# Opdracht:

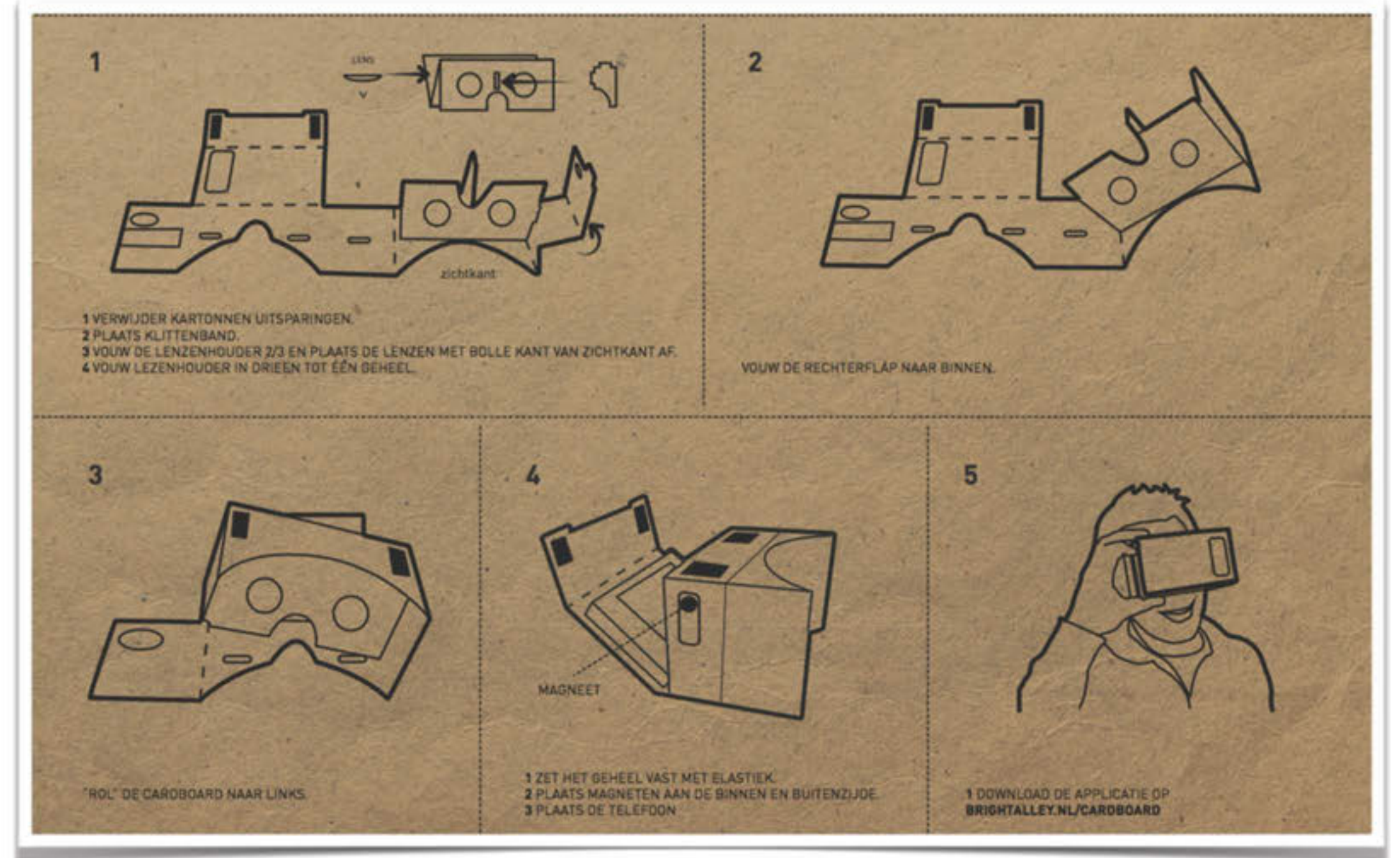
1. Kijk onder uw stoel
2. Maak een groep van 5 mensen & 1 voorwerp
3. Zet het voorwerp zo snel mogelijk in elkaar
4. Ga staan en roep als u klaar bent



# Wie in I keer goed?



Was dit de beste vorm  
van instructie?





**Kritische klannten!**

# Wie.....

- is een e-Learning traject begonnen?
- is afgehaakt?







**Dr. Keith Devlin** [Become a fan](#) [✉](#) [🐦](#) [👍](#)  
 Mathematician, Stanford University

# MOOCs and the Myths of Dropout Rates and Certification

Posted: 03/02/2013 2:12 pm EST | Updated: 05/02/2013 5:12 am EDT

👍 97
👍 48
👍 131
↑ submit
23

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[Comment](#)



When the second iteration of my free mathematics MOOC starts this weekend, I anticipate at least 30,000 students will sign up. Not as many as the 65,000 I got last year, when it had novelty value -- and a lot less competition! -- but still a substantial number.

By the end of week three, that number will likely have dropped to 10,000 (it was 20,000 last time round), and by the end of

the course a "mere" 5,000 (10,000 before), with maybe as few as 500 taking the optional final exam in order to earn a certificate with distinction (1,200 in 2012).

This seems to fit the attrition pattern that commentators have most typically described as "worrying" or "a problem," hinting that therein lies a seed of the MOOC's eventual demise. But is an 85 percent attrition rate really a problem? In fact, is it significantly different from traditional higher education?

