



The State of Mobile Learning in Asia Pacific:

How mobile is shaping cloud-based learning



Executive Summary

Organizational training has rapidly evolved over recent years with the proliferation of technology and is now migrating with the needs of the mobile workforce to encompass mobile learning. While many companies have already adopted the wide variety of mobile devices including smartphones and tablets, a growing number of organizations are also starting to adapt their organizational learning onto these platforms and reaping tangible benefits that help to drive efficiency and improve the bottom line. This research sets out to understand how mobile learning is affecting organizational learning across Asia Pacific, and what these changes mean for Decision Makers and Learners. The findings show that organizations that have successfully adopted mobile learning have benefited from greater employee and organizational effectiveness and business impact.

For insights and perspectives on Australia and New Zealand, China and India, please visit www.skillsoft.com/apac/2015_reports to download the reports.



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1. Introduction

The world of work is changing. Employees today have a proliferation of devices at their fingertips and are consuming content at an increasing rate. Time is increasingly fragmented as we skip from task to task and what once was downtime in a day can happen when we're on the move. Cloud-based learning is evolving to match the expectations of the mobile employee where learning opportunities often occur throughout the day. For many employees, mobile has become their platform of choice. Companies seeking to adapt to this new reality must quickly evolve their learning strategies with a better understanding of their mobile workforce.

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In 2000, mobile learning was defined as “elearning through mobile computational devices: Palms, Windows CE machines, even your digital cell phone.” (Quinn, 2000)¹ The language of that statement alone betrays how much the landscape has shifted in a relatively short period of time – and how much hasn't. What hasn't shifted is the impact the dual trends of the consumerization of IT and the growth of mobility have had on the challenges and opportunities for organizations. Recent development in mobile technologies and data connectivity means mobile learning has also evolved to “denote not just physical mobility but the opportunity to overcome physical constraints by having access to people and digital learning resources, regardless of place and time.” (Kukulka-Hulme 2010)² And if anytime-anywhere access was an imperative five years ago, that imperative has only become more urgent in recent years as technology has advanced rapidly. For example, the move to the Cloud and increased mobility has had significant impact on the infrastructure requirements which enable learning. The delivery of organizational learning content, accessed through mobile devices such as smartphones, tablets and hybrid devices has come to be known, institutionally as mobile learning.

Trends in mobile learning to date have been largely viewed through a U.S. centric lens with few global studies providing insight on the Asia Pacific landscape. Given the major trends in mobile adoption here, and the nuances of the various countries within the region, this study addresses the particular issues impacting planning and implementation of mobile learning programs in Asia Pacific.

¹ Quinn, C. (2000) mLearning: Mobile, Wireless, in your Pocket Learning. LineZine, Fall 2000. <http://www.linezine.com/2.1/features/cqmmwiyp.htm>.

² Kukulka-Hulme (2010) Mobile learning as a catalyst for change. http://oro.open.ac.uk/23773/2/Open_Learning_editorial_Accepted_Manuscript_.pdf

