This is the fourth year that the Learning & Development (L&D) Global Sentiment Survey has run. Each year the number of people responding to the survey grows, and as a result each year we develop a richer perspective on trends in our field.

Superficially our question seems trivial: “What do you think will be hot in L&D this year?” Is this not simply a matter of opinion? How can it predict trends?

Yes, any individual answer is indeed just one person’s opinion. Together, however, opinions matter. They determine how people act, and the thinking behind them can be revealing, too. The option mobile delivery topped the poll in 2014, but is down to 7th position this year. Why? For many, mobile delivery has moved from being a ‘hot topic’ to ‘business as usual’. As far as I know, the survey is unique in providing a global understanding of L&D’s perception of current topics in this way.

With mobile delivery, the survey was reflecting current trends. It can also predict them. Not by taking answers at face value, but by looking at the data behind them. Last year ‘micro learning’ was the fifth ranked option, due largely to considerable support from North America. Technology born in the US tends to spread, and this level of support suggested that the topic would be increasingly popular – and contentious – across the world in 2016, which is exactly what happened.

The survey is no crystal ball. It does not assume that the most popular choice will necessarily be what is most vigorously adopted in the coming 12 months. It does, though, tell us what people are thinking and feeling about learning and development across the globe. And that in itself can be remarkably, and rewardingly, instructive.
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A global question for L&D.
The L&D Global Sentiment Survey has been running annually since 2014. The 2017 survey ran from November 4 to January 22 and asked this question:

‘What will be hot in L&D in 2017?’

• Respondents were asked to vote for what they thought would be hot, rather than should be hot;
• No definition was provided for what ‘being hot’ meant;
• Respondents were given 16 options to select from (again, no definitions were provided for the terms used), including an other option;
• To understand more about each option, see page 25 for a definitions list;
• Each respondent was invited to choose up to three options, without ranking or weighting them in any way.

<table>
<thead>
<tr>
<th>The options</th>
<th>Other:</th>
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<tbody>
<tr>
<td>Artificial intelligence*</td>
<td>MOOCs</td>
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<tr>
<td>Collaborative/social learning</td>
<td>Neuroscience/cognitive science</td>
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<td>Consulting more deeply with the business</td>
<td>Personal knowledge mastery (PKM)*</td>
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<tr>
<td>Curation</td>
<td>Personalization/adaptive delivery</td>
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<td>Developing the L&amp;D function</td>
<td>Showing Value</td>
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<td>Games/gamification</td>
<td>Video</td>
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<tr>
<td>Micro learning</td>
<td>Virtual and Augmented reality*</td>
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<tr>
<td>Mobile delivery</td>
<td>Other:</td>
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*New in 2017
It is important to note that this is a self-selecting survey; all respondents choose to take part voluntarily.

This has two implications:
- There is no pre-qualification; respondents are not necessarily in the field of L&D.
- Those who did choose to respond are likely to be more technology-focused and more social media-savvy than the average population.

This means that we cannot guarantee that the surveyed sample represents the larger population of L&D professionals, in fact it almost certainly does not. Despite these caveats, over the years that the survey has been running, it has tended to predict what topics will become popular in corporate L&D eventually, and what will become either part of business as usual or irrelevant.

Who voted?

885 people voted in this year’s survey, casting a total of 2,364 votes. Votes came from 60 countries. Over 90% of votes came from the five areas illustrated here.
Results.
Key takeways

This table shows the results of the 2017 survey, ranked in order of total votes cast.

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<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Personalization/adaptive delivery</td>
<td>12.4%</td>
</tr>
<tr>
<td>2.</td>
<td>Collaborative/social learning</td>
<td>11.6%</td>
</tr>
<tr>
<td>3.</td>
<td>Micro learning</td>
<td>10.5%</td>
</tr>
<tr>
<td>4.</td>
<td>Virtual and augmented reality</td>
<td>8.2%</td>
</tr>
<tr>
<td>5.</td>
<td>Consulting more deeply with the business</td>
<td>7.2%</td>
</tr>
<tr>
<td>6.</td>
<td>Showing value</td>
<td>6.7%</td>
</tr>
<tr>
<td>7.</td>
<td>Mobile delivery</td>
<td>6.5%</td>
</tr>
<tr>
<td>8.</td>
<td>Artificial intelligence</td>
<td>6.1%</td>
</tr>
<tr>
<td>9.</td>
<td>Curation</td>
<td>5.7%</td>
</tr>
<tr>
<td>10.</td>
<td>Games/gamification</td>
<td>5.5%</td>
</tr>
<tr>
<td>11.</td>
<td>Neuroscience/cognitive science</td>
<td>4.3%</td>
</tr>
<tr>
<td>12.</td>
<td>Video</td>
<td>4.1%</td>
</tr>
<tr>
<td>13.</td>
<td>Developing the L&amp;D function</td>
<td>3.8%</td>
</tr>
<tr>
<td>14.</td>
<td>Personal knowledge mastery (PKM)</td>
<td>3.2%</td>
</tr>
<tr>
<td>15.</td>
<td>Other</td>
<td>2.5%</td>
</tr>
<tr>
<td>16.</td>
<td>MOOCs</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