For comparison, the equivalent figure for my own university, Stanford, is 95 percent. That's right, 95 percent; a higher attrition rate than my online course. That's not

*Stanford's published "graduation rate" of courses. Of students admitted, 90 percent*

## FOLLOW HUFFPOST



**Sign me up!**

The Morning Email  College

Get top stories and blog posts emailed to me each day..

## Additional Materials

Silvio Barta (instructor) · 4 months ago [Unit related](#)

# How does the process of visualizing inform design?

We've looked at how new forms and methods of visualizations led to new design methods and new ways of thinking about design. How will current topics like Big Data, quantum computing, to the Theory of Everything change how we approach design?

[Add comment](#)

## Answers



MOST RELEVANT

NEW ANSWER

Mr. Samuel Dodoo · 1 day ago

It enables the designer think through the whole process and create and imagination of the product

[Add comment](#)

## References and Attachments

Jill Kraye, editor: The Cambridge Companion to Renaissance Humanism

## Related Questions

[View all](#)

[Ask new question](#)

[make your questions more clear](#)

hi all just make the question more clear please, i know you are talking about the renaissance but when you want to ask about the visualization tool...

no answers 2 comments

[Jill Kraye, editor: The Cambridge Companion to Renaissance Humanism](#)

Please can you give a link to this paper?

no answers no comments

[Answer](#)

Answer is not clear in my opinion. Anyone to help me what visualization tool was developed?

no answers no comments

Ongeveer 31.600 resultaten



Prof. Dr. Betty Collis

**G**emak

**G**enot

**G**ewin



Level 1 -  
Reaction

- Did they like it?

Level 2 -  
Learning

- Did they learn it?

Level 3 -  
Behaviour

- Did they use it?

Level 4 -  
Results

- Did it impact the bottom line?

Level 5 -  
ROI

- What is the Return on Investment?

Donald Kirkpatrick



# Implementatie



# Leren & werken

# 70:20:10

Experience

Relationships

## IMPLEMENTING 70:20:10?

- + the tools
- + the practices
- + the techniques

- + New experiences
- + Opportunity to practice
- + New roles
- + Job-swaps



# Kunt mensen niet dwingen te leren!



# Vraag:

1. “Als u meervoudige nummering wil gebruiken in Word, hoe leert u dat?”
2. Bespreek met buurman/vrouw
3. Vul in: [padlet.com/marcel/word](https://padlet.com/marcel/word)

# Werkend leren?

member of the  
 EUROPEAN  
TRAINING GROUP



- Informatie
- Cursusaanbod
- E-Mail

## Application Trainings

Application Training richt zich op eindgebruikers van (kantoor)automatisering. Bij de uitvoering van de opleidingen wordt een grote mate van flexibiliteit aan de dag gelegd door hantering van verschillende trainingsmethoden en een aanbod zowel in open inschrijving als in gesloten groepen voor bedrijven in-company of op een van onze locaties. Application Training heeft een zeer ruim assortiment trainingen waarbij eigen lesmateriaal gebruikt wordt.

### **Klassikaal**

Tijdens deze trainingen leiden we groepen medewerkers met min of meer dezelfde voorkennis en doelstelling op. De stof wordt in een vooraf overeengekomen tempo behandeld. Theoretische kennisoverdracht wordt afgewisseld met oefeningen en opdrachten, die op de PC worden uitgevoerd. De oefeningen komen klassikaal aan de orde.

Tijdens deze klassikale trainingen kunnen desgewenst ook standaards uit uw eigen organisatie geïntegreerd worden (macro's, huisstijl, procedures, etc.).

