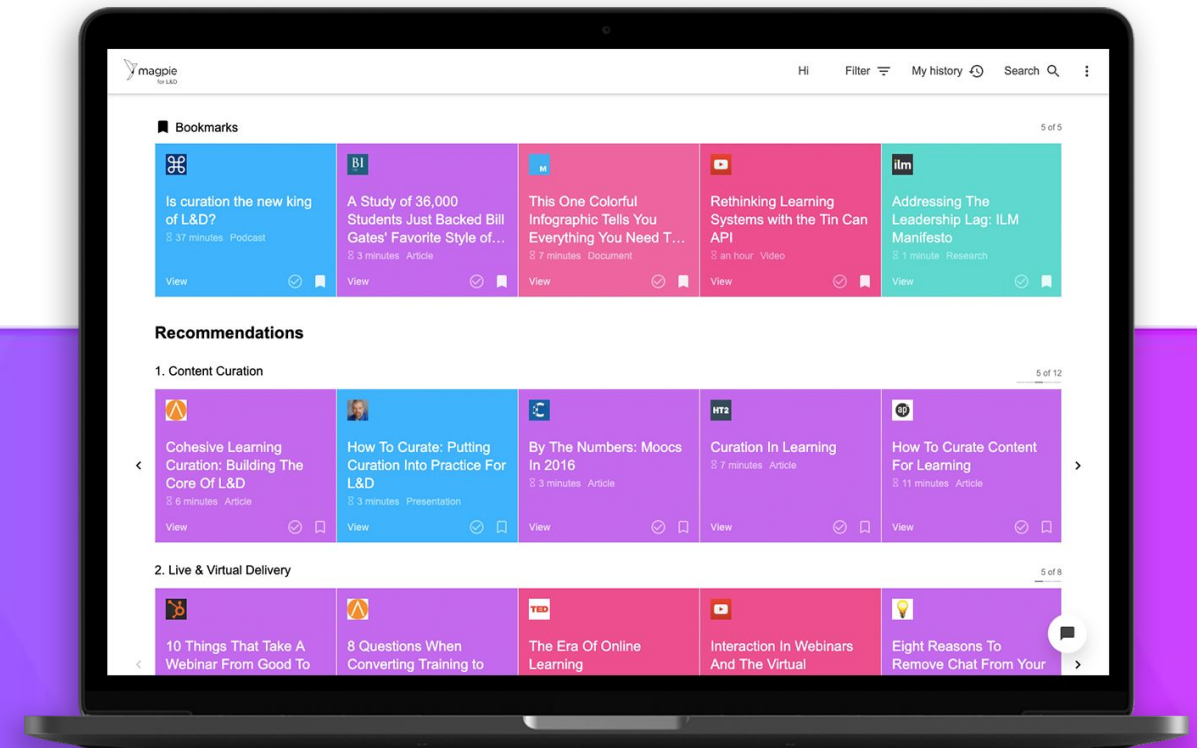


# How to harness a data-driven learning strategy

Lessons from Girlguiding and Filtered

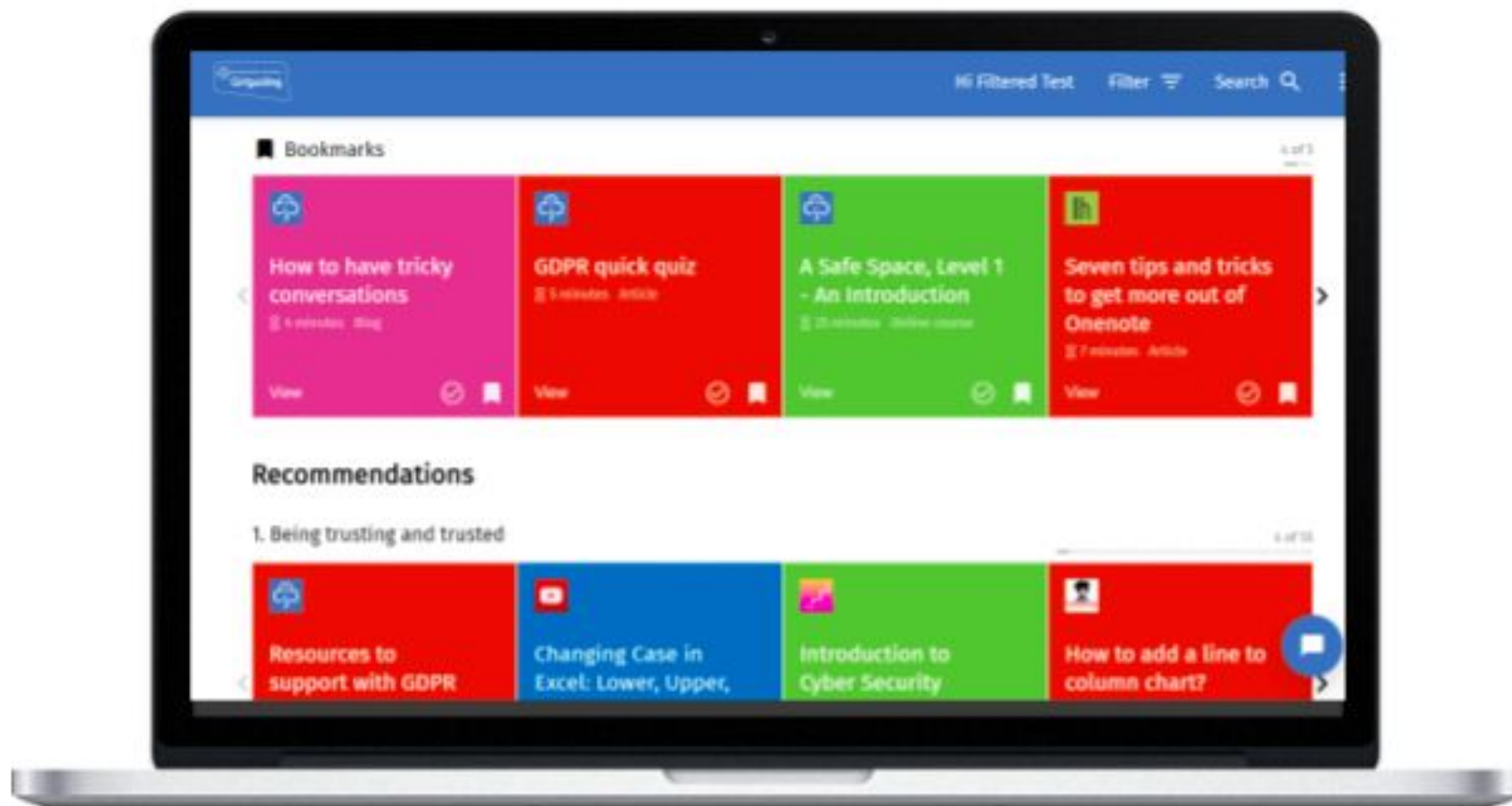


# Digitising Girlguiding

## Vision and mission

# **Girlguiding and magpie**

## Aims, objectives and expectations



# The ROI of magpie is actionable insight.

We can analyse usage to shed light on three key areas:

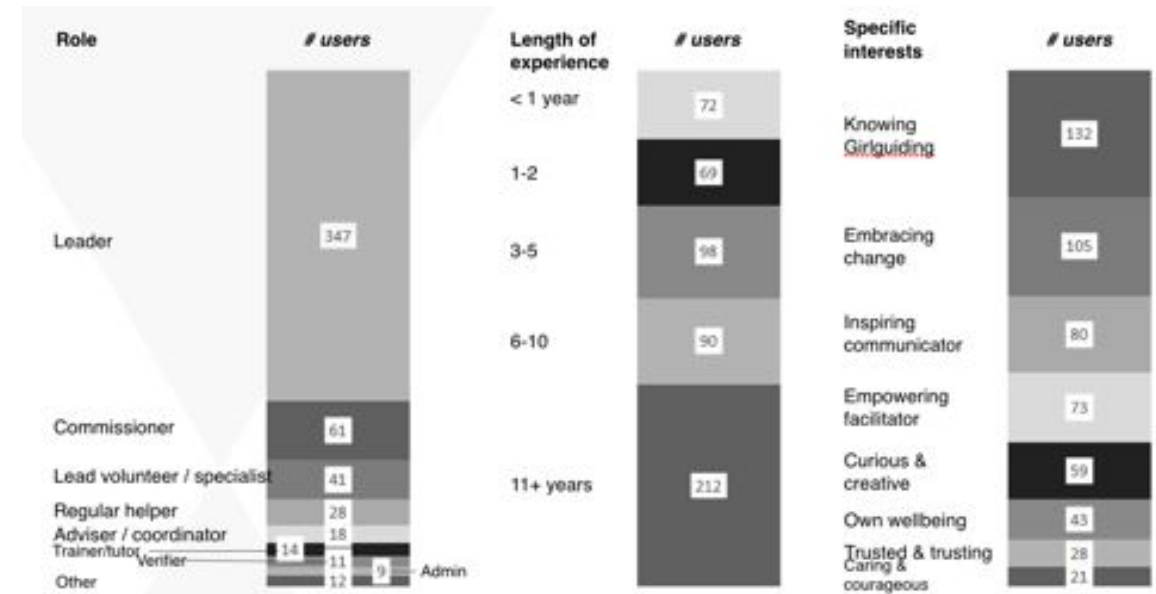
- People
- Content
- Managing learning

# People

## What we can explore:

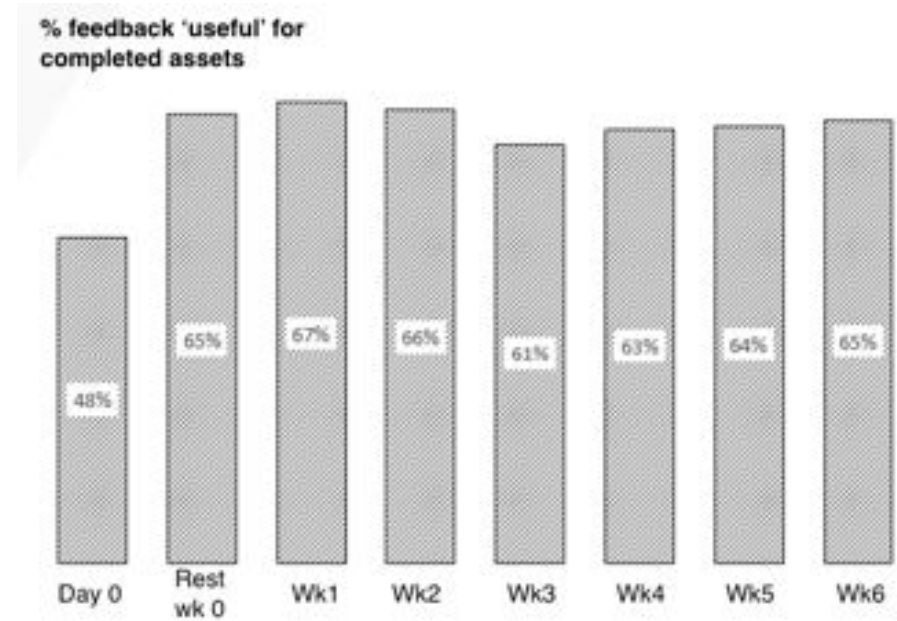
- What are the characteristics of engaged learners?
- Which roles are most engaged?
- Which audiences find what useful?
- Based on learner behaviour, what are the organization's strengths, priorities and gaps?

# Which types of learners were most engaged?



To get a clearer picture of usage, a next step is to break down the 'Leader' group into several smaller categories.

