

Don't Forget! Do Recall! Lesson Plan

Developed by Jim Wright for Thompson Rivers University

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Learning Experience (4-Day Lesson)

Target Audience for the Lesson Plan Itself

This lesson plan is designed for professionals who have participated in the *Don't Forget! Do Recall!* learning experience and who will be presenting/facilitating it to groups of learners after an interval of up to six months. It is intended to serve as a kind of performance support that also stimulates recall.

Overview Expressed for Potential Participants in the Learning Experience

Get research! Be research! In a fast-paced 20-minute session about increasing retained learning, you will match wits with The Research, interacting with the work-learning research of Will Thalheimer, PhD. You can then opt in for über-success through e-learning over the next three days, beginning with a Brainshark presentation. Thanks to the unusual aspect that the lesson extends over four days, you will have the benefit of well-spaced recall and practice before taking part in rapid five-level evaluation via SurveyMonkey. The presenter/facilitator* will then encourage you to draw speculative conclusions from the results. Since the methods used exemplify the research-based principles presented, the experience is the message. Total time for the four-day learning experience: 60 memorable minutes.

Purpose—Dimensions

This four-day (and four-phase) learning experience is intended to enable educators, trainers and other performance improvement professionals to experience research-into-practice. Centred on meta-research about forgetting/recalling and applied to the individual participant's interests, it aims to provide participants with professional development in five dimensions:

1. Research-based practical knowledge about retention of learning
2. Experience of that research-based knowledge as one puts it into practice
3. Experience of blended learning methods that enable one to put it into practice
4. Metacognitive experience in which one observes one's own progress
5. Mini-research project leading to group results and speculative conclusions

* The role of the Day 1 roundtable presenter evolves into a facilitator role in Days 2–4. For this reason, this lesson plan sometimes refers to the “presenter/facilitator.”

Instructional Sequence, Methods, and Aids

Day/Time	Methods	Aids
1: 20 min.	In-person roundtable	Appendixes A–C
2: 27 min.	Emailed advice, asynchronous e-learning via <i>Brainshark</i> presentation, and previewing of self-evaluation (assessment) via <i>SurveyMonkey</i>	Appendix D, Day 2 Email Example
3: 5 min	Emailed advice leading to a focus on application	Appendix D, Day 3 Email Example
4: 8 min	Emailed advice, self-assessment/evaluation with <i>SurveyMonkey</i> , and findings and speculative conclusions	Appendix D, Day 4 Email Examples
Ongoing	Application of learning to one's life and work	Own success! (Build on it.)

Assessment and Evaluation*

Since this learning experience is optional professional development, the assessment is informal. Ongoing opportunities for self-assessment lead into simple evaluation of the learning experience by the participants:

- 5-question pre-quiz during Day 1 roundtable presentation
- Same 5-question quiz during Day 2 e-learning (*Brainshark*) presentation
- 5-level self-assessment/evaluation (an “ultra-lite” version of Donald Kirkpatrick’s four levels of evaluation and Jack Phillips fifth level) introduced on Day 2, reiterated on Day 3, and completed and submitted on Day 4
- Evaluation of the learning experience (to that point) on Day 4 by means of collection of *SurveyMonkey* data, distribution of results, and speculative conclusions.

* TRU Open Learning normally uses the term *assessment* for evaluation of individual student performance, reserving the term *evaluation* for evaluation of the program, course, lesson design, etc.. There is inevitable overlap, especially since evaluations in that sense typically draw on statistics from formal assessment results. The overlap is particularly evident in this lesson, with five-level evaluation used for self-assessment as well as lesson evaluation.

Equipment and Resources

For Roundtable Interactive Presentation, Day 1

- **Table:** Large table, preferably round, able to seat about ten people.
- **Handback:** *Don't Forget! It's Learning AND Forgetting!* Coil-bound booklet of PowerPoint slides provided courtesy of Will Thalheimer (2007, March). Roundtable participants do not mark up their copies and do *hand them back* before leaving. (See Appendix B.)
- **Experience in 5 Dimensions sign:** Print three copies on cover stock, attach them to form a triangle, and place it in the centre of the table. (See Appendix C.)
- **Flashcards:** Multi-colored cards in large colourful type, with the same content on each side for the presenter's convenience. Print on white cover stock. (See Appendix B.)
- **Opt-in cards:** Yellow cards that are large enough for participants to be able to write their email addresses legibly and small enough to deposit in the "bank." (See Appendix C.) A simple alternative is to use of business cards when that is feasible.
- **"Banks":** Any means of collecting the opt-in cards that implies wise investing. Example: The use of piggy banks is illustrated in Appendix C.
- **Day 1 Roundtable Presentation Notes.** Ideas, based on a pilot offering, for presenters to draw on and adapt. (See Appendix A.)

For E-Learning, Days 2–4

- **Computers:** Individual access to almost any computer with Internet connection.
- **Brainshark presentation:** *The Learning Show: Don't Forget Forgetting!* presentation at <http://www.brainshark.com/worklearningresearch/vu?pi=164722759> (Thalheimer, 2007, February).
- **Sendouts:** Emails for Days 2–4. Examples are provided in Appendix D.
- **SurveyMonkey self-evaluation:** *Don't Forget! Do Recall!* Survey-style evaluation instrument at <http://www.surveymonkey.com/s.asp?u=685873364299> (Wright, 2007)

Instructional Objectives

The underlying philosophy of *Don't Forget! Do Recall!* is constructivist to a significant extent, and the objectives listed in the table on this page are expressed accordingly.

