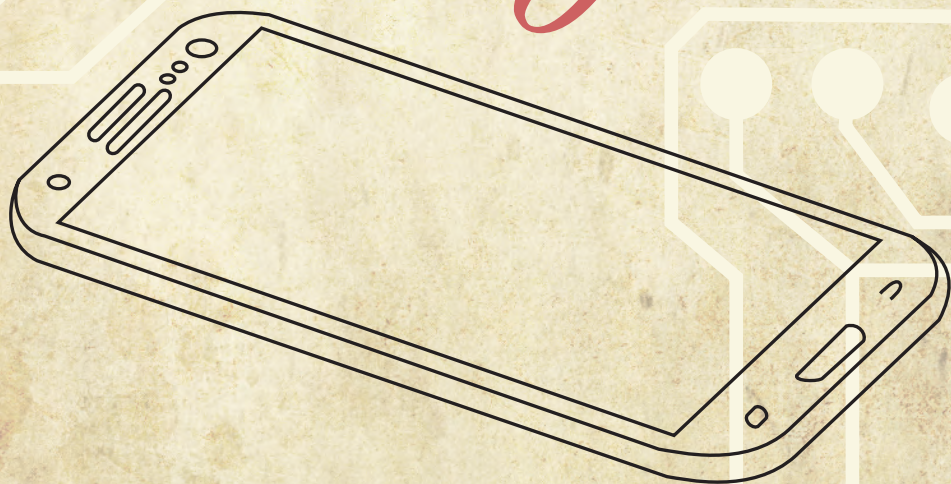


The *Mobile*
GUIDE to
MOBILE
learning



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INTRODUCTION

When most people think 'mobile' they automatically think device. However, for us mobile learning is much more than putting learning materials on a handset. To create a sustainable and productive mobile learning system – you need to consider a number of elements:

1. How can mobile help us remember better?
2. How can we make sure that mobile caters for the mix of formal learning, informal learning and on-the-job knowledge transfer?
3. How can mobile 'leap-frog' existing technologies such as learning management systems in order to leverage the very latest in both content and tools?
4. How can mobile make an impact on the way we behave within the workspace?
5. How do we leverage the cultural assets we have within the organisation to make mobile learning a success; similarly how can we anticipate and deal with culture barriers that may impede successful implementation?

In our view, mobile is allied to the concept of cloud learning and will ultimately become the dominant way in which business learning is transacted. The question is, do you want to be a leader or laggard? This guide may help you decide.

Founded in 2006, Skill Pill produces engaging and impactful just-in-time learning and distributes it via mobile devices, tablets and PCs. Our learning takes the form of succinct animated videos, mobile apps, infographics, support documents and other social tools. We are content partners with the global business publisher, Pearson Education and digital partners with the world-class business school, London Business School. Skill Pill's social commitment is shown through our award-winning work for Save the Children and our contributions to other charities, such as Amnesty International and the Foundation for Social Improvement.

ABOUT SKILL PILL



Benefits of Mobile Learning

The Pearson Foundation report on the potential of mobile learning highlighted five fundamental benefits of implementing mobile learning.

- 1. Encourage “anywhere anytime” learning:** Mobile devices allow employees to gather, access, and process information outside the conventional classroom. They can encourage learning in a real-world context, and help bridge the gap between learning and application.
- 2. Improve 21st-century social interactions:** Mobile technologies have the power to promote and foster collaboration and communication, which are deemed essential for 21st-century success.
- 3. Fit with learning environments:** Mobile devices can help overcome many of the challenges associated with larger technologies, as they fit more naturally and intuitively within various learning environments.
- 4. Enable a personalised learning experience:** Not all employees are alike; instruction should be adaptable to individual and diverse learners. There are significant opportunities for genuinely supporting differentiated, autonomous, and individualised learning through mobile devices.
- 5. Reach underserved employees:** Because of their relatively low cost and accessibility in low-income communities, handheld devices can help advance digital equity, reaching and inspiring populations “at the edges” – even employees in economically disadvantaged communities and those from developing countries.