**Personalization now leads**

Personalization/adaptive delivery, in second place since the survey began, moved to first place this year, owing to both increased votes for Personalization, as well as a continued trends of falling votes for Collaborative/adaptive learning.

**Technology stays strong**

Micro learning, new last year in fifth place, climbed to third place with strong global support. Virtual and augmented reality (#4), mobile delivery (#7) and artificial intelligence (#8) all placed well. These 4 options collected over 30% of the overall vote.

**L&D courts the business**

With showing value up to #6 and consulting more deeply with the business at #5, it would seem L&D is serious about working with the business. But is it serious about growing its skills base to do so? Developing the L&D function has fallen to #13.
Geographical differences.

<table>
<thead>
<tr>
<th></th>
<th>AUS &amp; NZ</th>
<th>EU</th>
<th>IND</th>
<th>NA</th>
<th>UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalisation/adaptive delivery</td>
<td>14.0%</td>
<td>11.7%</td>
<td>10.4%</td>
<td>14.0%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Collaborative/social learning</td>
<td>11.6%</td>
<td>13.1%</td>
<td>13.7%</td>
<td>7.8%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Micro learning</td>
<td>14%</td>
<td>10.0%</td>
<td>8.8%</td>
<td>11.2%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Virtual and augmented reality</td>
<td>9.1%</td>
<td>8.1%</td>
<td>9.3%</td>
<td>5.9%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Consulting more deeply with business</td>
<td>8.0%</td>
<td>5.8%</td>
<td>9.9%</td>
<td>6.2%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>

Each region’s share of the vote for the top options.

Collapsing collaboration?

Following a three-year trend, votes for collaborative/social learning fell, led by a collapse in North American sentiment – down to 7.8% this year from 11% last year. (See next page for more.)

Strengthening micro learning

In 2016, North Americans led the voting on micro learning – they were twice as likely to vote for it as the other regions. This year more regions supported the option, and it ranked first in Australia.

Variable voting

While support for personalization and micro learning was consistent across geographies, it was variable for the other top 5 options. North American voting, notably, was low for both virtual and augmented reality and consulting more deeply with the business.
Collaborative and social learning describes how people learn from each other, in contrast to how they learn during the formal delivery of a course. Understanding and harnessing collaborative and social learning has been part of a widening in the profession’s view of its role since the publication of Jay Cross’s *Informal Learning* in 2006.

Although collaborative/social learning topped the survey for the past two years, the margin narrowed from 2015 (2.7% ahead of personalization/adaptive delivery) to 2016 (1.7%). In this year’s poll it fell into second place by 0.8%. This is a tight margin (only 18 votes out of 2,364), but is a continuation of a three-year trend.

This shift is not only because personalization/adaptive delivery has grown slightly in popularity. Its share of the vote has only increased from 10.7% to 12.4% over three years. More likely it is due to a decline in the vote for collaborative/social learning (from 13.4% to 11.6% over the same period).

A decline in votes happens for two reasons. Either the option has moved from being ‘hot’ to being mainstream (as with mobile delivery and video, now part of the regular way L&D works), or it is something that L&D believes to be important but cannot quite work out how to use (as with MOOCs, from 4th in 2014 to last this year).

Given the longevity of collaborative/social learning’s time at the top of the survey, this topic is not a flash in the pan. It is more likely that it has become an established fact of life with many L&D practitioners. Importantly, the decline has begun in the US, where it attracted only 7.5% of the country’s vote this year vs 11% in 2016, an unusually large drop.

