This report from Towards Maturity builds on its extensive benchmark research since 2003 with over 2200 participants.

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Executive Summary

A virtual house for builders to develop their building skills, a real world shop created online to develop customer-facing skills, a virtual learning environment for trainee social workers to develop child protection skills.

These are just some of the ways organisations are using online experiential learning technologies to create deeper learning experiences for learners that go well beyond the more traditional approaches to online learning.

This report explores how employers are using these technologies and where immersive online experiences fit into the learning process. We use a mix of research data and case studies to show how employers are harnessing the technology to better support their staff.

The results are compelling. Our research shows that organisations are successfully using online experiential learning in the following ways:

- To help staff apply their learning more effectively
- To provide staff with rich feedback in the learning experience and create a more authentic context
- To reduce the time to competency
- To reduce risk in the workplace
- To encourage team competition

Those organisations we spoke to who use these technologies widely report that learners are better able to apply learning, are more confident and are more engaged in learning. They also report reduced risk and cost to the business.
Introduction

Traditionally, technology has been used in learning to present and assess information and instruction via a “sage on the stage” type delivery. But increasingly, organisations are looking for ways to create truly meaningful learning experiences to help individuals “practise and perform”.

Today there are many options for encouraging a deeper online learning experience for learners that allows them to practise, make decisions and reflect on those experiences in order to build practical skills for use at work.

However, the 2012-13 Towards Maturity Benchmark\(^1\) shows that only 20% of organisations are using online experiences such as games and complex simulations, a figure that has remained static over the past 3 years. Only 3% of organisations are using virtual worlds such as ‘Second Life’ despite the hype (a figure that has dropped from 9% in the last year).

But are we making the most of the opportunities possible in today’s technological world? What is holding us back? How can we design learning that takes full advantage of the technologies available to us? What can we learn from each other in the process?

This In-Focus report provides practical insights into how we can move from static e-learning content designed to transfer knowledge to engaging and immersive experiences that support practice and performance.

We consider the experiences of both experts\(^2\) and practitioners in the field, gathered through individual interviews, case studies and a short online study with over 50 participants (conducted in summer 2012). 12 sectors are represented here, highlighting that this is an area of interest for a wide range of not for profit, public and private organisations. Data in this report is also drawn from the Towards Maturity 2012-13 Benchmark with contributions from over 500 Learning and Development professionals spanning a range of 28 industries and 37 nations.

\(^1\) Towards Maturity 2012-13 Benchmark: Integrating Learning and Work. [www.towardsmaturity.org/2012benchmark](http://www.towardsmaturity.org/2012benchmark)

\(^2\) With particular thanks to Ron Edwards, Head of Virtual Learning at QA Training
What is online experiential learning?

This report looks specifically at a range of online experiences such as purposeful games, thought-provoking scenarios, consequential simulations and even 3D worlds which we refer to as Online Experiential Learning Environments.

Online Experiential Learning brings those four phases of concrete experience, reflection, abstract conceptualisation and active experimentation (adapted from Kolb 1984) into the digital space, where the learner can practise safely and where necessary, repetitively at no further cost.

A number of technologies can be used to create a more immersive experience but in this report we are specifically considering the following:

- **Purposeful games** - technology enabled games that provide experience and meaningful consequences that continually drive the activity to a goal of purpose using dynamics of play

- **Virtual labs** - learners actively control LIVE equipment and applications via their browser offering hands-on experience (eg Toolwire LiveLabs for IT hardware or software)

- **Branching video simulations** - interactive conversations set in realistic situations where the learner’s decisions have meaningful consequences that enhance learning (eg Toolwire LearnScapes)

- **Single user virtual environments** - where individuals can explore and interact in a simulated 3D environment (eg Caspian)

- **Virtual Immersive Environments** - where learners are empowered, as avatars, to build relationships, collaborate on projects and engage in competition in a digital 3D setting (eg Second Life/ProtoSphere)

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**Embedding stories and simulations into self-paced learning**

Story-telling has long been recognised as an important aid to learning – both as a tool for the learning facilitator and for learners to reflect and develop their understanding with others. Scenario-based learning invites learners to apply their skills and knowledge to the story or challenge presented, explore realistic tasks, make decisions and reflect on what they have learned. Including graphics, images, audio, video, animation or other media can help excite and retain the learner’s interest, improve motivation and results and help deep learning to occur.