The approach to objectives is also intended to be consistent with Dr. Will Thalheimer's meta-research conclusions related to objectives (Thalheimer, 2002), which overlap his conclusions about forgetting and recall. Without opposing conventional objectives, his conclusions indicate that alternative ways of expressing objectives can be more effective. For example, placing a triangular sign listing five dimensions of the learning experience in the centre of the table is a way to convey objectives, signaling what is important so that learners will be more likely to heed and work toward them. Similarly, a single point in large coloured type on a flashcard is a signal that the point is important to understand and apply, and it efficiently reinforces what the presenter is saying. Objectives like "Apply key meta-research conclusions to improve retention of learning" are nice to have but not essential, and eliminating optional content is consistent with Dr. Thalheimer's presentation. To reiterate, this lesson plan is not making a statement about the value of stating instructional objectives for presenters/facilitators and learners; instead, it applies an approach to objectives that is especially consistent with Dr. Thalheimer's research.

The objectives assume the conditions expressed throughout this lesson plan. Fittingly, since this experiential learning experience is optional professional development, the criterion for each objective is the learner's perception of satisfactory achievement.

Each learner who participates diligently in the experience will achieve these objectives, which are closely related to the SurveyMonkey self-evaluation questions:

Objective	Comment
1. Enjoy the experience.	In optional professional development, learners will be motivated to continue the learning if they like it. (However, having fun is not predictive of high retention of learning.)
2. Learn enough.	This is deliberately vague. As the presenter/facilitator may need to remind individuals or the group, the learning can be in any of the five dimensions or beyond them. The focus will depend on the context (e.g., a focus on blended learning technology and methods at a <i>Tech It Up!</i> seminar) and the individual's goals.
3. Use the learning.	For this to be possible, the presenter/facilitator must ensure that presented content and the experience itself enable learning that the learner can apply in the dimension(s) the learner emphasizes.
4. Achieve a positive difference in life or work.	Aiming for this should lead to motivation. When participants find it hard to identify how applying learning will make a difference, communication between facilitator and participant is effective.
5. Achieve a positive ROI.	Normally this would be "the bottom line"; in this case, participants get one further way to make the learning experience worthwhile.
6. Draw speculative conclusions from the evaluation results.	The focus is on group results, but the individual will also draw speculative conclusions from his or her individual results. Being able to do this satisfactorily, learning in the fifth dimension, is sufficient for success.

References

Thalheimer, W. (2007, March). *Don't forget! It's learning AND forgetting!* Adapter Jim Wright. Burnaby, BC: Thompson Rivers University.

Thalheimer, W. (2002, May). *Instructional objectives: A Work-Learning Research research report*. Retrieved May 25, 2005, from http://www.work-learning.com/ma/PP_RR001.asp

Thalheimer, W. (2007, February). *The learning show: Don't forget forgetting*. Videocast. Retrieved April 10, 2007, from <http://www.brainshark.com/worklearningresearch/vu?pi=164722759>

Wright, J. (2007) Self-evaluation: *Don't Forget! Do Recall!* Online survey. Accessed April 10, 2007, at <http://www.surveymonkey.com/s.asp?u=685873364299>

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Extension

Visit Will Thalheimer's website, *Work-Learning Research: Practical Wisdom from Learning Research*, <http://work-learning.com>, and encourage learners to do so too.

Appendix A: Day 1 Roundtable Presentation Notes

These are notes to draw on. They are not a script. They are a set of examples of what one might want to bring in. One would not use all of this information, and one would add content to suit the situation, especially in response to participants' questions and comments.

The 20-minute period for this interactive presentation is suited to “cracker barrel” format, which involves all participants in a large group choosing a new table every 20 minutes (choosing from a number of tables, each with a presenter addressing a different topic). It is also useful for in-service professional development when even the people who feel most pressed for time by their job demands can probably manage 20 minutes.

Some aspects of the “Welcome to the Learning Experience” segment can be casually introduced while participants are settling in—prior to the official start of the 20-minute period.

Welcome to the Learning Experience

Opt-in cards: [Introduce colleagues Porky and Petunia Piggybank or alternative deposit box.] While you're settling in, please fill in the little opt-in yellow card with your email address. Please be very legible. I hope that later in this session you will decide to opt-in to continuing the experience for three more days. [Bring out here about the Year of the Pig, a very good year because the pig represents prosperity.] Porky and Petunia Pig would love to have you invest and prosper with them.

Notes as performance support: I'll use my notes as a performance support at least twice. I'm doing this partly to put into practice one of the principles we'll address.

Goals: In this blended learning experience, a research-based expectation is that *you* will get better at retaining learning and defeating forgetting. You're asked to invest 60 minutes of your time, with the intent that you will get a good return on that investment if you follow the steps. This is experiential learning, and to a great extent the experience is the message. The group's experience is also a min-research project, and we'll see by the end what *your* results show. If you opt in to continuing the experience, tomorrow you'll go online to the self-evaluation instrument in SurveyMonkey, and that will add to your sense of goals.

Request: Please keep input concise so that we can move rapidly. And do feel free to speak.

Quickly Exploring the Handback—Introductory Concepts

[Each of the following comments refers to a page in the handback booklet.]

Title page [Leaf through it.]: Leaf through this booklet. It's a *handback*, so please don't mark it up. Instead of keeping the booklet, you will keep content in your mind, build on it, and apply it.

Mission: In this learning experience, we're drawing on the research-based practical wisdom of Dr. Will Thalheimer. I know Will from conferences of ISPI, the International Society for Performance Improvement. His aim is to put research into practice.

Research: In this learning experience, we're bringing in a lot of what Will derived from those thousands of articles.

Fundamentals: We're looking at the basics of how learning can affect on-the-job performance. We can apply them far more broadly. For example, we can apply them to our own work and lives outside work, not just to other people's work.

Time-sequence—learning to performance: This graphic is conceptual. Typically there is a time gap between a session like this and the time when you apply what you've learned. That's called the retention interval. If we forget what we've learned before the time when we need to use it, the learning has no practical value. In other words, the return on investment, ROI, is nil.

