



Caspian Learning


CASPIAN LEARNING
Engaging Minds

Graeme Duncan & Andy MacPherson

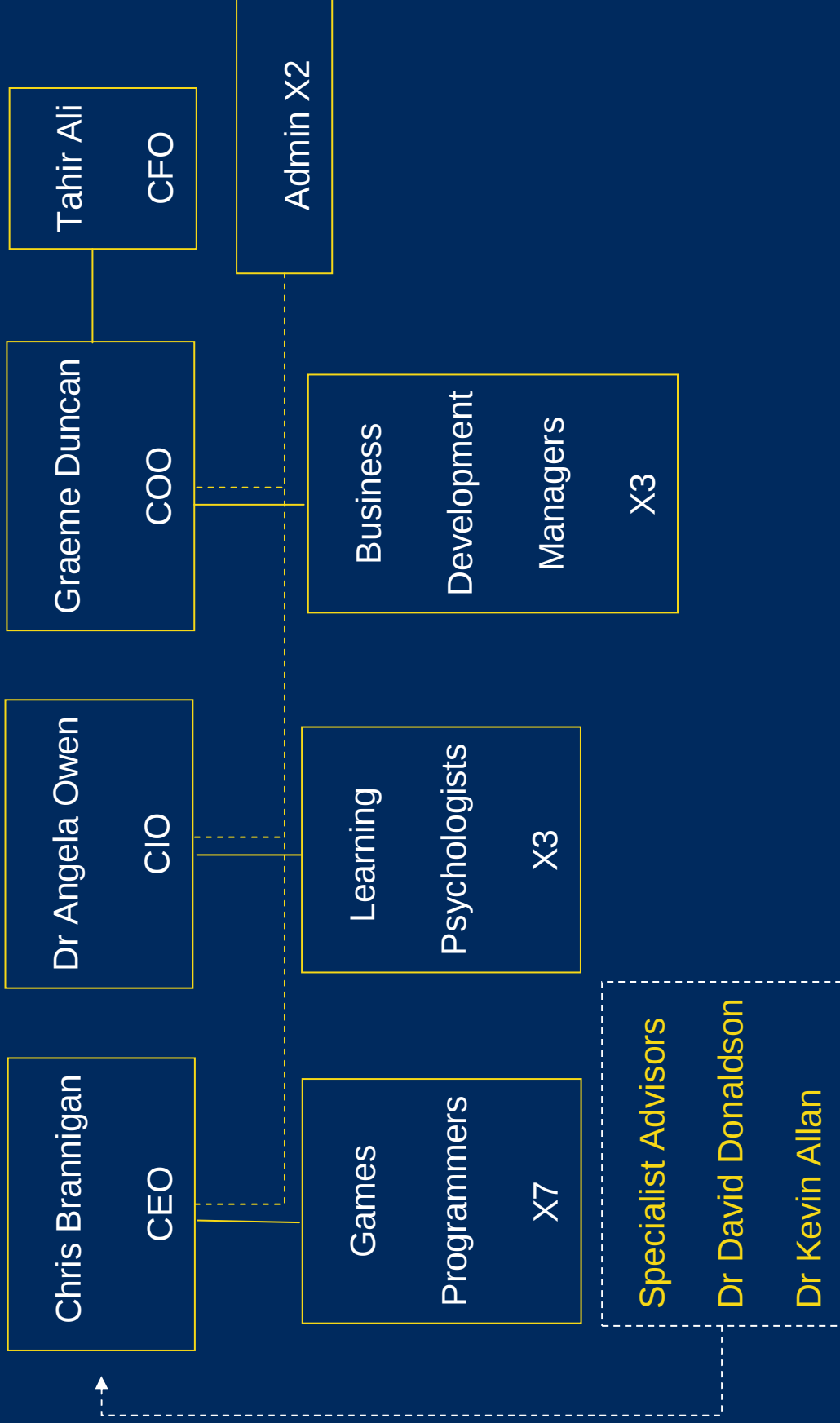


Presentation Flow

- Who are we and what do we do?
- Why do we do it? Pedagogical Inadequacies
- Qcognition® Technology
- Is it Unique?



Who are we?





Who are we?