Given the importance of the US in setting trends in the perception of learning technologies, we can expect this trend to continue in 2017 outside the US.
One of the most notable results of the survey in 2016 and 2017 is the rapid spread of the idea of micro learning, despite (or perhaps aided by) the lack of a clear definition of the term. A new entry at #5 last year, this year it rose to #3, aided by world-wide support. In my own definition, micro learning is characterized by:

- Small units of content
- Structured delivery
- Repetition

A structured delivery means providing content in a regular way, with prompts, and in a way designed to build conceptual understanding (eg by building a knowledge of grammar if learning a language). Repetition is an essential part of spaced learning, where repeated exposure to information enables it to be retained longer. We do not know if respondents used this definition.

Micro learning did well in the 2016 survey, topping the rankings in North America, with 12.6% of the vote. Those votes made up over one third of the total votes for micro learning world-wide. In 2017, the vote rose in all regions apart from North America, where it fell slightly (see graph). That growth propelled micro learning to #3 in the overall table.

This pattern of growth seems to suggest the old adage is true: what America does today, the world does tomorrow. But if micro learning is less appealing now in North America, will that trend continue in 2017? It seems likely. Already there is anecdotal evidence of a back lash against micro learning. Inevitably some vendors have leapt on this popular bandwagon and have branded their wares as micro learning when they are just short bits of content. The resulting negative response could well see the option fall from favour in the next survey.
Three new technologies.

Three technologies added to the list of options this year are Virtual and augmented reality and Artificial intelligence – or VR, AR and AI as they are more commonly known. Being able to see an alternative reality either in its entirety (VR) or super-imposed on the real world (AR) has potentially clear benefits in skills training. Indeed, in fields where the value of training and the risk of failure are high, both have already been used for some time – for example in the airline industry.

In the 2016 survey there was a great deal of demand for VR to be added to the list of options, so the strong showing of Virtual and augmented reality – ranking fourth in the overall results – was to be expected.

The power of algorithms is evident in our daily lives – from shopping suggestions on Amazon to smart ways of recruiting candidates – so it is only natural that artificial intelligence is on the list, too. Imagine, for example, employees receiving automatically generated, detailed, personalized suggestions to help them learn what they need both for today and for long term development.

While these options might be expected to be popular, the distribution of their votes is unexpectedly uneven. Support for VR and AR exceeded 8% in every major geography but North America, where the option accounted for just 5.9% of votes.

The pattern is even more dramatic for AI, very popular in the UK (8%) and India (9%) but only scoring 6% in North America, and within that, just 4.3% in the United States.

Given that the US has led on technical trends in the past, these low scores in the US matter in terms of raising awareness and driving sentiment. The hot topics in the US continue to be personalization/adaptive delivery (13.3% of the vote) and micro learning (11.5%). Unless there is a breakthrough development during the year, Virtual and augmented reality and Artificial intelligence are unlikely to experience the explosive growth in interest in 2017 that micro learning did in 2016.
Survey participants were invited to select up to three from a list of 15 options, but could also add anything they felt was missing via the Other option. This was used 60 times, 2.5% of the overall vote.

In the word cloud of phrases submitted, the larger the word, the more it was used. No one phrase stands out, but an overall theme emerges in the repetition of words such as performance, analytics, business, work and strategy. This common thread is evident in many of the answers used, such as:

- “Remove organisational issues that inhibit performance”
- “Linking L&D strategy to biz strategy”
- “Enterprise learning strategy”
- “Work integrated learning”
- “Learning integrated discretely into daily work activities”
- “Business impact/performance”
- “Integrated learning journeys (across all delivery formats)”
Winners and losers.
There are four clear winners in this year’s poll. Two are new this year: *Virtual and augmented reality* and *artificial intelligence*. We examine these more closely on page 12, ‘Three new technologies’. The two other winners this year were *micro learning* and *showing value*. On page 11 we explored the reasons behind the spread of the idea of *micro learning*.

The increased support for *showing value* is unusual. Very seldom do options reverse direction once they have begun to descend the table, but that is exactly what this option has done – from 6th (2015) to 8th in 2016 and then back up to 6th this year.

As we saw on page 13, this sense of demonstrating value and relating to the business appears to be a general theme, supported by comments submitted. However on page 19 ‘An emerging theme’, we examine why the support for this idea may be weaker than it appears.