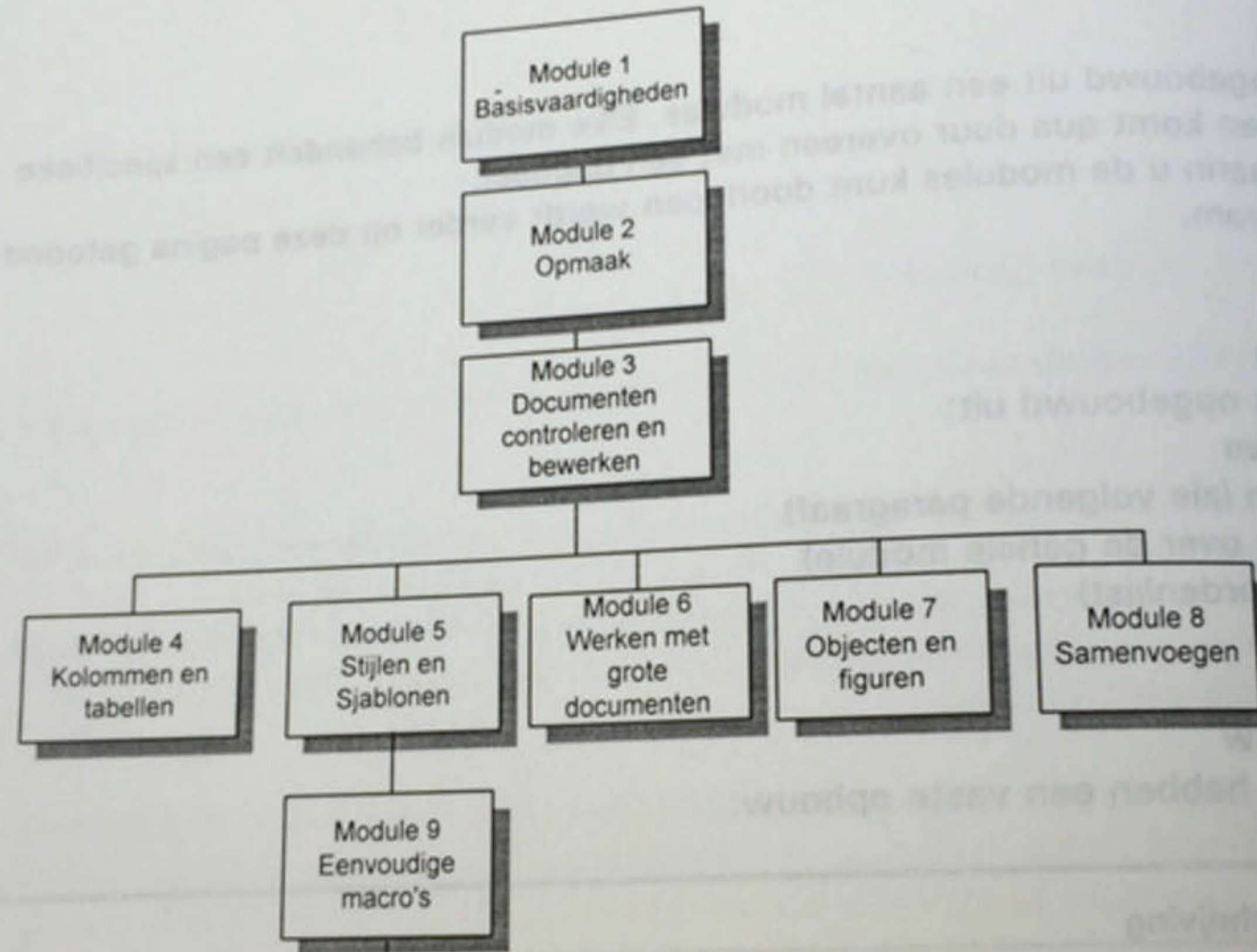
### **Application Training**

Afhankelijk van uw kennis en uw behoeften kiest u voor een Solist of een Klassikale training. Middels een menuutje kunt u hier bepalen wat voor u de beste keuze is.

Solist



De structuur van de cursus Word voor Windows 6.0 NL is als volgt:



U kunt aan de hand van het schema dus zelf het leertraject uitstippelen.

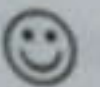
**Bijvoorbeeld:**

U wilt uiteindelijk stijlen en sjablonen kunnen maken. U doorloopt daarvoor de modules "Basisvaardigheden", "Opmaak", "Documenten controleren en bewerken" en "Stijlen en Sjablonen".

## Conventies

In het cursusmater

## Symbool/ Schrijfwij



Cursief

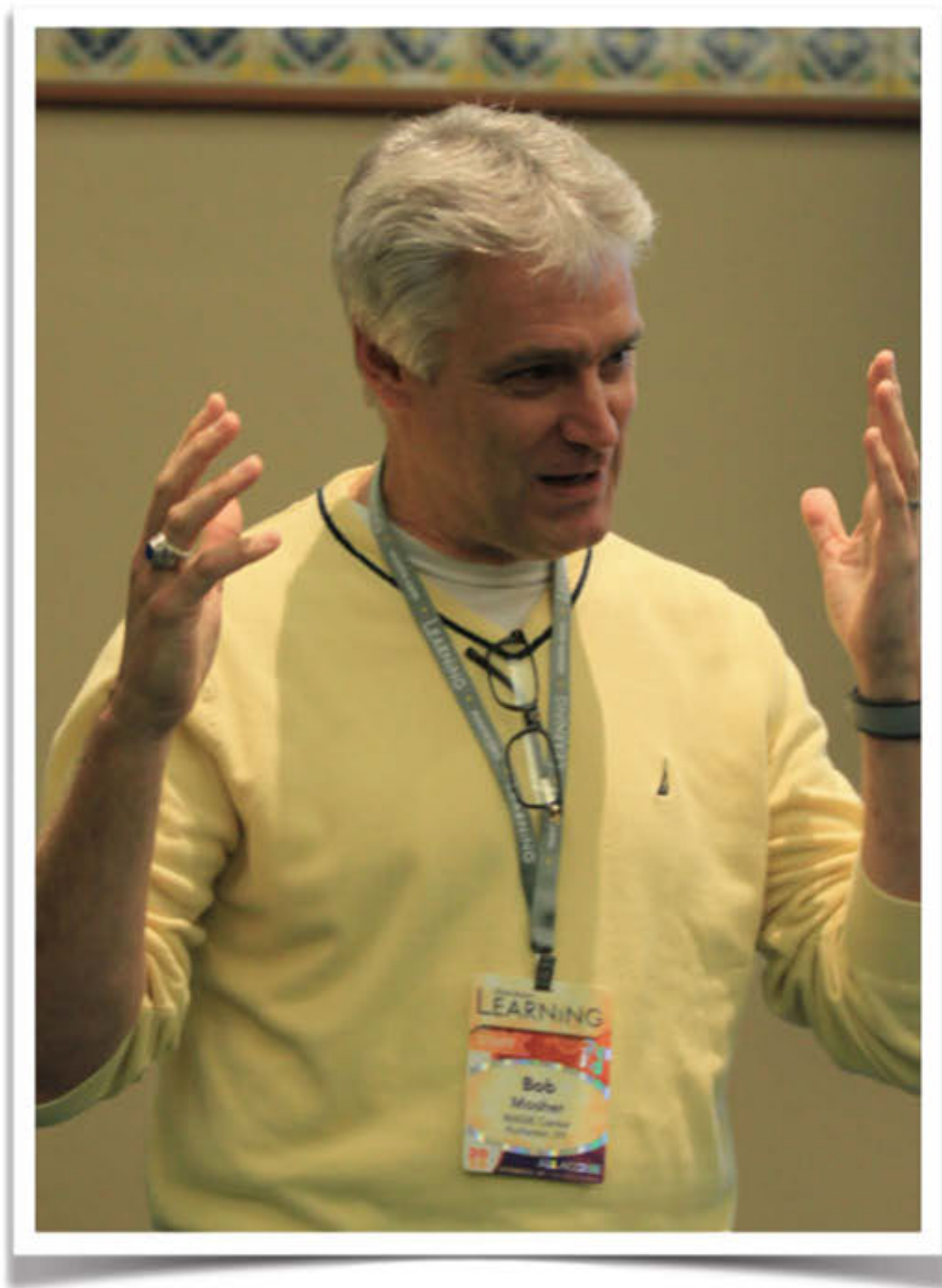
..