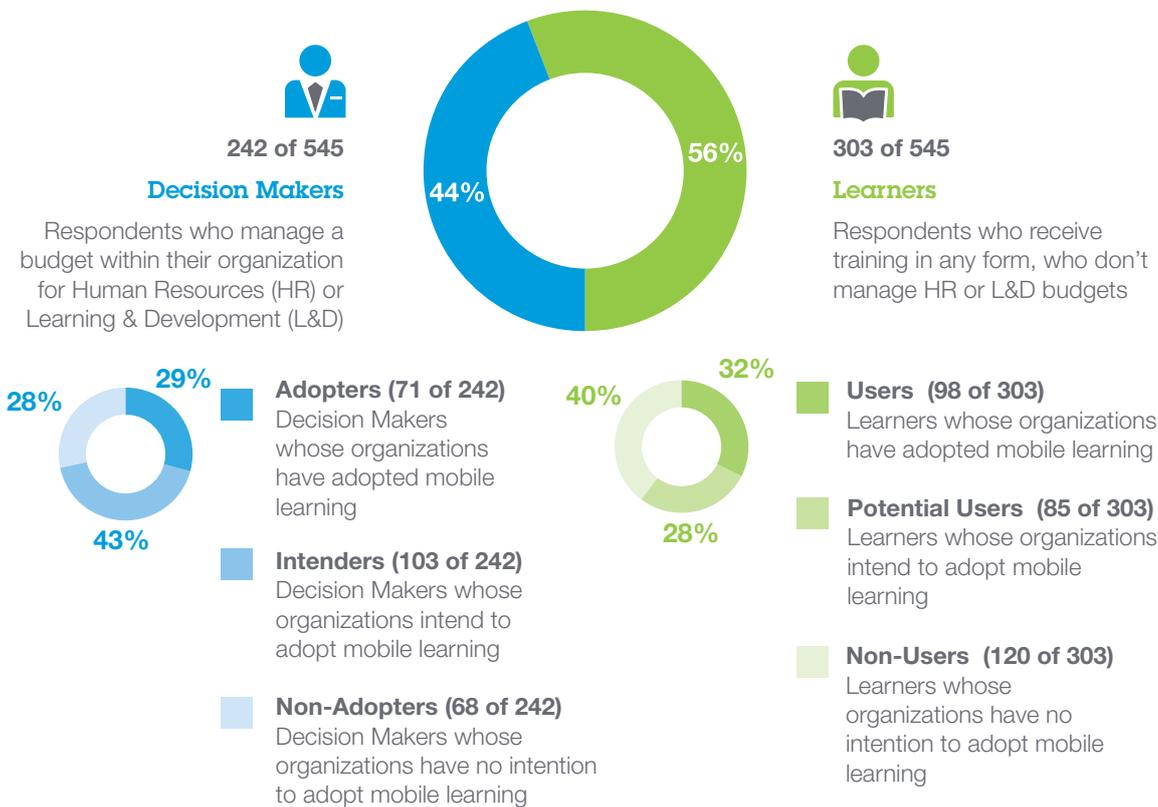
2. Methodology

This research was conducted via an online survey and was designed to identify and understand the availability of and preferences for mobile learning and the concerns and challenges that impact the implementation of mobile learning in organizations.

This study surveyed Senior Managers and key Decision Makers in charge of department budgets and learning/training in organizations across the Asia Pacific region. The study also surveyed Learners who have access to learning programs within their organization to gain a broader perspective on views and applications of learning, and specifically, mobile learning.

Decision Makers and Learners were then further classified depending on whether their organizations had adopted mobile learning, intended to implement mobile learning, or did not have plans to launch mobile learning.

Respondent Definitions



In total 545 responses were collected, of which 44% came from Decision Makers (senior management and human resource professionals) and 56% from Learners (employees participating in learning programs).

Responses came from individuals across 16 countries³ in the Asia Pacific region, with an emphasis on Australia, New Zealand, China and India.

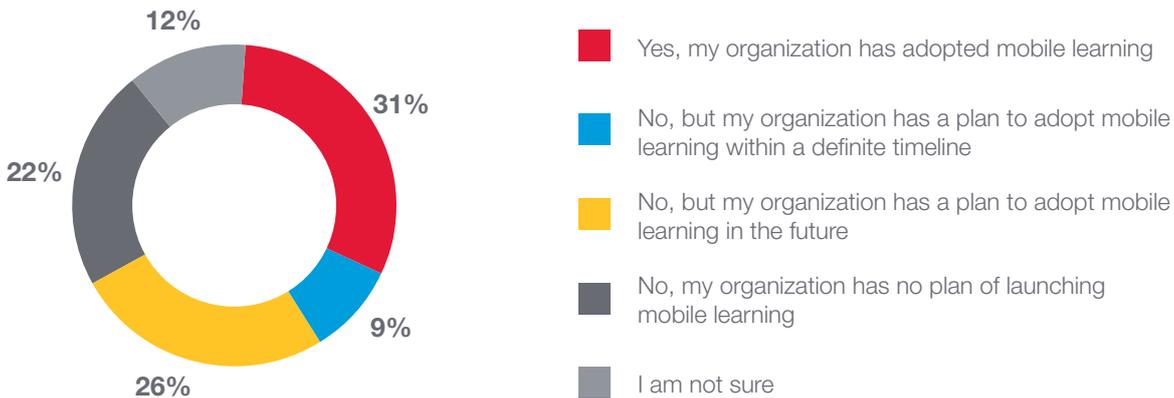
³ Australia, Burma, Cambodia, China, East Timor, Fiji, Hong Kong, India, Indonesia, Japan, Malaysia, New Zealand, Philippines, Singapore, South Korea, Thailand.

