Implementing a Training Intervention to Increase Learning and Reduce Attrition

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SOMETIMES WE JUST NEED REMINDERS
Self-Regulation

- Process that enables individuals to guide their goal-directed activities over time and across changing circumstances
- Iterative process with a gradual effect on learning over time
Research has shown that asking yourself questions about whether you are concentrating on learning the training material will increase how much you learn during training. The training program will periodically ask you questions about where you are directing your mental resources and whether you are making progress towards learning the training material. Honestly respond to these questions and use your responses to direct your learning during training.

**Will I concentrate on learning the training material?**

- Not at all
- Slight possibility
- Maybe
- Probably
- Definitely
Do I understand all of the key points of the training material?

- Not at all
- Slight possibility
- Maybe
- Probably
- Definitely
Are the study strategies I'm using helping me learn the training material?

- Not at all
- Slight possibility
- Maybe
- Probably
- Definitely

Submit
Have I spent enough time reviewing to remember the information after I finish the course?

- Not at all
- Slight possibility
- Maybe
- Probably
- Definitely
Self-Regulation Conditions

- Continuous self-regulation
  - Prompt self-regulation throughout the entire course

- Delayed self-regulation
  - Prompt self-regulation in the latter half of the course

- Control
  - Do not prompt self-regulation
Multiple Studies

- **Study 1**
  - Online training course on Blackboard LMS
  - 93 trainees; Average age = 44 years

- **Study 2**
  - PC-based radar-tracking simulation
  - 171 undergraduates; Average age = 19 years

- **Study 3**
  - Online training course on Microsoft Excel
  - 479 trainees; Average age = 42 years
Method

- Examine changes in performance over time
- Standardized test scores
Learning Results

Module Performance

Control
Learning Results

Continuous self-regulation

Control

Module

Performance

1 2 3 4 5 6 7 8 9
Predicting Attrition

- Tested in study 3—voluntary online Microsoft Excel training
- Prompting self-regulation throughout training resulted in a 17 percentage point reduction in attrition
- Prompting self-regulation in the second half of the course did not reduce attrition
- Trainees were less likely to drop out following poor performance when they were prompted to self-regulate
Predicting Attrition

Continuous prompts

Control

Low test scores

High test scores
Conclusions

- Adults are capable of managing their own learning when they receive reminders to self-regulate.

- Prompting self-regulation is a no-cost intervention that enhances learning and reduces attrition.

- Prompts can be incorporated in any Web-based training course.
Discussion Questions
For which courses are prompts most appropriate?

- The prompts are appropriate for any self-paced course where trainees could benefit from periodically reflecting on their learning strategies.
When and how often should I prompt in the course?

- Implemented the prompts continuously and at regular intervals throughout the course.
- In these studies, trainees were prompted approximately every 15-20 minutes.
- Find natural breaking points in training (i.e. between SCOs) to regularly prompt trainees.
Do trainees need to respond to the prompts questions?

- The studies testing the prompts required trainees to respond to the prompts questions.
- Trainees’ actual responses do not matter—what is important is that the prompts encourage trainees to self-reflect and engage in self-regulatory thinking.
Am I allowed to modify the prompts questions?

- Yes—the prompts questions can be modified and should still be effective as long as they encourage trainees to reflect on their learning and regulate their learning progress.
How can I access the prompts?

- Prompts are available as SCOs:
  

- They can easily be incorporated in any SCORM-conformant course

Questions or Comments?

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