

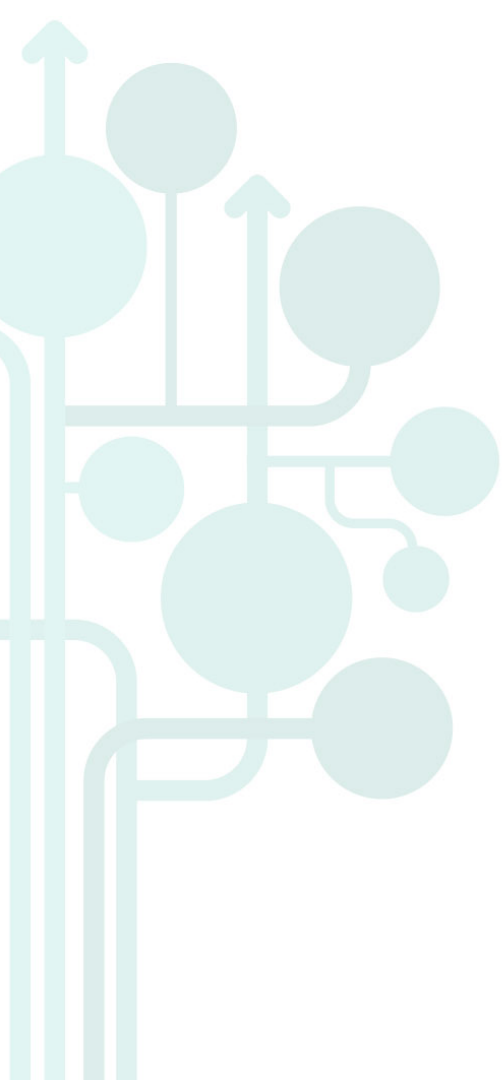
Klimat uczenia się

Nowe badania w służbie trenerom

Webinarium EPALE

radek@czahajda.pl

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Program:

Trendy szkoleniowe po 2021

Growth mindset

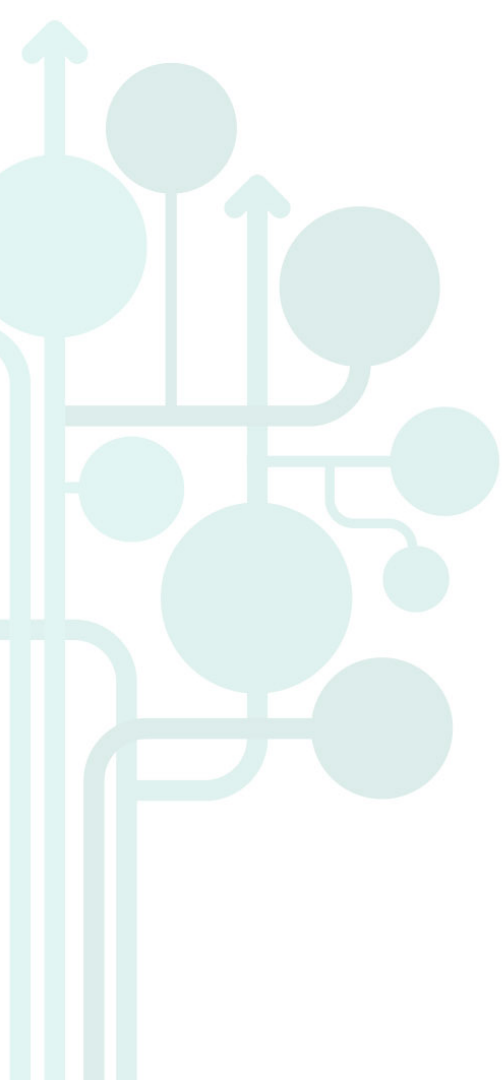
Mierzenie jakości webinarów

Motywacja 4.0

Robin Hood

Powrót do Kolba

Feedback



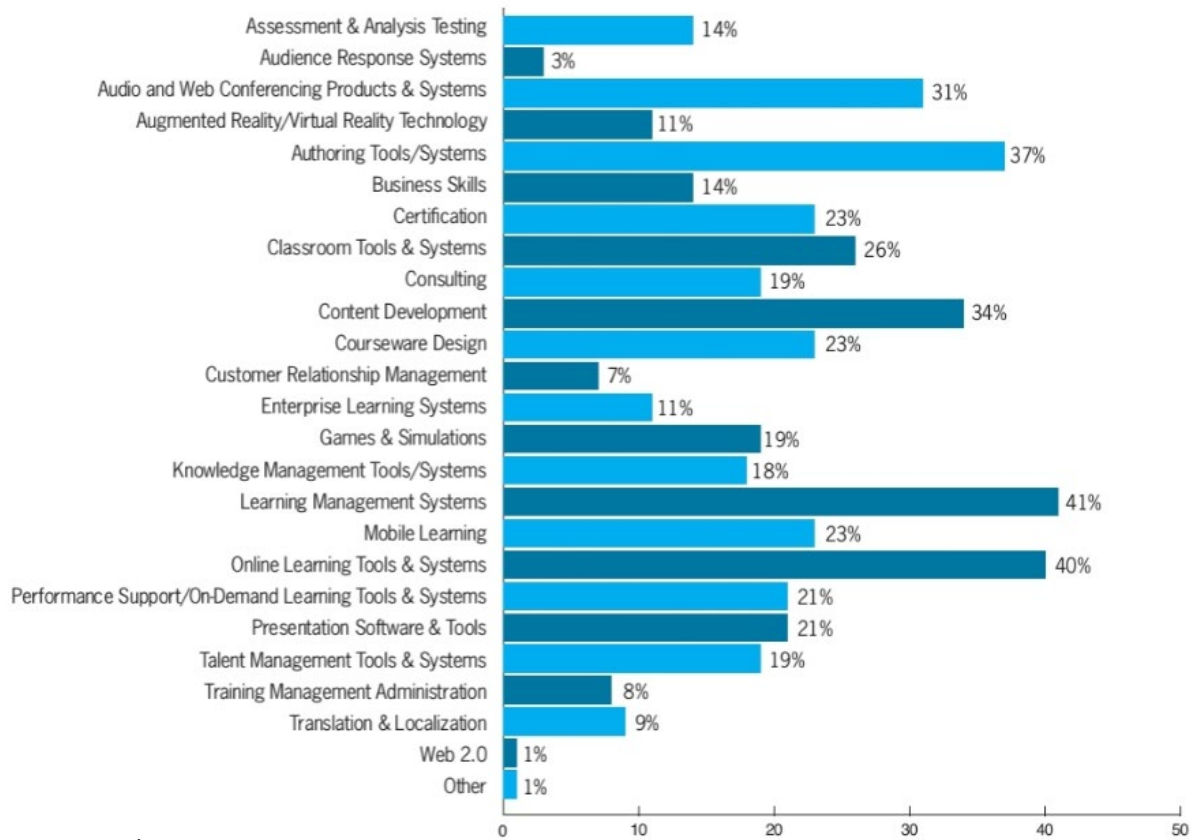
Jakie zmiany przyniósł
Wam 2020 rok?