**When simulation or gaming might be the answer**

Training tasks where:

- Materials/resources are costly or unavailable for practise (eg fighter plane)
- The workplace is hazardous or is simply not the place for practice (eg oil rig, operating theatre)
- Mistakes would be business-critical and failure is simply not an option (eg engineering maintenance)
- You want to explore alternative scenarios safely and answer ‘What if ...?’ (eg emergency response)
- When lots of practice is needed and a competitive element might help the motivation to learn (eg mundane tasks)
- Complex or sensitive issues allowing learners to build confidence in a safe environment (eg dementia awareness)
- When the subject is just plain boring!

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3 The experiential learning cycle. Kolb, 1984
We also looked at the extent to which simple scenarios, simulations or games were embedded within traditional self-paced e-learning courses.

So what types of immersive learning environments are used in workplace learning today?

“Storytelling within e-learning has had take-up rates significantly higher than other similar courses or equivalent courses in previous years and feedback has indicated that generally people responded well to the use of realistic stories – showing, rather than telling - and felt better able to apply the learning as a result.”

In our 2012-13 benchmark we reported that 9 out of 10 organisations now use some form of self-paced content in their learning strategy with 19% of the sample using highly interactive methods such as simulations, games or scenarios in their e-learning solutions. Another 27% stated that they plan to use immersive learning environments within the next 2 years.

**What are Toolwire LearnScapes?**

Toolwire LearnScapes are one example of an Immersive Learning Environment. LearnScapes engage users with photorealistic, virtual environments that combine video interaction and real world context. Real-life characters guide students through an experience that delivers learning content, assesses progress and provides remediation.

Contextually sensitive assessments are integrated naturally into the flow of the storyline, thereby helping to preserve the student experience. LearnScapes provide users with an unparalleled opportunity to bring their learning to life and practise skills across a wide range of areas in virtual environments carefully planned by instructional designers to meet course objectives.

Organisations are not stopping there. Almost a quarter are already using some kind of purposeful game and or branching simulations within their organisation and this is expected to grow.

“In the next two years we will be using more strategies especially interactive, immersive learning environments and post-instructional support.”
Figure 1 - Use of online experiential learning

Figure 1 shows that half of the sample are also using or planning to use virtual labs in both multi-user and single-user environments.

80% of participants are either using or planning to use mobile platforms to support this type of learning experience (with 22% already using mobile on average and 50% of those with significant experience using mobile platforms).

So what benefits are organisations expecting from online experiential learning environments?

The benefits of online experiential learning

Online experiential learning can increase learner confidence, help them apply learning and help with learner engagement. A wide range of benefits are possible through immersive learning environments but not all are realised at the beginning of the journey.

Organisations are looking for online experiential learning environments to help them to achieve a variety of benefits:

- 9 out of 10 in our sample are looking to increase learner confidence, help staff to be better able to apply their learning and to improve engagement in learning
- 8 out of 10 want to provide staff with rich feedback in the learning experience and create a more authentic context
• 8 out of 10 are looking for efficiencies by reducing time to competency, bringing geographically dispersed audiences together and reducing cost
• 8 out of 10 are looking to reduce risk in the workplace
• 7 out of 10 are looking to encourage team competition

However, not all organisations are achieving the benefits they seek at the very start of their journey.

Across the whole sample:
• two thirds report that they saw an improved engagement in learning
• over half report increased learner confidence, reduced cost and reduced risk and an ability to better apply learning

From previous Towards Maturity studies we know that experience and maturity both inform the approach to implementation and have a real impact on results. Even in this small sample, the experience within the group varied:
• 30% agree that they were novices and just in the process of piloting experiential learning environments
• 36% agreed they had some experience having completed pilots
• 34% agreed they had significant experience in this area

We would not expect those in the middle of their pilots to report great benefits yet, however those who have moved beyond the pilot phase are consistently reporting great results.

Figure 2 How benefits vary with experience
Those with significant experience are also more likely to report that they are:

- Embedding learning in an authentic context (86%)
- Staff are practising real world skills with context (77%)
- Developing a better qualified workforce (75%)

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**Learning building and plumbing skills in a virtual environment**

With over 500 students at any one time studying a range of building skills – plumbing, joinery, plastering and even traditional trades such as stone masonry and thatching – **Train4TradeSkills** wanted to raise achievement rates and give their students a flexible, engaging, safe environment in which to learn. Their virtual house provided a place where students could build their skills and confidence without fear of failure. They also wanted to reduce the waste and environmental costs associated with practising these skills using expensive raw materials such as copper piping.

