



Key Points

- > The basic premise of an e-learning 2.0 strategy involves a shift from an infrastructure that is content-based to an infrastructure that is built around people.
- > E-learning 2.0 is a shift from stand-alone systems to a combination of many systems, processes, and environments.
- > E-learning 2.0 is a change in pedagogy – how we instruct and how people learn.
- > E-learning 1.0 and instructor-led classroom training can (and should) be part of your e-learning 2.0 strategy. Multiple delivery channels provide a richer learning environment with more options and flexibility.
- > A good learning strategy will align with overall business goals, creating a philosophy of learning as a business process and not a training process.
- > An e-learning 2.0 environment needs to be available; i.e., an environment in which groups of individual learners can contribute and influence the learning of the group (versus the standard consumption of training).
- > Creating and implementing any type of learning strategy involves an analysis of your current environment. While leveraging what is working is important, understanding common problems allows you to focus on what gets in the way of execution. An analysis uncovers both what's working and what's not working.
- > Create action items for fostering a culture that is ready and supportive of new methods and channels for improving workplace performance.
- > Rolling out e-learning 2.0 to learning and development staff before anyone else in the organization fosters a pioneering environment rich in experimentation that could be expanded across the enterprise.
- > Learning governance should be built around corporate business objectives and performance goals. This way, the allocation of resources and support is designed outside the “silo” of training and development. Knowledge sharing and communication are greatly improved when common goals across the enterprise are incorporated.
- > An important success factor for implementing strategy is the involvement of senior management in the creation of a governance model.
- > If your goal as an organization is to create an environment that fosters collaborative learning by using technology, having a strategy specific to the technology aspect of e-learning 2.0 is essential. This can be part of your overall learning strategy.



- > Piggybacking on an existing enterprise-wide strategy is just one method to expedite implementation of e-learning 2.0.
- > This newer distribution model of content involves the changing of how content is described and categorized. Rather than just learning objects, content is tagged, rated, and categorized by the learner. This is sometimes called folksonomy.
- > A central repository (in addition to the newer distribution model of content) increases the likelihood of success for creating individual development plans and provides the structure for global content.
- > By combining standardized, enterprise-wide activities and systems with flexible and quick local innovations and efforts, organizations are able to experiment with new methods and channels of delivery without losing sight of the larger picture.
- > Environments should include self-organized, social and networked learning within the context of work.
- > E-learning 2.0 success is often made through incremental changes vs. large process changes.
- > Trainers need to take a more facilitative role.
- > Outlining your current processes and practices is a starting point to auditing and can later be analyzed to determine where things are working and where they are not working. This will guide your strategy.
- > Your preparation and audit will provide you with a rich, enterprise-wide view of the organization. Separate ideas into strengths, weaknesses, opportunities and threats. Prioritize action items.
- > Borrow the processes of project management to implement action items uncovered in your audit and analysis.
- > Organizations should look to their LMS when deciding how to implement their e-learning 2.0 strategy. More and more companies are seeing the need to expand their solutions beyond a learning environment where classes and courses are the center of activity.