Budżet szkoleniowy na pracownika



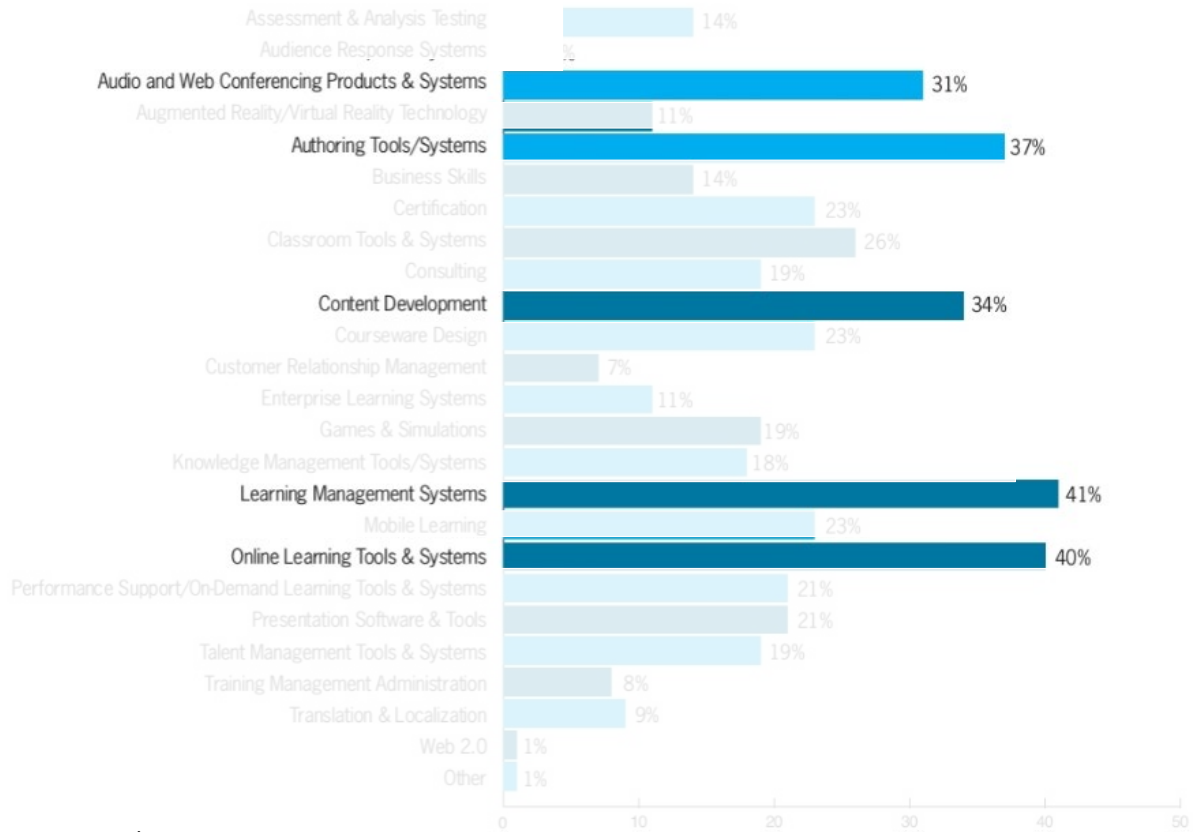
Źródło: 2020 Training Industry Report, trainingmagazine.com