### 2017

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<td>1.</td>
<td>Personalization/adaptive delivery</td>
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<td>2.</td>
<td>Collaborative/social learning</td>
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<td>3.</td>
<td>Micro learning (5)</td>
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<tr>
<td>4.</td>
<td>Virtual and augmented reality (new)</td>
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<tr>
<td>5.</td>
<td>Consulting more deeply with the business</td>
</tr>
<tr>
<td>6.</td>
<td>Showing value</td>
</tr>
<tr>
<td>7.</td>
<td>Mobile delivery (4)</td>
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<td>8.</td>
<td>Artificial intelligence (new)</td>
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<td>9.</td>
<td>Curation</td>
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<td>10.</td>
<td>Games/gamification</td>
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<td>11.</td>
<td>Neuroscience/cognitive science</td>
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<td>12.</td>
<td>Video</td>
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<td>13.</td>
<td>Developing the L&amp;D function</td>
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<td>14.</td>
<td>Personal knowledge mastery (PKM)</td>
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<td>15.</td>
<td>Other:</td>
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<tr>
<td>16.</td>
<td>MOOCs</td>
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</table>

*(n) Figures in brackets = rank in 2016*
Holding firm.

Two options held their position in 2017, **curation** and **video**. Given their descent in the previous survey (by 5 and 4 positions respectively) this is unusual. Normally, once begun, descent continues. For **curation**, the cause may be strong support in the UK, where it gained 7.9% of the vote. For **video** the vote was more evenly distributed, and its strength may be due to the widespread use of video with micro learning.

<table>
<thead>
<tr>
<th>2017</th>
<th>2016</th>
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<tbody>
<tr>
<td>1. Personalization/adaptive delivery</td>
<td>Collaborative/social learning</td>
<td>Collaborative learning</td>
</tr>
<tr>
<td>2. Collaborative/social learning</td>
<td>Personalization/adaptive delivery</td>
<td>Personalization</td>
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<tr>
<td>3. Micro learning</td>
<td>Consulting more deeply with the business</td>
<td>Mobile delivery</td>
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<tr>
<td>4. Virtual and augmented reality</td>
<td>Mobile delivery</td>
<td>Mobile delivery</td>
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<tr>
<td>5. Consulting more deeply with the business</td>
<td>Micro learning</td>
<td>Neuroscience/cognitive science</td>
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<tr>
<td>6. Showing value</td>
<td>Games/gamification</td>
<td>Showing value</td>
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<tr>
<td>7. Mobile delivery</td>
<td>Neuroscience/cognitive science</td>
<td>Curation</td>
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<tr>
<td>8. Artificial intelligence</td>
<td>Showing value</td>
<td>Curation</td>
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<tr>
<td>9. <strong>Curation</strong></td>
<td><strong>Curation</strong></td>
<td><strong>Curation</strong></td>
</tr>
<tr>
<td>10. Games/gamification</td>
<td>Developing the L&amp;D function</td>
<td>Games/gamification</td>
</tr>
<tr>
<td>11. Neuroscience/cognitive science</td>
<td>Synchronous online delivery</td>
<td>Developing the L&amp;D function</td>
</tr>
<tr>
<td>12. <strong>Video</strong></td>
<td><strong>Video</strong></td>
<td><strong>Video</strong></td>
</tr>
<tr>
<td>13. Developing the L&amp;D function</td>
<td>MOOCs</td>
<td>Open everything (badges, MOOCs ...)</td>
</tr>
<tr>
<td>14. Personal knowledge mastery (PKM)</td>
<td>Knowledge management</td>
<td>Synchronous online delivery</td>
</tr>
<tr>
<td>15. Other:</td>
<td>MOOCs</td>
<td>Other:</td>
</tr>
<tr>
<td>16. MOOCs</td>
<td>Wearable tech</td>
<td>Neuroscience/cognitive science</td>
</tr>
</tbody>
</table>

Other:
- **Curation**
- **Video**
- **Knowledge management**
- **MOOCs**
- **Wearable tech**
- **Talent management**
The Gartner hype curve is used to explain why some options fall down the table (see next page).

- The curve begins with a technology trigger: something new that people are excited about. Wearable tech is an example of a technology trigger at the start of the cycle in 2016.

- Very quickly, the hype ramps up and people develop inflated expectations that the technology will solve all their problems. For Mobile delivery, this happened in about 2007; for Video it was 2014.

- Inevitably, the peak of inflated expectations is followed by the trough of disillusionment as people realise that everyone is talking about the technology but nobody is actually doing much with it. (Games/gamification is currently stuck in this stage.)

