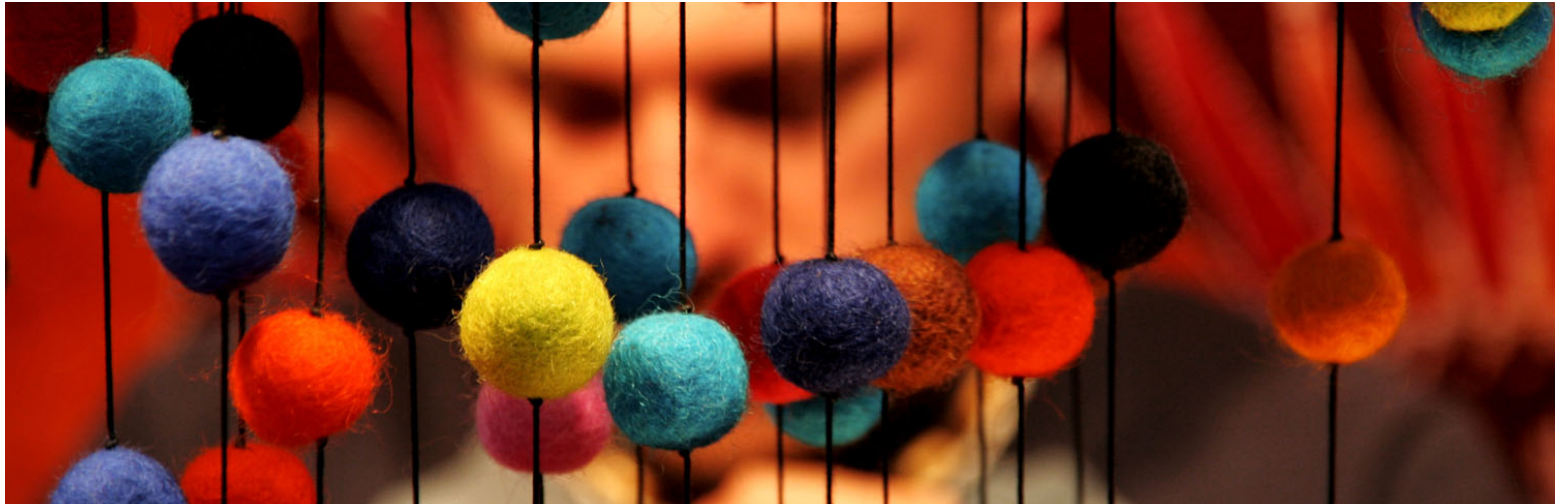


Bespoke learning content creation

We believe online learning should be the gold standard for training.



Traditional online learning gives learners theory and then a test.

The **best** way to help a learner is to get them to touch, test and pull apart. They need to build mental models and break them with the resulting failure being the stimulus to stronger, **deeper learning**. Of course, they need expert guidance followed by a chance to put their new found knowledge and skills to the test.

We use **storytelling** techniques to develop engagement and context. We use **game** mechanics such as levelling up, **rewards** and unlocking achievements to ensure acquisition and retention of knowledge and skills.

What to expect

1.

First things first

Background, theory and how we care.

2.

Details

The content we create

3.

Action!

What else we do and how to get hold of us

A beginning



98% of companies are predicted to use online learning as part of their learning strategy.



91% of L&D leaders think learning technologies enable a quicker response to changing business needs.



49% of organisations have the instructional design skills they need.



31% have staff capable of developing digital content in-house.



28% of L&D staff are confident in using new media in learning design.

We create exciting, compelling and effective online learning experiences that promote fresh thinking and meaningful performance improvement. We build immersive content and simulations to help people learn more effectively.

Our learning is open, explore-able, adaptable, social and connected. It uses the activities, tools and systems learners use for learning outside of work such as videos, animations, blogs, discussion, stories and reflection.

We deliver learning content to desktops, tablets or mobiles.

We adopt key principles from psychology and learning design that challenge the learner and motivate them to learn more. We provide a safe environment to test knowledge, try out new skills, fail and retry until mastery is achieved.