Planowane inwestycje L&D w 2021

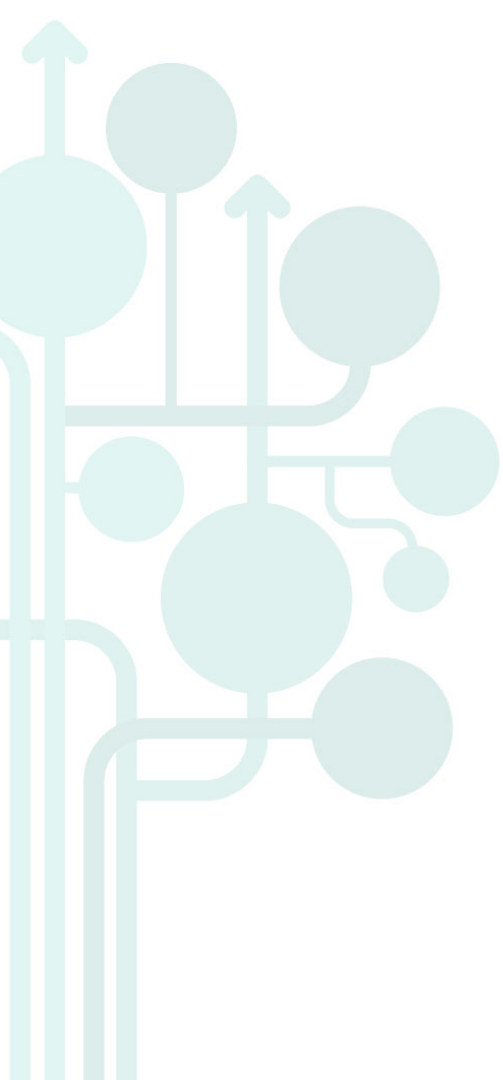


Źródło: 2020 Training Industry Report, trainingmagazine.com

Planowane inwestycje L&D w 2021

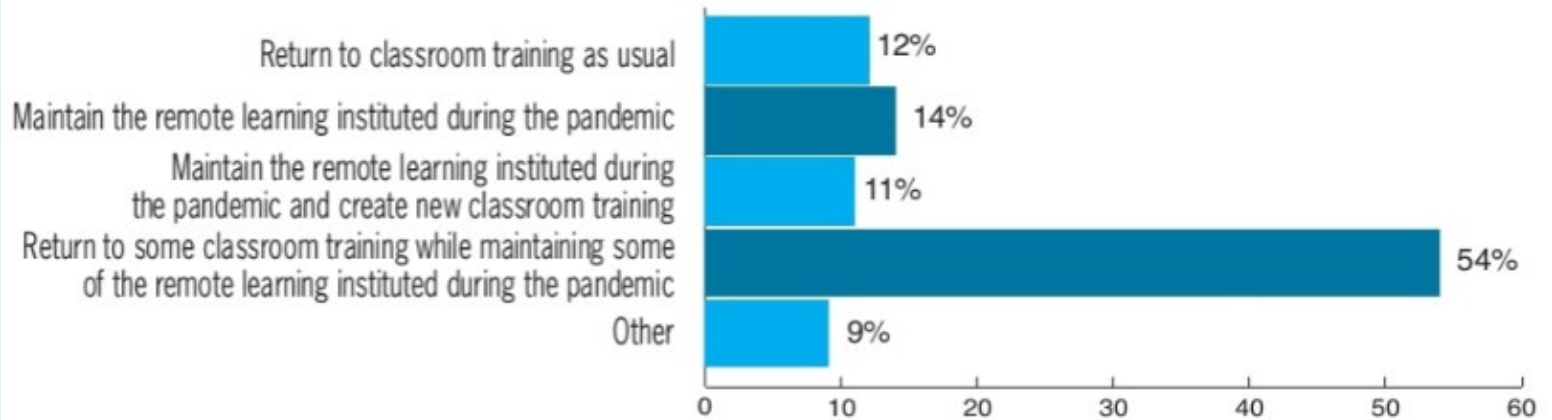


Źródło: 2020 Training Industry Report, trainingmagazine.com



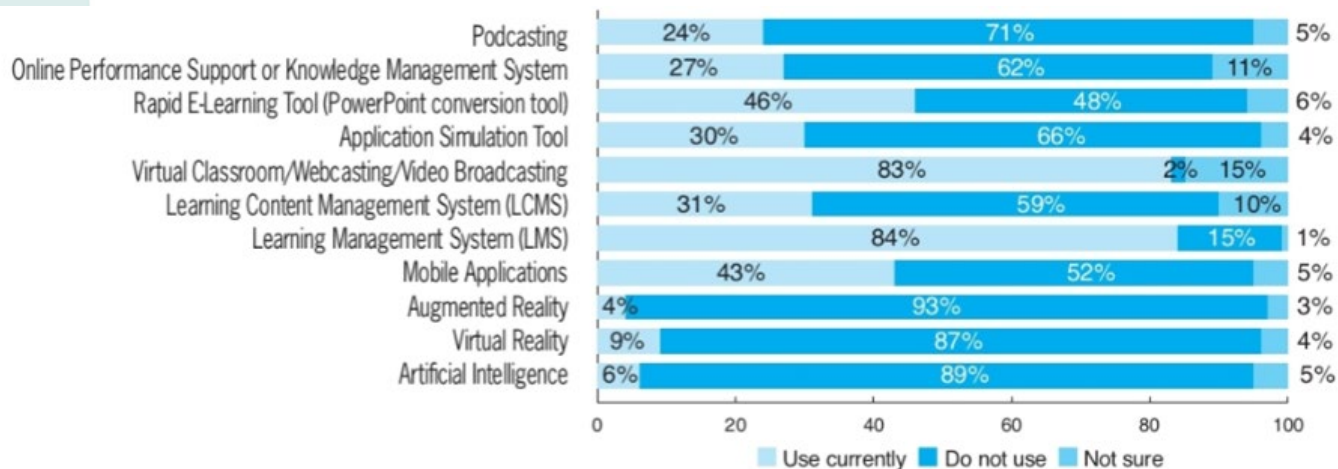
Jak planujecie
pracować w nowej
normalności?

Formy szkoleń w nowej normalności



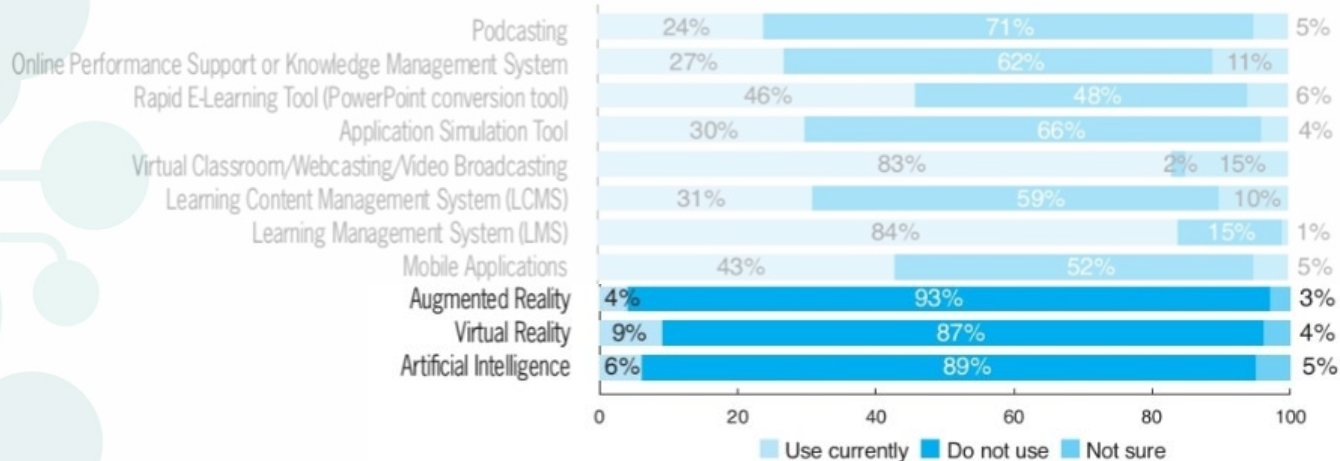
Źródło: 2020 Training Industry Report, trainingmagazine.com

Technologie L&D



Źródło: 2020 Training Industry Report, trainingmagazine.com

Technologie L&D



Źródło: 2020 Training Industry Report, trainingmagazine.com



Robo-coaching

Źródło: Graßmann, C., & Schermuly, C. C. (2021). Coaching With Artificial Intelligence: Concepts and Capabilities. *Human Resource Development Review*, 20(1), 106–126.
<https://doi.org/10.1177/1534484320982891>

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VRacamy?

