



Future of Learning

Webinar Series - Session 3

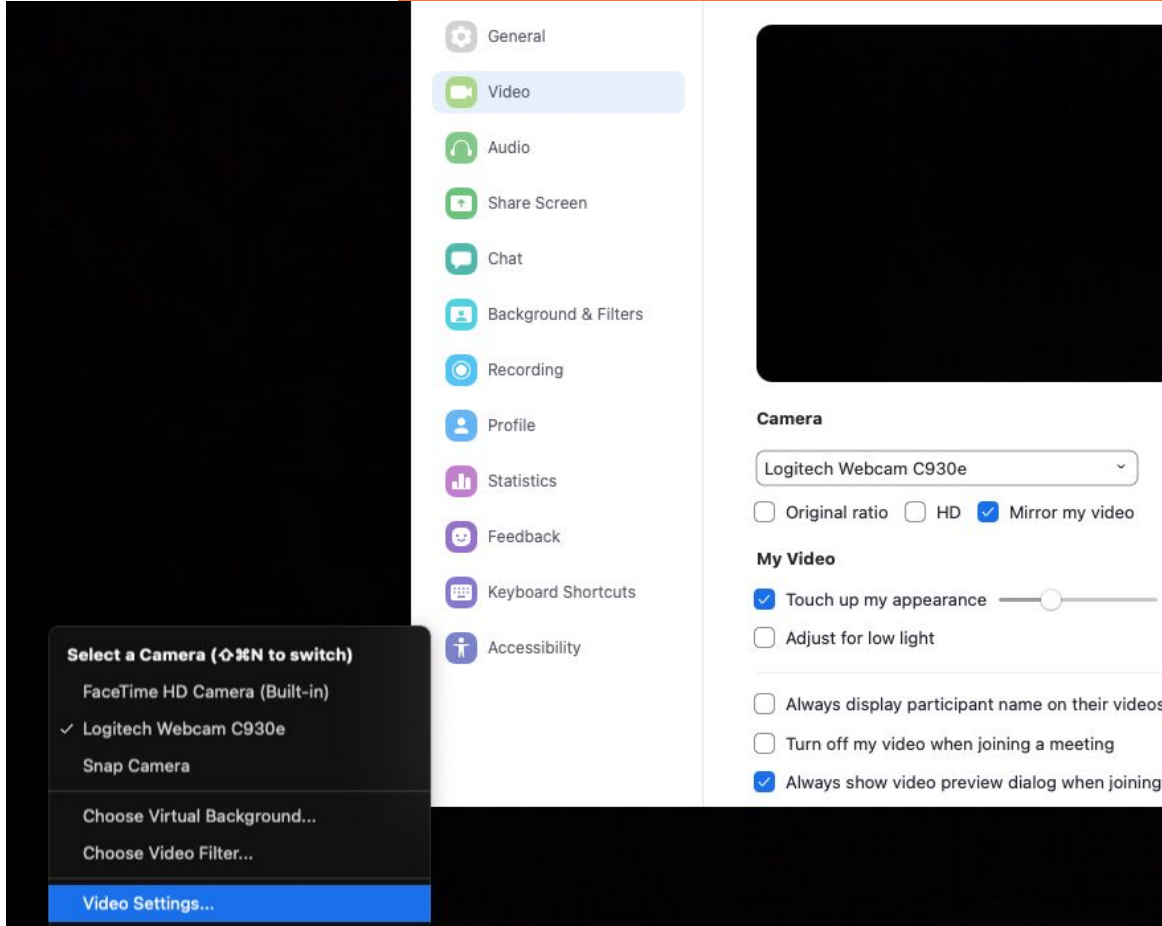


Introduction and objective of the Development Account (DA) eLearning Webinar Series

- Target audience: DA Project Officers and Focal Points
- Goal: Enhance capacity to implement and deliver 11th-14th tranche DA projects during and after the COVID-19 pandemic
- Time schedule: 60-90 minute webinars every other week
- Topics and feedback: A questionnaire has been circulated to identify the most relevant topics for the webinars. You can also channel feedback to us through DA Focal Points in your respective entities.

Low bandwidth?

- Turn off HD video (see below)
- Try switching off your video
- Recordings will be made available
- Ask the IT team at your office!



The screenshot shows the Zoom settings interface. On the left, a navigation menu lists various settings categories. The 'Video' category is selected. A dropdown menu is open, showing options to select a camera, choose a virtual background, choose a video filter, and access video settings. The 'Video Settings...' option is highlighted in blue. On the right, the 'Video' settings panel is visible, showing the current camera as 'Logitech Webcam C930e'. Under the 'Camera' section, the 'Mirror my video' option is checked. Under the 'My Video' section, 'Touch up my appearance' is checked, and 'Adjust for low light' is unchecked. At the bottom of the 'My Video' section, 'Always show video preview dialog when joining' is checked.

Select a Camera (⇧⌘N to switch)

- FaceTime HD Camera (Built-in)
- ✓ Logitech Webcam C930e
- Snap Camera
- Choose Virtual Background...
- Choose Video Filter...
- Video Settings...**

General

Video

Audio

Share Screen

Chat

Background & Filters

Recording

Profile

Statistics

Feedback

Keyboard Shortcuts

Accessibility

Camera

Logitech Webcam C930e

Original ratio HD Mirror my video

My Video

Touch up my appearance Adjust for low light

Always display participant name on their videos

Turn off my video when joining a meeting

Always show video preview dialog when joining

Agenda

- Future of learning examples and case studies (Gamoteca)
 - Broader education trends
 - Chatbots
 - Game-based learning and VR in humanitarian contexts
 - Localising innovation
- Immersive learning for UN agencies (ITCILO)
- Panel Q&A

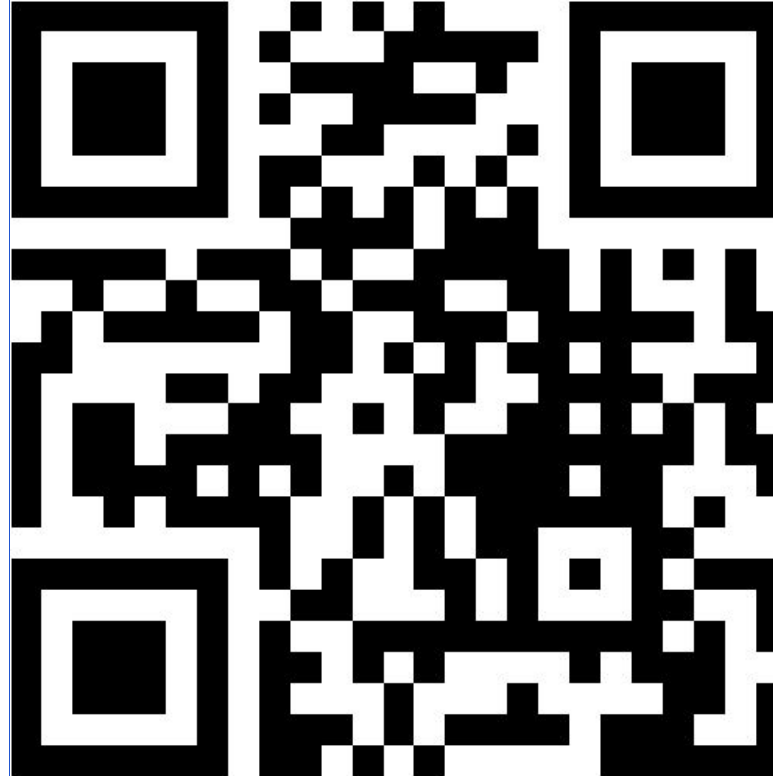


Poll

In Mentimeter share:

(scan QR code on right with phone camera)

- How do you imagine the future of learning?