Digital learning made fun



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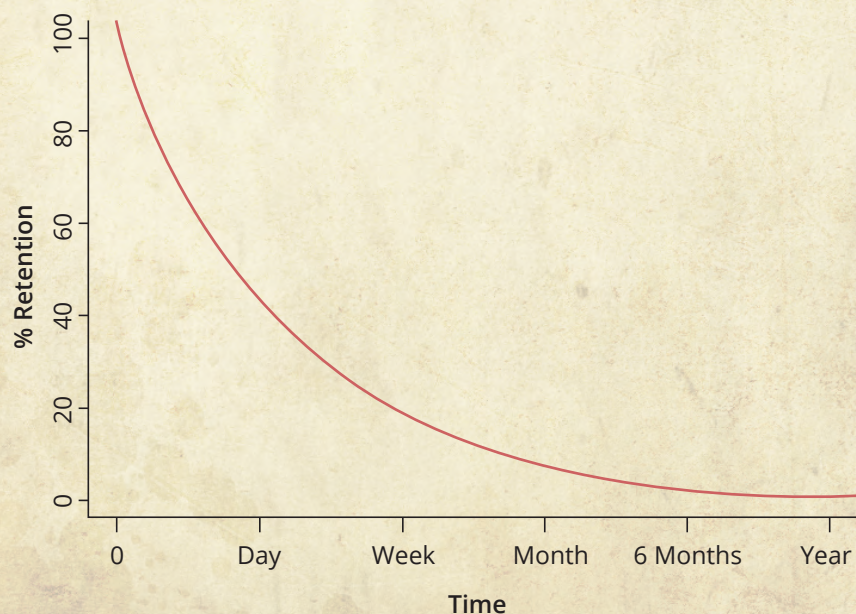


THE DIRTY LITTLE SECRET OF LEARNING

We believe that the world of learning may need to change some fundamental assumptions about conventional approaches. In today's fast paced, ever evolving world, people have less time to spend in classrooms; and while e-learning was once a solution for this, it can often be such a bore to complete. Even when one does have the time for these methods, it is likely that most of what they learn, they will quickly forget.

This isn't a new fact: back in 1885, German psychologist Hermann Ebbinghaus introduced his now famous 'Forgetting Curve'. This contended that up to 90% of content learned is very quickly forgotten.

We propose mobile learning as the true solution to this issue: a device that perfectly bridges the gap between the time of learning and the moment of application.



70:20:10

The 70:20:10 principle is an interesting way of looking at how we learn. It contends that 70% of what people learn they gain through experience and practice on the job. 20% is learned through other people, as in conversations with colleagues and networking – social or informal learning. And only 10% of learning in the workplace is achieved through formal, structured learning. This last 10% is interesting, considering that's where much of organisational learning investment typically goes. Regardless of the accuracy of the model – it does underline the need to apply more effort and investment to where the learning transactions take place – outside of the classroom.

What we want to change in the world of learning:

We want to offer you content and tools to allow each of your colleagues to anticipate and deal with the specific challenges and events they face in the workspace [70%]. To interact and share insights with each other [20%]. And to recall elements of the formal learning they have undergone [10%]. To do this, we want to activate their mobile device. We check our mobiles every eight minutes – that's 150 times per day! It's with us all of the time. It's become our 'buddy'. The possibilities with mobile learning are endless.

EVOL UTION

Evolution of Mobile Devices



Evolution of Learning





Case Study: Mobile in Developing Economies



Save the Children

Skill Pill has been collaborating with Save the Children for several years on a voluntary basis.

We support Save the Children's staff, working both in office and in the field, with custom and library learning materials that aid them in their day-to-day humanitarian efforts. In order to get a better grasp of the trends emerging around the idea of mobile in developing economies, we took the opportunity to collate some data based on the usage of STC operatives spread over 11 countries. Between January and April 2014 we collected usage data from 400 users for overall data and 25 users for specific data.

Based on our research, the most important consideration when implementing mobile learning approaches in developing economies is internet access.

This can be broken down into two main points:

- infrastructure issues, such as signal reliability
- commercial issues, such as the cost of data plans

A primary example of issues of infrastructure and cost affecting the success of m-learning can be seen in Ethiopia, where only 1.4% of the population subscribes to the internet. This is the 8th lowest internet subscription rate in the world. The cost, \$35USD, equates to roughly 3 quarters of one's average monthly wage in Ethiopia.