- Active training experience in a variety of industries:
 - Motor Finance
 - Electrical/Electronics
 - Technology
 - Pharmaceuticals
 - Education
- Delivering programmes for organisations such as
 - Volvo car UK
 - Merck Pharma Intl
 - IVAX UK
 - Atmel
 - DFES (Including DIDA)

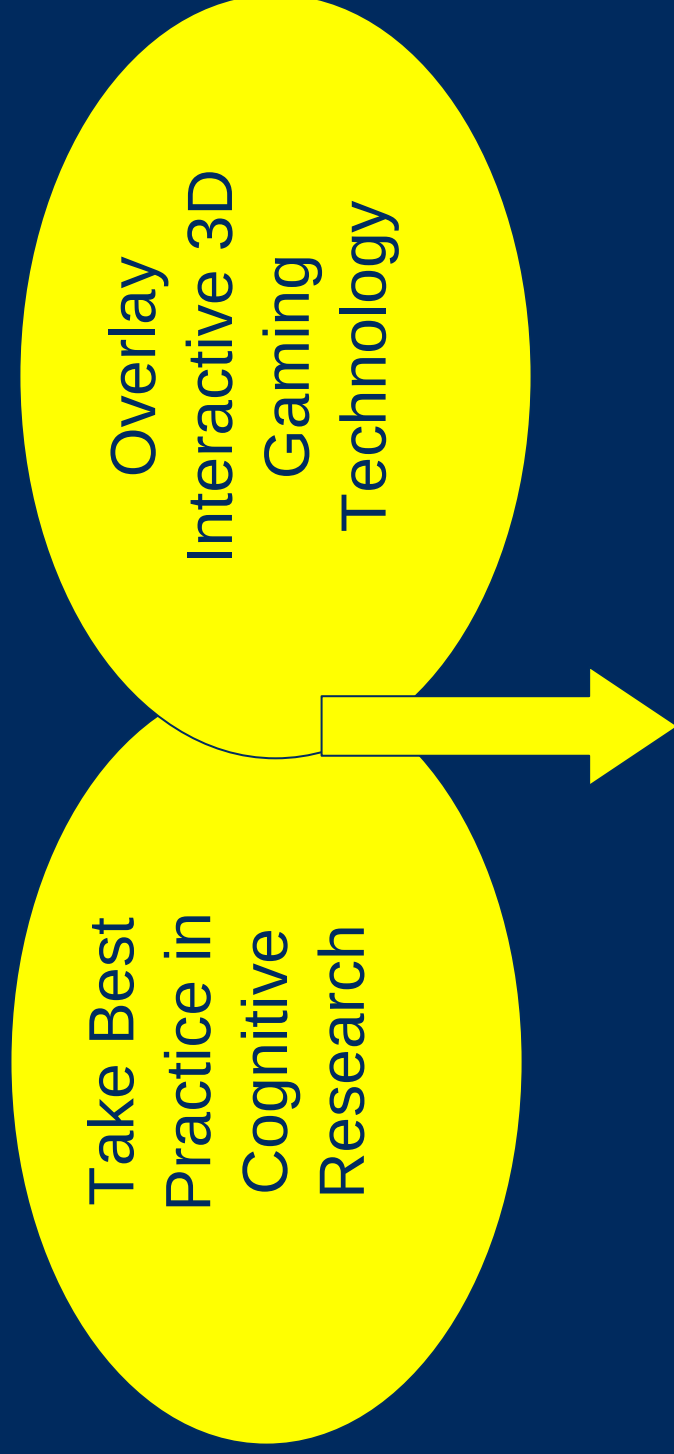


What do we do?

BBC Look North News Feature



What do we do?



To produce highly engaging 3D learning based games



Time Left :
07:41

Remaining Scrolls : 10

Correct Answers : 0

Incorrect Answers : 0

INFO STORE

PICKUP

MORE INFO

MOVE
INFO UP

GIVE

DELETE

VIEW
ANSWERS

MOVE
INFO DOWN

CLOSE



What do we do?

- **Mission** - “Caspian will continually develop innovative tools and applications, that will empower educationalists to demonstrate improvements in engagement and thinking skills, thereby raising standards in educational and training software”



- **Technology Focussed**
- **Learner Focussed**
- **Partner Focussed**



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The Learning Issue

Nearly half of the dollars spent on internal training solutions each year is being “utterly wasted”.