Our learning materials can be used as a linear course but also allow learners to discover their own route, learning at their own pace. We recognise that learners all have different experience and capability so our iterative cycle of discovery, practice and feedback allows learners to focus on the areas they don't understand or need practice in.

Our materials then become essential resources that can be called upon for "just in time" learning or refreshing specific areas when needed.

What we understand

We have 10 principles that guide us in working with you to create the best experience for your learners.

Being good at making beautiful content isn't good enough.

1. The key to learning is motivation
2. Great learning is backed by science and evidence
3. User experience is important. Real people need to use our content to become more effective so we treat them as humans, not statistics on a report
4. Learning doesn't have to cost the earth to be effective
5. It's better to support the learner with simple resources at their moments of need, than load them with fancy courses weeks in advance
6. You want to work with real, vibrant people who will help you drive the solution forward
7. Visual design is important but not as important as you might think, just because something is pretty doesn't mean it's good
8. Simulations are best when they're closest to the real situation but simulation fidelity (how life-like and realistic it is) is not as important as story fidelity
9. Short content is better, it's easy to change it when it's out of date and easy to skip if it's not relevant for a learner
10. Materials need to be designed with mobile and online delivery in mind as well as compatibility with Learning Management Systems

How we learn

We only use evidence backed methods to create learning content.

This creates learning experiences that you can be sure will allow your learners to increase in confidence and competence.

- ★ Experiential - putting the learners into the context they'll perform in, doing the tasks they'll perform
- ★ Evidential - ensuring learners can demonstrate what they know through natural assessment and application of knowledge
- ★ Constructive alignment - this is an instructional design methodology that ensures the assessments provide evidence of achieving the desired outcomes. It does this by planning outcomes first, then designing assessments to test those outcomes. Only then do we design and build the learning activities.
- ★ Spaced practice - retention increases the more you revisit and refresh learning. Increasing increments of revision can help, as do aide memoirs and visual reminders
- ★ Natural assessment - users are tested on learning by doing the work tasks rather than simply answering questions
- ★ Chunking - content is broken into small pieces so it's easier to digest
- ★ Simplified - avoiding cognitive overload through well designed instruction allows the learner the head space to consume the learning
- ★ Ordered - giving a thought out progression of learning gives the learner a logical pathway through content
- ★ Removal of distractions - attention, and therefore learning, is enhanced when the learner is given a distraction free environment within which to work

Backed by science

A key component to successful learning is the motivational dynamics of the learner.