Train4TradeSkills developed a 3D interactive virtual environment in which learners could practise using the tools of their trade using an innovative hand-held device – the Unanomote - which is able to mimic any tool (drill, saw, pipe-bender etc), requiring the user to produce the same movements that would be required if they were using the actual tool in the workshop.

Those who practised their skills in the virtual simulation quickly became familiar with the tools and processes involved. As a result, they acted with more skill and confidence when faced with the corresponding task in the workshop.

The solution also met the aims of reducing the amount of waste and the associated costs typically incurred in this sort of professional training. For example, savings on copper piping for a class of 30 plumbing apprentices was roughly £49,400 in one year. Using this system can reduce the amount of time that a student needs to spend in class by an estimated 10% and in the workshop by 30%.
The barriers to making it happen

A range of different barriers are preventing adoption of these solutions:

- Technical (network related and hardware related)
- Stakeholder reluctance (managers, L&D staff who themselves need to upskill to engage, end-users)
- Resource intensive – cost, time to develop
- Risks of the unfamiliar – or of addiction

"Technical infrastructure is the biggest challenge: bandwidth, latency and security issues of using outsourced hosting for 3D virtual worlds."
Barriers are most likely to be reported by those in the pilot stage:

- Cost of development, set-up and maintenance
- Reluctance by users to learn with new technology
- Reluctance by managers to encourage new ways of learning
- Technical restrictions (related to low bandwidth/firewall/network infrastructure and hardware)
- Lack of time to develop
- Risk of the unfamiliar

Experienced organisations are more likely to report:

- Difficulty imagining the product during development
- Reluctance by L&D staff to adopt new technology
- Lack of knowledge about the options available
- Perception of video/non serious gaming

There is clearly a need for a shift towards a position where learning and development professionals better understand the underlying pedagogy and the potential benefits of serious games and simulations in order to champion this approach within the line of business or across the organisation. By experiencing good learning simulations themselves, first hand, they are more likely to consider the approach for their learners (Teacher – teach thyself!)

Guidelines, case studies and examples from current practice can all help inform and improve the incorporation of interactive games and simulation-based learning. Collaborative development, for example between businesses in an industry sector or between academic and business partners can help the reluctant trainer to understand the potential.

The barriers are by no means specific to immersive learning environments. Technology helps to empower learners, enabling them to collaborate more easily with peers and share learning experiences. Involving the learner in the design of the learning solution will help ensure that we continually reconsider how we learn and think through the best ways to achieve each learning outcome.

“A barrier can equally be the desire to use immersive environments and gaming when they don't add value (cool factor)”
How are organisations using online experiential learning?

Whilst we see the majority of organisations (and 100% of our novice users) looking to make their self-paced learning more immersive (by embedding scenarios and simulations), those with more experience are going beyond the self-paced course and are using or planning to use more in-depth online experiences.

So how are organisations using these online experiential learning opportunities to help staff practise and perform?

**Going beyond the self-paced course**

Those organisations with significant experience are slightly less likely to be embedding simulations into self-paced content and are more likely to be using purposeful games, virtual labs, single user virtual environments and virtual immersive worlds.

Top learning organisations that are consistently reporting the greatest benefits for both business and staff (see Towards Maturity Benchmark 2012 for full definition) are 2x as likely as the sample average to be using highly interactive methods (40% vs. 19% all). They are also 2x as likely to be using workplace simulation for assessment purposes (38% vs. 17% all).

Online environments that combine photo-realistic settings with interactive video-characters and compelling storylines can provide learners with engaging, authentic experiences. This approach is different from classroom-based role play or the simple scenarios offered in the self-paced course.

“*Staff were well informed and trained but reluctant to react quickly in case they were seen to be overstepping the mark. Games were used to show a better result from swift action to influence behaviour.*”
Managing mental health

Norfolk & Suffolk Dementia Alliance are working closely with schools, colleges, commercial partners and local authorities to improve awareness and understanding and to provide greater support for people with dementia.

Workers from major high street stores are training in an immersive online environment which replicates a ‘real world’ shop with customers who have dementia. During these episodes, participants interact with characters in a café and supermarket setting.

These practical interactive tools show people how to cope with different scenarios, allowing them to build confidence and competence while improving behaviours and skills in a “safe” environment. These interactive experiences provide a scalable way to train front line staff in commercial outlets how to better support members of the public who are living with dementia.

