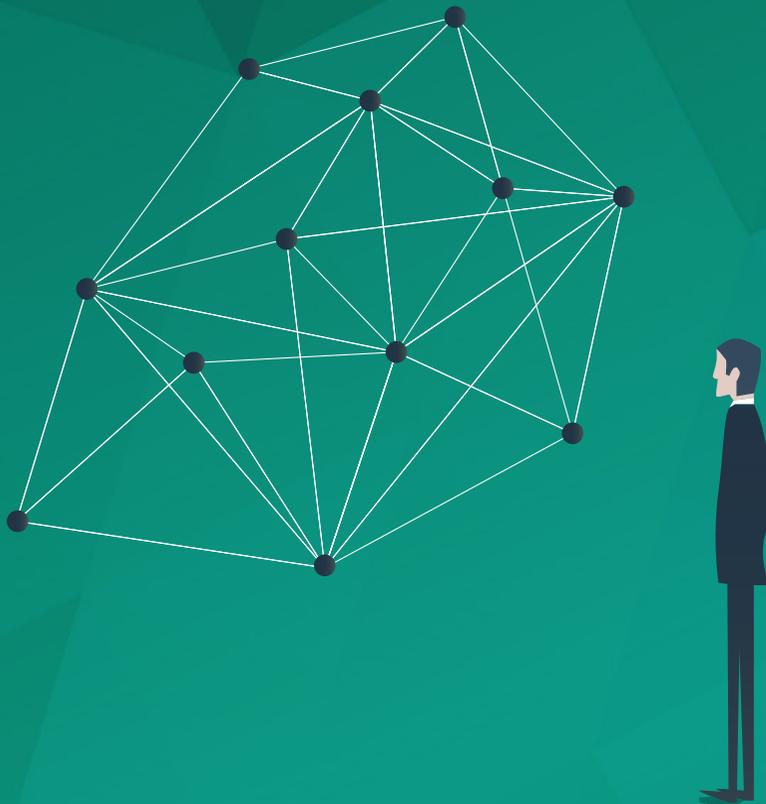




KALLIDUS

Use your data differently

Think Different - Using your
LMS Data in new ways



Learning report eBook - Part 3 of 3

Introduction

Your LMS is hopefully the most complete source of learning activity in your organisation. This is why they were first designed. Reporting is a necessary part of your learning strategy, and you probably spend a fair amount of time **running off reports** for various stakeholders, including business leaders and subject matter experts, many of whom will focus on the mandatory training **that is the primary reason** for the LMS's implementation.

However, is the way in which you are **using data the most efficient** it can be?

In this eBook, we will reimagine the ways in which you can use your data for the **ultimate reporting success** to transform your e-learning strategy.



The buzz of Big Data

Historically, reporting has been focused solely on past performances. However, **your LMS should be the primary source** of your learner insights.

'**Big data**' has been a recent buzzword within all organisations, affecting all departments including HR. With this growth, **there is an increasing realisation** that we should be using learning data differently.

Reporting on learning uptake is a short-term, lagacy response compared to the wealth of information that an LMS is capable of capturing. What can you deduce about learning in your organisation from the data that your LMS is able to produce?

During the planning process, ask yourself **how your results can help you to shape** how you will deliver learning, particularly in consideration with developing future learning solutions including digital options.

Think about your users

- How does your audience currently learn?
- What are their most commonly chosen learning approaches?

Other factors may ultimately outweigh the user's own preferences; however, by being **aware of how they learn** and becoming familiar with some of the newer approaches will provide valuable data when considering the format of the proposed programme.



Think about how they learn

- How long do your users typically spend e-learning?
- What does this suggest for maximum module duration?

Learning duration is on the decline. 15 years ago, one-hour long courses were the norm. This has reduced to module durations of less than 10 minutes. This is even less with ‘**micro-learning**’, of which courses of 3- to 5-minute completion times are standard. If you’ve not trialled micro-learning, it could transform your learning strategy and users’ completion rates. **What have you got to lose?**

Think about when they learn

- **What** time do users tend to log in to learn?
- **Is** there a pattern?
- **Are** they learning during working hours or during their commute?