For panel Q&A

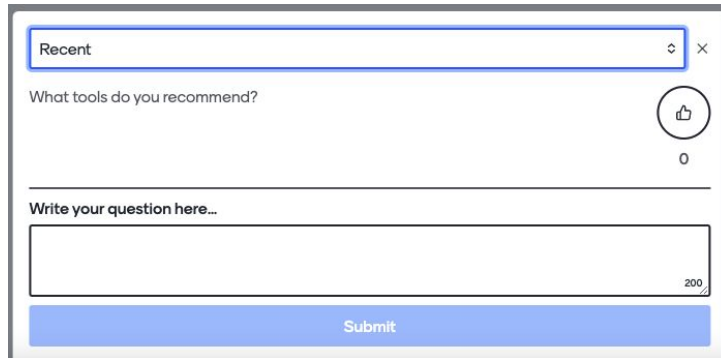
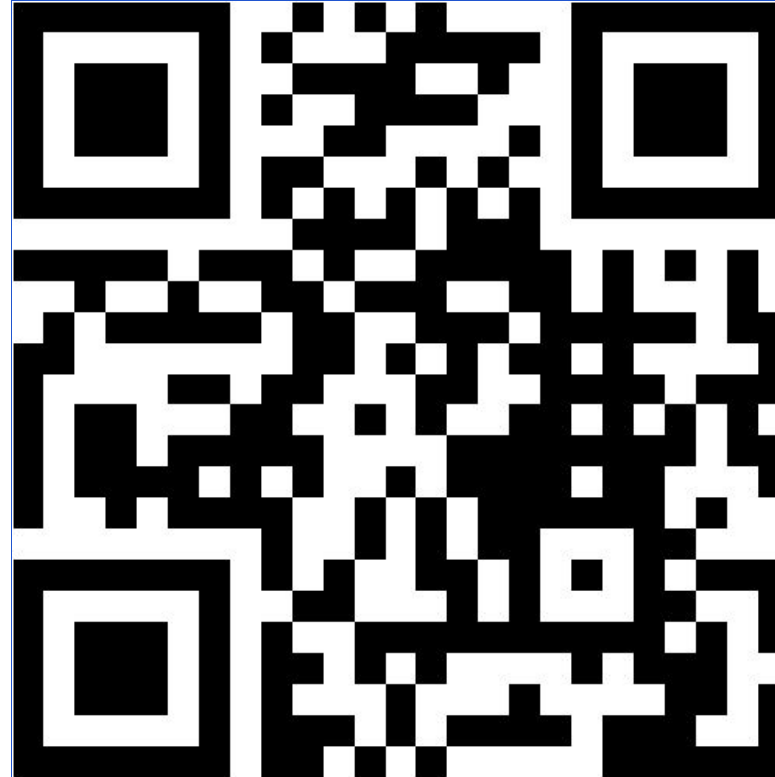
- Use Mentimeter on your phone, so you can keep Zoom on desktop
- Use Open Q&A button
- Check existing questions and up vote before you add a question
- You can keep adding questions through the presentations



Panel Q&A

Click the button to participate!

Open Q&A

 A screenshot of the Mentimeter Panel Q&A interface. At the top, there is a dropdown menu labeled "Recent" with a close button (X). Below the dropdown is the question "What tools do you recommend?". To the right of the question is a thumbs-up icon and a "0" indicating the number of votes. Below the question is a text input field with the placeholder "Write your question here..." and a character count of "200". At the bottom of the interface is a blue "Submit" button.



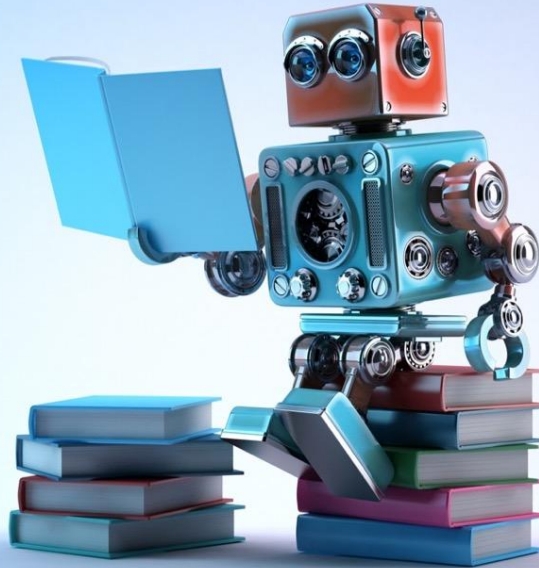
Game-based learning and virtual reality (humanitarian case studies)

Atish Gonsalves, Founder - Gamoteca
atish@gamoteca.com



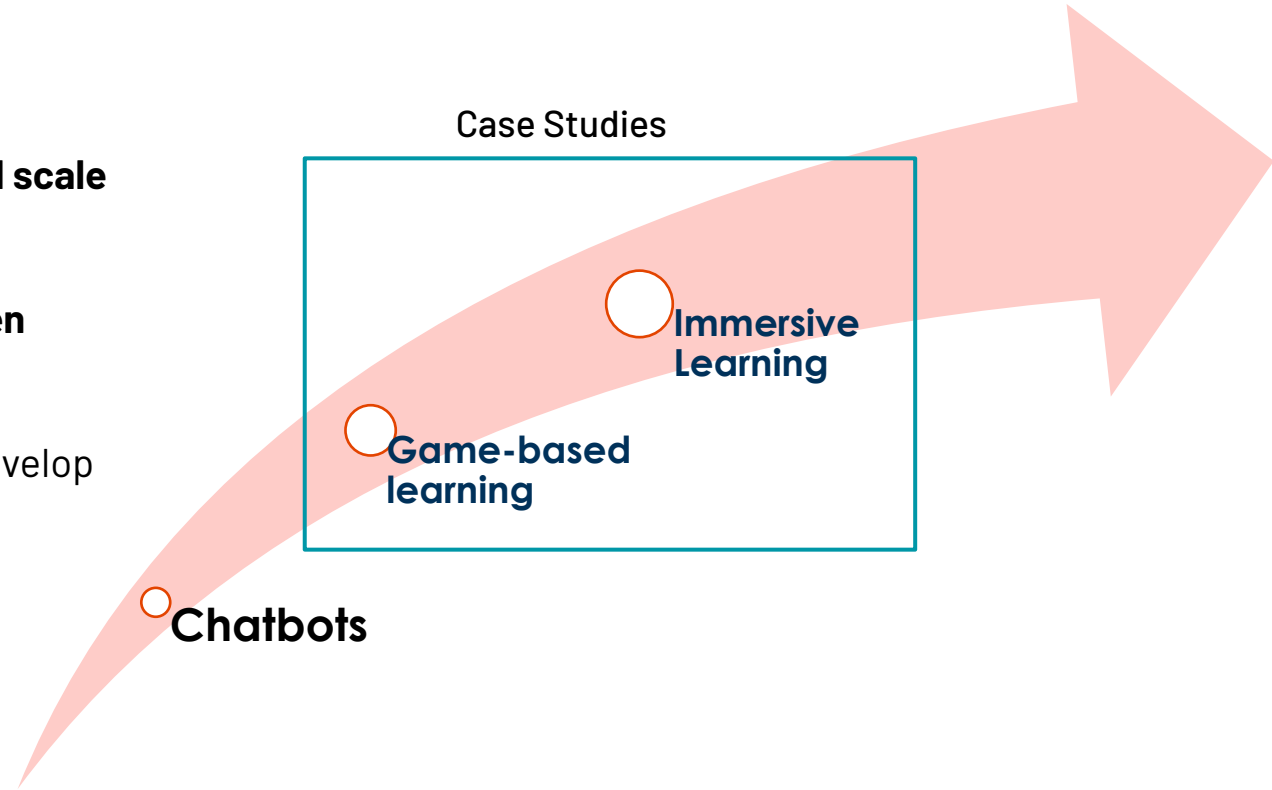
Education Trends

- Modular, personalised, continuous
- Nano-degrees, micro-credentials
- AI-in-Ed
- **Use of AR/VR**
- **Game-based Learning**