3. A region ripe for mobile learning

There is a strong market growth potential in Asia Pacific for mobile learning, and its continued adoption is a growing trend.

Adoption of mobile learning (single answer)

All Respondents (545/545)

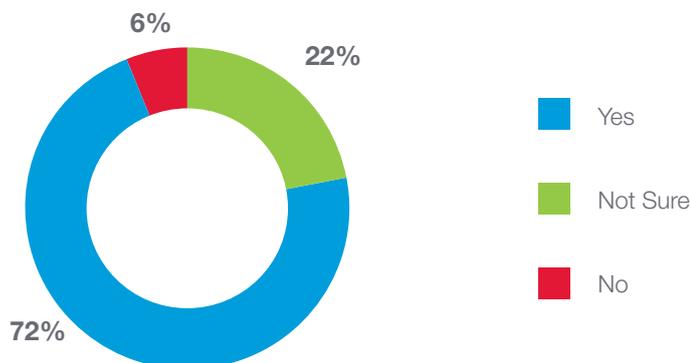


Mobile Learning:



Is mobile learning likely to increase engagement with a learning program?

All Respondents (545/545)



Just under a third (31%) of respondents claimed their organizations have adopted mobile learning. Market optimism is buoyed by a further 35% indicating their organizations have mobile learning planned for the future.

This is further reinforced by the fact that almost three-quarters (72%) of all respondents said that mobile learning will increase their level of engagement with organizational learning programs, reflecting a generally positive view of mobile learning in the region and receptiveness towards it. This is a positive sign showing that mobile learning has, and will continue to make organizational learning programs more effective as it continues to be adopted by an increasing number of companies and their Learners.

4. Listen to the audience

Mobile Users tend to want to be involved in designing the experiences created for them. Seek their feedback during the planning phase.

Participation in mobile learning (multiple answers)	Adopters & Users	Adopters	Users
I have participated as a learner in mobile learning	63%	62%	64%
I have participated in the development of mobile learning	27%	45%	14%
I have participated in the planning (e.g. coordination of roll-out, learning series order, etc.) for mobile learning	33%	51%	19%
No, I have not participated in any aspect of mobile learning	15%	8%	20%

There is a relatively high proportion of respondents who are Adopters or Users, and who are also developers or planners. This indicates a high degree of management and Learner involvement in the implementation of mobile learning programs and demonstrates the interest in the subject and willingness both to undertake learning and participate in its development.

A majority of Adopters and Users (63%) indicated they have been involved in some aspect of mobile learning development or planning. Specifically, 27% have been involved in its development, and a significant 33% have even planned and coordinated mobile learning efforts.

When analyzed further by Adopters who make decisions and control learning budgets, about half were involved in the development (45%) and planning (51%) of mobile learning. It is critical that Learners be consulted for opinions to ensure that the learning is targeted, relevant and engaging to the audience while aligned with business objectives.

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5. Build on the advantages of mobile

When done right, mobile learning provides meaningful and lasting performance changes for organizations; resulting in an increase in productivity and greater organizational agility.

Organizational benefits of mobile learning (multiple answers)	Adopters
Enhancement in employee efficiency (e.g. improved productivity, shorter delivery cycle time)	76%
Improvement in business results (e.g. greater revenue intake, lower costs)	55%
Reduction in turnover rate (e.g. higher employee retention)	31%
No obvious benefits from the mobile learning program	7%
Other	8%
Personal benefits of mobile learning (multiple answers)	Users
Improvement in working efficiency (e.g. skills and knowledge improved, shorter time taken to complete tasks)	79%
Acquisition of new knowledge and skill sets (e.g. programming skills, project management skills, etc.)	74%
Competitive advantage	50%
Greater work satisfaction	44%
Assistance in getting a professional certification (e.g. IT certification from Microsoft)	39%
No obvious benefits from the mobile learning program	2%
Other	3%

As Decision Makers, Adopters were asked how mobile learning has benefited their organizations. On a more personal level, Users were also asked the same question, but relating to how it had helped them professionally.