Hoofdletters

Shift + F1

Home, ↓





**Bob Mosher**



**Conrad Gottfredson**

# INNOVATIVE PERFORMANCE SUPPORT

Strategies and Practices for Learning in the Workflow



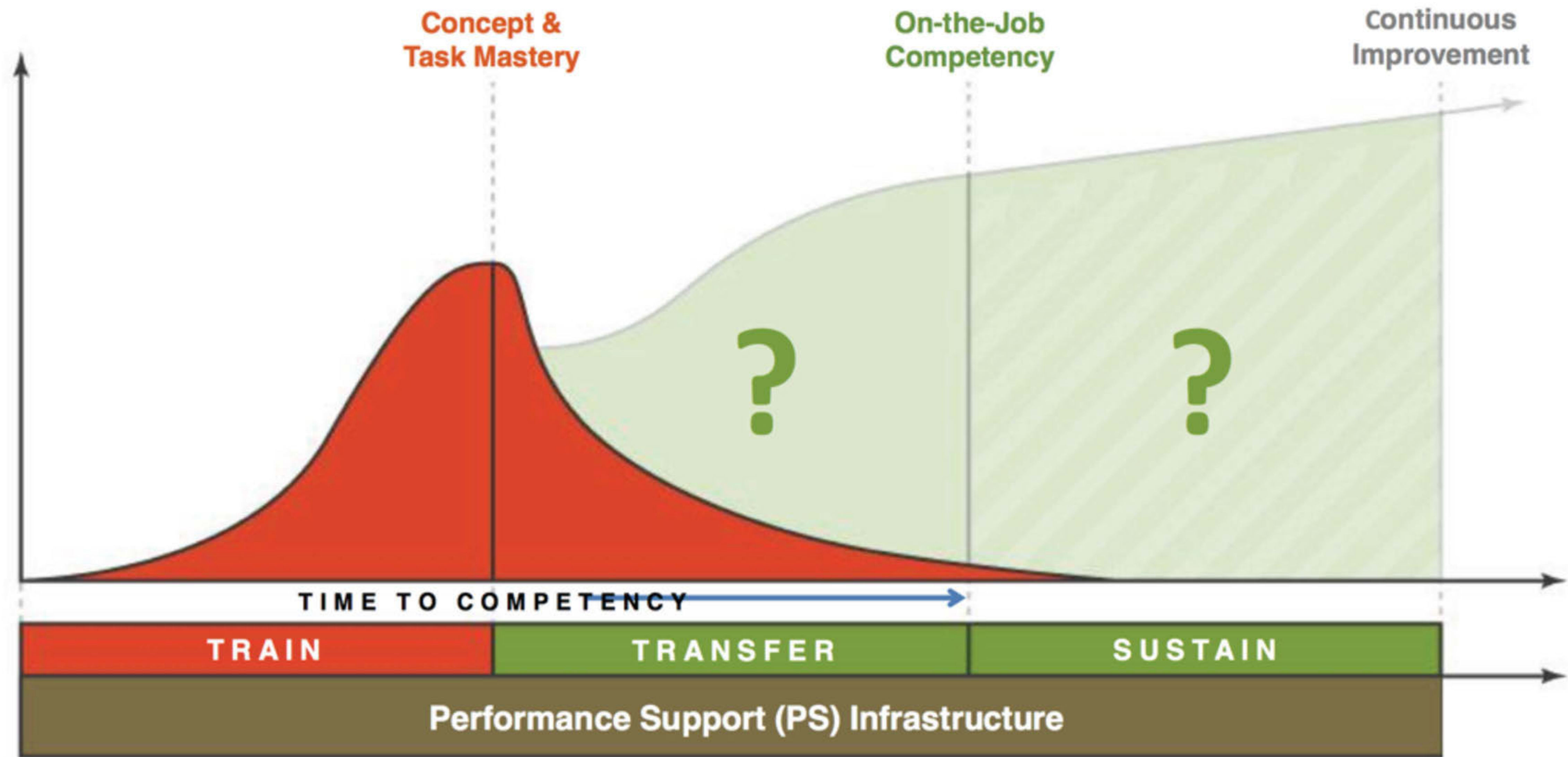
Reinforce Training  
Outcomes in  
the Workflow