The ratio of phones-to-individuals is fast reaching 1:1

There is still plenty of potential for Ethiopia though. Over the last couple of years there has been heavy foreign investment in Ethiopian 3G systems and Tecno Mobile Ethiopia are currently developing a cheaper android phone (current smart phones are roughly \$275USD).

Despite all the barriers, the Save the Children Ethiopia branch is one of our biggest users of our mobile content.

We found that in order to avoid data charges, the majority of mobile app users in these underdeveloped areas would “top up” their devices with content in Wi-Fi areas and then view it offline, in the field. In the overall results we collected from Save the Children, over 90% of respondents stated that they downloaded their content predominantly via Wi-Fi in urban areas, with the other respondents stating that they downloaded in urban and rural areas equally.

In 2012, the International Telecommunication Union published a report which stated that 90% of the world's population had access to cellular networks.

This supports the idea that until mobile signal is improved, high quality m-learning will generally only be accessible to those in urban areas.

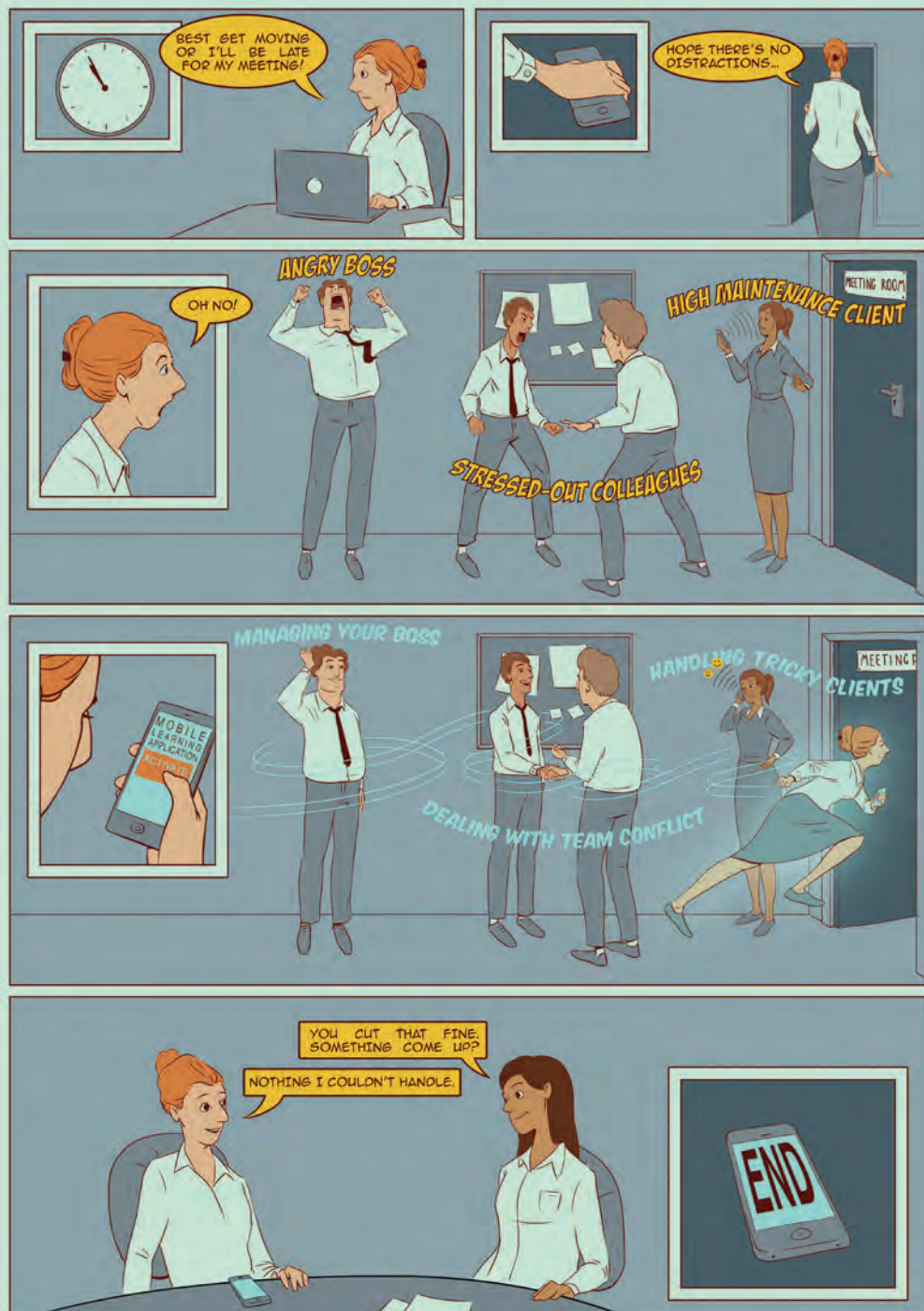
The technological implication of this is that native apps, which allow the user to access content without internet connectivity, are much more functionally efficient than mobile or HTML-based applications which depend on constant connection for use.