The results show that mobile learning has overwhelmingly benefitted the organizations and individual Learners who have adopted it, with 93% of Adopters and 98% of Users surveyed saying it has given them some form of advantage. “Efficiency improvement” was cited by both 76% of Adopters and 79% of Users as the most common benefit at organizational and personal levels respectively.

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55% of Adopters could further cite “improvement in business results” as the second most common organizational benefit. This finding is the strongest quantifiable reason for adopting mobile learning as it justifies their organizations’ investment for a tangible ROI.

This result has also been echoed in a survey conducted in 2014 by Digital Wits where, of the companies who have utilized online courses for at least one year, “37% attributed an increase in product sales directly to the courses, 34% said the courses increased customer loyalty and retention, and 29% said it increased their position as a top-of-mind provider in their market niche.”⁴

These improvements in efficiencies and business results may also correlate to 74% of Users who cited “acquisition of new knowledge and skill sets” as their second most common personal benefit. When employees attain new skills through mobile learning, their operational capabilities, efficiencies, morale and engagement are almost immediately enhanced, and this can naturally lead to improved productivity and in turn, business results.

6. What and how to deploy mobile learning

Interactive lessons lasting 30 minutes to an hour and that can be accessed anytime are ideal for Users. Skills training and productivity best practices are subjects in demand.

Mobile work practices have led to an expectation that work is accessible from a variety of places and times. Asia Pacific has a higher than global average usage of BYOD (Bring Your Own Device) with 72% of companies in the region saying the majority of employees use personal computing and mobile devices in the workplace⁵. This creates an added need to adapt programs but also speaks to the opportunity of a workforce that is already comfortable with working in a more fragmented manner in terms of time and device.

To reap the benefits of mobile learning – business and personal – mobile learning solutions must be aligned to organizational Learners’ expectations. Addressing the learning needs of employees will make mobile learning an effective tool and provide a targeted and aligned experience conducive to adoption.

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To discover opportunities in the shaping of mobile learning programs, a subset of respondents who have either adopted or are intending to adopt it were asked about the current state of the following mobile learning factors:

- Type of content being or intending to be taught
- Typical length of mobile learning modules currently being, or intending to be used
- Formats in which mobile learning was currently being, or intended to be delivered
- Time periods that Decision Makers expected Learners to conduct their mobile learning

These factors were then compared against what Users and Potential Users preferred, so as to reveal the gaps between what is currently being delivered, what they desired, and how these wants can be addressed.

⁴ <http://www.digitalwits.com/2014/09/the-new-rainmaker-corporations-turn-to-e-learning-to-create-new-revenue-streams-and-build-brand-loyalty/>

⁵ <http://www.zdnet.com/article/byod-on-rise-in-asia-but-challenges-remain/>

6.1 Mobile learning content

Skills training and best practices for enhancing productivity are topics that have the most unmet demand.

Mobile Learning Content – Currently Available vs Desired (multiple answers)	Adopters / Intenders / Users and Potential Users	Users and Potential Users
	current mobile learning content being taught	preferred mobile learning content
Leadership Development and Training	34%	55%
Compliance (e.g. company regulations and standards)	40%	48%
Training on relevant software and tools (e.g. Microsoft Office suite, Adobe Creative suite, application software, software languages, databases, etc.)	29%	47%
Skills training towards an industry-recognized certification (e.g. PMP)	20%	46%
Training on the company’s products and solutions	40%	45%
On-the-job support	30%	45%
New hire orientation (e.g. induction videos)	31%	44%
Best-practice and productivity enhancement training (e.g. Six Sigma)	20%	44%
I am not sure	13%	3%
Other	13%	0%

The two most common types of mobile content made available by the respondents’ organizations were “training on their companies’ products and solutions”, as well as “compliance”.

However, Users and Potential Users expressed a desire for far more content to be made available. In particular, the gap between available mobile training and desired for “skills training towards industry-recognized certifications” and “best practice and productivity enhancement training” was quite high. Only 20% of the respondents’ organizations provided training for these subjects via mobile devices, but an average of 45% of Learners said that they wanted these to be available.