Retrieval curves: This graphic gives a visual sense of a typical situation. The learning curve is the lighter line going up. The forgetting curve is the darker line going down. Our goal is to make the forgetting curve less steep and sometimes eliminate it.

Retrieval equation: Next, for those who speak Math, we have the retrieval equation.

Learning transfer: To apply learning, we need first to *acquire* it and *retrieve* it from memory. We can *then* achieve personal fulfillment and/or practical results. *If* that process doesn't break down.

Quickly Exploring the Handback—The Inquisition

The Inquisition! This segment is less ominous than it sounds. We have a series of questions. I'll ask one person to *speedily* read a question and the multiple-choice answers aloud. We'll immediately vote on the best answer. I'll then give you Will Thalheimer's research-based answer and talk briefly about it. Later in this session, we'll review what you've learned – in a new context.

[For these questions, ensure that no one feels sheepish because of raising a hand for an answer that isn't Will Thalheimer's "correct answer." Almost every answer that participants choose is right in some partial way or according to some interpretation of the question.]

Quickly Exploring the Handback—The Inquisition

Question 1. To help people retrieve a long time after learning, give them realistic practice. Those are all good things to do, but realistic practice is great for enabling spontaneous remembering. Here's an example: If you practice a client-service skill at your desk, you will have similar stimuli when you receive a client call at your desk, and that will help you to spontaneously remember the skill that you practised.

Question 2, % of material. This question assumes that one has only a certain amount of learning time. The best answer is C. Most often, we try to jam in too much information. It's better to select the high-priority information and use methods like spaced repetition and realistic retrieval practice.

Question 3, Training, etc. Performance support is typically something people can *refer* to, such as a Help feature in a computer program. This is a trick question. Performance support actually *eliminates the need* to remember particular information. However, there is a sense in which it could be the right answer because using performance support to access particular information can prompt spontaneous remembering of related information. Also, the term *performance support* is used in different ways. The point is convey that training sometimes *is* the most efficient and effective method and that performance support means such as job aids are often a good way to reduce the training content so as to address a smaller number of objectives well.

Question 4: Most accurate:

- Smile sheets are what we often fill out after a workshop. They show whether people enjoyed the workshop, and that can be useful to know. However, the research shows they're useless for predicting whether our performance will improve.
- Tests of learning can be pretty good if they're at the cognitive or psychomotor level of the intended performance, but they most often are not.
- Tests of decision-making are good if they are close enough to real decision-making situations.
- In an ideal situation, the answer is D, Tests of Retrieval on the Job.
- E is not accurate because the research shows that learners typically overestimate how much they'll be able to retrieve.

Question 5: Retrieval a month out: Take that to mean a month *after the test*.

C, two weeks, is most accurate. If you can retrieve after two weeks, you're more likely to remember in a month. Testing immediately after learning can be useful for enhancing the learning, because we learn best when we recall the learning soon afterward, but the immediate test by itself is not a good predictor of long-term retention.

An important related point is that people remember best from spaced *learning*. If learners come back to review their learning in an engaging way at intervals that are days or even weeks after the initial learning, there is likely to be very good long-term retrieval.

Quickly Exploring the Handback—Implications and Complications

The Implications: We'll come back to this later. In any case, you will learn more about this when you watch the online Brainshark Presentation that I'll direct you to tomorrow. [Although the Implications content comes next in Will Thalheimer's Brainshark presentation, leaving it for a few minutes in this roundtable presentation allows a little spacing in the learning/recall. It also ensures that you will have time to address some essential information before coming back to a segment that can more easily be adapted to the amount of time remaining.]

The complications: Accomplishing learning is not always simple.

Without workplace learning: Often, there's not much left after the forgetting.

With workplace learning: If the learner can retrieve the learning when it's time to apply it, the curve actually keeps going higher. The learning means more. It becomes part of us.

With workplace learning 2: This is what often happens. We keep enhancing some of the learning. We forget some. And we partially retain some. Some of what the learners forget could be dropped because it's not important enough. Some is important even though it's rarely needed, and perhaps that is best addressed with performance support, job aids. Some is best addressed with booster training—review at intervals of days or weeks.

Looking Ahead

Before we go, let's look ahead to the rest of the learning experience.

- If you opt in, I'll email you by tomorrow morning [Day 2]. I'll include a link to a Brainshark presentation and a link to a quick SurveyMonkey survey that we'll use for an ultra-lite Kirkpatrick-Phillips 5-level evaluation. [Do not get sidetracked on Donald Kirkpatrick and Jack Phillips.] Allow 27 minutes for using my message, viewing Will Thalheimer's presentation, and looking at the survey.
- On [Day 3] morning, I'll email you to prompt further recall in 5 minutes or so.
- On [Day 4] morning, I'll email you to ask you to fill in the SurveyMonkey evaluation in 5 minutes or so. You simply answer yes or no to five questions about the learning experience. There are also a couple of optional questions
- On [Day 4] afternoon, I'll put together the results from this little group of research subjects. I'll send them to you so that you can draw conclusions in 3 minutes or so. They will be speculative conclusions, but we will have done useful research despite spending very little added time on it.
- My email messages will provide performance support or just-in-time learning for a few points. It's extremely important that you read the messages and follow them. I suggest printing them out so that you can use them as *performance support*.

Flashcards for Implications—New Points and Review

Back to the implications--forgotten forgetting. As we went along, you may have been thinking of ways in which you haven't followed best practice. In effect, you think, Oops, I got it wrong. How can you get it right. I've tried to make this learning experience an example.

I'll start with some additional points about learning and retaining. [Keep using this learning experience for examples. We are experiencing the message, not just listening to theory!]