If your users are learning during their commute, how can you capitalise on this learner choice? Think about how you can **design the learning** so that it best suits those moments learners decide to learn.

- **Which** devices are they logging into complete learning?
- **Does** it appear that they are desk-bound or are they choosing to access learning on mobile devices and possibly whilst on the move?

By analysing the time spent on mobile devices, and the time the device was logged into, you will gain an understanding of your users’ prime learning times.

Whether morning or evening commutes, or desk-bound lunches, you may decide to **launch new content at this optimum time.**

Learners have reported to being more receptive at certain times of the day, so this should be **taken into account when considering micro-learning** – which is more suitable for learning on the move?



Think about required completion rates

- What is the average completion rate for this group of learners?
- Does this group find it easy to complete training?
- How many attempts does it take, on average, for them to complete training?
- Do completion times and rates improve for certain types or durations of content, or the device used?

By **considering the above**, you will hopefully be able to determine the optimal format of the training solution – particularly if certain styles of course prove more successful than others.

If you notice that learners are attempting a course on numerous occasions without completing, **this may suggest that the course is too long**, or that they have struggled to find the time or a conducive learning environment. This again points to the necessity of micro and mobile learning. Indeed, **studies show that short bursts of mobile learning leads to higher completion rates** and faster completion time.

Think about what they already know

As we strive towards **offering a more personalised learning solution**, it is important to consider what your learners may already know about a subject and their competencies in this field.

The LMS can reveal data on what the target group users may already know about the subject in question; **an appraisal or talent system will reveal their current assessed levels of competence** in specific related behaviours.

Your LMS content can then acknowledge pre-existing competencies and **move beyond these** to target areas that require improvement.

If you have groups of users who require basic training, structure the programmes in your LMS so that those who have already completed some relevant training in the past are exempt from studying again.