What influenced the decision to use a more in depth immersive experience?

Toolwire LearnScapes differ significantly from the role-play approach that might be used in more traditional e-learning courses. These rich, authentic, virtual environments can be used to replicate complex situations involving emotional topics such as sensitive health issues, domestic violence or child protection. The first-hand experience helps learners understand complex issues and determine a more positive outcome through their own actions.
Where does online experiential learning fit into the learning process?

Online experiential learning environments are being used to support a wide range of skills areas (see figure below), the most popular being the generic skills of leadership and management, communication skills, cooperation and networking, judgement, analysis and strategic thinking.

Figure 4 Skills that are developed using immersive learning

‘Soft’ skills lend themselves particularly well to immersive learning, with its opportunities for real-life decision making.

- Learners go on an authentic journey of assessment of risks
- They experience a range of emotive responses that are typically more associated with real-life situations than traditional classroom-based role-play
- They make sense of observations and use them to make decisions for intervention
- The experience is consistent for all students, but allows them to see the impact of alternative options
- Avatars provide an ideal way to develop and practise leadership and management, customer service or sales techniques
- The activity engages the learners’ full attention, encouraging deep learning

As with more traditional role-play type activity, online experiential learning also benefits from opportunities for structured reflection and feedback loops for remediation and further development.
Whilst not relevant to all organisations, there is also a clear demand to use these environments to simulate difficult situations eg to teach emergency response /procedures or to address hazardous safety issues.

Comment from participants:

“We use such technologies for trainee psychiatrists to practise patient consultations.”

“Gold Commanders are engaged in a realistic simulation of an incident and they have to make decisions, the consequences of which are born out in a mock up court room experience at the end!”

We found that these learning environments are being used equally in both formal learning (60% of our sample within a structured learning programme) and non-formal learning (where learners opt in to participate as part of their own self development). 45% of organisations are using the environments within the formal setting of the classroom.

What is clear from the graph below is that those with more experience are much more likely to be including the learning as part of a structured formal learning initiative, providing pathways for staff through the experience either within the classroom or as a planned self paced activity.

Figure 5 Use of immersive learning in formal and informal learning situations
Safeguarding vulnerable children – using immersive learning in formal training

The way that social work is taught and learned is hugely influential in developing competent social work practitioners. Yet, as in many professions, there is a gap between learning the theory and implementing that knowledge in very challenging and emotive scenarios in real life. Arguably, newly-qualified social work professionals are less well prepared for the reality of the situations they may face, the decisions they may need to make and the way they may need to interact with other agencies. Traditionally, that had been seen as the sort of learning experience that can only be gained on the job.

The Social Work department at Leeds Metropolitan University utilise an immersive learning environment to help students learn how to deal with children at risk. They focused on building a digital story that would help students achieve key learning outcomes. These outcomes are aligned with the development of knowledge and skills for child protection, including knowledge of child development and parenting capacity, the ability to make sense of observations and use them to make decisions for intervention, knowledge and understanding of legal and policy frameworks and the importance of adopting a child centred and multi-agency approach to child protection.

Newly qualified social workers can be particularly unprepared for their emotional response to challenging situations in this sensitive and critical area of “Child Safeguarding” and the Toolwire LearnScape provides an opportunity for students to experience this in a safe environment.
Designing richer learning experiences

New methods demand new instructional design techniques. The interactive, immersive learning approach conveys to students that the skills they are learning have real world implications and applications. The learning process is enhanced by applying course concepts to resolve real life problems within virtual environments.

What learner behaviours are you actually trying to change? Critical aspects of the design and development process include:

- Select authentic locations for virtualisation
- Plausible character profiling – reflecting the real, live variation across the workplace. Avatars make the learning more engaging and hopefully more compelling.
- Design game rules to guide towards desired behaviour
- Use of realistic terminology, etiquette and questionning techniques
- Give meaningful choices. Branching scenarios demand far more thought and planning than old-style multiple choice questions as each selection needs to lead to plausible alternatives to build discernment and provide learning points from each decision
- Introduce an element of risk (eg with timers, competition, ‘back to start’)
- Build feedback into the game/simulation – for example, making it intuitive as the learner sees the impact of their action
- Review prototypes with the learners
- Provide learners with the opportunity to review their progress, reflect on their journey and develop their own conclusions

and of course, ensure that the technological demands of the solution are not pushing it wildly out of budget!
Collaborative design and production – the University of East London (UEL) School of Law

University of East London (UEL) has a rich and diverse student population, so ethnic and gender representation along with age profiles were key considerations within the scripts and storyline. This demanded very tight targeting of actors, and management of any substitutions or script changes.