Reduce the  
Time to Achieve  
Performance

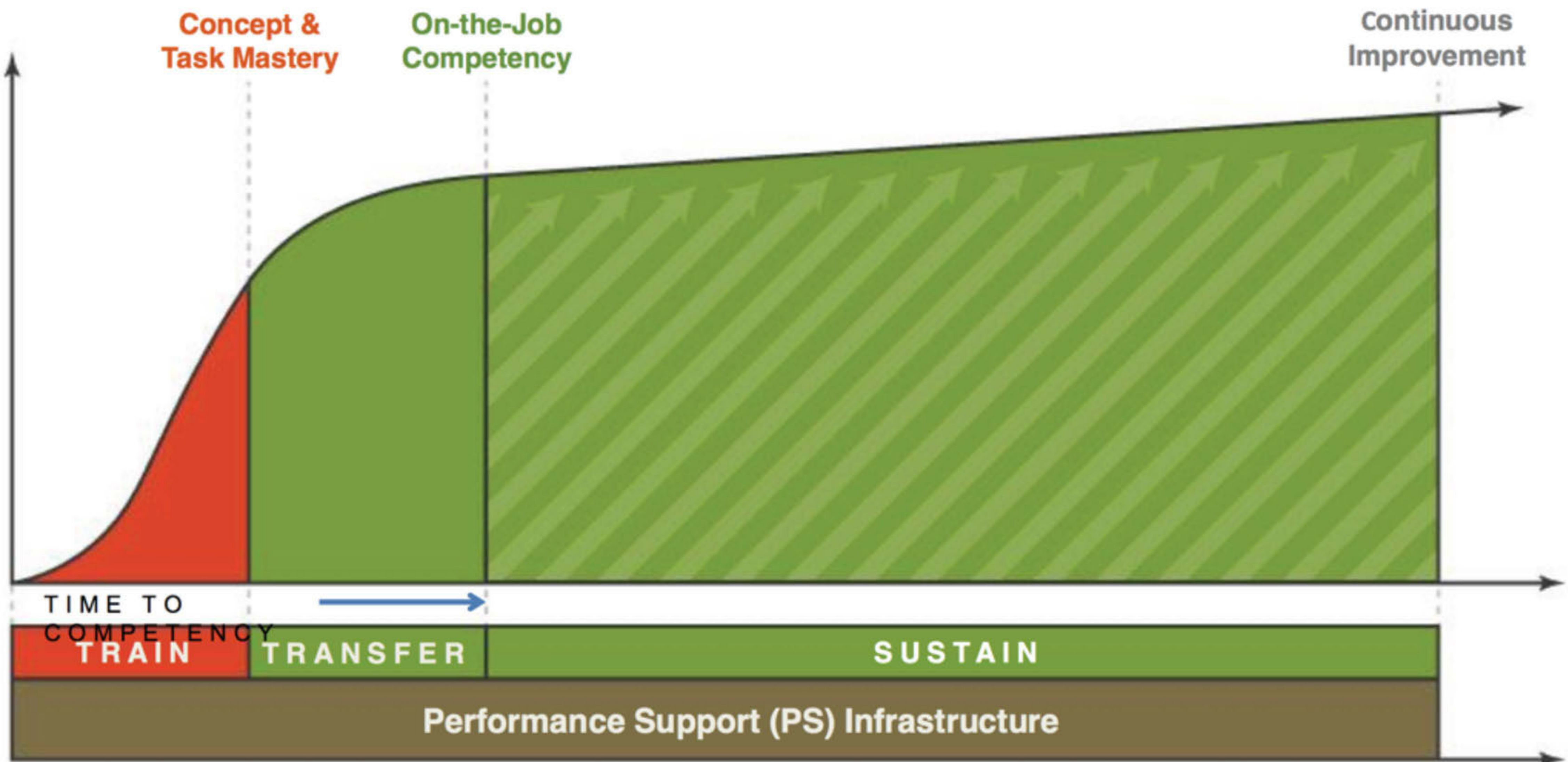
Increase Effective  
Performance  
on the Job

CONRAD GOTTFREDSON, Ph.D., and BOB MOSHER





*Bron: APPLY Synergies*



*Bron: APPLY Synergies*

# The 5 Moments of Need

1. When Learning for the First Time
2. When Wanting to Learn More



**Formal  
Instruction  
(Train)**

- 
3. When Trying to Apply and/or Remember
  4. When Something Goes Wrong
  5. When Something Changes