This sentiment is also reflected in the Users’ response to the earlier question regarding the benefits of mobile learning, where a large majority (74%) cited “the acquisition of new knowledge and skill sets”, making it the second most popular answer to that question.

The third subject with a significant gap between what was currently being offered and what was desired was “leadership development and training”. Although it was the most popular content type preferred by 55% of Users and Potential Users, only 34% of their companies were offering it.

The business implication is that Decision Makers ought to increase the number of programs for these popular subjects that their Learners desire. Organizations should also offer leadership development and training to all levels to support employee development and succession planning; not just to a select number of employees at the top.

6.2 Mobile learning formats

Mobile learning programs should give interactive and visual formats preference, with affirmation of topics taught through quizzes delivered throughout the training, if not, at the end of each session.

Mobile Learning Content – Currently Available vs Desired (multiple answers)	Adopters / Intenders / Users and Potential Users	Users and Potential Users
	current mobile learning content being taught	preferred mobile learning content
Interactive, requiring participation throughout training (e.g. content instructions or question answering)	43%	64%
Video tutorial	49%	63%
Learning content (video, audio or slideshow) followed by compulsory question section	62%	61%
Simulations	20%	48%
Slide show	44%	38%
PDFs	46%	30%
Audio recording	26%	27%
Job aids	12%	23%
Other	12%	0%

“Learning content followed by compulsory question sections” and “video tutorials” are among the most popular formats used by respondents. These formats are also the most preferred ones of mobile learning Users and Potential Users.

The results also show a preference by respondents for visual formats over non-visual formats. They also dislike non-interactive, static formats like slide shows or PDF documents; of which unfortunately, almost half (44% and 46% respectively) the respondents’ organizations currently use.

The greatest unfulfilled need is the desire for “interactive formats requiring participation throughout training”. Although it was the most preferred format with 64% of Users and Potential Users saying they want it, only 43% of the respondents’ organizations adopted this mobile learning format.

Keeping Learners engaged with content is a challenge organizations will have to tackle at some point. In this regard, there are a number of considerations and these are mirrored in the responses. Interactive content ranked highly, with older, more static forms of content like PDFs and slideshows losing their luster. These trends mimic the general trends in content consumption patterns but they also speak to some of the implementation challenges that some organizations may face, such as, finding the right balance between dynamic content formats and compliance restrictions. This underscores the importance of engaging across the organization through the process. So, while it appears from the responses that the greatest unfulfilled need is the desire for “interactive formats requiring participation throughout training”, it is also an area of opportunity for transformation for organizations who want to deliver more engaging content formats, as only 43% of respondent organizations adopt this format against a 64% preference as indicated by Users and Potential Users.

The results also show a distinct preference by respondents for visual formats over non-visual formats. While prevalent use of non-interactive, static formats is indicated by the responses, it is important to consider that these behaviors are likely anchored in a number of practical organizational realities i.e. the nature of industry, specific training needs and even the types of roles being catered for. It is important therefore for organizations to take a measured approach to the delivery of various content formats.