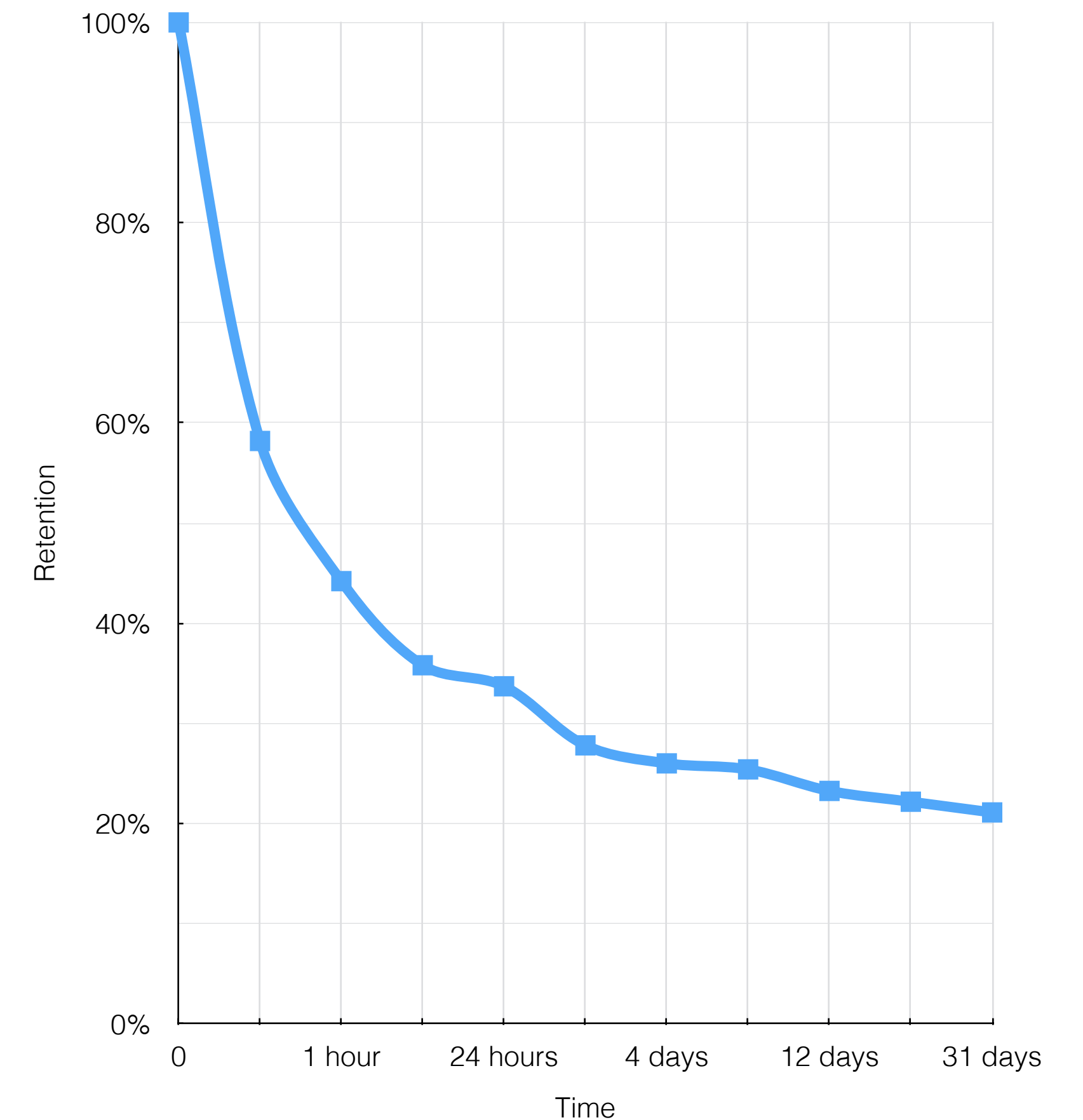
The challenge many organisations have is ensuring that the users are appropriately motivated to focus on and engage with the course. Very often courses simply take a user through speakers' notes and this does nothing to help the learner.

In most traditional learning situations, learning is delivered in a single event or session, with little opportunity to review or return to the material after the event.

As a result, no matter how good the learning experience was, participants quickly **forget** most of it (see the chart on the right to discover how rapid this is). Our iterative cycle of discovery, practice and feedback enables a reduction of the “forgetting curve” associated with many learning events.

With our approach we move beyond didactic knowledge transfer or “info dump” ensuring the best opportunity for the learner to become better.

Ebbinghaus's Forgetting Curve



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Content types

Often courses and resources are separated. A user 'does' an eLearning course. They refresh by accessing other resources at the point they need to use the skills learned on the course.

Our learning materials are designed to encourage both course based learning and be usable as resources that can be accessed as and when they are needed.

To allow this, the content is broken up into small chunks. We define four categories to enable this approach.