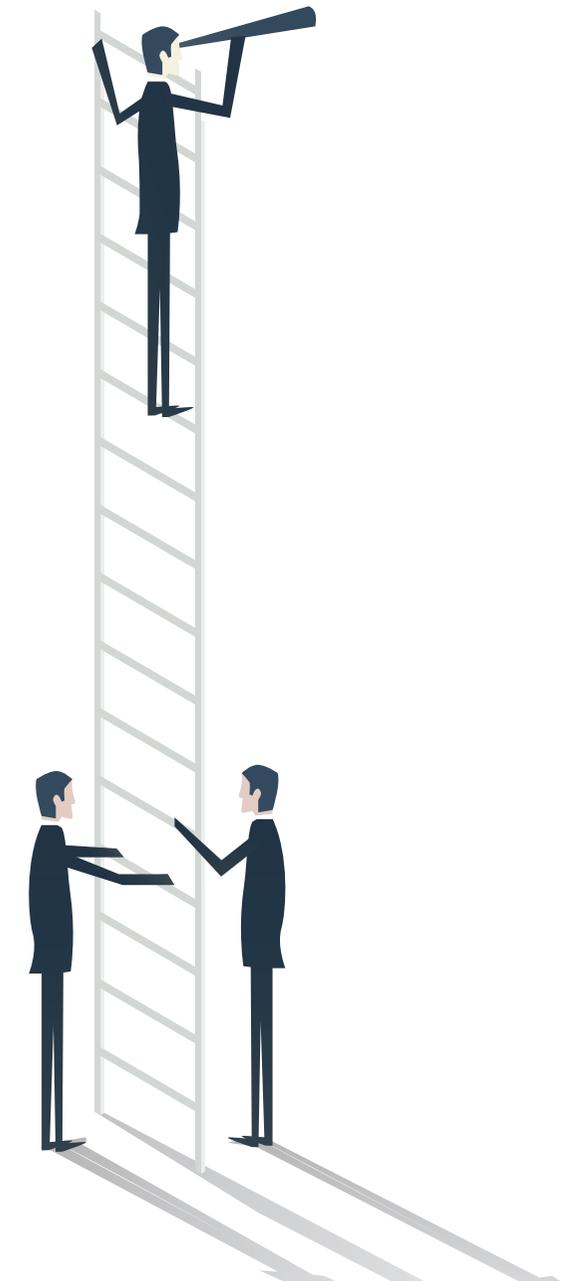
Think about their preferences

Ignore your users' preferences at your peril. By analysing which courses work best, which are completed most quickly, and which are completed in the suggested study time, **you can gain insights to uncover the reasons for their preferred choices.**

A course that takes far longer than expected to complete **might require further analysis** to understand why learners are struggling to finish it in the suggested time.

If some courses are enjoying higher completion rates, or rated more highly by learners, **take the time to understand why** – it might be worth replicating their formats and adapting other courses.

Conversely, if assessments consistently report high pass marks, it might be worth thinking about if the assessments were too easy – however, it may simply be due to the content being presented in such a way that **comprehension levels were very good.**



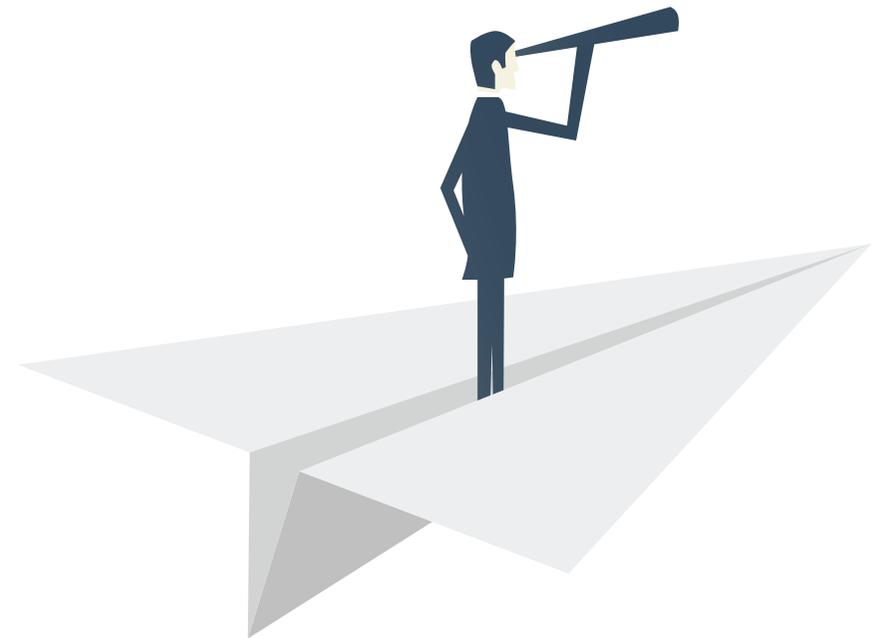
Think about using reports to benefit your users

Using search results will provide you with valuable data to enable you to decide where to invest your budget and resources.

By analysing what your learners are searching for, you can propose the development of new content or the revisiting of existing content which isn't quite meeting the needs of your users.

User-provided insights, where your learners directly share information with you, will **reveal the learning preferences** of your target audience. Consider their preferred delivery channels and topics in which they have expressed an interest.