- Hopefully, the slope of enlightenment follows as people’s understanding of the technology matures, ideas are developed and tested, and results start being delivered. Mobile delivery is still in this stage.

- Eventually, the technology reaches the plateau of productivity as it becomes business as usual. Video has more or less reached this plateau, and as such has fallen further and more quickly down the list than Mobile delivery.
Mobile delivery topped the poll in 2014. Its descent to 7th position this year is an indication that it has moved to ‘business as usual’ for L&D.

Last year’s surge of interest in neuroscience/cognitive science has faded. Is L&D finding it too complex to actually implement?

Votes for developing the L&D function were uniformly low across all geographies, as the option continues its three-year drop down the table.

MOOCs were in the bottom three options for each major region. They will not be on the survey in 2018.

There are two reasons why an option falls down the table of rankings over time. One is that it becomes ‘business as usual’. In terms of the Gartner hype curve, this is when it has begun the climb out of the Trough of Disillusionment. With the spreading use of smart mobile devices, mobile delivery is definitely in this category.

An option can also fall from favour is when it remains stuck in the Trough of Disillusionment. Over the history of the survey we have seen this happen when an option turns out to be too complex or time-consuming to implement.

I have judged that four of our five losers this year fall into this ‘too complex’ category. This is not to say that these options are not important, nor that some great work is not being done in these areas. It simply means that most respondents cannot see themselves using the option. MOOCs were 4th in the first survey in 2014 and are now 16th of 16. Conversations with L&D practitioners suggest a range of reasons for the fall: concerns over their quality, difficulties in matching MOOCs to internal training needs and – above all – a lack of time to take on something new.

Support for gamification varied widely, from just 3.9% in AUS&NZ to 8.8% in India. In general, though, L&D has fallen out of love with this option.

Numbers in the circles show the positions of each option for the years 2015, 2016 and 2017.

The strong support for *showing value* this year is unusual given that it fell two places in last year’s survey. Just above it lies consulting more deeply with the business. These two options constitute almost 14% of the overall vote. Together with the strong showing on comments supporting the idea of more business integration for L&D (see page 13), it might appear that the L&D profession is committed to a more strategic, business-focused approach.

How real is this aim? Is it a bold ambition, a vague aspiration, or something in between?

A third option – *developing the L&D function* – lies at 13th on the table, having fallen from 10th last year (see previous page). Only 5% of those voting for showing value also voted for *developing the L&D function*.

If L&D professionals already have the ability to consult, or to show the value of their work, then they do not need to develop themselves. Anecdotal evidence, however, as well as research from the Learning and Performance Institute, suggests that the L&D profession generally does not have strong consulting skills.

The conclusion: while some respondents undoubtedly will prioritize a stronger relationship with the business in 2017, for others this is nothing more than a vague aspiration. We cannot know the balance between the two groups, and it will be interesting to see if any major developments occur in this area in 2017.

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### 2017

1. Personalization/adaptive delivery  
2. Collaborative/social learning  
3. Micro learning  
4. Virtual and augmented reality  
5. Consulting more deeply with the business *(3)  
6. Showing value *(8)  
7. Mobile delivery  
8. Artificial intelligence  
9. Curation  
10. Games/gamification  
11. Neuroscience/cognitive science  
12. Video  
13. Developing the L&D function *(10)  
14. Personal knowledge mastery (PKM)  
15. Other:  
16. MOOCs

(n) Figures in brackets = rank in 2016
Conclusion
What to expect in 2017

1. Social goes mainstream

It will not happen quickly, but the survey indicates that 2017 is the year that collaborative and social learning have begun to be accepted by L&D as business as usual. This does not mean that social learning will now automatically be incorporated into enterprise learning. Rather it means that some in L&D accept its natural place in learning. In 2017, expect learning programmes to include collaboration as a matter of course.

2. Technological controversy

Micro learning is more popular, and more widely recognised, this year than last. That does not mean it is well understood or well implemented, so expect both more talk about micro learning and some controversy around how it is used. There will be enthusiasm for VR, AR and AI, but none of these is yet mature enough to impact mainstream enterprise L&D widely in 2017. Again, expect debate here around use cases and implementation methods.

3. L&D aims to be business-focused

The business-focused answers to the Other option, plus the sustained presence of consulting more deeply with the business and showing value on the survey results suggest that L&D is aiming towards a greater involvement with the business. The one catch: there is no evidence that L&D departments have the necessary skills for this, and developing the L&D function has slumped from 7th position in 2015 to 13th position in 2017. Perhaps the L&D profession has ambitions it is unable to fulfil.