A spectrum of edtech innovation

- ✓ **Continuously scan** educational technologies externally, **test and scale successful** innovations
- ✓ Focus on edtech that have **proven effectiveness** in other sectors
- ✓ **Start small** and incrementally develop innovations, prioritise low-cost, low-tech



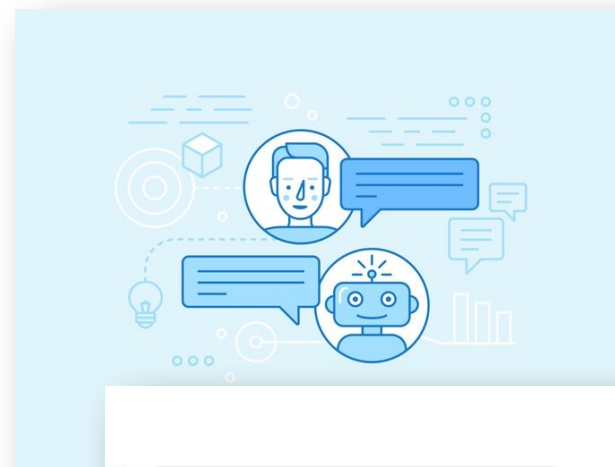


Chatbots



Chatbots

- Help users discover courses and build out interactive learning journeys on social media.
- Activate social media followers for more learner engagement.
- Chatbots on - coaching & mentoring, wellness & resilience, innovation essentials, volunteer essentials
- Google Dialog Flow engine prototype to build out personalised learning journeys




create a pathway for me

c Which role describes you best? (Staff, Manager, or Technical)

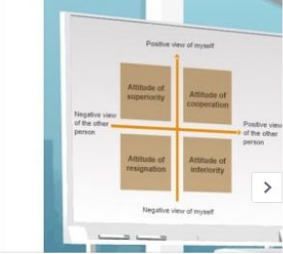
Manager

Great, here are a few courses for you!



Becoming an effective leader
Leadership styles, team development and empowerment.

Launch Course



Building win-win relationships with you
Building mutually-beneficial relationships.

Launch Course

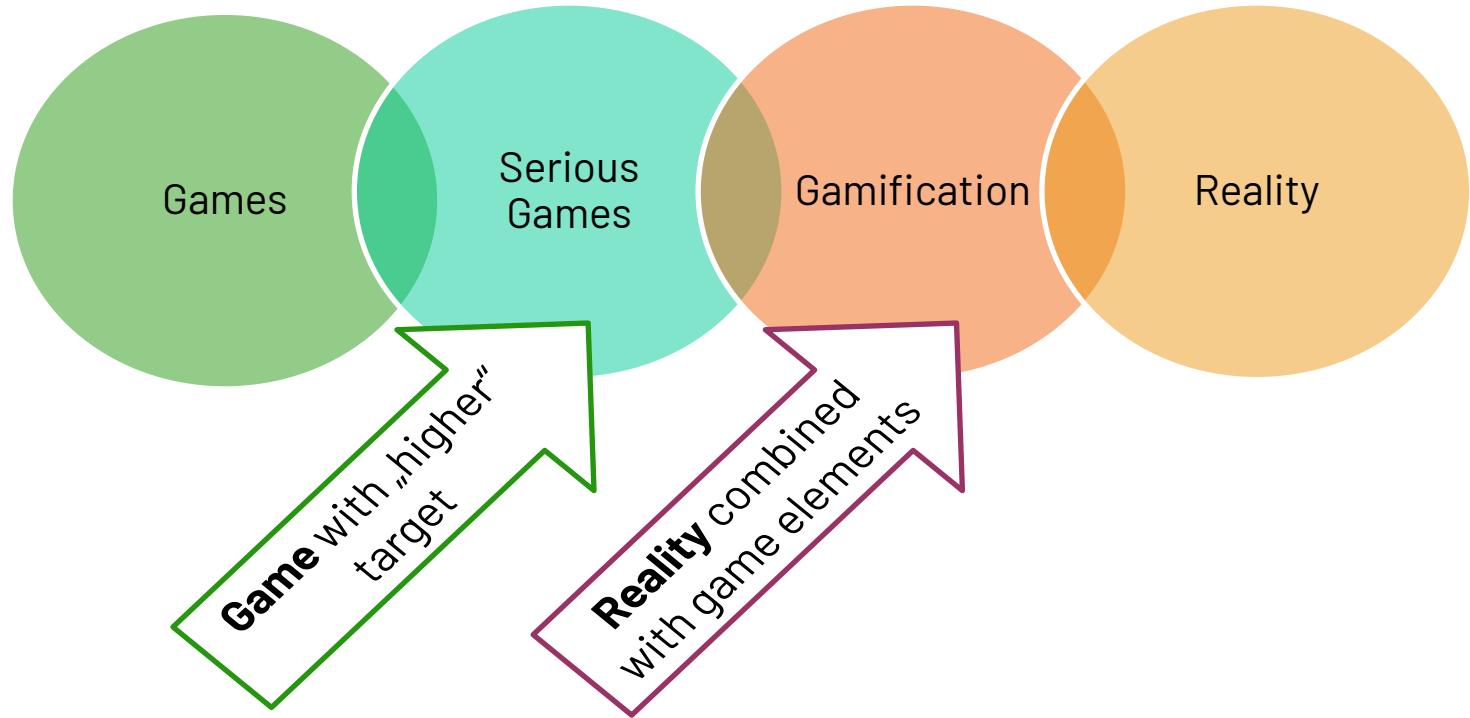
c Would you like to see more courses? (Yes/No)



Game-based learning



Gamification spectrum



Case Study: Coaching in the humanitarian sector



The need for Coaching & Mentoring in the humanitarian sector:

- Supports individuals & teams in conflict settings and helps navigate change
- Repeatedly identified as a top need
- Vital capacity strengthening tool, is not easy to scale and not everyone can afford it

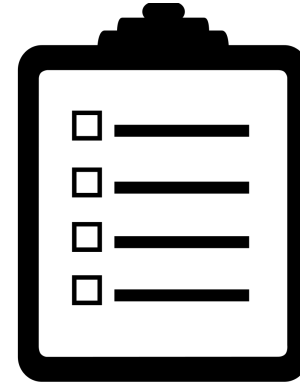
Learning Package:

Online Module:

- Simple models and scenarios
- Videos to demonstrate good & bad practice
- Scenario at the end

+ Webinar

+ Game

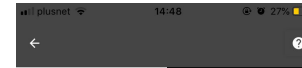
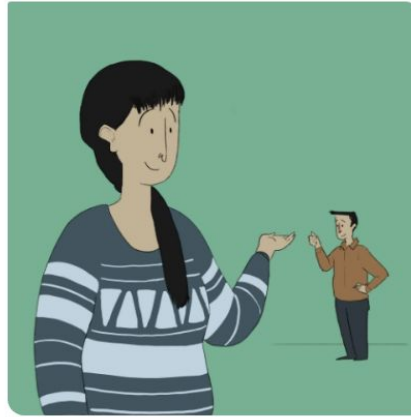


Live game play:

- Complementary extension of the eLearning module & webinar, focusses on contracting process
- Practice the coaching skills you're learning
- Give & receive live feedback in a safe environment

Level 2 - Feedback Part I

Well done, your questions helped your coachee understand their issue better!