- **Objectives:** Good. Can be expressed as questions or a paragraph that gets the learner focused on what's important. I've given little previews and will keep doing so.
- **Embellishment:** Can be bad, as in this case, where the font is distracting. Besides using precious time and mental processing capacity, it can draw attention from the points that we want the learner to focus on. (Will Thalheimer calls that "seductive augmentation.")
- **Emotions:** Generally good, but extreme emotions can tie up the mind's processing power. Being happy (though not deliriously) in this research and learning experience is good.
- **Cognitive overload:** Use the visual and auditory processors simultaneously. We're doing it.
- **Immediate recall:** (1) Prepare to learn. (2) Acquire learning. (3) Recall it. We'll be engaged in the recall phase as we look at the rest of these cards.

Too much material. What do you do about that? Prioritize. Discard some of the "nice to know." Use the time saved to reinforce the critical materials.

Performance support: Create job aids for yourself. Have reference books handy.

Authentic practice: Practise decision-making in the contexts in which learners will learn. If you're going to give a presentation, try to practice in the same room. I did that today. At least visualize the room when you practice. If you get an idea about how to improve something you do on the job, give yourself a minute to try it out and you are more likely to remember it.

Space learning over time: Try this out with particular computer skills that you want to improve in. We are doing the same sort of thing by spreading this experience over four calendar days, with repetition and productive augmentation as we go along.

Authentic tests: For example, tests that do not assess recall of knowledge when the learners need to be able to *apply* the knowledge (a) don't give meaningful results and (b) encourage learners to focus on low-level information in future. When you are in effect testing yourself by going over what you've learned at a workshop, you're doing that effectively if you're challenging yourself to think about the ways in which you will *apply* the new learning in your work and life. In this research and learning experience, you are asked to do exactly that.

Assess after a delay: Unless we check what has been learned after a delay, we are forgetting the significance of forgetting. You will be assessing on [Day 4]. (Incidentally, SurveyMonkey will let you submit the evaluation survey earlier, but only surveys submitted on [Day 4] will count.)

Yikes! Your mission during and after this learning experience is first to identify ways in which you can be retaining better or helping other people to retain better. Apply what you've learned in at least one way. By [Day 4], at minimum plan a way to use something that you learn from this session, the follow-up Brainshark presentation, or another aspect of this learning experience.

Porky and Petunia urge you to invest with them. Give them your little yellow opt-in forms. Thank you — from all of us. And have a great ROI!

Appendix B: Handback for Day 1 Roundtable Presentation

This coil-bound booklet is designed to be printed with standard Thompson Rivers Universities covers and with yellow sheets as dividers between segments. The printing is single-sided (right side only) except that the copyright page appears on the back of the title page.

There are several reasons for having a booklet that is *handed back*:

- Economy
- Environmental responsibility
- Consistency with the aim of generating learning and recall, not providing performance support by means of this booklet

*Don't Forget!
It's Learning AND
Forgetting!!*

Will Thalheimer, PhD
Work-Learning Research, Inc.

www.work-learning.com

www.willatworklearning.com

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♦ **Mission**

- ♦ Help Clients Build More Effective Learning
- ♦ **Bridge Gap between Research & Practice**
- ♦ Compile Research, Share Findings

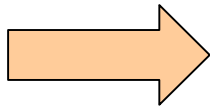
Research

- ◆ Drawn from those who know learning
- ◆ Taken from the preeminent refereed journals on learning, instruction, and performance.
- ◆ Thousands of research articles
- ◆ Focus on the practical
- ◆ Focus on learning

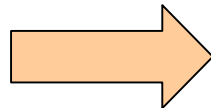
Fundamentals of how learning becomes performance