Pre-production started with the Curriculum Owner and Instructional Designer (ID), who established the Aims and Objectives in a flowchart. With the introduction of the Script Writer (SW) and Subject Matter Expert (SME), an overarching storyline emerged.

Locations required digital photography and raw video footage to provide panoramic views for each of the virtual environment creations. UEL had to seek special permission for some of these shots on judiciary premises.

Production utilised ‘Green Screen’ technology, and the studio environment was configured to ensure a ‘first person’ experience for learners.

Court etiquette nuances extended down to ‘nods’ at appropriate places to judges and opposing barristers. This required very judicial positioning, choreography and direction. The SME was required to be a ‘practitioner’ to ensure that behaviour, inflections and delivery were authentic.

Two collaborative environments were utilised to allow sharing of large rich media assets and co-creation of storyboard, scripts and assessments. Regular video and teleconferencing sessions monitored progress through all stages of the project.

“It was vital that the pedagogy was paramount and was delivered by the technology, rather than the solution being driven by the technology” (Martin Belgrove, UEL Law School)
We asked participants about what learning design techniques they are using or plan to use in creating great experiences for their learners.

**Figure 6 Techniques planned and in place (across all sample)**

The most popular methods currently in use in this sample:

- Simulation of systems (in use by 58%)
- Learners experience the consequences of decisions within the programme (54%)
- Storytelling (54%)
- Using everyday situations to assess learning (eg role play, recording phone call, responding to emails within the scenario) (44%)

Areas most are planning to introduce:

- Learners experience the consequences of decisions within the programme (36%)
- Self-paced role play scenarios - photo realistic (36%)
- Real time role play with avatars (34%)
- Using everyday situations to assess learning (eg role play, recording phone call, responding to emails within the scenario) (34%)

However use of these techniques varied across this small sample. Compared with novices in the early pilot stages, those with significant experience are:

- **7 times** more likely to help learners experience the consequences of their decisions
- **3 x more** likely to use role play (both self paced and real time) and competition reward
- **Twice** as likely to be using natural assessment and storytelling
Figure 7 Design techniques currently in use

<table>
<thead>
<tr>
<th>Technique</th>
<th>Novice</th>
<th>Some experience - we have completed pilots</th>
<th>Significant experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulation of systems</td>
<td></td>
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<tr>
<td>Experiencing consequences</td>
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<tr>
<td>Storytelling</td>
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<tr>
<td>Everyday situations to assess learning</td>
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<tr>
<td>Self-paced role play scenarios - using video</td>
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<td>Competition and reward</td>
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<tr>
<td>Self-paced role play (photo realistic)</td>
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<tr>
<td>Real time role play scenarios - using avatars</td>
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<tr>
<td>Use of mobile platforms</td>
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Immersive learning environments encourage learners to spend more time in learning, revisit learning scenarios more than once and remember and apply more of what they have learnt. Where serious games are really effective, an element of competition (with the machine or with other players) can hone skills and practical techniques and imbue a real sense of satisfaction when a task is completed.

For those learners who are more inclined to associate learning with failure than pleasure, or for whom their workplace/colleagues make them feel uncomfortable, success in a virtual world can restore confidence and be a real boost to performance improvement.
Conclusion

Beyond the great hope that was Second Life, organisations are creating experiential online learning environments to support a range of skills areas, from communication skills to emergency response procedures.

They provide safe environments in which learners can practise skills in new scenarios. Critically, these environments enable learners to fail safely - something which is not always possible in the real world.

They also provide engaging and cost-effective approaches to designing rich learning experiences, something we have seen in the examples we have shared in the report.

These technologies save organisations money and time.

To fully realize the potential of these technologies, learning professionals will need to have a deep understanding both of how they work and the underlying pedagogies.

As with the adoption of any new technologies, there are teething problems and challenges to overcome. However, organisations who are experienced at using immersive learning technologies show us that there are clear benefits.

We hope this report, its data and stories of success provide a useful stepping stone to developing richer online learning experiences.
Top tips for implementation

Use this checklist to understand how to make online experiential learning work in your organisation:

1  **Making the case - is online experiential learning right for you?**
   - Do you need to build confidence in activities that are high risk or hazardous?
   - Do your staff need to experience a new business process and get to grips with how it works out in practice?
   - Is the subject emotionally challenging and do you need participants to examine their emotions or apply emotional intelligence in their response?