Level 3 - Final Response & Feedback

Now, respond to your coach's questions and, at the end, please provide them with feedback on:

1. How useful you found the questions – did they help you to think more clearly about the options you could take?
2. Your overall feedback to the coach about the session

Record video

SUBMIT



Level 2 - Your Coach's Response

Coach answered Level 2 - Response to Issue!



Watch the video of your coach addressing your issue. Think about:

1. If the questions asked by the coach helped you think and reflect
2. The extent to which their approach helped in addressing your issue

You will be requested to provide feedback on the next screen.

COMPLETED ✓



Learners today need collaborative, human-connected online learning experiences with practice, sharing and feedback.

How do we empower creators to design and publish those experiences easily?



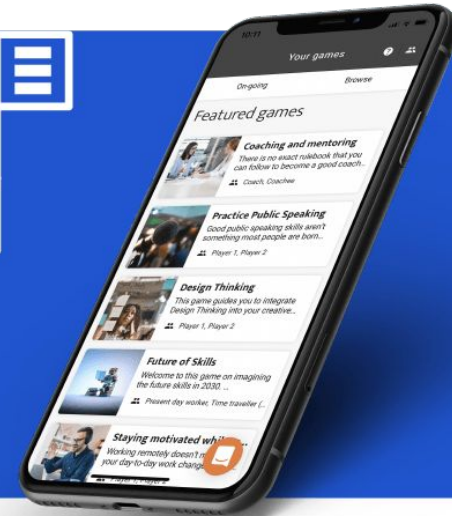
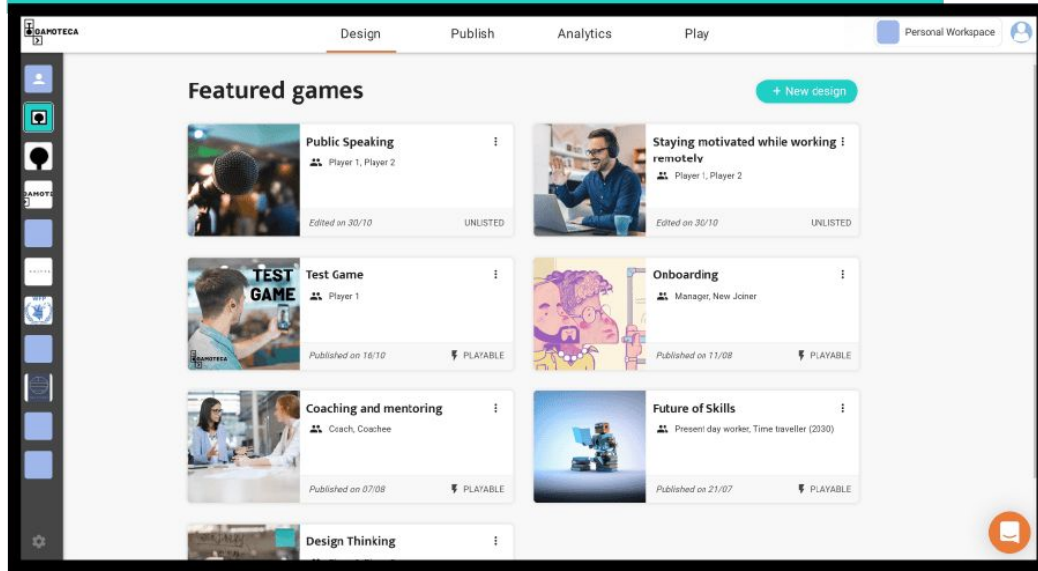


WHAT IS GAMOTECA



A collaborative platform for trainers to easily create and publish micro-learning experiences that:

- Is simple to use
- Uses real time learner-to-learner and facilitator-to-learner interactions, e.g. coaching & feedback
- Merges real and virtual activities
- Enables easy publishing



1. CREATE



Design

Publish

Analytics

Play

Personal Workspace



Featured games

+ New design



Public Speaking

Player 1, Player 2

Edited on 30/10

UNLISTED



Staying motivated while working remotely

Player 1, Player 2

Edited on 30/10

UNLISTED



Test Game

Player 1

Published on 16/10

PLAYABLE



Onboarding

Manager, New Joiner

Published on 11/08

PLAYABLE



Coaching and mentoring

Coach, Coachee

Published on 07/08

PLAYABLE



Future of Skills

Present day worker, Time traveller (2030)

Published on 21/07

PLAYABLE



Design Thinking

Player 1, Player 2



2. PUBLISH

Featured games

Custom game sessions **Instant game sessions**

298

Games Played

355

Players Reached

22

Games Completed (7%)



Onboarding



Created on
18/11



2/2

RUNNING



Design Thinking



Created on
18/11



2/2

RUNNING



Future of Skills



Created on
18/11



1/2

WAITING FOR
PLAYERS



Design Thinking



Created on
18/11



1/2

WAITING FOR
PLAYERS



Coaching and mentoring



Created on
18/11



2/2

RUNNING



Design

Publish

Analytics

Play

Superadmin

Team 1

Player 1

Melisa Zelaya
melisazelaya@outlook.com

5 pt

Player 2

Melisa Zelaya
melisa@gamoteca.com

8 pt

Welcome!

11/23/20, 2:25 PM

30s

Complete button

Welcome!

11/23/20, 2:24 PM

22s

Complete button

How to play?

11/23/20, 2:25 PM

2s

Complete button

How to play?

11/23/20, 2:23 PM

2s

Complete button

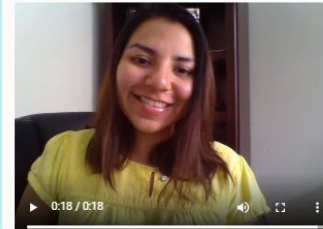
Monday!

11/23/20, 2:27 PM

5 pt

1m 59s

Video upload



Monday!