Time Sequence of How Learning Becomes Performance

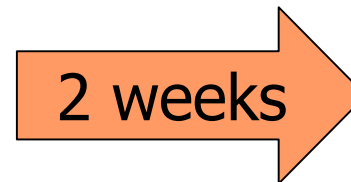
1st Event



2nd Event



3rd Event



**On-the-job
Performance**



Learning

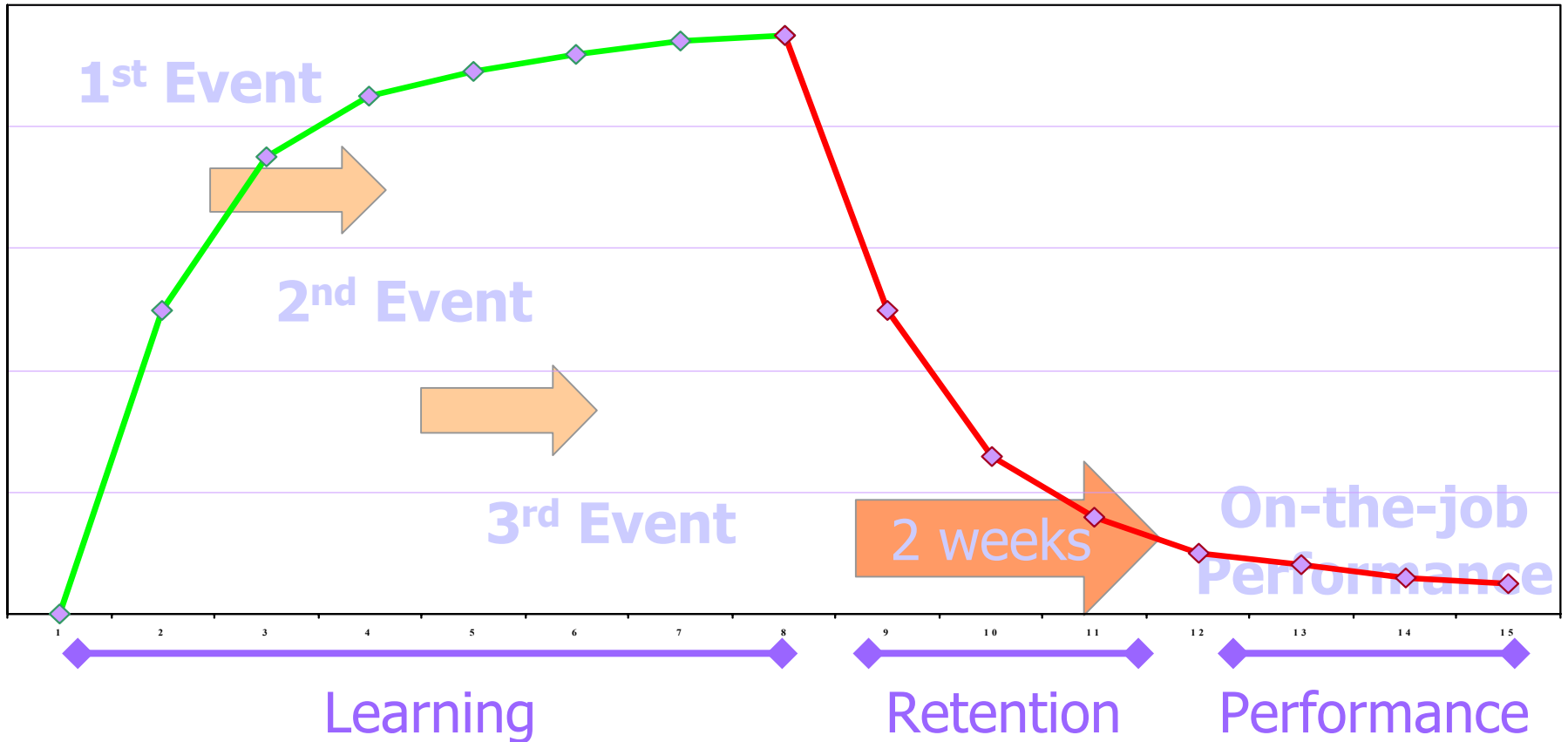


Retention



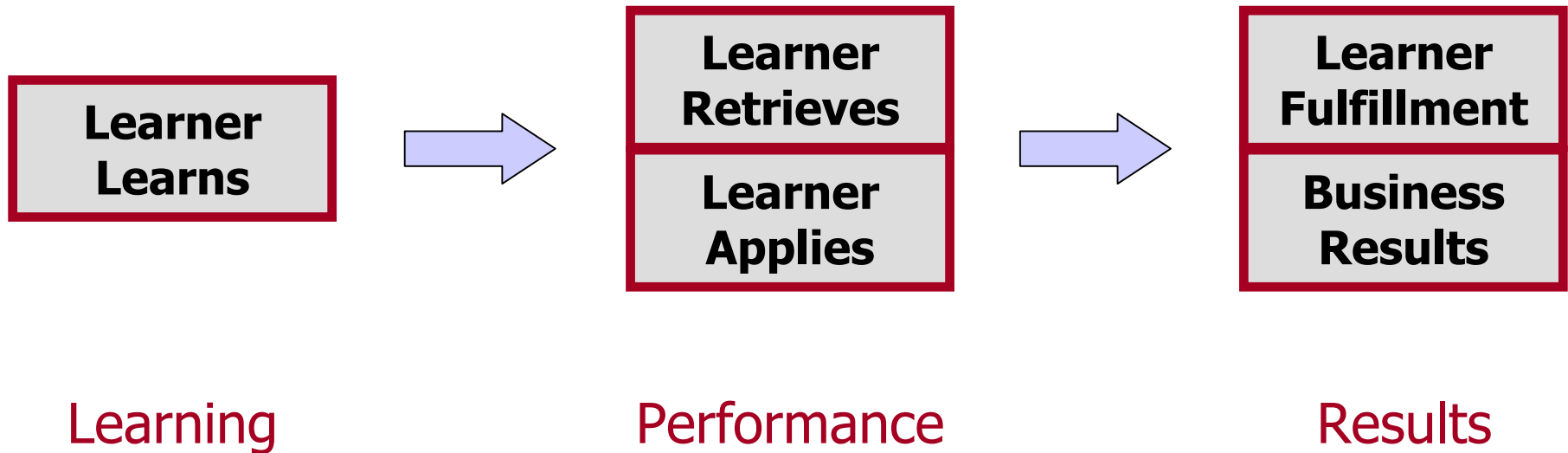
Performance

Retrieval Curves



Retrieval = Learning – Forgetting

Learning Transfer



The Inquisition

What's the best thing to do to help people retrieve information a long time after learning?

- A. Provide additional training.
- B. Test them on key concepts.
- C. Give them realistic practice.
- D. Make learning fun & engaging.

What's the best thing to do to help people retrieve information after a long time?

- A. Cover 100% of the material.
- B. Cover 75% of the material.
- C. Cover 50% of the material.

What's the best thing to do to help people retrieve information after a long time?

- A. Train the people.
- B. Provide performance support.
- C. Call Dr. Thalheimer (617-718-0067)

What's the most accurate way to determine the likelihood of retrieval on the job?

- A. Smile sheets.
- B. Tests of learning.
- C. Tests of decision-making.
- D. Tests of retrieval on the job.
- E. Ask the learners whether they'll be able to remember the information.