A caveat

All these predictions come with an important caveat: they are based on a good sample size of 885 people, spread across the world, but this group is self-selecting, technically savvy and likely to be positive about change. The wider L&D profession may not share this sample group’s sentiments. And while the sample may well be among the early adopters for new methods in L&D, change will come at a slower pace among the larger population.
Extra information.
Donald Taylor is a veteran of the learning, skills and human capital industries, with experience at every level from delivery to chairman of the board.

A recognised commentator and organiser in the fields of workplace learning and learning technologies, Donald is passionately committed to helping develop the learning and development profession.

Chairman of the Learning and Performance Institute since 2010, his background ranges from training delivery to managing director and vice-president positions in software companies. Donald took his own internet-based training business from concept to trade sale in 2001 and has been a company director during several other acquisitions. Now based in London, he has lived and travelled extensively outside the UK and now travels regularly internationally to consult and speak about workplace learning.

He is focused on skills development and technology, and in particular on making sure that people and businesses have the skills they need for now and the future. Donald believes this is best supported by using technology effectively – that is by understanding business needs and concentrating on engaging both learners and managers rather than concentrating on technical details and new features.

He is the author of *Learning Technologies in the Workplace* (Kogan Page, May 2017), which explores the four common characteristics of teams successfully implementing learning technologies: the ability to find and express the right Aim for the project, a focus on People, a wide Perspective on the business and learning, and – crucially – the right Attitude.

Donald is chairman of the Learning Technologies Conference, Europe’s largest conference focused on workplace learning and technologies, serves on a number of journal editorial boards, edits Inside Learning Technologies Magazine and writes and speaks extensively on the challenges and opportunities for the learning and development profession in the 21st Century.

In 2016 he was awarded an honorary doctorate from Middlesex University for his services to workplace learning and development. He was also the 2007 recipient of the Colin Corder award for services to training and is a graduate of Oxford University.

You can find Don on Twitter, LinkedIn and on his blog.
The definitions below reflect what participants likely had in mind when voting, but were not provided for guidance in the survey itself.

**Artificial intelligence:**
Software that uses algorithms to interpret data and make apparently intelligent choices about, for example, choices of learning content, methods and timing of delivery.

**Collaborative/social learning:**
Learning that happens through working together, often but not always using social technology, both within and outside an organisation.

**Consulting more deeply with the business:**
A move from focusing on designing and delivering learning events/experiences in isolation towards providing a broader service enabling learning, development and improved performance.

**Curation:**
The process of gathering information relevant to a particular topic, subject or audience and presenting it in a way that allows individuals to quickly and easily find what they need.

**Developing the L&D function:**
Actively working to broaden the range of skills within the function and demonstrated by individuals, for continuous improvement and to facilitate business consulting.

**Games/gamification:**
The application of game mechanics (such as point-scoring, competition, rules of play, reward) to learning, development and training solutions.

**Micro learning:**
Learning designed according to our understanding of neuroscience, memory and recall, typically incorporating small learning ‘units’ or ‘objects’ making use of a variety of media and technology.

**Mobile delivery:**
Resources that people can access from mobile devices, whenever and wherever suits them.

**MOOCs:**
Massive open online courses; programmes that are available online to very large numbers of people without charge or obligation.

**Neuroscience/cognitive science:**
Understanding how the brain works and applying it to learning design; often, but not always, related to memory, recall and bias.

**Personal Knowledge Mastery (PKM):**
A set of processes, individually constructed, to help people make sense of the world and work more effectively. It involves personal control of professional development.

**Personalisation/adaptive delivery:**
The ability for an individual to make use of a variety of experiences, approaches, strategies and tools to address their own distinct needs, interests or aspirations, usually software-driven.

**Showing value:**
Demonstrating the performance improvements and business benefits that arise from L&D activities.

**Video:**
Any use of film/video as part of a learning solution.

**Virtual and augmented reality:**
Providing users with an alternative environment (typically through a headset) or information superimposed on the real environment (typically via a hand held device).
For more on the Global Sentiment Survey, go to: www.donaldhtaylor.co.uk/gss

Donald H Taylor Services Limited provides specialist services and insight around the use of learning technologies in the workplace. Don Taylor is based in London, UK, and works globally with enterprises and vendors to help both understand how to support and improve performance with learning technologies.

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