Training Magazine Research 2005

Why Is This?

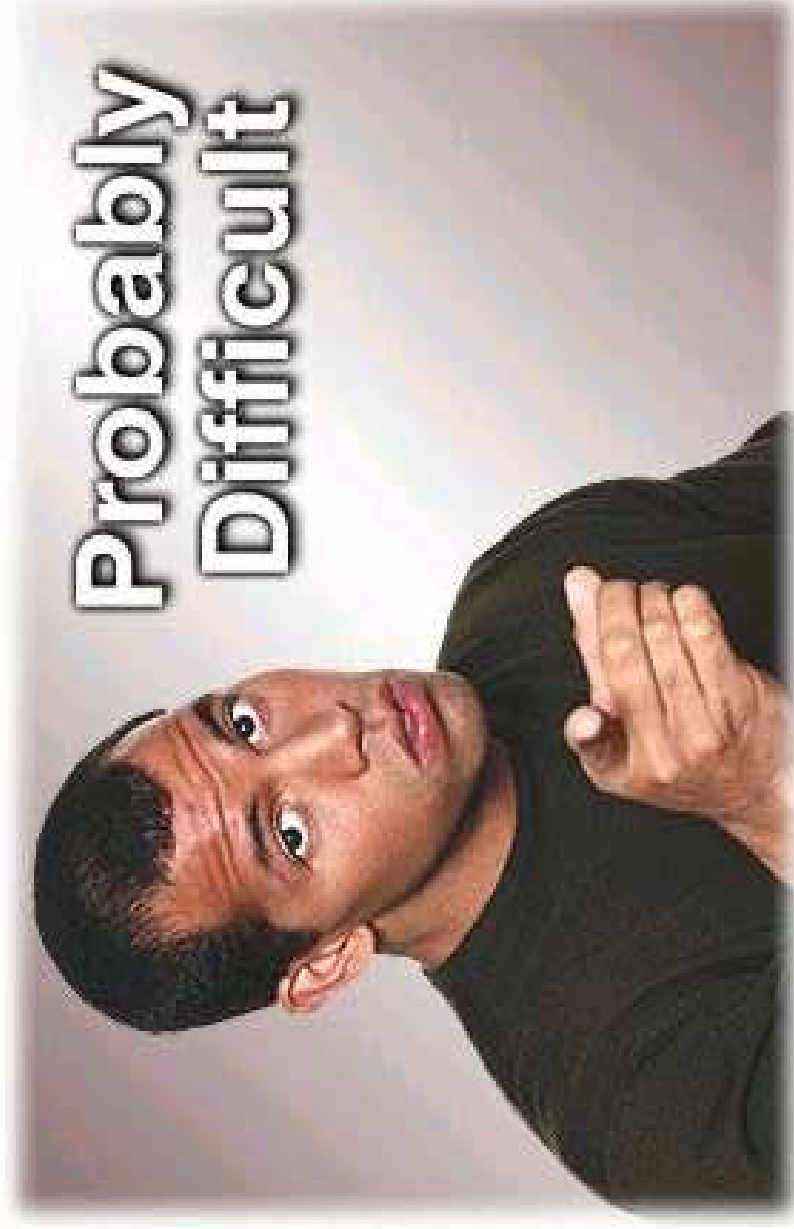
- Training is often slow, inefficient and costly
- Trainee knowledge decays rapidly post a training course - 70% in 2 weeks
- Current Training/Teaching methods deliver low quality learning
- Measuring ROI on training and educational efforts has been historically very difficult



Current Standards?

