

# Turn your LEARNERS into ACTIVISTS

What happens to learning outcomes  
if you participate, rather than just  
consume information?

We teamed up with Lynda Joy Gerry  
from the Bioengineering Institute at the  
University of Auckland to explore the real  
difference it makes when you take learners  
out of their comfort zone and challenge  
them to do something a little bit different...



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# The experiment

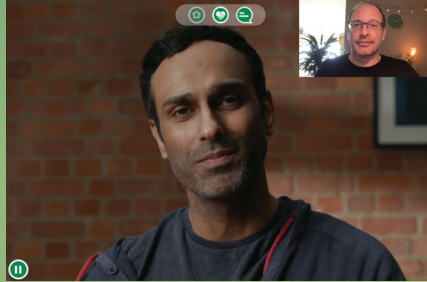
We designed Hear to Listen with a leading financial services organisation to help people have better mental health conversations at work. To test the effectiveness of our solution, we created a control and an experimental version of the course.

## The Control Version

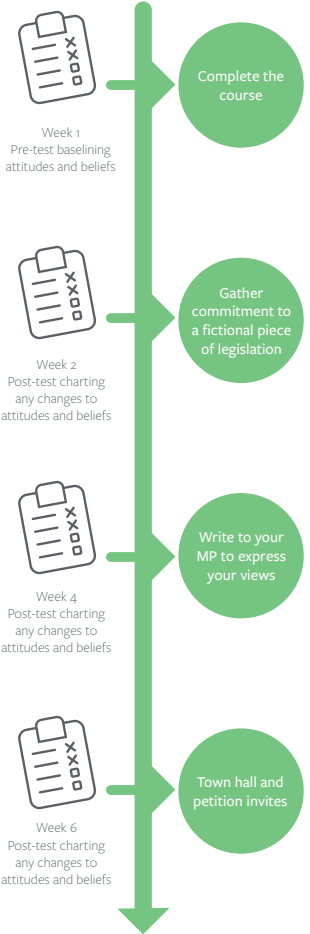


Following typical eLearning best practice – video, varied interactions, with a branching dialogue driven by text options.

## The Experimental Version



Additional activities require the learner to record responses via a webcam, watch themselves back, and evaluate their responses.



# Positive outcomes for both groups

A key finding here was that thoughtful, well-designed eLearning can make a difference even in a complex subject area such as this, with both groups showing a change in attitude towards those with mental health conditions.



Increased empathy



Increased willingness to engage socially



Decrease in stigma

However, all of these increases - particularly empathy - were clearly more significant in the experimental group. This group was much less likely to blame people for their condition. We also saw decreased confidence in the experimental group, but increased willingness to have difficult conversations.

67%

of the experimental group agreed to give their own time to attend a town hall meeting on mental health issues, while only 36% of the control group accepted the invite.

## But what makes an activist?

We asked participants to write a letter to an elected official on this topic, then invited them to a 'town hall' event in which they would have to give up their own time to help. We found that those who had completed the more challenging experience focussed far more on the need for positive action.

The passive word AWARENESS was used in the letter by 41% of the control group participants. NO-one in the experimental group used this word.

SUPPORT was used by 82% of the experimental group, and only 65% of the control.

SERVICES was used by 45% of the experimental group, and only 11% of the control.

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