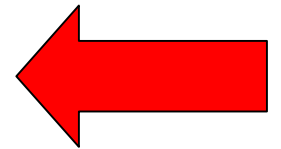
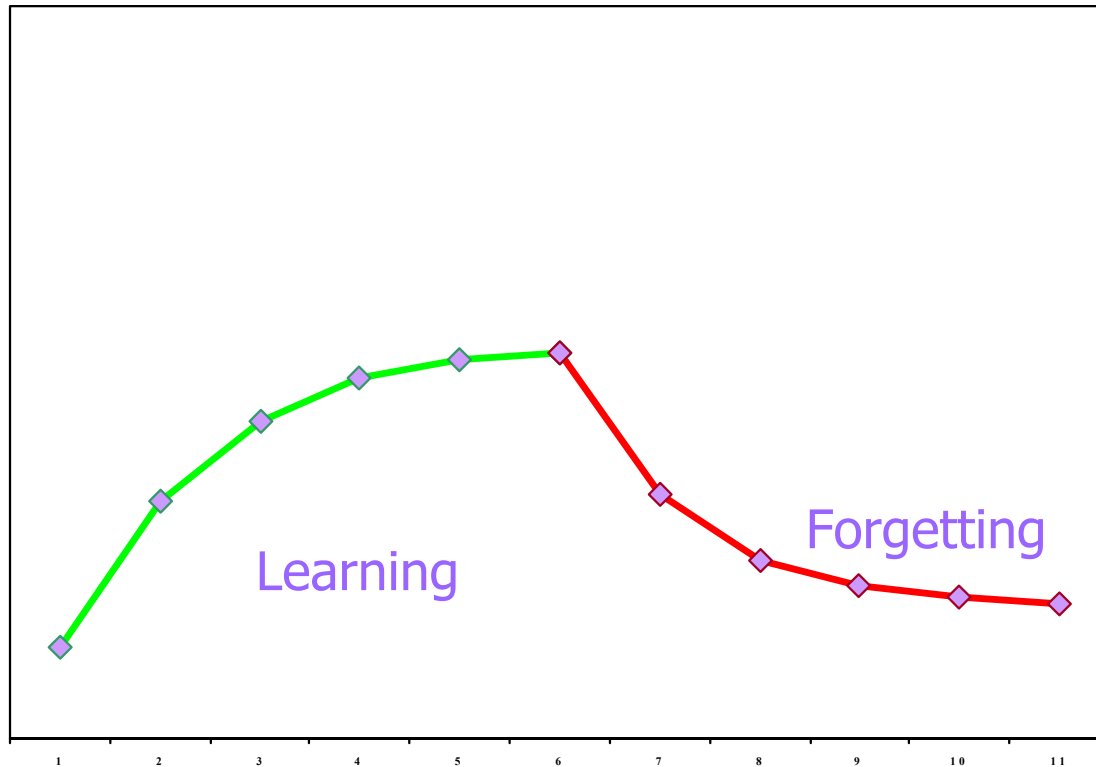
What's the most accurate way to determine the likelihood of retrieval on the job a month out?

- A. Test immediately after learning.
- B. Test one week after learning.
- C. Test two weeks after learning.

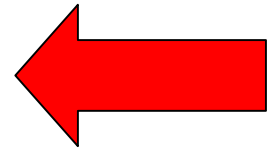
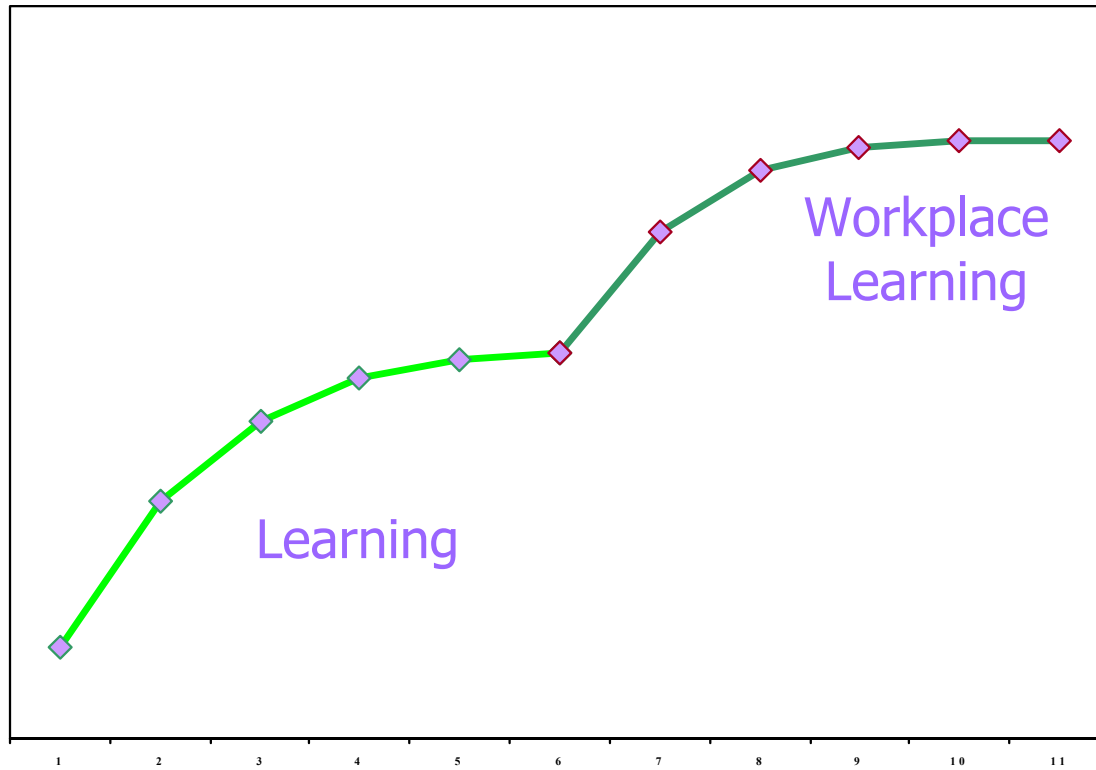
The Implications