2  **Identify the elements of this experience that your learners will need**
   - Does the storyline provide relevance, context and make the experience come alive?
   - What would you like them to do in this process and what tools will they need to do these tasks?
   - What types of situations will help you to confirm that the participant has applied their new learning appropriately?

3  **Tips for vivid story telling**
   - Create a compelling but realistic storyline. Make it plausible— in real life there are a lot of ‘grey areas’, so resist the temptation to develop storylines dealing with the extreme.
   - Develop credible characters for the learner to connect with and to feel these are genuinely believable interactions.
   - Use authentic virtual locations to add to the sense of ‘being there’. Features such as posters and notices on walls, work wear or background noise make a big difference.

4  **Create online experiences that help learners practise**
   - Use multi-branching stories that enable each learner to undertake their own personalised path through the learning.
   - Make practical connections between the information, skill or behaviour they have learned and how they apply that information or competence in the real world.
   - Create opportunities through the storyline and design for the learner to make choices and experience the consequences of those choices.

5  **Consider how to bring everyday situations into the online experience**
   - Include experiences such as attending meetings, client interactions, writing reports, managing internal processes, taking phone calls, or responding to emails within the scenario.
   - Use web chat, Twitter or other internal organisational networks.
   - Use video to simulate meetings, interviews or hazardous situations.
   - Require the learner to undertake a variety of tasks using require hardware, software, organisational/mandatory processes and procedures.
6 What stakeholders should you work with?
☐ Create a group to help determine the overall objectives and outcomes.
☐ Involve a wide range of stakeholders – Subject Matter Experts, user representatives and people from other areas of your organisation.
☐ If possible, get input/feedback from relevant industry experts – and from your customers.

7 Working with stakeholders throughout the design process
☐ Involve learners up front to understand the role requirement and in user testing.
☐ Identify a smaller sub-group of stakeholders to participate in the iterative design process.
☐ Ensure everyone understands the importance of getting the storyboard/script 100% approved prior to moving to production stage.

8 Advice on conducting a pilot
☐ Use a pilot to introduce this type of learning into your organisation and to demonstrate the power and effectiveness of experiential learning.
☐ Identify a specific requirement which would be effectively addressed through use of digital media simulations and which would have relevance to a broad group of learners within your organisation.
☐ Ensure the measurement of success of the pilot is clearly defined and mapped to the assessments undertaken within the simulation.

9 Evaluate your successes and communicate benefits
☐ Capture and report on assessment results.
☐ Carry out an Impact Study with users following completion of the pilot to understand how learner confidence has increased.
☐ Determine learner preference for use of immersive experiential learning in comparison to other more traditional methods such as role play or videos.
Reading list

Towards Maturity Resources

- www.towardsmaturity.org/2012benchmark
- Case studies - www.towardsmaturity.org/tag/serious-games/

Toolwire Resources


Further reading:

- 3D Virtual Worlds are NOT Dead, Dying or Disappearing -http://bit.ly/w9iu6q
- Understanding the difference between Gamification, Simulations and Serious Games - bit.ly/QSvO4l
About Toolwire

Toolwire is a learning solutions provider specialising in products and services for Experiential Learning. Toolwire empowers Higher Education and corporate training institutions to deliver immersive "virtual internships" across a broad range of subject areas including Business, Health Care, Legal, Information Technology and more. Enabling "learning by doing", Toolwire LearnScapes, StudentDesktops, Scenarios and LiveLabs provide the quickest, most effective way to develop skills, improve knowledge retention, and enhance student success. Toolwire’s award winning solutions “bring learning to life”.

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About Towards Maturity

Towards Maturity’s benchmarking practice provides independent advice and support in applying learning innovation to accelerate business performance. Our portfolio includes:

The Towards Maturity Benchmark Study
http://www.towardsmaturity.org/benchmarking
Researching learning technology implementation effectiveness with over 2200 organisations since 2003. Previous studies are freely available to all.

Towards Maturity Benchmark Centre
http://www.towardsmaturity.org/mybenchmark
Applying everything we know about good practice to provide personal practical time saving advice through an online 3-step continuous improvement process. Benchmark your current approach with your peers.

Towards Maturity Strategic Review
http://www.towardsmaturity.org/static/towards-maturity-strategic-review
An extra helping hand to help you turn good ideas into good practice in your organisation.

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