- Simple Page Turner Approach
- No Learning/Memory Science Used
- A Passive Learning process
- Little Student Engagement
- Little Interactivity
- Little Performance Measurement
- \$200 per person

Determine Whether Someone Is a Difficult Person

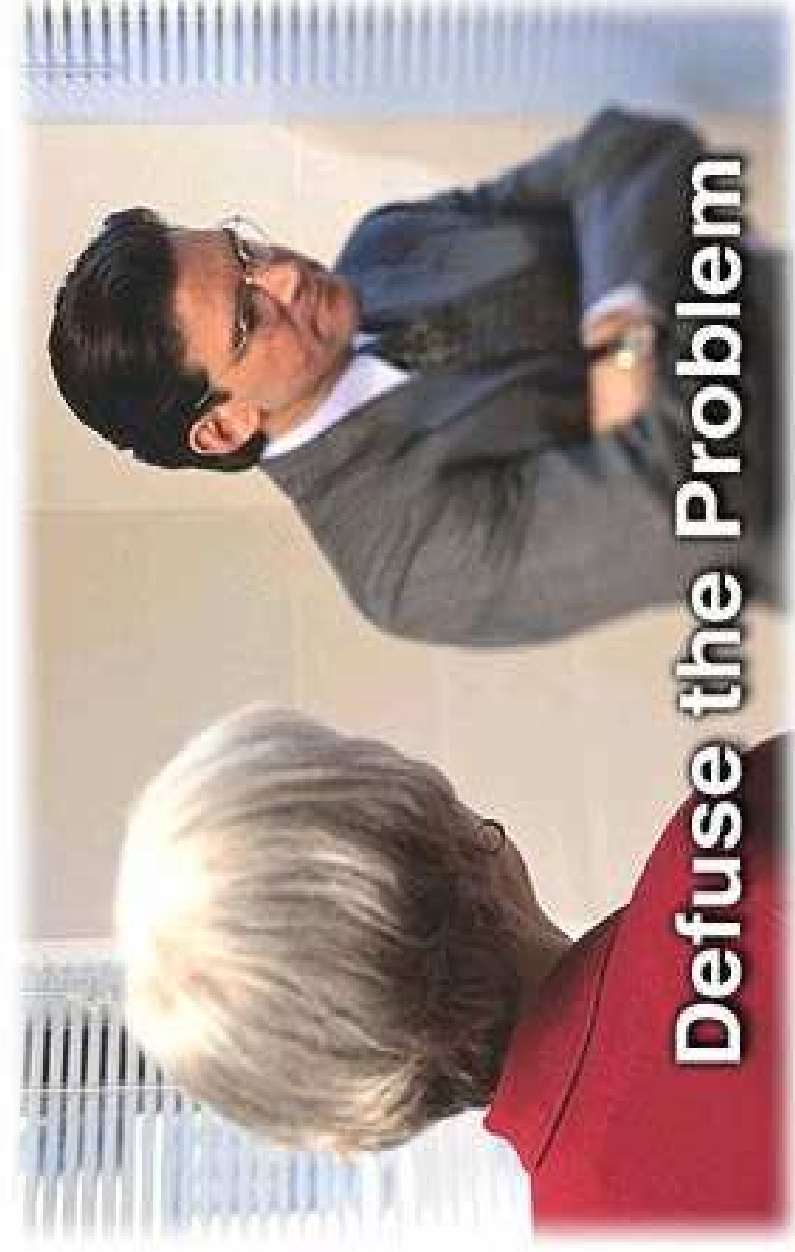


If there isn't a precipitating event to explain his behavior, it's probably safe to consider him to be a difficult person.

Difficult People in the Workplace

Course Overview

Dealing with difficult people and difficult situations requires rational, not emotional, responses. There are constructive ways to defuse potentially explosive problems and create a positive atmosphere in the workplace.



Difficult People in the Workplace

Course Overview

When Lyle finally met with his new director, the director was abrupt and unfriendly. She told Lyle that she didn't approve of the creation of the new position, and she had plans to eliminate it as quickly as possible. Is the following statement **true** or **false**?

There's no way that Lyle will be able to work in this department now.