11/23/20, 2:29 PM

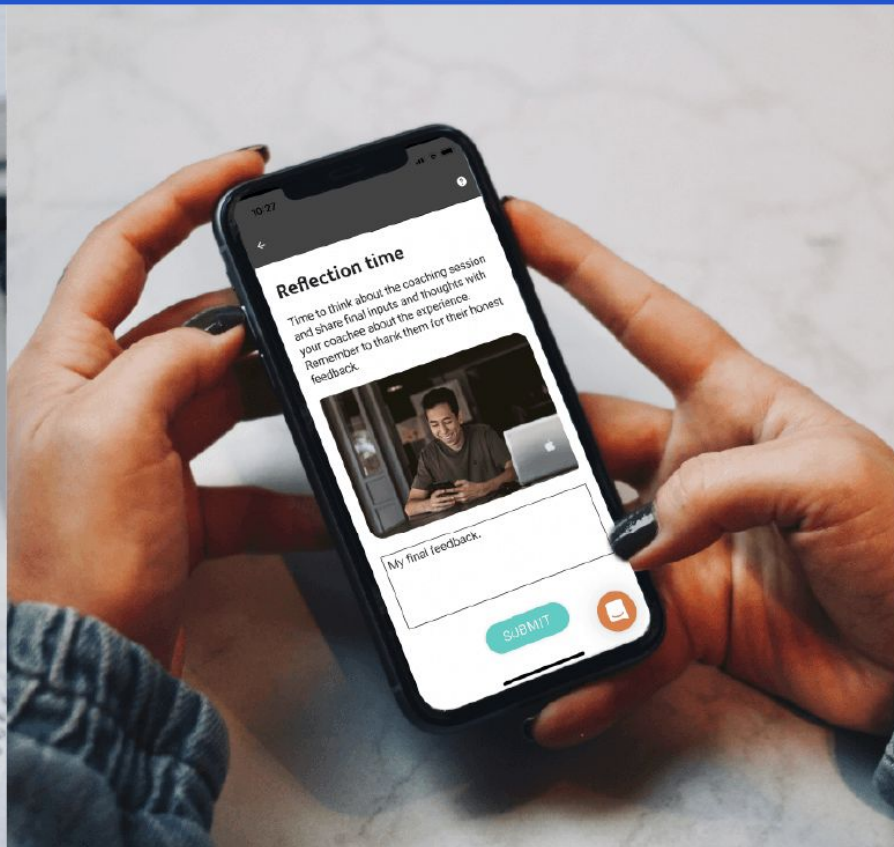
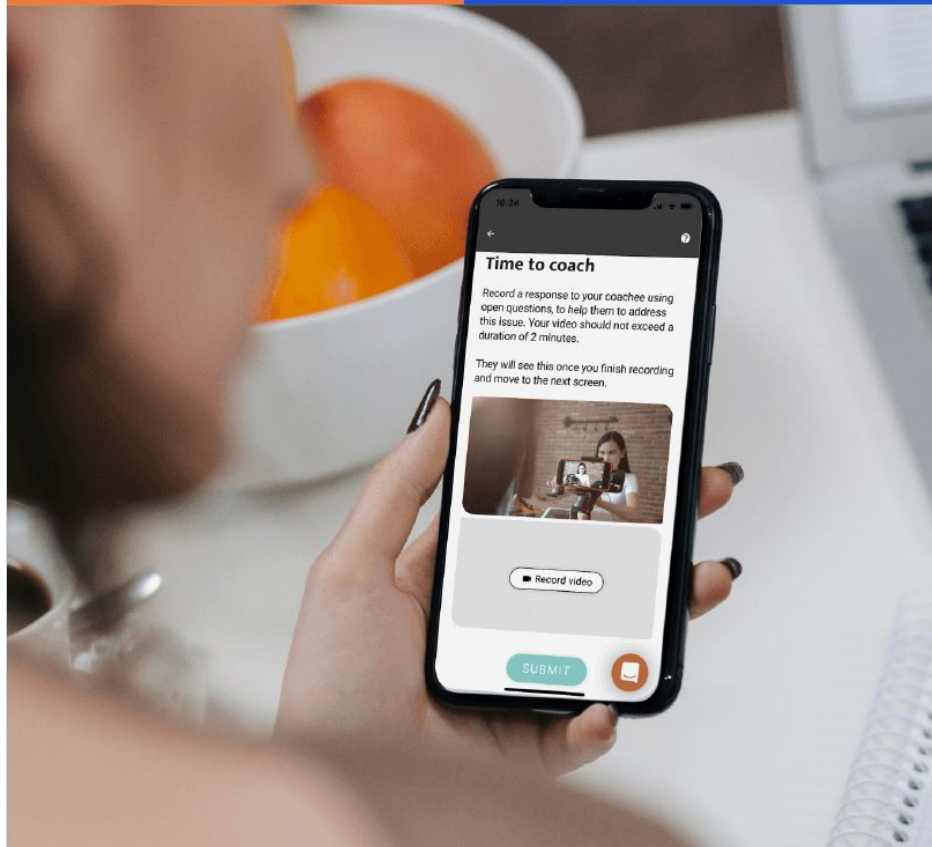
5 pt

4m 37s

Video upload



3. PLAY



4. LIVE FEED & ANALYTICS



Design

Publish

Analytics

Play

Personal Workspace



Onboarding

143

Players Reached

2

Games Completed (2%)

1164 mins

Time to complete

0

from Custom sessions

0

Reached

0%

0

Completed

0%



143

from Instant sessions

137

Reached

96%

6

Completed

4.2%

Design Thinking

108

Players Reached

3

Games Completed (4%)

35 mins

Time to complete

0

from Custom sessions

0

Reached

0%

0

Completed

0%



108

from Instant sessions

102

Reached

94%

6

Completed

5.56%



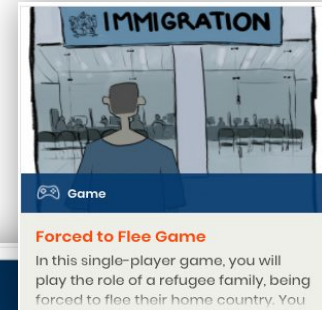
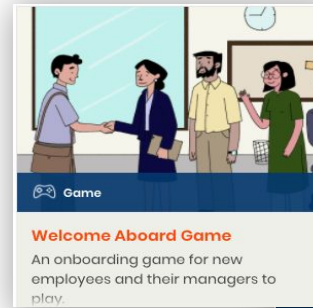
How it was created

- Worked with local design partner and humanitarian coaching experts
- Rapid prototyping on Gamoteca
- Collected qualitative and quantitative feedback from real users iteratively through the design process
- Kept costs low
 - Simple design (storyboard, illustrations)
 - LMS (Moodle) Integration - useful for other games as well
- Sustainable
 - Enable others to easily adapt, modify, improve the game



Other humanitarian games

- **Increase human engagement** in online learning through role playing, scenarios, peer-to-peer learning, simulations
- **Human-centred design** to co-create and test locally
- **Developed locally and scaled globally** through Kaya, including - Volunteer training & onboarding, Design thinking, Challenging gender biases



Other examples

- **Simulations** for fleet management training with Fleet Forum
- **Adapted board games** to work in an online facilitated format using Gamoteca
- Focus on **serious game format** for quick response times under pressure

5. Briefing of Driver

10/21/20, 1:15 PM

1m 23s

Video upload



4. Your manager briefs you

10/21/20, 1:15 PM

48s

Complete button

5. Review the fleet manager briefing

10/21/20, 1:16 PM

10s

Was the briefing clear? Do you feel c...

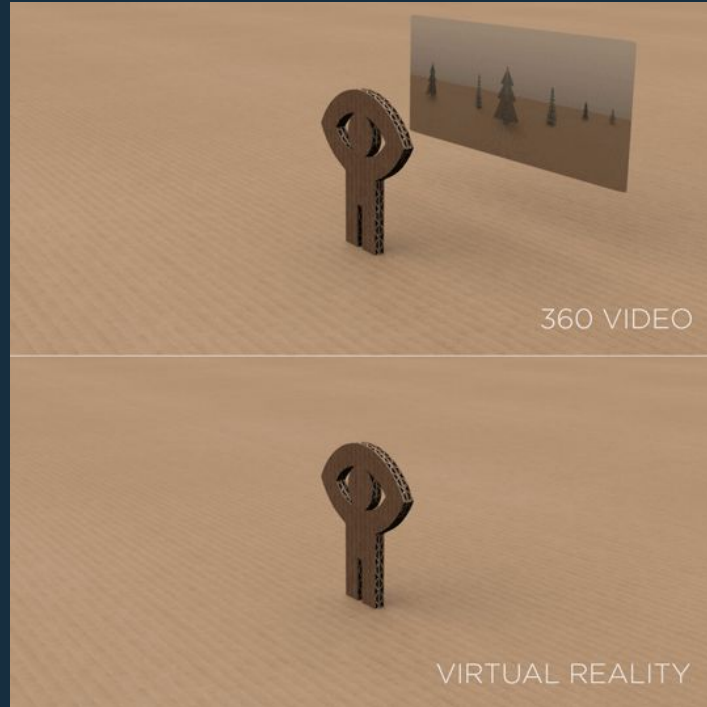
- Briefing was clear
- My supervisor missed a couple of...
- Briefing was not clear at all



Immersive learning



What's Immersive Learning?