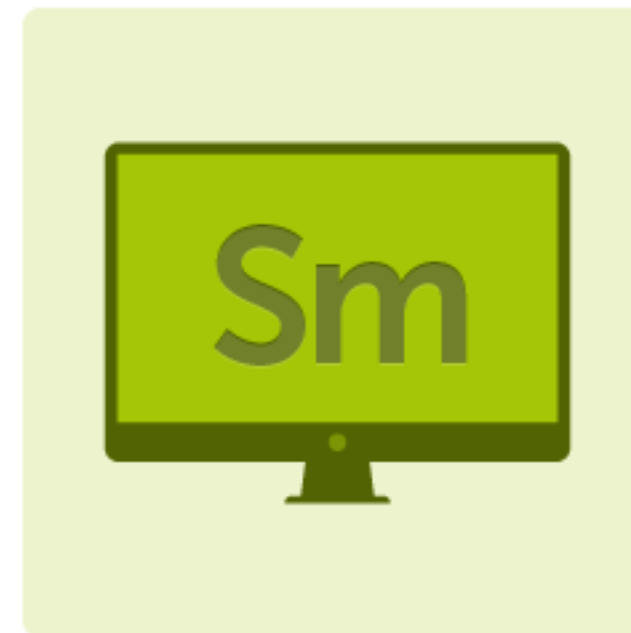
Explainer

Explores concepts, context and frameworks. It uses video, motion graphics, animation and data visualisation.



Feedback

Allows for reflection, natural assessment, review and application. This encourages peer and 360 review.



Simulation

Gives experience, practice, drill, failure and consequential exploration. Uses online simulations, activities and games as well as offline exercises.



Reference

Gives deeper reference. This is a place for background reading, job aids, glossaries and help files

The whole picture



Explainer

Data visualisation
Video
Motion graphics
Animation

Simulation

Experiential sims
Practice
Drill
Storytelling
Consequences
Activities
Exercises
Failure

Feedback

Reflection
Meditation
Assessment
Review
Application

Reference

Detailed reference
Job aids
Background
Glossaries

Video

Sometimes video and animation can be very effective in training.

A thirty minute video may be visually very appealing and dramatic but is likely to lead to “sit back” passive learning with limited retention or a chance to practice.

You want your staff to “sit forward” and interact with the content. Honeyboot & Lemon has been leading the way in integrating small units of animation and video that promote retention and encourage reflection and application.