- ☐ true
☐ false

Done

COURSE MENU

Accelerated PATH

ASSESSMENTS

REFERENCE

JOB AIDS

HELP

EXIT

Course Overview

3 of 8

 Turn Audio Off

 Stop Audio



E-Learning Considerations

- Presenting information via multimedia sometimes helps and sometimes does not help people to learn the information. **(Najjar 1996)**
- Learning Styles Theory only focuses on attention not comprehension **(Najjar 1996)**
- When learners actively expend effort to understand, elaborate, and encode information, learning performance appears to improve. **(Najjar 1996)**



Pedagogical Considerations

Achieving Elaborate Encoding:

- Learning material must motivate the user to devote attention to the task
- One learns by doing something – Performance effort.
- One learns by pursuing an instructional goal. Clear Outcome
- One does not learn by browsing, we need a variety of learning tasks to achieve real encoding



Pedagogical Considerations

	Active Learning	Motivational	Instructional Goal	Variety of Tasks
Paper	x/ ✓	x/ ✓	x/ ✓	x/ ✓
Audio	x	x/ ✓	x/ ✓	x
Video	x	x/ ✓	x/ ✓	x
CBT	x/ ✓	x/ ✓	x/ ✓	x/ ✓
Immersive Application	✓	✓	✓	✓



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Caspian Learning Technology

- Based on PhD Learning/Memory Science
- An Active Learning process
- High Student Engagement
- High Interactivity
- Precise Performance Measurement