The Complications

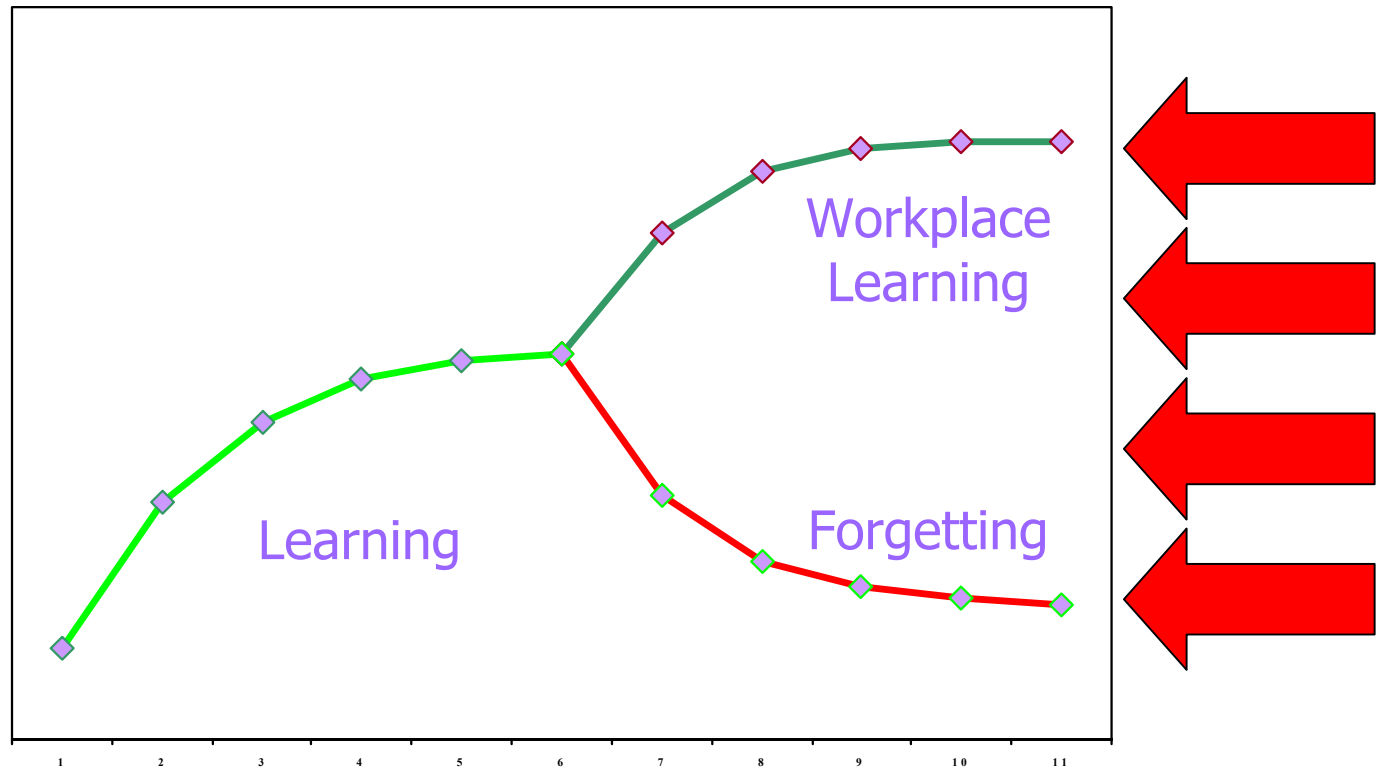
Without Workplace Learning



With Workplace Learning



With Workplace Learning



Appendix C: Other Day 1 Roundtable Presentation Items

“Welcome to a 5-Dimensional Experience!” Sheet

The dimensions sheet is printed in colour and single-sided on cover stock. Three copies of the sheet are placed in a triangle, held together with “invisible” tape. Place this in the middle of the table before the participants arrive.

Flashcards

The flashcards are printed double-sided on cover stock, with the same content on each side. This enables the presenter to see the content on one side while the participants see the same content on the other side when the presenter holds a flashcard up. The flashcards are printed in colour.

Note: The switch from using individual copies of the handback booklet to using the set of flashcards is intended to provide a change of pace, infusing new energy even though the content of the flashcards is largely a matter of recall and review. With the first six groups in this learning experience, it definitely has had that effect.

Opt-in Method Example

The opt-in methods example sheet illustrates an opt-in method that has received an appreciative response from the first six groups.

Opt-in Cards

The opt-in cards example provided in this appendix (with directions included) is one medium for obtaining participant opt-in, along with the opted-in participants’ email addresses. The sheet is printed on a yellow or light-gold cover stock.

When feasible, a simpler alternative would be to collect business cards.

Welcome to a 5-Dimensional Experience!

- 1. Research-based practical knowledge about retention of learning**
- 2. Experience of that research-based knowledge as we put it into practice**
- 3. Experience of blended learning methods that enable us to put it into practice**
- 4. Metacognitive experience in which you observe your progress**
- 5. Mini-research project leading to group results and your speculative conclusions**

**Oops. We've
forgotten
forgetting.**

Oops. We forgot

objectives

EMBELLISHMENT

emotions

cognitive overload

immediate recall

**Oops. We've
been covering
too much
material.**

**Oops. We've
forgotten
performance
support.**

**Oops. We need
to provide more
authentic
practice.**

**Oops. We need
to space our
learning
over time.**

**Oops. We need
to assess our
learning with
authentic tests.**

**Oops. We need
to assess our
learning
after a delay.**

Yikes!

**Our learning
interventions
just don't cut it!**

Don't Forget! Do Recall! Opt-in Method Example



Suzanna Wright photo

The photo illustrates one pleasant way to prompt *Don't Forget! Do Recall!* roundtable presentation participants (Day 1) to commit to investing their time in an online continuation of the learning experience in Days 2–4. In this example, piggy banks named Porky and Petunia accept opt-in cards that follow the “I’m in!” statement with sufficient space for participants to write their email addresses. The pigs are appropriate because the lunar year beginning in 2007 was publicized as the Year of the Pig, and the presenter can draw out from the participants that the pig is a symbol of prosperity. The implication is that investing with Porky and Petunia is likely to lead to prosperity or at least to an adequate return on investment (ROI), a good use of time.