Immersive Learning (VR)

- **Non-interactive short 360 films** – for immersive, empathy building that integrate with existing learning pathways easily – You Cannot Argue (Philippines) with a Flood and Gender in Conflict (Syria & Lebanon)
- **Interactive VR experiences** – For crisis immersion e.g. **Safeguarding VR (reporting)** – “bodyswapping” leverages embodied VR scenarios as a way to elicit empathy and self-awareness in order to affect real-life behaviour





SafeguardingVR

Created by

humanitarian
leadership
academy



Powered by

BODYSWAPS



3 value propositions for immersive learning

Hard Skills

Practice with your hands



FLAIM - Fire-fighting Training

Spatial Knowledge

Understand and learn



Virtual Medicine - Human Anatomy VR

Soft Skills

Act out and change behavior



BODYSWAPS - Psychiatric Patient Care Simulation

Objectives

Innovate & test a new way to deliver impactful safeguarding training at scale

Learning Design:

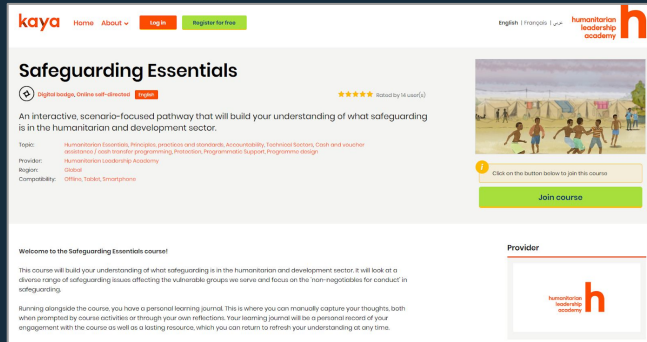
- Create a safe space
- Engage emotionally
- Create self-awareness
- Give tools & build confidence

Deployment:

- Demonstrable performance
- Consistent yet flexible
- Scalable



Blended Approach



The screenshot shows the course page for 'Safeguarding Essentials' on the Kaya Learning platform. The page includes a navigation bar with 'Home', 'About', 'Log in', and 'Register for free'. The course title is 'Safeguarding Essentials' with a 'Digital badge, Online self-directed course' label and a 5-star rating. A description states: 'An interactive, scenario-focused pathway that will build your understanding of what safeguarding is in the humanitarian and development sector.' The provider is 'Humanitarian Leadership Academy'. A 'Join course' button is visible. Below the main content, there is a 'Provider' section with the Humanitarian Leadership Academy logo.



KNOWLEDGE



PRACTICE

Learner Feedback



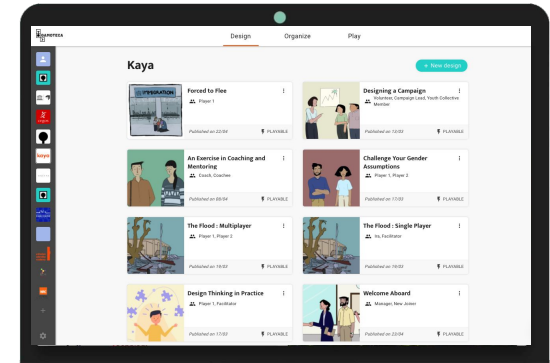


Localising innovation



Create Spaces for Innovation

- Combine user-centred design with edtech to co-create innovative learning locally
- Scale successful innovations through digital platforms
- Co-creation spaces “Learning Hackathons” can be in-person or virtual



Create spaces to **capture local learning** through design thinking



Identify, test and incubate ed-tech and learning-tech solutions




Scale through

- Learning Platforms
- Other learning platforms
- Social media




Try them out yourself..



Gamoteca
Technovatio Education
Everyone
This app is available for your device

Installed



Safeguarding VR
kayaconnect.org Education
Everyone
This app is available for your device

Add to wishlist

Install

GAME BASED LEARNING MADE EASY!

Mondy fix your buddy


Feedback for

Human-connected learning experiences.

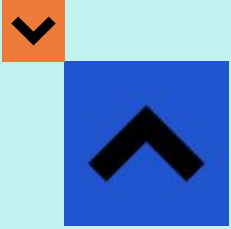
Choose from a number of learning games.

Text-based feedback.

Ap no



Play button icon



**THANK
YOU !**

atish@gamoteca.com

www.gamoteca.com

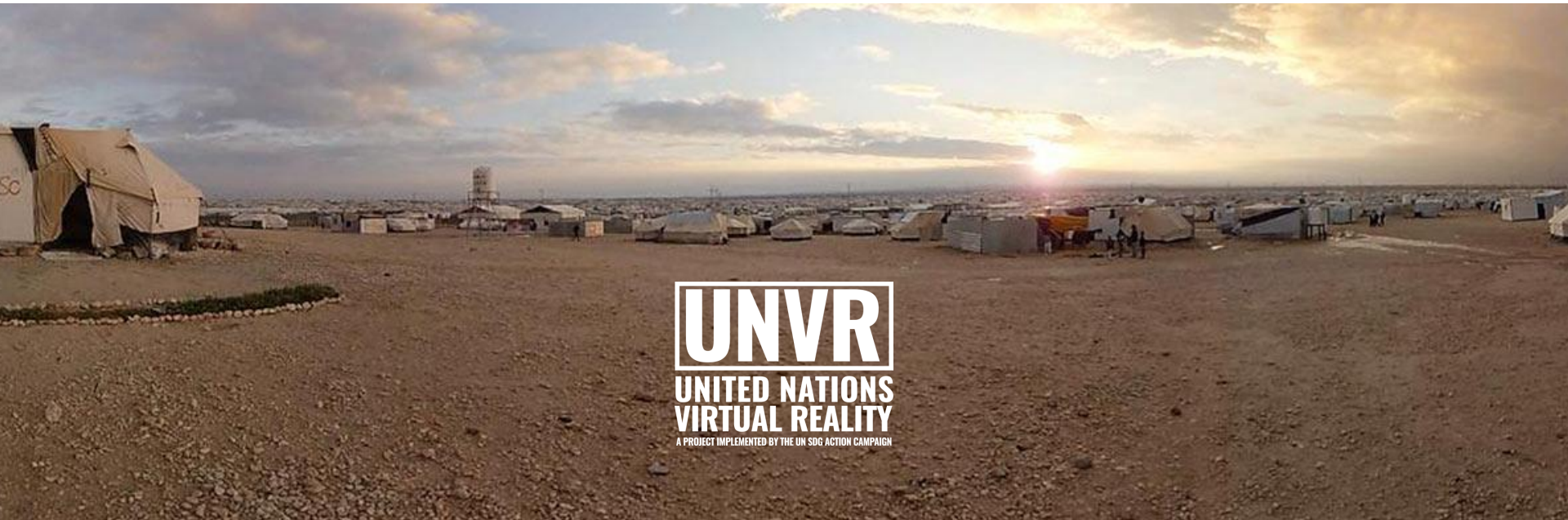


Immersive learning for UN agencies



Tom Wambeke

Chief of Learning Innovation, ITCILO



UNVR
**UNITED NATIONS
VIRTUAL REALITY**
A PROJECT IMPLEMENTED BY THE UN SDG ACTION CAMPAIGN

IMMERSIVE LEARNING FOR UN AGENCIES

February, 2021

MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learner's jobs, behaviours, habits, and preferences. Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their own development.

OVERWHELMED...

