The Performance-Learning Continuum
Because Learning Is Not a One-Time Thing

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Introductions

• Name and location
• What do you do
• Why are you attending this session?
How Did You Learn to...?
Learning Continuum Model

**What’s Needed for Effective Learning?**
The mastery of knowledge and skills depends on repeated exposure and experiences, resulting in embedded memories.

**What Is Required for Embedded Learning?**
Learning must be practical, relevant to the learner, and delivered with a psychological context to become stored in the brain’s memory center, the hippocampus.

**Leadership & Learning Success**
Leadership must commit itself and the organization to holistic and comprehensive learning that benefits its mission, goals, strategies, and tactics.

**Why Should Learning Occur Over Time?**
Learning requires ongoing (“spaced”) awareness, appreciation, practice, expanded learning, reinforcement, and currency delivered in different ways.

**Leadership & Learning Success**
Leadership must commit itself and the organization to holistic and comprehensive learning that benefits its mission, goals, strategies, and tactics.

**Learning Levels**
Learners must build baseline competencies before they can build advanced competencies regardless of the topic.

**Course Libraries**
- eLearning
- Other assets (videos, articles, social learning), webinars
- Searchable content

**Learning Science**
Identifying with characters and situations takes learning beyond the neocortex.

**Communication Campaigns**
- Internal marketing
- Leadership & organizational messaging

**Performance Tools**
- Micro-micro learning
- Infographics
- Discussion kits
- Periodic scenario quizzes

**“Stacked” Courseware**
- Foundation
- Course suites
- Specialized microlearning
- Learning moments
Continuous Learning Must Occur

The forgetting curve shows how information or knowledge stored within the brain is lost over time if the individual makes no attempt to reinforce and retain it.
Bloom’s Taxonomy and the Brain

Bloom’s taxonomy, which describes cognitive tasks in ascending orders of complexity, appears to be supported by neuroscience research. Recruiting volitional control, memory, and emotions through active learning techniques increases performance.

Brain image by Loovie496 [Public domain], via Wikimedia Commons.
Multiple Intelligences
Experiential Learning

Concrete experience
Try it out. See what happens.

Active experimentation
Formulate a hypothesis. Plan action and test it.

Reflective observation
Analyze the experience. View from multiple perspectives.

Abstract conceptualization
Connect ideas. Link to existing knowledge and understanding.
1. (2017) Dr. Conrad Gottfredson and Bob Mosher of APPLY Synergies spent more than forty years developing a performance-based continuum methodology that addresses the five Moments of Learning Need (5 MoN).
Sample Learning Continuum

#1
- Training
- Communications
- Foundational
- Reinforce
- Build On

#2
- Introduce
- Foundational
- Reinforce
- Build On
- Event

#3
- Introduce
- Foundational
- Reinforce
- Refresher
- Build On
- Just-in-Time
- Activity
- Event
Learning Methods that Support a Learning Continuum

The learning processes that occur over time are affected by various learning methods. While each method weighs differently on the learning process, multiple methods presented in different contexts can raise the chances that the learning is absorbed, embeds and sticks. These various methods:

• Present lessons in different ways, which can aid in triggering learning functions.
• Base learning opportunities on different learning styles, which meet the needs of various learners.
• Support experiential learning as learners apply a lesson to specific situations (deductive) and/or pull a lesson from a situation (inductive).
• Support the “learning over time” function when learning is provided at different times and in different contexts, including support for “spaced learning.”
Questions?

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