To summarise, we find that you need to anticipate unreliable connectivity and cater for offline usage in order to match the needs of the users in developing countries. Let's face it, the app is only as good as the user's ability to download it and access the information.

Once this hurdle is overcome, learning can be facilitated and educational development can take place in the areas where it is most needed.

In Europe and Central Asia, populations in the high income bracket see almost 1.5 mobile phones for every person; whereas, in Sub-Saharan Africa just over 50% of the population has a mobile phone.

Skill Pill has been collaborating with Save the Children for several years on a voluntary basis. Based on our research of STC staff, we discovered that the most important consideration when implementing mobile learning approaches in developing economies is internet access – mainly: infrastructure and commercial issues.



Engage with your peers



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CASE STUDY: DELL



Overview

Skill Pill was asked by Dell Large Enterprise to create a short video to encourage sales employees to contact those identified as 'detractors' by a quarterly Dell satisfaction survey.

Dell Large Enterprise Background Information:

- Dell Large Enterprise give IT software, hardware and solutions advice to organisations with over 500 employees
- They have 14,000+ sales makers worldwide

Background

The 'Net Promoter Score' is a key performance indicator at Dell. Customers are surveyed on a quarterly basis and rate their satisfaction on a 10 point scale. These scores are used to classify the customer as a 'promoter', a 'detractor' or 'neutral'. The Net Promoter Score is reached by subtracting the number of detractors from the number of promoters.

As part of this survey detractors provide more details on why they are unhappy with their experience.

In order to convert these 'detractors' into 'promoters' sales employees are requested to make contact as soon as possible, talk through the customer's issues and, if possible, provide a solution.

A key target at Dell is to contact these detractors within 2 weeks.

Research Aim

The aim of this research was to assess the impact that Skill Pill had in encouraging Dell sales employees to contact 'detractors'.

Skill Pill Solution

We delivered a creative and engaging video featuring a recognisable personality from within the business, Stephen Murdoch. In order to engage the sales employees, and stand-out, this video was created in a 'Film Noir' style, with Stephen as a private investigator seeking to help the 'customer in distress'. The content of the video reinforces the importance of calling detractors back as soon as possible, as well as providing tips on how to conduct the call and address the issues.

This video was made available on the intranet and via the web, accessible on PC and mobile devices. The launch of the video was pushed out by email, as well as featuring in a well-read blog.

In addition to digital distribution, the video was reproduced as a comic-strip poster which was displayed across Dell.

Research Methodology

The impact of the video and poster was measured in terms of how many sales employees contacted the detractors within 2 weeks of the survey, as tracked on Salesforce.com. This was compared against the 'contacts' of the previous quarter in order to assess the direct impact of the campaign.

Research Findings

Measured in terms of percentage (%) of detractors called back within 2 weeks of the survey versus the previous quarter.

Feedback

Speaking about the NPS Skill Pill campaign, Stephen Murdoch (VP & GM Dell Large Enterprise EMEA) remarked:

"We were delighted with this campaign. It looked great and created buzz among our sales team. It had a real impact on the number of sales makers calling detractors back, which has helped turn these detractors into promoters".

The video also received a '5-star' score on the web portal.