Khandelwal, K., & Upadhyay, A. K. (2021). Virtual reality interventions in developing and managing human resources. *Human Resource Development International*, 24(2), 219–233.
<https://doi.org/10.1080/13678868.2019.1569920>

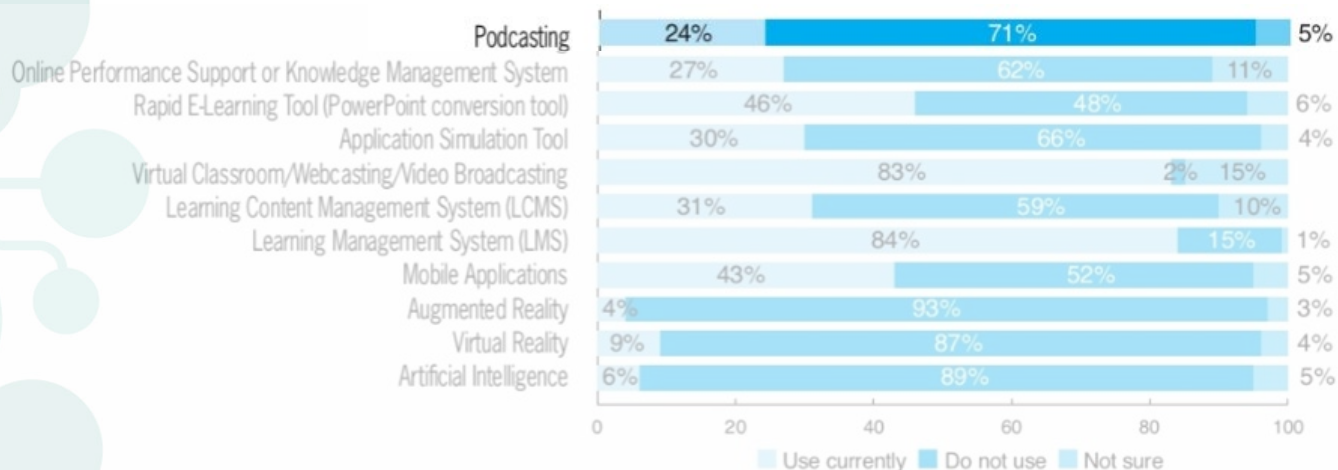
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Technologie L&D



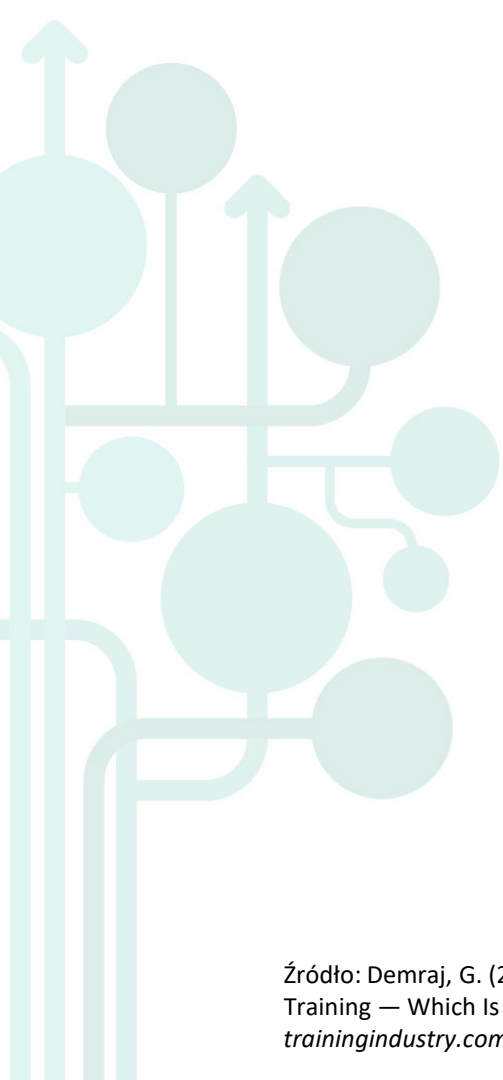
Źródło: 2020 Training Industry Report, trainingmagazine.com



Jak uczyć się z podcastów?

Hatfield, E. F. (2017). Narrative learning using podcasts in interpersonal communication. *Communication Teacher*, 1–7.
doi:10.1080/17404622.2017.1372790

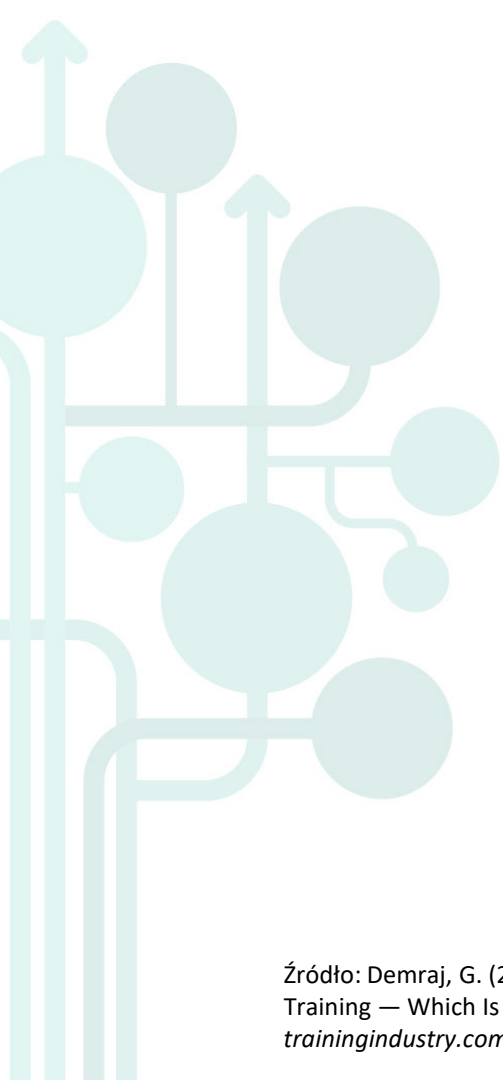
www.epale.ec.europa.eu/pl



Krótkie formy

Źródło: Demraj, G. (2021) The COVID-19 Pandemic Broke Corporate Training — Which Is a Good Thing, *Training Industry*
trainingindustry.com