**Performance  
Support  
(Transfer/  
Sustain)**

*Bron: APPLY Synergies*



**START by designing for the moment of Apply!**

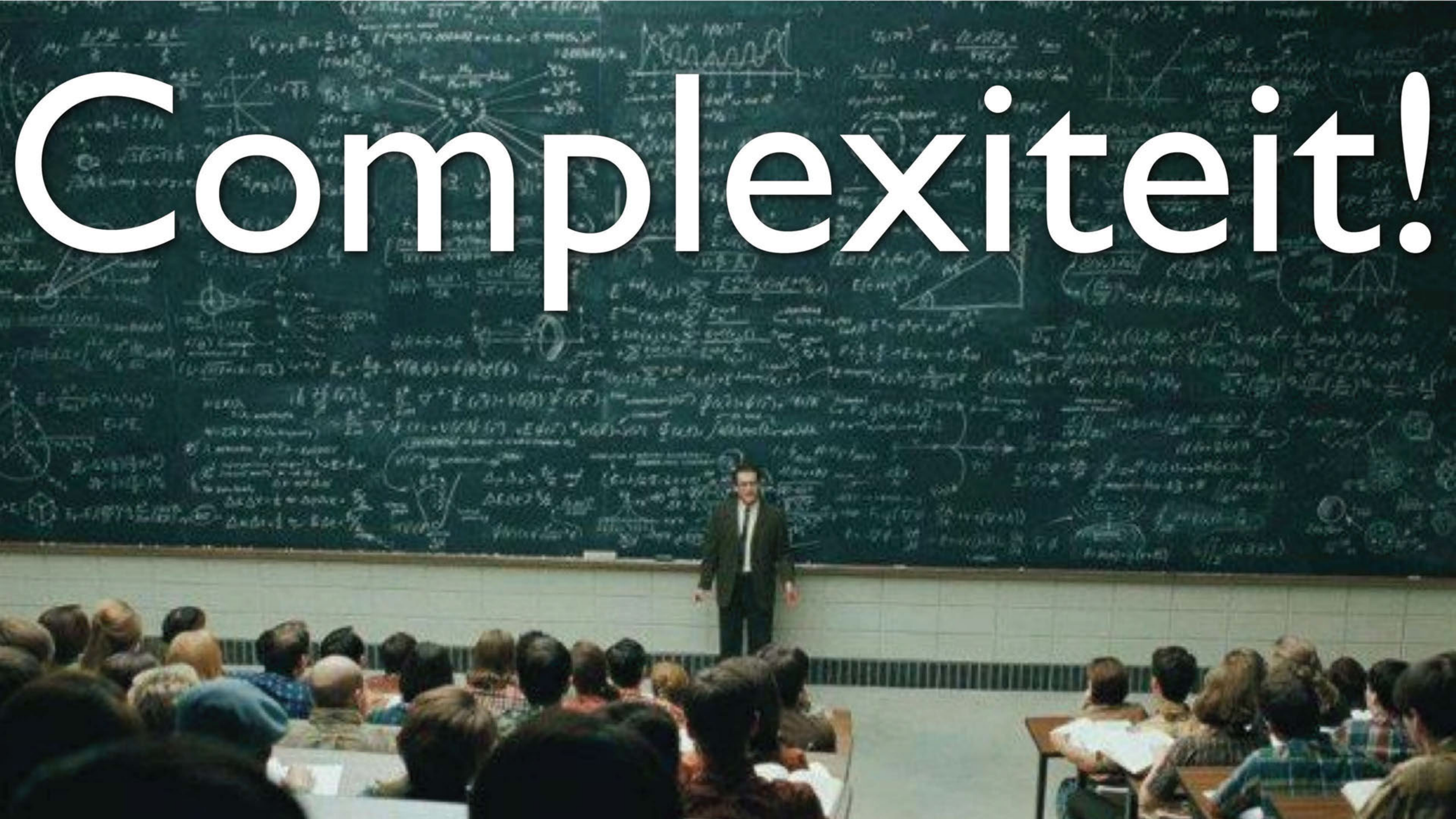
*Bron: APPLY Synergies*

# FLIPPED THINKING

# Bewegelijkheid



# Complexiteit!



**DesignThinking** **Agile**  
**LeanStartup**  
**Flexibel** **Scrum**



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Donald Kirkpatrick

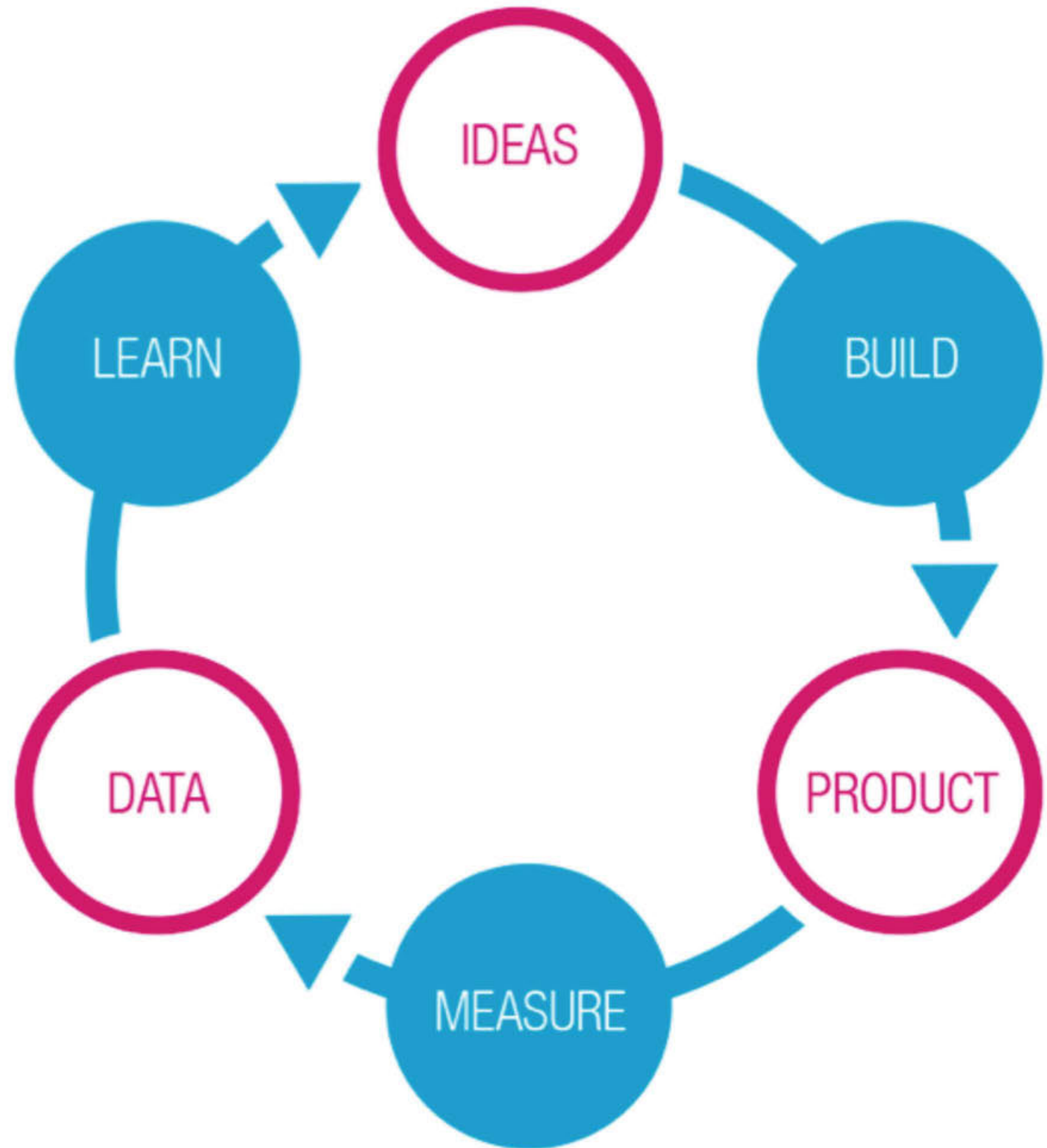


THE NEW YORK TIMES BESTSELLER

# THE LEAN STARTUP

How Today's **Entrepreneurs** Use  
Continuous Innovation to Create  
Radically **Successful** Businesses

ERIC RIES







Ontwerpen  
In kaart brengen  
Opstellen lijst  
Koppelen van  
Branchen over  
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Koppelen van  
Branchen over  
Ontwerpen



# ***Design Thinking for Educators***

2nd Edition

## PHASES



### DISCOVERY



I have a challenge.  
How do I approach it?



### INTERPRETATION



I learned something.  
How do I interpret it?



### IDEATION



I see an opportunity.  
What do I create?



### EXPERIMENTATION



I have an idea.  
How do I build it?



### EVOLUTION



I tried something new.  
How do I evolve it?