Qcognition® Technology

Knowledge Mapping



Interactive tasks



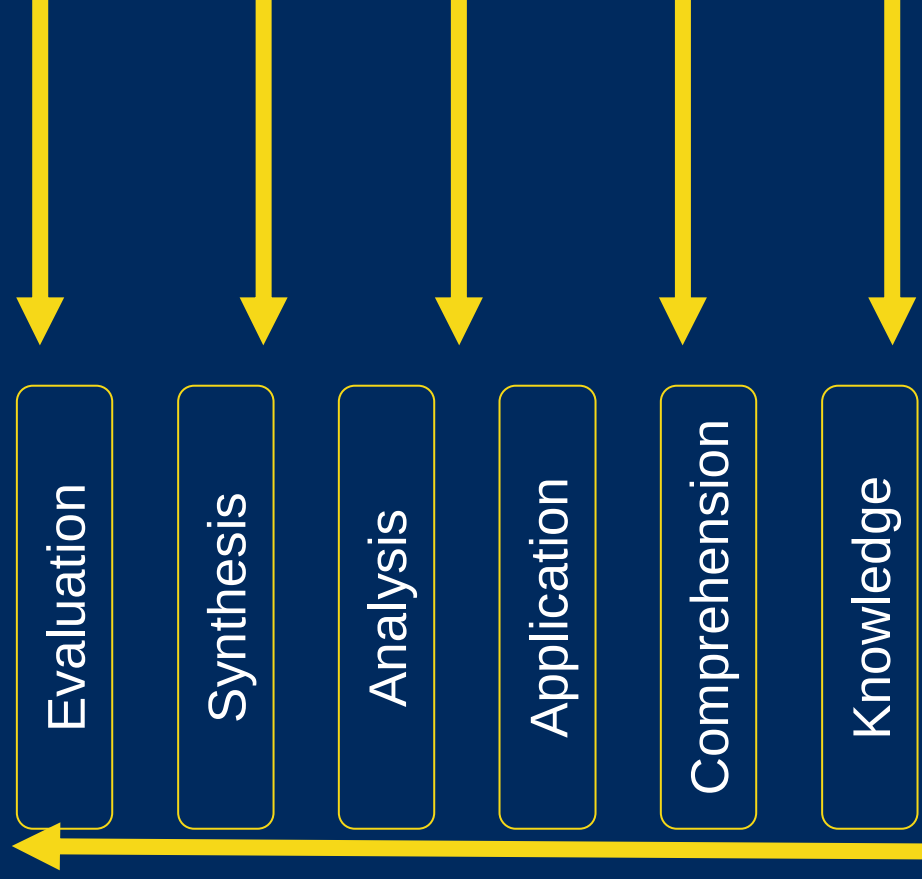
Revision System

Measurement System

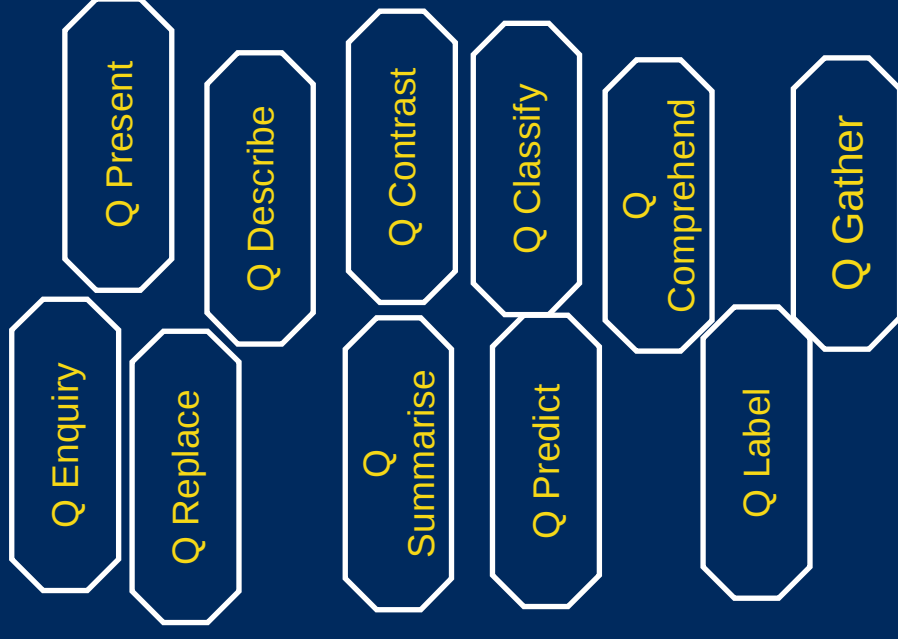


Knowledge Mapping

Select Cognition Level



Select Appropriate
Caspian Task





Caspian Proposition

Single Minded Proposition:

“Caspian deliver proven cognitive tasks, within 3D interactive gaming worlds, to improve learner engagement and thinking skills, whatever the subject matter”



Volvo: To create an innovative training medium that ensures their sales teams, are continually up to date with all legislation associated with the sale and advertisement of a new or used car, and their own finance products.

ATMEL: To create a reusable and engaging training resource that can get new recruits up to speed on policies and procedures faster and more effectively, thereby reducing wastage



Measurement

Level 1: Overall Learning Activity and Performance

Trainee	Date	Application	Task	Rating
Trainee 1	12/01/2004	Sales Process	Knowledge 1	Low
Trainee 2	13/01/2004	Leasing Products	Knowledge 1	Med
Trainee 3	12/01/2004	Leasing Products	Knowledge 1	Med
Trainee 4	14/01/2004	Sales Process	Customer Presentation	High
Trainee 1	12/01/2004	Leasing Products	Knowledge 1	Med
Trainee 3	13/01/2004	Sales Process	Process Application	High
Trainee 1	13/01/2004	Sales Process	Customer Presentation	Med
Trainee 2	12/01/2004	Leasing Products	Sales Triggers	Med
Trainee 1	14/01/2004	Sales Process	Knowledge 1	High
Trainee 4	13/01/2004	Leasing Products	Sales Triggers	High
Trainee 4	14/01/2004	Leasing Products	Knowledge 1	High
Trainee 1	14/01/2004	Sales Process	Knowledge 1	High
Trainee 2	14/01/2004	Sales Process	Customer Presentation	Med
Trainee 2	13/01/2004	Leasing Products	Knowledge 1	High
Trainee 3	13/01/2004	Leasing Products	Knowledge 1	High
Trainee 4	14/01/2004	Sales Process	Knowledge 1	High

Records details of all students that use the system.

View students performance over time.