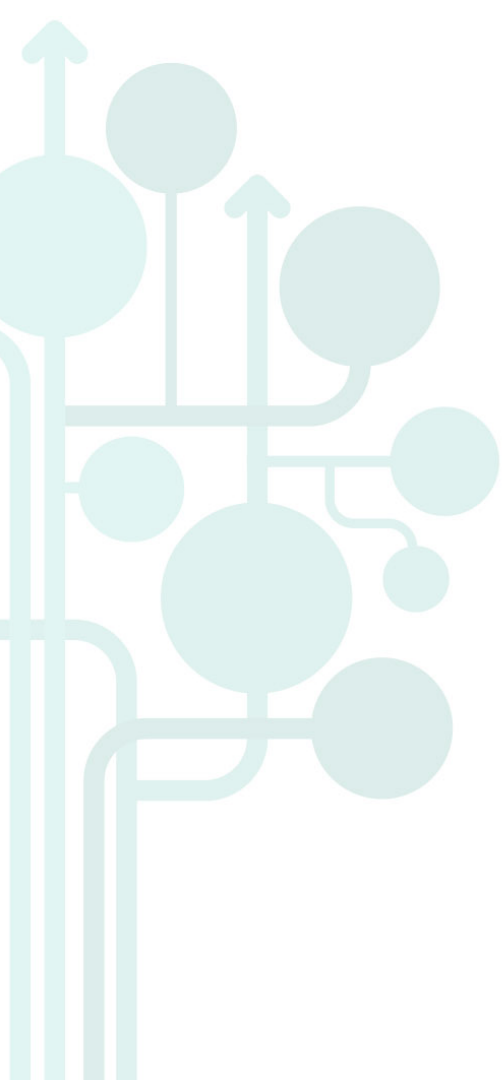
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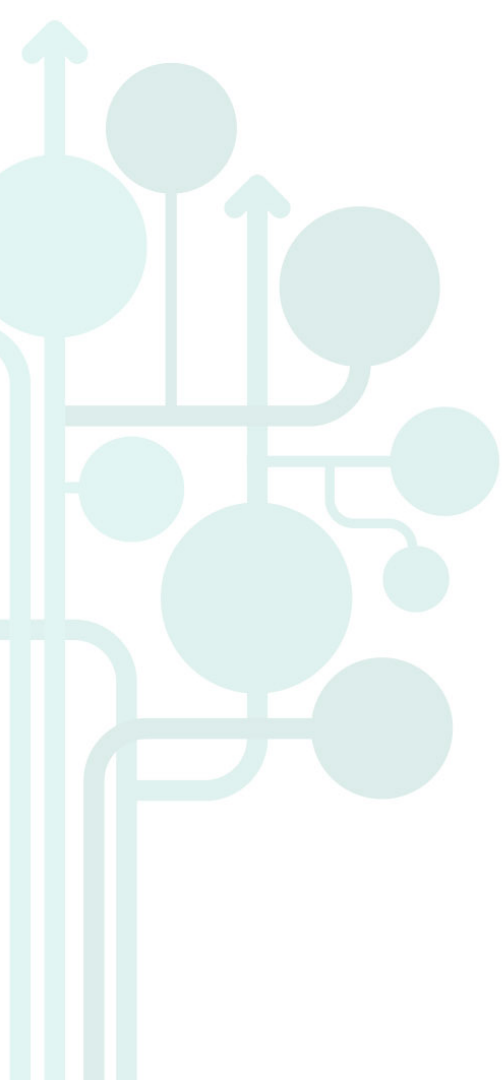
Radek, pamiętaj,
żeby tu włączyć filmiki!

Źródło: Demraj, G. (2021) The COVID-19 Pandemic Broke Corporate Training — Which Is a Good Thing, *Training Industry*
trainingindustry.com

www.epale.ec.europa.eu/pl



To jak z tym klimatem?



Program:

Trendy szkoleniowe po 2021

Growth mindset

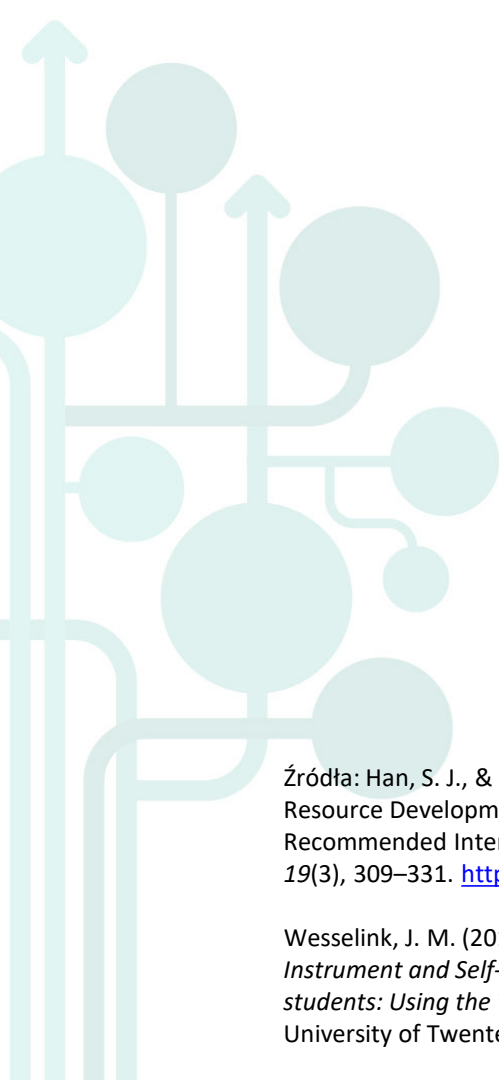
Mierzenie jakości webinarów

Motywacja 4.0

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Powrót do Kolba

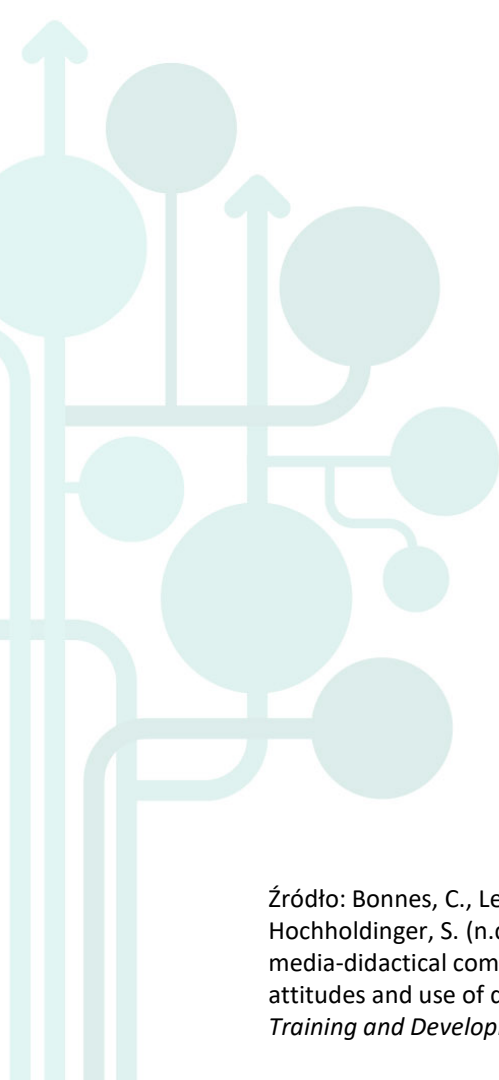
Feedback



Ludzie się nie zmieniają

Źródła: Han, S. J., & Stieha, V. (2020). Growth Mindset for Human Resource Development: A Scoping Review of the Literature with Recommended Interventions. *Human Resource Development Review*, 19(3), 309–331. <https://doi.org/10.1177/1534484320939739>

Wesselink, J. M. (2019). *Simplifying and pre-testing the Dweck Mindset Instrument and Self-Efficacy Formative Questionnaire among VMBO students: Using the Three-Step Test-Interview (TSTI)* (Bachelor's thesis, University of Twente).



Wystarczy się przeszkolić

Źródło: Bonnes, C., Leiser, C., Schmidt-Hertha, B., Rott, K. J., & Hochholdinger, S. (n.d.). The relationship between trainers' media-didactical competence and media-didactical self-efficacy, attitudes and use of digital media in training. *International Journal of Training and Development*. <https://doi.org/10.1111/ijtd.12171>

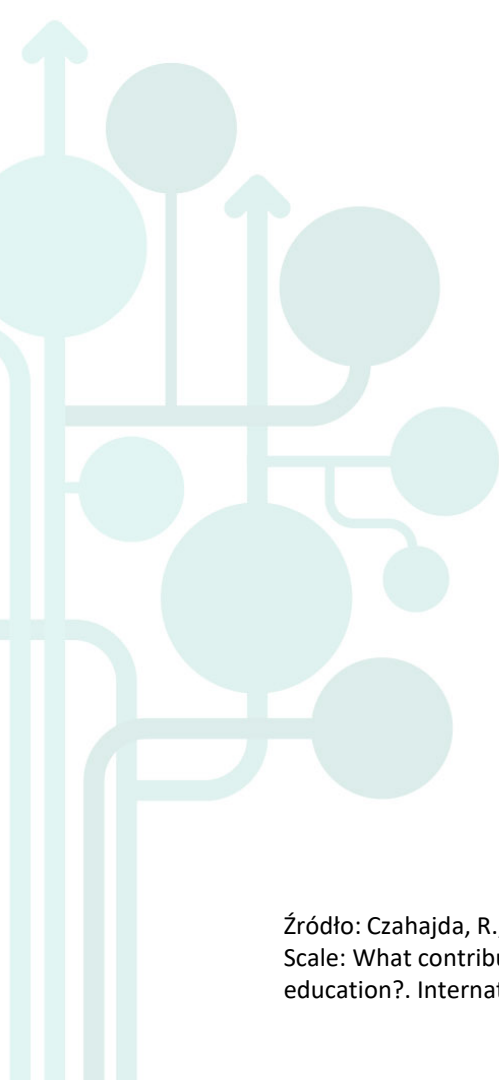
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Ewaluacja webinarów

Źródło: Czahajda, R., & Černko, M. (2021). Perceived Session Quality Scale: What contributes to the quality of synchronous online education?. International Journal of Training and Development.

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- 
- 17,246% : NPS (0-10) - How likely are you to recommend this session to a friend?
Czy polecil(a)byś to szkolenie znajomym lub współpracownikom?
- 15,645% : Usefulness (1-5) - The session will be very useful for me
To szkolenie będzie dla mnie przydatne
- 15,146% : Learning (1-5) - I have learned a lot
Wiele się nauczyłem/am
- 10,552% : Depth (1-5) - The session was advanced and deep enough
Szkolenie było wystarczająco zaawansowane
- 9,779% : Efficiency (1-5) - The time was used efficiently
Czas szkolenia był wykorzystany efektywnie
- 9,417% : Questions (1-5) - The session answered all my questions
Szkolenie odpowiedziało na wszystkie moje pytania w temacie
- 9,056% : Expertise (1-5) - The trainer was an expert in this field
Trener był ekspertem w tej dziedzinie
- 4,479% : Interactivity The session was interactive enough
Szkolenie było wystarczająco interaktywne