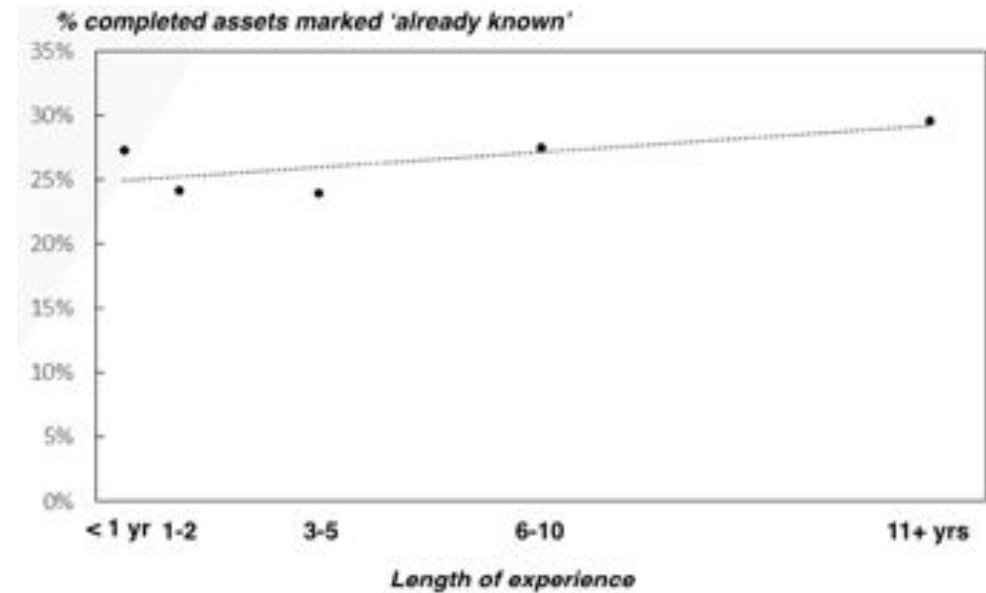
# How relevant and useful is the resource library?



The average relevance score was 88%, but usefulness plateaued over time.



# Does length of experience align with knowledge?



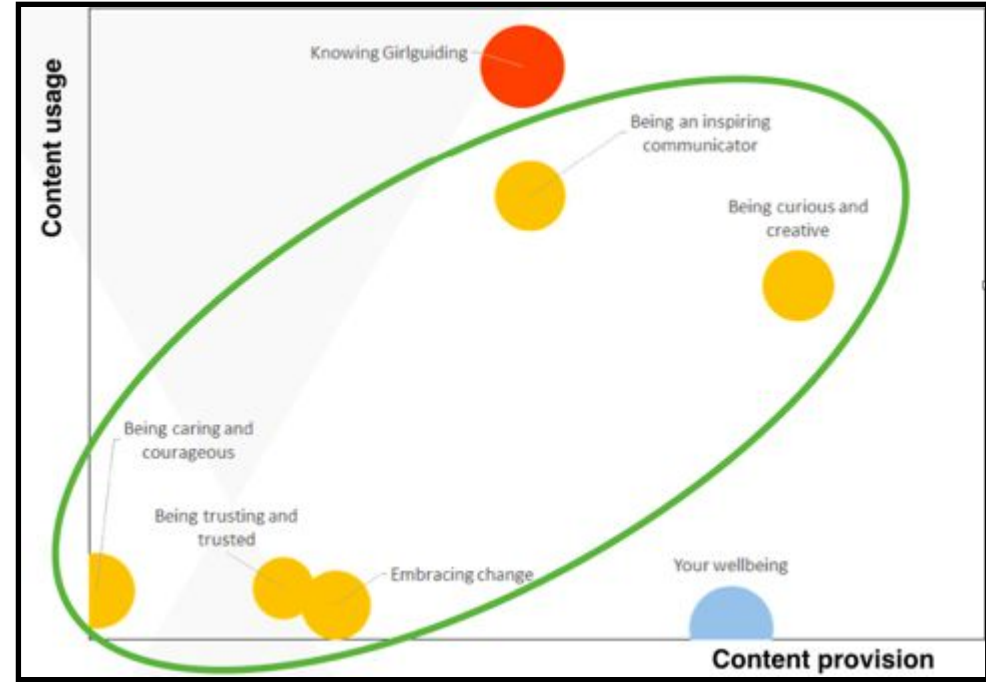
Girlguiding's initial assumption was that more experienced volunteers would mark most assets as 'already known'. This wasn't the reality.

# Learning resources

## What we can explore

- What formats have most impact?
- Which providers are delivering strong ROI?
- Which skills are most popular?
- Are resources aligned with revealed learner priorities?

# How did provision compare to usage?



‘Knowing Girlguiding’ was the most popular by a significant margin, but ‘Your Wellbeing’ fared less well.