Number of times online every day early days of the internet today **5** **27**

41% of time workers spend on things that offer little personal satisfaction and do not help them get work done.

DISTRACTED...

Most learners won't watch videos longer than **4** minutes

Knowledge workers are constantly distracted with millions of websites, apps, and video clips.



People unlock their smartphones up to **9** times every hour

IMPATIENT... 2/3

Online, designers now have between **5** and **10** seconds to grab someone's attention before they click away

of knowledge workers actually complain that they don't have time to do their jobs

Workers now get interrupted as frequently as every **5** minutes ironically, often by work applications and collaboration tools

1% of typical workweek is all that employees have to focus on training and development

UNTETHERED

Today's employees find themselves working from several locations and structuring their work in non-traditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people and even harder to develop them efficiently.

37%

of the global workforce is expected to be 'mobile' by the end of 2015

30%

of full-time employees do most of their work somewhere other than the employer's location

20%

of the workforce is comprised of temps, contractors and freelancers

ON DEMAND

Employees are accessing information - and learning - differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:

to learn what they need for their jobs, employees access: **online courses** 50-60% **search engines** 70%+



people are increasingly turning to their smartphones to find just-in-time answers to unexpected problems

COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

~80% of workforce learning happens via on-the-job interactions with peers, teammates, and managers



Learners are asking other people

at google, **55%** of training courses are delivered by an ecosystem of



Learners are sharing what they know

2000+ peer learners

EMPOWERED

Rapid change in business and organisations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from employers.



2 1/2 to 5

years is the half-life of many professional skills

38%

of workers say they have opportunities for learning and growth at their workplace

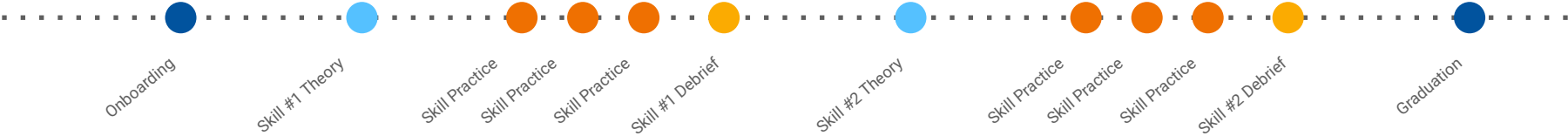
62%

of IT professional report having paid for training out of their own pockets

LEARNING MODELS BECOME HYBRID JOURNEYS



Example of a Learning 3.0 journey



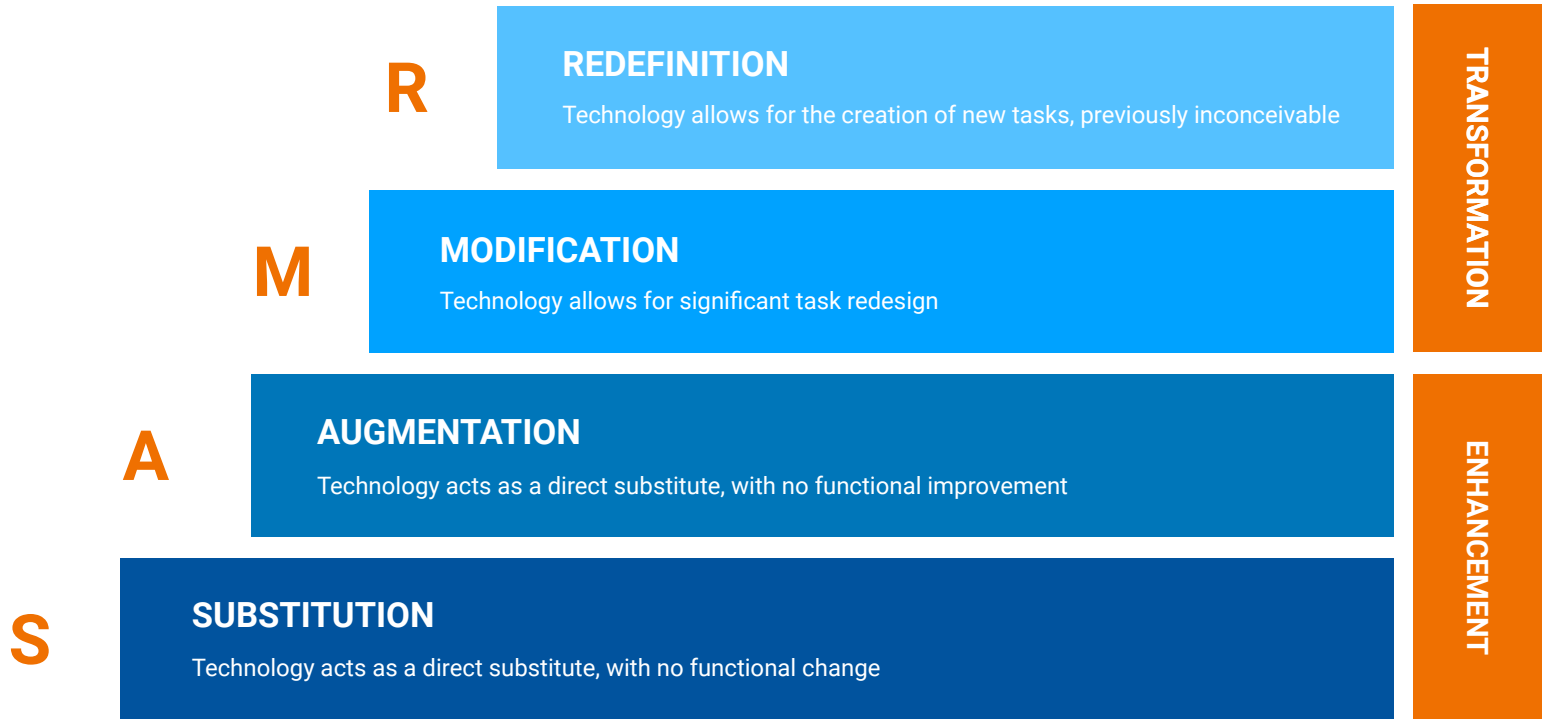


USING VR IN UN RELATED LEARNING AND TRAINING

Different headsets, Different mindsets.
Different learning models



THE SAMR MODEL



DEPTHS OF VIRTUAL REALITY AND INTEGRATION IN THE CLASSROOM

Virtual Reality offers students a wealth of rich, experiential learning opportunities. In order to ensure that the potential of **VR** is maximised, educators need to harness it carefully and maintain a focus on pedagogy rather than the technology itself.



PERCEPTION N

The user is able to look around a simple 360° panorama. The experience is short and the user is passive.

SIMULATION N

The VR experience is multi-sensory-augmented through video or audio. The user is still relatively passive and is guided rather than directing the experience.

INTERACTION N

The user is able to interact with the virtual world at a basic level e.g. highlighting a new space to move to. The experience is less passive though the user has limited choices for directing the flow of content.

IMMERSION N

The user has a higher degree of autonomy within the virtual world and is able to direct the experience, make decisions and engage with a variety of elements within it. The experience is active and user-led. The virtual world begins to feel real and can evoke both the sensation of being elsewhere and an emotional reaction to virtual location.

As the **Perception** level, the learner is relatively passive and as such the activity needs more support and direction from the educator. As the VR experience moves closer towards **Immersion**, it becomes more student-led, increasing the potential for deeper learning.

VIRTUAL REALITY AND LEARNING: HERE IS THE PEDAGOGY!