## STEPS

### 1. Define the Challenge



### 2. Prepare Research



### 3. Gather Inspiration



### 4. Tell Stories



### 5. Search for Meaning



### 6. Frame Opportunities



### 7. Generate Ideas



### 8. Refine Ideas



### 9. Make Prototypes



### 10. Get Feedback



### 11. Evaluate Learnings



### 12. Build the Experience





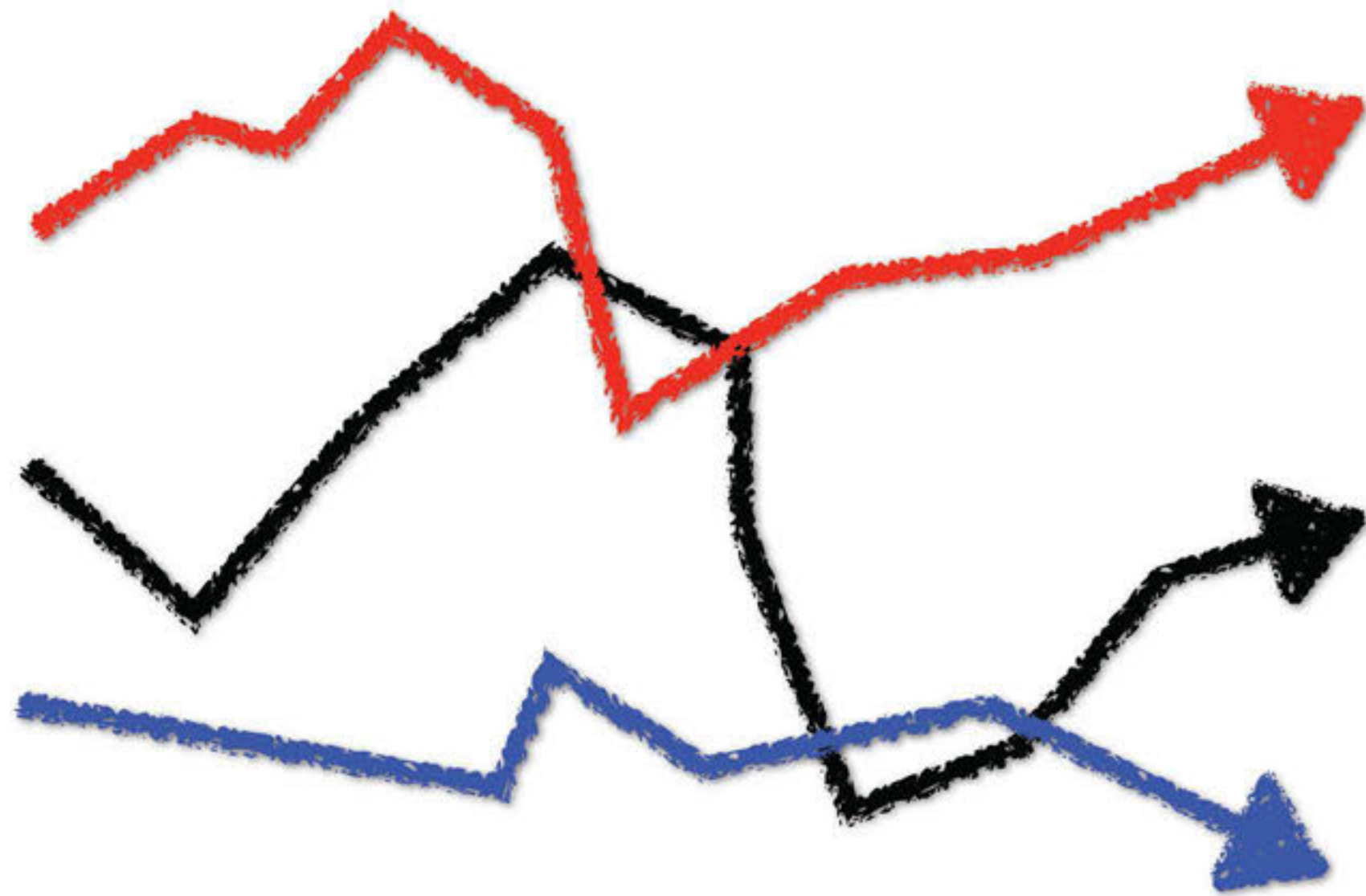
innoveren

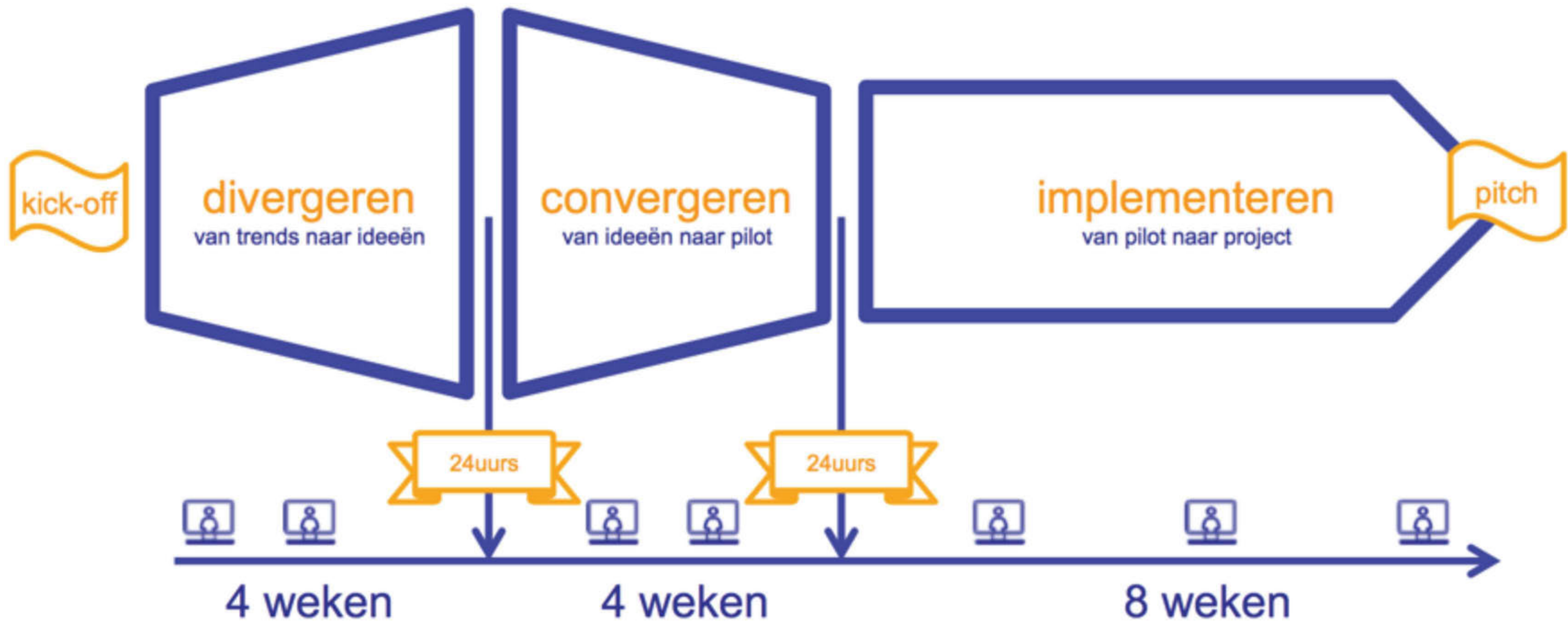
in alles wat we doen





Jouw idee





Vraag 1:

Wat zijn de gedragskenmerken  
van een innovator?



Waarvoor zijn  
wij op aarde?





**Performance  
Facilitator**

**Learning  
Designer**

**Development  
Coach**

**Work enabler**

**Community  
Manager**

**Scorm  
Publisher**

**Opleidingen  
makelaar**

# Vraag:

- Wat is uw relevantie?
- Bespreek met 2 anderen



RE-

THINKING



My fellow Americans, ask not what your country  
can do for you, ask what you can do for your  
country.

(John F. Kennedy)