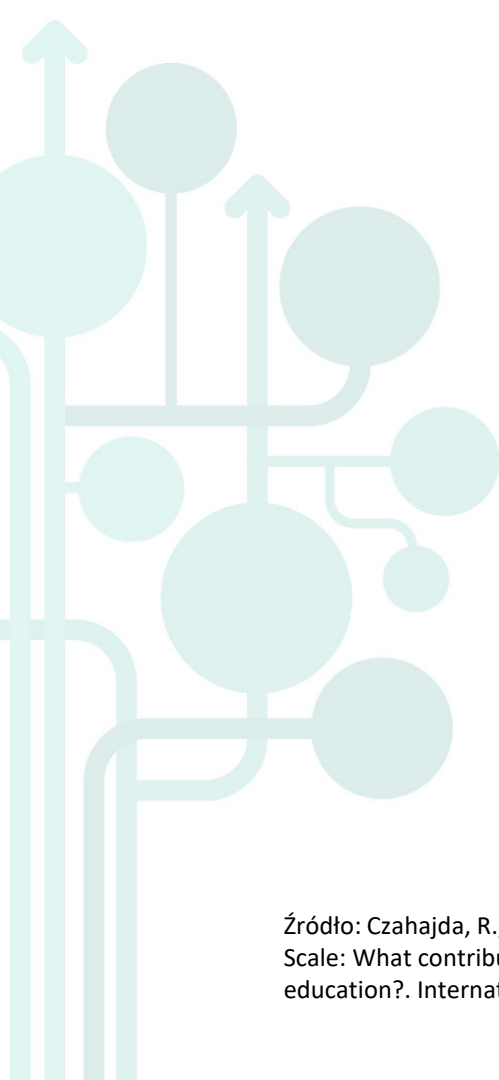
Całość podzielić przez 5.4278 i pomnożyć przez 100

Nieznaczące:

Fun - This session was fun

Comfort - I felt comfortable during the session

Źródło: Czahajda, R., & Černko, M. (2021). Perceived Session Quality Scale: What contributes to the quality of synchronous online education?. International Journal of Training and Development.



	General	Soft-skill trainings	Hard-skill trainings	Soft-skill webinars	Hard-skill webinars
Mean	80.82	86.00	78.98	78.36	74.76
SD	16.06	12.01	18.40	15.68	17.81
Skewness	-0.93	-0.75	-0.92	-0.68	-0.60
Kurtosis	0.49	-0.29	0.13	0.39	-0.33
5th percentile	40.76	57.33	31.55	35.27	30.62
10th percentile	54.56	62.57	40.14	45.75	37.27
25th percentile	68.55	75.27	62.15	66.17	54.56
50th percentile	80.83	85.74	77.99	75.77	71.46
75th percentile	93.14	95.20	91.77	88.08	85.67
90th percentile	100	100	98.16	95.54	93.65
95th percentile	1	1	100	100	100

Źródło: Czahajda, R., & Černko, M. (2021). Perceived Session Quality Scale: What contributes to the quality of synchronous online education?. International Journal of Training and Development.



Kto nie przypomina ten...

Źródło: González-Ortiz-de-Zárate, A., Alonso García, M. A., Quesada-Pallarès, C., Berrocal Berrocal, F., & McLean, G. N. (2020). Validation of predicting transfer instruments in Spain. *European Journal of Training and Development*, 44(6–7), 695–715. <https://doi.org/10.1108/EJTD-11-2019-0188>



Motywacja 4.0

Źródło: Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61(xxxx), 101859.
<https://doi.org/10.1016/j.cedpsych.2020.101859>

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zakorzenione



Czynniki kultury



Cechy indywidualne



Wierzenia i
poglądy

Źródło: Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61(xxxx), 101859.
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zakorzenione



Czynniki kultury



Cechy indywidualne



Wierzenia i
poglądy

dynamiczne



schemat ego



pierwsze
wrażenie



dawne
doświadczenia



afektywne
wspomnienia

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<https://doi.org/10.1016/j.cedpsych.2020.101859>

zakorzenione



Czynniki kultury



Cechy indywidualne



Wierzenia i
poglądy

dynamiczne



schemat ego



dawne
doświadczenia



pierwsze
wrażenie



afektywne
wspomnienia

zmienne

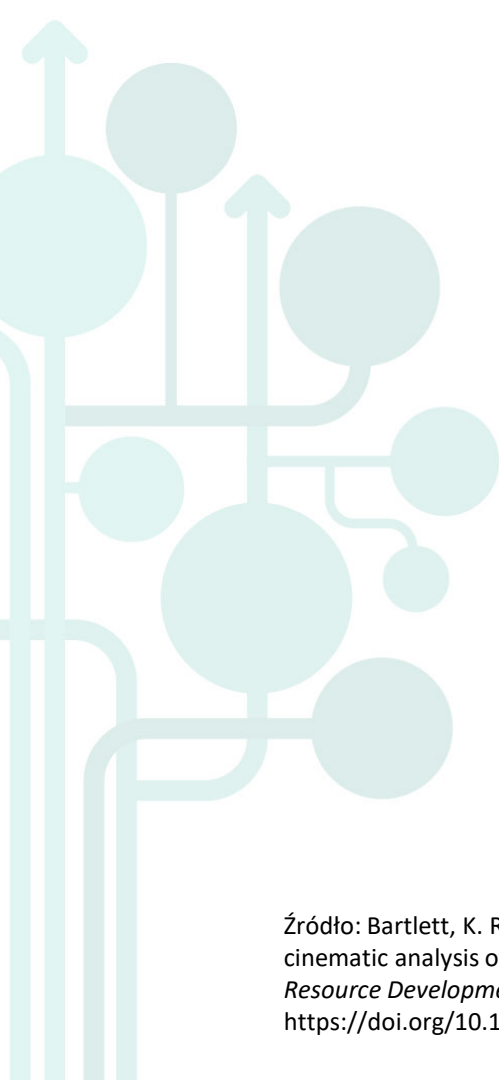


oczekiwanie
sukcesu



subiektywna
wartość zadania

Źródło: Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61(xxxx), 101859. <https://doi.org/10.1016/j.cedpsych.2020.101859>



Co ma Robin Hood do szkoleń?