# Could users identify their learning requirements?

|                     |                                 | Skills engaged with |                                 |                            |                            |                             |                  |                |
|---------------------|---------------------------------|---------------------|---------------------------------|----------------------------|----------------------------|-----------------------------|------------------|----------------|
|                     |                                 | Knowing Girlguiding | Being an inspiring communicator | Being curious and creative | Being trusting and trusted | Being caring and courageous | Embracing change | Your wellbeing |
| Stated skills needs | Knowing Girlguiding             | 26                  | 10                              | 7                          | 2                          | 1                           | 0                | 0              |
|                     | Being an inspiring communicator | 11                  | 25                              | 11                         | 2                          | 2                           | 1                | 0              |
|                     | Being curious and creative      | 18                  | 11                              | 17                         | 0                          | 1                           | 0                | 0              |
|                     | Being trusting and trusted      | 14                  | 12                              | 5                          | 6                          | 1                           | 0                | 1              |
|                     | Being caring and courageous     | 22                  | 16                              | 8                          | 2                          | 5                           | 1                | 0              |
|                     | Embracing change                | 13                  | 8                               | 13                         | 1                          | 1                           | 2                | 0              |
|                     | Your wellbeing                  | 7                   | 3                               | 11                         | 1                          | 1                           | 1                | 1              |
|                     | Being an empowering facilitator | 15                  | 16                              | 3                          | 2                          | 2                           | 1                | 1              |

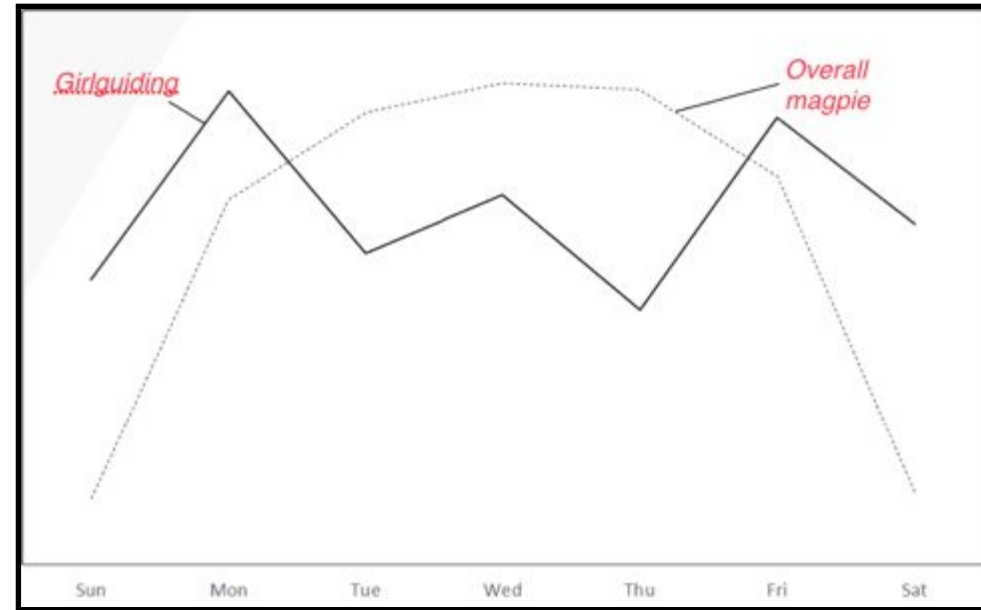
Learners typically followed through on their stated preference, but had a strong desire to explore 'Knowing Girlguiding', 'Being an inspiring communicator' and 'Being curious and creative'

# Driving engagement

## What we can explore

- What is the best way to nurture engagement and make learning habitual?
- When is the best time to nudge learners?
- How do we make the most of people's learning occasions?

# When are the key learning opportunities?



Girlguiding's audience tended to learn at the beginning and the end of the week

# What we learned

- Girlguiding's audience is receptive to personalised learning
- Although the curated content is relevant, it could be more useful
- There is a strong preference to learn about Girlguiding from Girlguiding
- Girlguiding should continue to offer a range of different formats

# Questions



Has data influenced your  
organisation's learning strategy?

How will data inform  
Girlguiding's strategy moving  
forwards?

What would your advice be to  
anyone who wants to become  
more data-driven?

Are there any downsides to a data-driven learning strategy?

What value or insights are you seeing from magpie or what do you expect to see?



Let's carry on the conversation

Meet Lee and Martin at stand 19

Sign up for magpie for L&D

<https://learn.filtered.com/event>