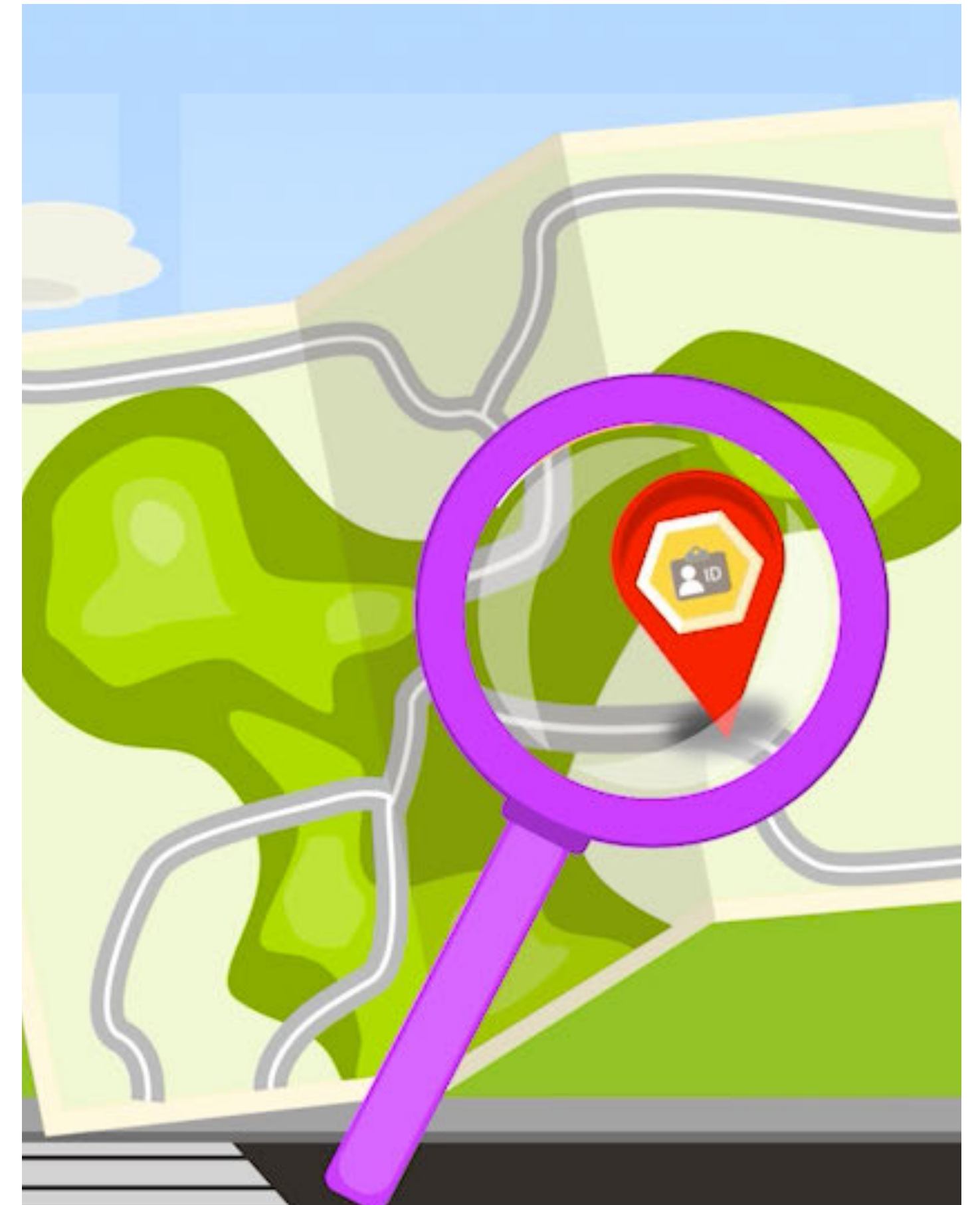


Screen shot from an explainer video

Animation

We can create many different animation styles and understand that simple and clear graphics are often more effective.

Research has proven that overly complex animations can distract from actual learning and are often less effective than a simpler approach, not to mention the additional expense that makes it very appealing to many learning vendors!



Screen shots from animations

Cost effective video



Screen shot from video shot on a mobile device

Honeyboot & Lemon offer a wide range of video and post production services from videos shot on mobiles to a full professional studio. We can produce anything from Vox-pops and talking heads to full video productions.

We advise on the best approach for the content being developed and the cost implications.

For example, using mobiles to create videos of employees and then setup the processes for employees to add new videos themselves. This keeps the learning and communication fresh and interesting.

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What else?

We don't only make superb content that helps learners.

Learning consultancy

Our consultants will work with you to define a solution to your challenges and problems. We are agile and adaptable to suit a wide range of needs from small projects or large-scale strategy and implementation.

We have specific expertise in learning design, strategy and pragmatic, outcomes-focused delivery of learning solutions. We also have a wide global network of experts and collaborators across the learning and development, media and technology spectrum.

Learning creation workshops

Our workshops enable you to build learning content extremely rapidly. The format is very simple but very powerful.

It creates users who are heavily invested in the content and the topic, and they can act as champions for the rest of the user base. They will also learn a lot from the workshop about their jobs and the topic being addressed.

It also builds a strong shared experience and is very good at breaking down barriers in thinking, hierarchies etc.

Of course, it generates a lot of content that has been thought through, checked, made usable and is also tested by the user base.

Contact us

Our development process is centred around you. You can clearly see each step and sign off at the appropriate points. We work to a fixed price once we fully understand your requirements so there are no surprises on delivery.

Want to find out more about how we can help you?

Contact us for a free consultation so we can understand your needs and see how we can start working together to help your learners achieve.

Or visit us at honeybootlemon.com



David Fairweather

Managing Director

+44 (0) 1904 215 815

david.fairweather@honeybootlemon.com

nl.linkedin.com/in/fairweatherdavid/



Andy Jones

Learning Director

+44 (0) 1904 215 815

andy.jones@honeybootlemon.com

uk.linkedin.com/pub/andy-jones/1/469/4