Note: When Porky and Petunia help as “colleagues,” introducing them as the participants arrive leads to a good-natured and purposeful mood.

Don't Forget! Do Recall! Opt-in Cards

This sheet is designed for use with a paper cutter. Print on white cover stock. Cut about halfway between the horizontal line and the next “I’m In!” Also cut on the faint vertical lines. When the learners are settling into their seats for the Day 1 roundtable presentation, ask them to write their email addresses on the horizontal line of the card. Later, invite them to invest their time by depositing the card in the deposit box, e.g., a piggy bank.

An alternative is to collect business cards if the participants have brought them.

[illegible]

Appendix D: Email Examples for Days 2–4

Day 2 Email Example

Hello, Learning Experience Participants,

[Day 2] step: Putting research findings into practice, we are taking advantage of the spacing effect. Today, please enjoy using Brainshark for Dr. Will Thalheimer's presentation on the same topic as yesterday's group session.

Total time today: 27 minutes if you keep down the optional “nice to know”

Request: During and after the show, please:

1. Think of ways to put what you're learning into practice.
2. Jot them down.
3. Select one that you will definitely put into effect right away.
4. Start immediately.
5. Practise at every opportunity today and tomorrow.
6. Keep recalling what you've learned and fine-tuning how you use it.

Suggestion: While you're enjoying Will's learning show, you may wish to conserve time and stay in a flow experience. I recommend clicking slide icons in the left-hand pane so as to move on quickly, e.g., when Will is crediting his sponsors or reading questions. And just skip the final credits completely. You might also want to click "Submit" and "Continue" when Will is still reading question completions after you've already decided on the answer.

Link to the Brainshark presentation, Will's learning show:

<http://www.brainshark.com/worklearningresearch/vu?pi=164722759&tx=TLS-1-Blog>

It should work well from any computer, even with a slow connection.

Also look over the brief 5-level evaluation you will be doing near the end of this experience. It's at <http://www.surveymonkey.com/s.asp?u=685873364299>. This step will have the same effect as using objectives well, helping you to learn and remember better. (Do not fill it in or submit it at this time. Only surveys submitted on [Day 4] will count.)

On [Day 4] morning, you will receive an email message from me asking you to complete and submit the SurveyMonkey evaluation. On [Day 4] afternoon, I will put the results together and send them to all of you, the participants, with a few comments.

Note: I'm always happy to answer questions or discuss your comments. Email me at [email address] or call [phone number].

Day 3 Email Example

Hello again, Learning Experience Participants,

Summary of [Day 3] step: Putting research findings into practice, we are again taking advantage of the spacing effect. Today, please do a quick review (5 minutes or so).

Request:

1. Go to <http://www.surveymonkey.com/s.asp?u=685873364299>, the SurveyMonkey 5-level evaluation instrument. See if you can answer affirmatively to each question. To become able to do so better, plan how to fill the gaps, and begin filling them. (Do not fill in the survey or submit it. Only surveys submitted on Friday will count.)
2. At <http://www.brainshark.com/worklearningresearch/vu?pi=164722759&tx=TLS-1-Blog>, review any slides that will help you to do that. Immediately begin acting on what you learn.
3. If you absolutely can't think of any way in your work life or home life to at least plan how to begin using what you've learned, call me if you'd like me to try to help.
4. Do take the planned 5 minutes to do [Day 3's] step.

Note: This step could have consisted of a short multiple-choice test at the application level like the Inquisition items. However, the research indicates that realistic practice is better.

Upcoming steps: By [Day 4] morning, I will email you to tell you to fill out and submit the SurveyMonkey evaluation survey. On [Day 4] afternoon, I will share gather the results and share them with you.

Day 4 Morning Email Example

Good morning, Learning Experience Participants,

Today's step is our ultra-lite 5-level evaluation of the learning experience. Like learning interventions, evaluation of learning only makes sense if the value from it is greater than the cost. In that context, our quick evaluation makes more sense than something more complex for current purposes. It provides us with a very simple kind of research or evaluation results, and you will be able to draw your own conclusions after I send you the results at the end of the day.

Request:

1. Go to <http://www.surveymonkey.com/s.asp?u=685873364299> to complete the evaluation.
2. If you find you still can't answer affirmatively to a question, make a last effort to do so. For example, plan a way to use something you've learned. Or think of the range of learning from the "Don't Forget! Do Recall!" content, the blended learning and technological methods, and especially the learning experience in which we put the theory into practise in ways that you monitored and the group evaluated.
3. Submit it (by clicking the "Submit" button on the final page) before 2 p.m. today.

Reminder: You're welcome to contact me if you have any questions. [Include contact information in signature.]

Day 4 Afternoon Email Example

Good afternoon, Participants!

Here are the “Don’t Forget! Do Recall!” learning experience evaluation results, based on the SurveyMonkey evaluation you all submitted.

1. Are you enjoying "Don't Forget! Do Recall!"? Y x, N s
2. Are you learning enough from "Don't Forget! Do Recall!"? Y x, N s
3. Are you using what you're learning from "Don't Forget! Do Recall!"? Y x, N s
4. Does using what you've learned from "Don't Forget! Do Recall!" make a positive difference? Y x, N x
5. Are you getting a positive ROI from "Don't Forget! Do Recall!"? Y x, N x

I encourage everyone to reflect on those results and come to conclusions, which will necessarily be speculative conclusions. For example, a conclusion I came too after talking to two of the participants is that it’s important for facilitators/presenters/educators to find ways to make participants cognizant of how much they’re learning. In this case, the intent was that the learning experience itself would be the message to a significant extent, but those particular individuals had been giving “learning” a much more limited traditional meaning that does not include experiential learning.

6. Final comments?

There were lots of useful final comments. I have attached them, and I will act on them for the benefit of the next group of participants in this learning experience. Thank you on their behalf.

And thanks for the great participation!