Źródło: Bartlett, K. R., Jang, S., Feng, Y., & Aderibigbe, E. (2020). A cinematic analysis of the leadership behaviours of Robin Hood. *Human Resource Development International*, 00(00), 1–22.
<https://doi.org/10.1080/13678868.2020.1789400>

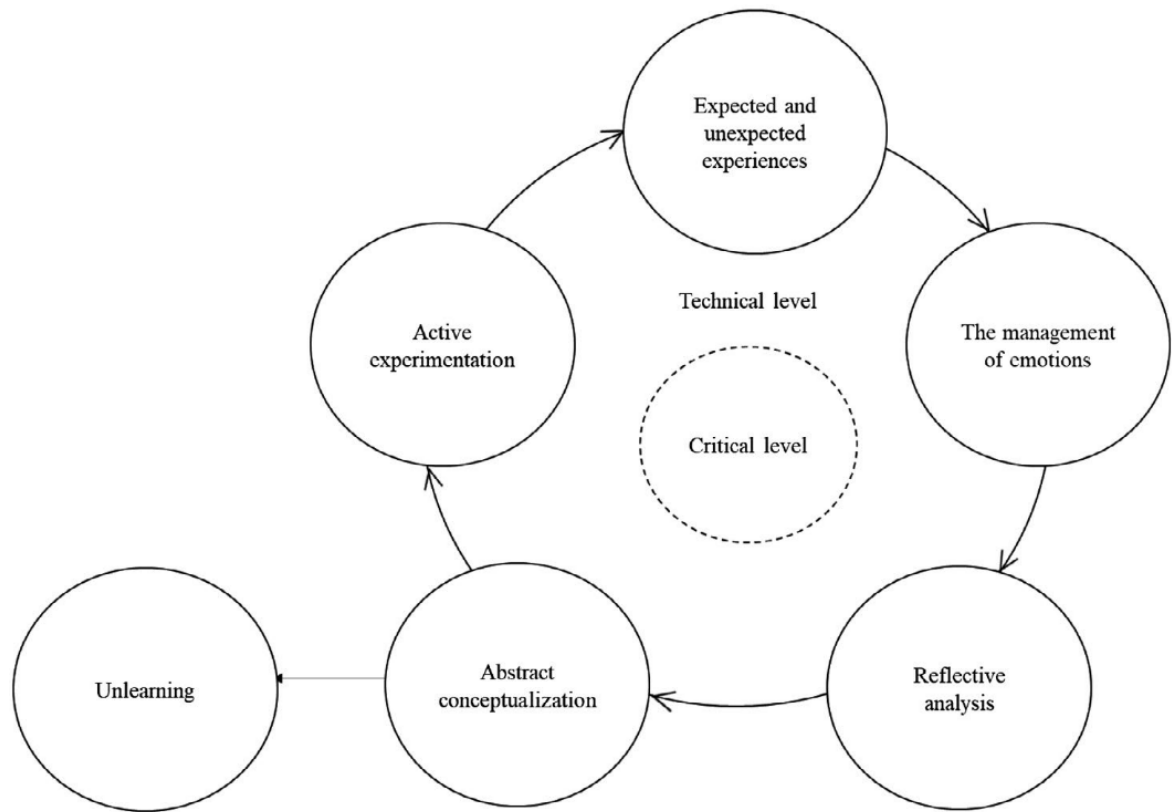
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Powrót do Kolba

Źródło: Matsuo, M., & Nagata, M. (2021). A revised model of experiential learning with a debriefing checklist. *International Journal of Training and Development*. <https://doi.org/10.1111/ijtd.12177>

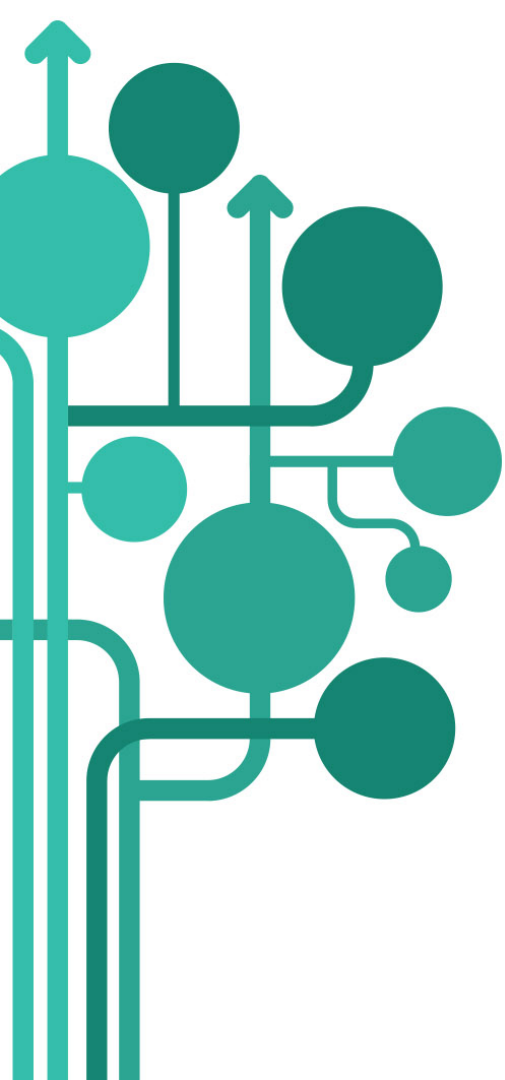
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Źródło: Matsuo, M., & Nagata, M. (2021). A revised model of experiential learning with a debriefing checklist. *International Journal of Training and Development*. <https://doi.org/10.1111/ijtd.12177>

Learning process	Debriefing items
Expected and unexpected experience	What was your course of action? What happened? What were the expected or planned results? What were the unexpected or unplanned results?
The management of emotions	What were you feeling during the event? Did any emotions make you realize something important? Did any emotions lead to any defensiveness or avoidance in learning?
Reflective analysis	Were there any successes and failures with the experience? What were the factors causing success and failure? Are your assumptions, beliefs, and values appropriate in relation to the event?
Abstract conceptualization	Describe what you have learned from the successes Describe what you have learned from the failures What assumptions, beliefs, and values do you have to change?
Unlearning	Did you find your approaches were obsolete, outdated, or non-functional? Are there any methods, practices, and skills you should abandon? Are there any assumptions, beliefs, and values you should abandon?
Active experimentation	Describe any new technical approaches that you would like to adopt next time? Describe any new radical approaches that you would like to adopt next time? Describe your changed assumptions, beliefs, or values that you would like to develop next time?

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