Measurement

Level 2 : Individual Student Activity and Performance

Trainee	Date	Duration	Application	Task	Rating
Trainee 1	12/01/2004	600	Sales Process	Knowledge 1	Low
Trainee 1	12/01/2004	600	Leasing Products	Knowledge 1	Med
Trainee 1	13/01/2004	480	Sales Process	Customer Presentation	Med
Trainee 1	13/01/2004	554	Sales Process	Knowledge 1	Med
Trainee 1	13/01/2004	432	Sales Process	Customer Presentation	Med
Trainee 1	13/01/2004	503	Leasing Products	Knowledge 1	High
Trainee 1	13/01/2004	433	Leasing Products	Sales Triggers	Med
Trainee 1	14/01/2004	441	Sales Process	Knowledge 1	High
Trainee 1	14/01/2004	498	Sales Process	Knowledge 2	Med
Trainee 1	14/01/2004	398	Leasing Products	Sales Triggers	High
Trainee 1	14/01/2004	421	Leasing Products	Sales Triggers	High
Trainee 1	14/01/2004	480	Sales Process	Customer Presentation	Med
Trainee 1	15/01/2004	600	Leasing Products	Knowledge 2	Med
Trainee 1	15/01/2004	548	Leasing Products	Knowledge 2	High
Trainee 1	15/01/2004	476	Sales Process	Customer Presentation	High
Trainee 1	16/01/2004	413	Sales Process	Customer Presentation	High
Trainee 1	16/01/2004	561	Sales Process	Knowledge 2	Med
Trainee 1	16/01/2004	511	Sales Process	Knowledge 2	High
Trainee 1	16/01/2004	378	Sales Process	Customer Presentation	High
Training Time		2 hr 35 m 27 sec			

View the entire training activity of a student. When they were learning and for how long

View students performance over time.



Break



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The current site that you are trying to access is an older, archived site for the Games-to-Teach Project. Feel free to browse, but note that most of the information is now out of date. Please also visit our new site, [The Education Arcade](#).

Games-to-Teach Project

*Next-generation educational media
for math, science, and engineering education.*

[news](#)[vision](#)[prototypes](#)[lab seminars](#)[research](#)[about us](#)[home](#)

The *Games-to-Teach Project* is a partnership between MIT and Microsoft to develop conceptual prototypes for the next generation of interactive educational entertainment. In our first year, we developed conceptual frameworks of games for math, science, and engineering education. This year, we are developing prototypes of two of these titles for testing and developing five more conceptual frameworks of games in the Humanities and Social Sciences. Directed by MIT's Program in [Comparative Media Studies](#), *Games-to-Teach* is funded as a part of [Microsoft iCampus](#) and supported by the [Learning Sciences](#) and [Technologies Lab](#) at Microsoft Research.



Henry Jenkins, Director of Comparative Media Studies, and



Games To Teach

- Funding in 2002:

\$20m from Microsoft to the University of Massachusetts Technology

Institute

- Goal:

“Explore the potential of using games to support learning and develop new gaming models that appeal to a broad audience.... and are designed so that teachers and trainers can actually use them in the classroom”

- Delivery:

Nothing

SERIOUS GAMES SUMMIT
Lyon, FRANCE EUROPE 2005
DECEMBER 5, 2005

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About us

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FIRST RESPONDERS
SCIENCE

Downloads :
We will add here the links to download the speakers' presentations as we receive them :

Graeme Duncan - Caspian Learning
Jacques Gaubil - Kynogon
Kevin Corti - PIXELearning
Lt Colonel Bonnet - DEPVIR

THANK YOU!

Dear speakers and attendees,

The summit has been a success and the first thing we want to do is to thank you! More than 150



Is CASPIAN Unique? - YES

Caspian alone delivers learning based games NOW:

- Based on PhD learning science
- In weeks
- Cost Effectively
- Reusable

That Work!

Updating the classroom

A practical look at how one pharmaceutical company added e-learning to its traditional training resources to improve the effectiveness of its salesforce.

BY CHRIS BRANNIGAN

In December 2002, *Pharmafocus* featured an article entitled *E-Learning: a bitter pill or miracle cure?* This article outlined some of the major considerations that must occur prior to utilising and selecting an e-learning solution within training.

The barriers outlined in the article included the technological demands of some e-learning solutions; the need to ensure that e-learning is integrated within a training course; the need to engage user buy-in prior to deployment; and lastly the potentially high cost of learning management systems (LMS).

Whilst the article demonstrated that many organisations had the desire and interest to explore e-learning solutions, at the time it was the case that only a minority had e-learning initiatives in place.

Expansion and learning

We recently worked with pharmaceutical company IVAX to deploy an e-learning application. As with most other pharmaceutical companies they faced the usual problem of attempting to get enough knowledge into their salesforce's heads and then ensuring it lasted there. Until recently, this had relied on

and skills development, we have found it to be relatively ineffective for product and clinical knowledge training.