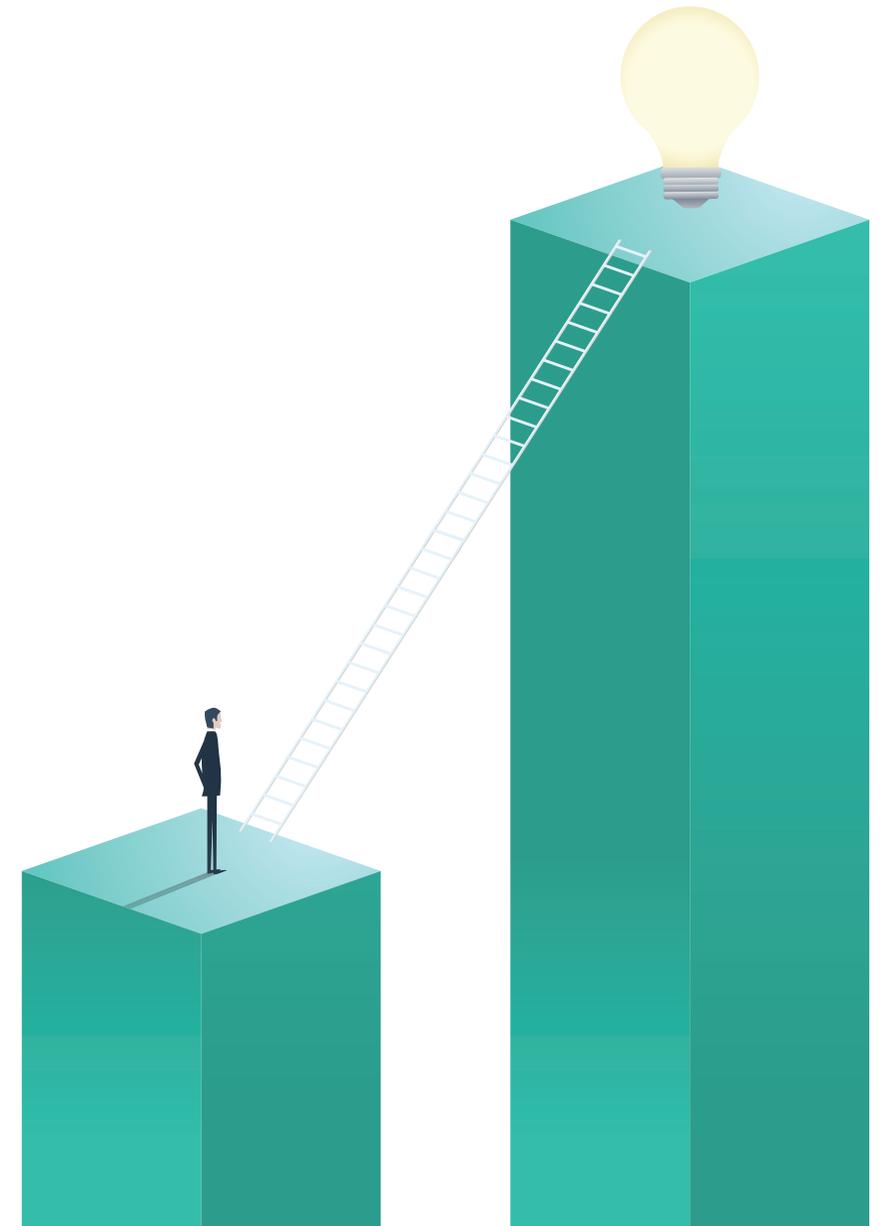
If your LMS has the ability to profile learners, including being able to invite each learner to complete their own profile, listing their development preferences, then you can **acquire a wealth of insights** about your target users.



Conclusion

By firstly looking at strategy during the planning process, and secondly how best to deliver your reporting activities, you can ensure that your approach to learning is **strategic and tactical**, based on reliable data.

Once you have secured this, your LMS will be able to function at its most effective. By asking yourself the key questions: **who, what, when, where, how, why**, you will be able to delve deeper into your learners' motivations ensuring that your learning modules are in sync with your learners' needs.





Don't resort to reporting – make it your priority

Integrate reporting into your planning process. **Speak to one of our experts** to discuss how planned reporting will transform your learning strategy for the long-term success of your organisation.

☎ +44 (0)1285 883900

✉ info@kallidus.com

Find out more

🌐 kallidus.com/learn

🐦 Twitter: @kallidus

📘 Facebook: @kallidus

🌐 LinkedIn: /company/kallidus