Bloom	VR Pedagogy	SAMR
Remember	VR is not the best solution for your learning goal	Substitution
Understand	Far or distant places Past	Augmentation
Apply	Impossible (inside body, through eyes of so else, in machine, other perspective)	Modification
Analyze	Practice safely: no damage to machines, no harm to others Practice safely: no 'confrontation' (soft skills) Practice safely: unlimited: shortage of classrooms, machines, persons or materials	Modification
Evaluate	Practices safely: unlimited opportunities Practice unlimited: repeat, pause, accelerate, slow down, dangerous Feedback: immediate, always present	Redefinition
Create	Feedback: visual, haptic	Redefinition

REAL ENVIRONMENT

MIXED REALITY (MR)

VIRTUAL ENVIRONMENT



Tangible User Interfaces (TUI)

A TUI uses real physical objects to both represent and interact with computer-generated information (Ishii & Ullmer, 2001)

Projection Augmented models (PA model) are a type of Spatial AR display, and are closely related to TUIs



Using physical objects to create a virtual model (Ichida, Itoh, & Kitamura, 2004). As a user adds a physical 'ActiveCube' to the construction, the equivalent virtual model is automatically updated.

Augmented Reality (AR)

AR 'adds' computer-generated information to the real world (Azuma, et al. 2001)



Spatial AR

Spatial AR displays project computer-generated information directly into a user's environment (Bimler & Raskar, 2005)



The 'Bubble Cosmos' - 'Emerging Technology' at SIGGRAPH'06. The paths of the smoke-filled bubbles are tracked, and an image is projected into them as they rise.

'See-through' AR (either optical or video)

A user wears a head-mounted display, through which they can see the real world with computer-generated information superimposed on top (Cakmakci, Ha & Rolland, 2005; Billingham, Grasset & Looser, 2005).



See-through AR: the butterfly is computer-generated, and everything else is real (Fisher, Bartz & Straßer, 2006; Kolsch, Bane, Hollerer, & Turk, 2006).

Augmented Virtuality (AV)

AV 'adds' real information to a computer-generated environment (Regenbrecht, et al. 2004)

Semi-immersive VR

A semi-immersive VR display fills a limited area of a user's field-of-view



Semi-immersive VR using the Barco Baron workbench (Drettakis, Roussou, Tsingos, Reche & Gallo, 2004).

Virtual Reality (VR)

VR refers to completely computer-generated environments (Ni, Schmidt, Stadt, Livingston, Ball, & May, 2006; Burdea & Coffet 2003)



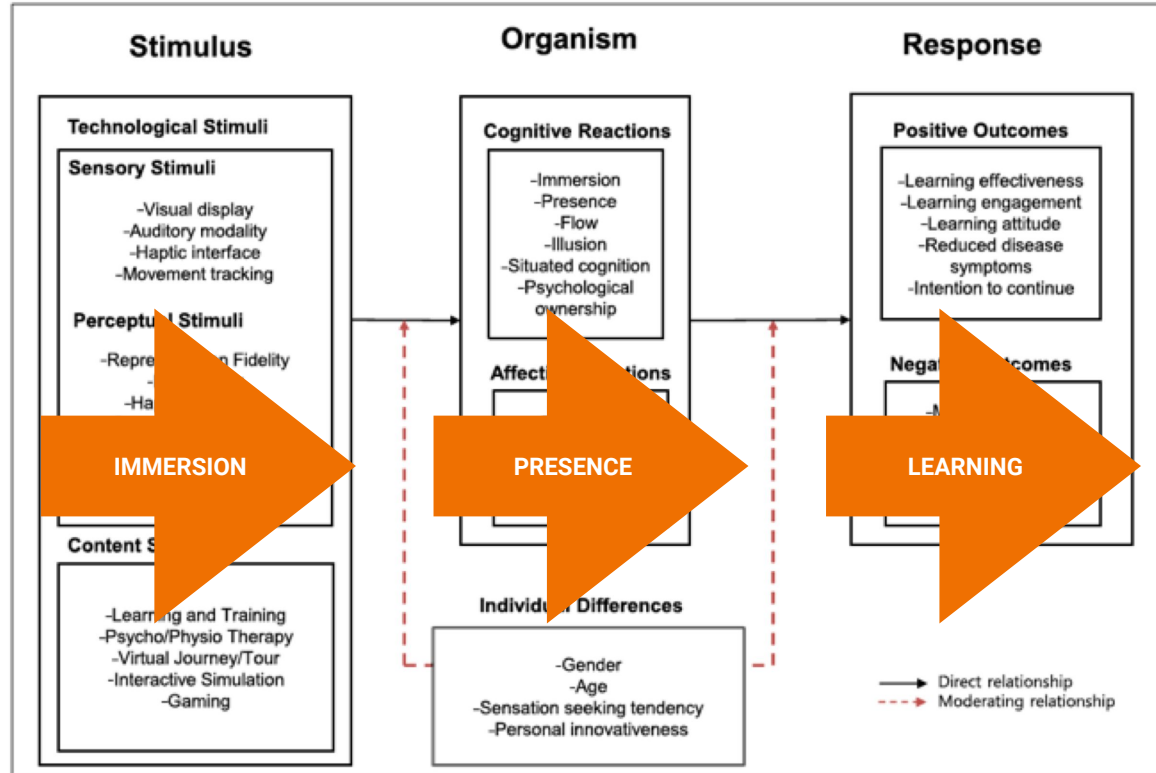
Immersive AR

Immersive VR, which uses either a head-mounted-display or a projection-based system, completely fills the user's field-of-view.



Projection-based immersive VR. The users are fully immersed in the 'CAVE' (FakeSpace, 2006; Cruz-Neira, Sandin & DeFanti, 1993).

IMMERSIVE LEARNING



LEARNING AFFORDANCES

3D VIRTUAL LEARNING ENVIRONMENTS

Representational fidelity

Realistic display of environment

Smooth display of view changes and object motion

Consistency of object behaviour

User representation

Spatial audio

Kinaesthetic and tactile force feedback

Learner interaction

Embodied actions

Embodied verbal and non-verbal communication

Control of environment attributes and behaviour

Construction/scripting of objects and behaviours

Construction of identity

Sense of presence

Co-presence

AFFORDED LEARNING TASKS

Spatial knowledge representation

Experiential learning

Engagement

Contextual learning

Collaborative learning

LEARNING BENEFITS



**SIMULATION MEETINGS
ANYTIME, ANYWHERE**

UNITED NATIONS
RDC
RECEPTION DEPARTURE CENTRE

**SCALABLE, RISK FREE +
ECOLOGICAL**





JOIN THE EXPERIMENT

What is real? How do you define real?

If you're talking about what you can hear, what you can smell, taste and feel, then real is simply electrical signals interpreted by your brain.

Morpheus (The Matrix)

REALITY CHECK

The future of virtual reality has already arrived. But is the future of work ready?

Next Steps

- **Upcoming webinars (multiple time zones)**
 - Tips for making self-guided eLearning content more interactive and engaging with UN Habitat (31 March)

- **Small focus sessions (hands-on design sessions)**
 - Tools for effectively delivering online training and methods to make blended learning more social and closer to engaging workshop experiences (TBD)



For panel Q&A

- Use Mentimeter on your phone, so you can keep Zoom on desktop
- Use Open Q&A button
- Check existing questions and up vote before you add a question
- You can keep adding questions through the presentations



Panel Q&A

Click the button to participate!

Open Q&A

 A screenshot of the Mentimeter Panel Q&A interface. At the top, there is a dropdown menu labeled "Recent" with a close button (X). Below the dropdown is the question "What tools do you recommend?". To the right of the question is a thumbs-up icon and a "0" indicating the number of votes. Below the question is a text input field with the placeholder "Write your question here..." and a character count of "200". At the bottom of the interface is a blue "Submit" button.