As a bit of background to IVAX's decision to start using e-learning, last July the company bought the exclusive rights to 3M's hydrofluoralkane beclomethasone and salbutamol brands and devices in nine European countries, one of which was the UK. Under this agreement IVAX also took on around 225 former 3M employees in sales, marketing and business support functions. This gave them the challenge of training their entire salesforce, new and old, on the new products and because of this they took the opportunity to implement an e-learning solution.

The company decided to focus on the part of training that would benefit most from e-learning. IVAX were clear that e-learning had to be an integrated part of an improving sales-force effectiveness strategy. In line with a theme in the original *Pharmafocus* article they also aimed to make an innovative use of rich media as a tool to improve student performance and to this end the company opted to use technology from the computer games industry.



Education can be an effective way of increasing salesforce knowledge.

3D learning boosts Volvo dealers' sales skills

Volvo dealers are using 3D games-based eLearning applications to boost their sales skills.

Knowledge Drive, developed by Caspian Learning and Fimtrac Training, provides details on trade descriptions, data protection, consumer credit, financial products, sales training and Volvo brand values. It has been rolled out to 110 of Volvo's 150 dealers.

Alan Rennison-Rae, sales manager at Mills Garages Newcastle, says: "The applications deal with quite boring areas in a way that is interesting and engaging. Because you can carry out the training in short sharp hits, it enables very little intrusion into selling activities." The system combines learning and memory research with interactive 3D computer gaming technologies.

Learning in a virtual car showroom cuts down training time and costs

Volvo dealerships put new elearning system into gear

James Mortleman

VOLVO dealerships have adopted an elearning system to train staff using 3D computer games.

The 'Knowledge Drive' initiative uses games-based training applications developed by Caspian Learning.

The Volvo dealer network is using the system to train its employees in areas ranging from legal and regulatory issues through to sales training and Volvo brand initiatives.

The applications have already been rolled out to 110 of the company's 150 UK dealerships, with the rest due to install them in October.

Neil Gordon, sales executive at Kings Volvo in the Isle of Wight, which has been using the training system for about six months, says all the 'games' are based in a 3D virtual car showroom.

'In the sales training application, for example, you walk around and interact with people to find out about different car models, finance options and so on,' he



Volvo dealerships use 3D 'games' for training

said. 'To score, you bump into floating question marks, which ask you something pertinent and offer multiple choice answers.'

Gordon says the system has proved far simpler and less time-consuming than previous offsite training.

'In the past, our guys would have to drive three hours to Davenport and back for training sessions, often involving an overnight stay. Now people can sit down with

this system for 20 minutes for a little refresher, continue where they left off last time, or concentrate on areas where they are weak,' he said.

Gordon says the system is far more cost-effective than conventional training.

Caspian says its games-based approach to training applications is based on research suggesting immersive play is a highly effective way to learn. Gordon says the response from staff has been very positive.

'Volvo has found the system very successful so far. Whether this kind of training will be adopted more widely among organisations has yet to be seen. But I certainly believe people should embrace it,' he said.

As well as rolling out the system to the remaining 40 dealerships, the next phase of the project will see the development of further training games and updates.

Further reading

www.computing.co.uk/2014099

www.computing.co.uk





Where does it fit?

- Group Exercise:
 - 2 Groups (half an hour including 15 min demo testing)
 - What areas of your training/client activities could you see a 3D Learning Based Game being used in?
 - What areas of your training/client activities could you not see a 3D Learning Based Game being used in?



Applications of the technology

- Skills
- Knowledge
- Attitude

Environment



Applications of the technology

- H R – Appraisals, Grievance, Disciplinary's
- Sales – Product Knowledge
- Sales – Applying Product Knowledge
- Technical – Sector Knowledge
- Marketing – Brand and Cultural Awareness
- Legal Demands – Health and Safety
- ITC – Company Intro's,

Any situation where we are trying to improve knowledge of individuals and ensure they can retain and apply this knowledge



Qcognition™ Benefits

- Higher Student Engagement – delegates invest high levels of attention effort into the learning and show very low drop out rates
- Improved Learning Performance – within the application the delegate manipulates information in a variety of methods that increase learning effectiveness
- Precise Performance Measurement – a vast array of data is gathered from the interactive 3D environment enabling precise performance measurement



Q & A



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