EXPERT TIPS

Implementing Successful Just-in-Time Technology

When looking at just-in-time learning you need an understanding of user motivations and their access to the learning objects. What you're ultimately trying to provide for employees is convenience: ease of accessing information for learning. Firstly, you need to make sure the information is 'tagged'. This means 'slicing and dicing' the learning so that the content can be easily associated with the task at hand. A manager under pressure is not likely to peruse an e-learning module on strategy and change. But he/she is more likely to look at 'Managing team conflict' if indeed that is the context at hand.

Next you need to identify the profile of the user – there are two types of users. The Considered user is the one who prepares properly – i.e. they have time on their commute home so they read a business book. These types of users are increasingly rare in organisations today and replacing them is the

Trigger user. This individual is one who reacts to a series of events or pressure points – i.e. 'I got a call from a difficult client'. The latter are the users that will be most suited to just-in-time learning.

What this means in practice is:

- the user reacts to an event
- identifies that there is a short video or piece of content that relates to the upcoming task
- accesses the content with their device (mobile phone, tablet, PC)
- downloads or streams the content and is finished looking at it within 3 minutes

Basically, you have a 5 minute 'zone of discretion' during which you need to go from the moment of need identification through to fulfilment. Any longer than that you lose your audience.

Mobile Learning: What's Culture Got to Do With it?

Gerry Griffin

Working in this industry, we frequently get to meet and discuss topics with learning and development professionals. This gives us great insight in to how employees' needs are evolving and what organisations are doing to adapt.

Too often, though, we hear that organisational culture and generational issues are seen as the biggest considerations when trying to deploy new ways of learning within their sectors.

What we find is that Learning & Development managers are in no way resistant to discussing different ways of doing things – be it MOOCs, social, collaborative, or mobile learning. Their biggest concern, however, is how to get these new methodologies past the senior (usually older) colleagues who tend to be much more wary and resistant to implementing new modalities. This is while keeping in mind that they also have to appeal to their Gen X and Gen Y employees who are beginning to assume early management responsibilities. There's

no denying that the latter group is much more comfortable in a multi-tasking collaborative environment. What we have gathered (and frankly, it's becoming a common trend) is that the consideration when rolling out a mobile learning approach is not an issue about the technology, it's mostly about the culture.

For mobile to be successful it's not just about the functionality of the programme on your device – don't get us wrong, this is important as it has to work and it needs to be optimised, but these are relatively modest ambitions in reality. The real focus should be on the shift that is being made from a push to pull-based learning environment – in other words, the move away from mandatory-based learning to a more self-service approach. What's beneficial about this switch is that you're making the transition from being an organisation that speaks 'at' your employees, to one where you have an open dialogue with them – listening to them and adjusting based on what you hear.

As we know, culture shifts in any organisation from point 'a' through to point 'b' are always very difficult. It's for this reason that we see little point in trying to implement mobile learning into push-based, compliance-heavy, tracking-obsessed environments. The fact is it just will not work.

To those organisations that are able to be more flexible however, mobile can be a fantastic impetus to shift the organisation to where people want it to be. In other words, if you have a new cultural change project that you want to implement, mobile could be the perfect platform to carry these messages.

It allows you to not just deliver the message in an interesting and engaging format, but it also shows that you're walking the talk as well.

Gerry Griffin is the founder of Skill Pill

THE FUTURE

Our focus is to not get defined by technology or device. Instead we want to put our attention towards the learning process itself. We want to take account of the 360 degree environment of the learning experience for the user.

We're looking at any tools and mechanisms that minimise friction and allocate content and tools to fit the personal contexts of the learner. We want to take what we find and make it smarter – as the learner evolves we want to course adjust the material using: SMS push, voicemail notifications, relating material to social networks, syncing with the user's Google calendar and so on.

Basically we're trying to create content and platforms that really do embody the idea of anywhere, any time, "on-the-go" knowledge consumption. We'll also be introducing new technologies such as artificial intelligence and real-time information feeds direct to your mobile phone.

This is more of a journey, than a destination. It's an ever evolving experience, and the Skill Pill team is on board and ready to continue pioneering in the field of mobile learning and app development.



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