

Elliott Masie's

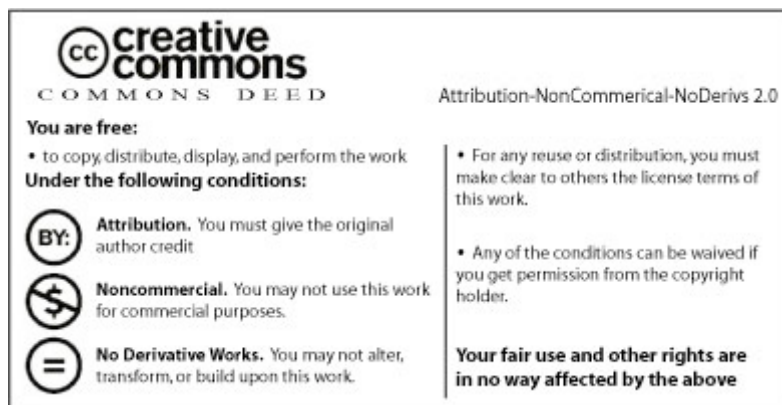
LEARNING2009

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Learning 2009 Keynote – Excerpt on Learning Approaches

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Transcription of Video Segment Available at:
<http://learningwiki.editme.com/douglynch>



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Learning 2010 will be held from October 24-27 in Orlando, Florida.

Elliott Masie: Every learning approach, whether somebody comes and says, “Oh, we are going to do something that's Social Learning, or we are going to do something that's individually designed learning, or we are going to do something that's Mobile or gLearning”, inevitably, from my view, Doug, [it] involves four “bubbles”, if you will.

The first one is, what's the relationship of the learner to expertise? You will notice I am using the word expertise rather than content, because in some cases that content may be published content, but in other cases, for Rajiv, it just may be, “I know how to reach the expert.” In each case there is a method and there is a process. In other words, how is that learner going to learn? What's the learning activity? What's the methodology? What's the way in which that happens?

They are inevitably going to reach for a technology, even if the technology is no technology. It could be a classroom. It could be a book. It could be online...and there is a decision about [if] there [is] some element of collaboration from one to many.

Now, Doug, when we started to look at it [the four bubbles], what I was saying, why I want to come back to this and I am going to pop this up a couple of times during our conference, is I am starting to get a little frustrated when people say, “Ooh, this thing really works!”

And then you ask them, “Well, how?”

And they are saying, “Well, the technology is really cool”, but what's the expertise, or what's the content, or what's the method and the like? What's your take and your reaction?

Doug Lynch: So when you showed this to me a little while ago, what I was struck with is that, in economics, this is actually a graphical representation of what we call a production function, which we would write out sort of as a fancy formula with lots of Greek letters. But the long and short is that all these things would sort of interact with each other, and they are all various inputs that sort of get combined in such a way to create learning as an output. The question becomes, depending on what you are trying to do, how do these play together?

Elliott Masie: And where is the big buzz these days?

Doug Lynch: Oh, it's all in the technology: it's the cool factor and the thing that drives me a little bit crazy is that - so we can think about Shakespeare, for example, and everybody is sort of busting on Shakespeare, but there is something to be said for Shakespeare. It has been around and, if it's well-delivered, it's pretty good. But everybody likes the latest fad. Now, that's not to say that technology can't be inherently useful, but the question becomes, how does it interplay with these other things and design?

I mean, I actually think that when I was listening to you, you were talking about this being uncertain times, but in a certain sense, what I am thinking is that this is sort of about orchestration - sort of this theme of orchestration - where you have to map this stuff out.

Elliott Masie: And to your point, the design increasingly needs to be evidence-based. In other words, we need some basis of saying, “Well, why would we do it that way?”

Doug Lynch: Right, or “Does it work?” Now again, we have different standards. An entrepreneur might have a much lower standard for the need for certainty than say a physicist or somebody who is in the academy who just has to publish, and they have 30 years to publish one journal article. But nonetheless, I think we would all agree, given the importance of learning, the fact that we are using our

organization's resources, we have the ability to change lives [and] that if we are doing a bunch of stuff that doesn't work, we should examine that.

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