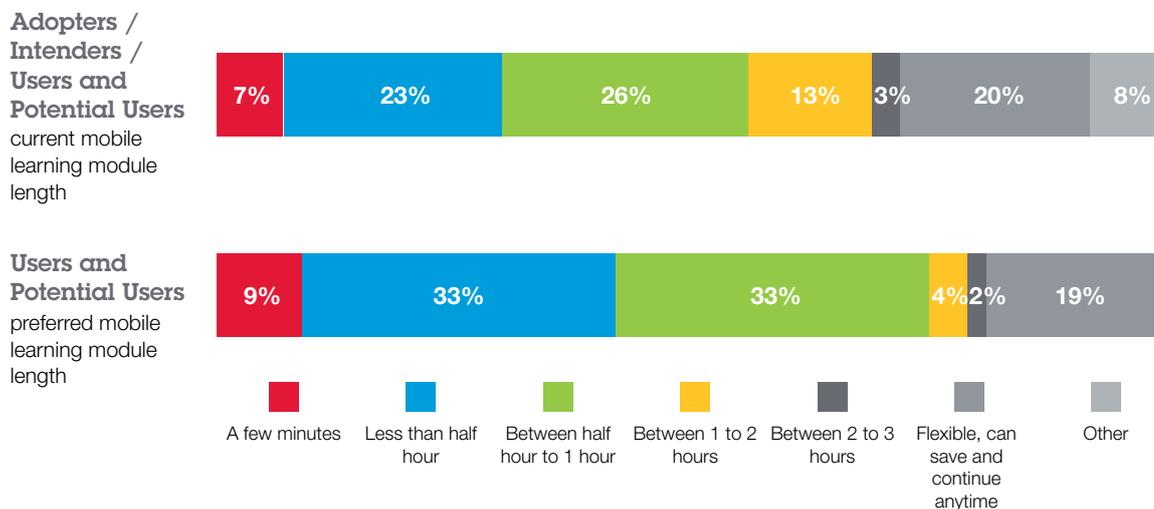
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It is clear that mobile Users want a full, rich learning experience on-the-go, appropriate to their device. Today's mobile Learners are accessing content on a variety of devices from their laptops to tablets to their phones. Laptops and tablets are well suited for a broad range of interactive learning experiences, while phones tend to provide learning experiences optimized around knowledge transfer. Users are looking for delivery solutions that provide them the best learning experience for the devices they use. As organizations look to deploy more mobile learning solutions, it is important to understand the devices being used, and ideally to provide learning that is flexible across those devices to ensure an optimized User experience by device.

6.3 What is the ideal module length for mobile learning?

The ideal mobile learning module lengths are either less than half an hour, or at most up to an hour.

Mobile Learning Length – Currently Being Used vs Desired (single answer)



Mobile learning module lengths in organizations appear to meet the expectations of the respondents. Two thirds of Users and Potential Users (66%) favor lessons that are less than an hour or up to an hour, and modules of this length are being used by about half (49%) of the respondents' organizations. With these ideal module lengths identified, mobile learning programs should always be designed with them in mind. Organizations should also be mindful that this refers to a complete module of a training topic which can be broken down into smaller sub-sections of shorter lengths to offer greater flexibility in access times. A full module completion can consist of 2-3 sub-sections of shorter time lengths, i.e. 15-20 minutes, for a complete hour of training.

6.4 When do Learners want to access learning?

Employees wish for freedom to access learning whenever they want without any schedule obligations. Decision Makers agree this is the best way too.

Mobile Learning Access Times: Management expectation (multiple answers)	Adopters and Intenders
Employees decide when to leverage mobile learning	79%
Outside of business hours	36%
During business hours	32%
While commuting	29%
None of the above	1%

Mobile Learning Access Times: User preferred (single answer)	Users
Whenever I am free	56%
During business hours	19%
While commuting	13%
Outside of business hours	11%
None of the above	1%

The study revealed that Decision Makers were highly supportive of their employees’ freedom to access mobile learning. 79% of Decision Makers in companies that have adopted mobile learning or intend to do so said that they expect employees to decide for themselves when it was best to access mobile learning.

This matches the desires of a majority (56%) of Users surveyed who stated their most preferred time to access mobile learning was “whenever they were free”.

This indicates that for mobile learning to be effective, employees must feel comfortable and free from any management constraints or obligations to access learning when they want. Employers should also communicate their support for employees to make the decision of the best time to leverage learning. After all, this empowers employees to be more productive and efficient.

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6.5 The mobile devices of choice

Users want to be able to use common personal devices to access mobile learning. “Ease of Use” is the #1 factor for mobile learning device support

Devices supported for mobile learning (multiple answers)	Adopters	Intenders
	currently supported devices	preferred devices
Smartphones (e.g. iPhone, Android, Windows Phone)	66%	80%
Tablets (e.g. Surface RT, iPad, Galaxy Tab)	69%	71%
Any company issued laptop at any location for “off-site” learning	61%	63%
2-in-1s or hybrid devices (e.g. Surface Pro 3)	13%	20%
E-readers (e.g. Nook, Kindle)	3%	20%
None of the above	0%	3%

The three most common devices currently supported for mobile learning within organizations by Adopters – smartphones, tablets and employees’ personal computers – are also the most preferred by Intenders.

65% of Adopters support mobile learning on any personal laptop at any location for “off-site” learning

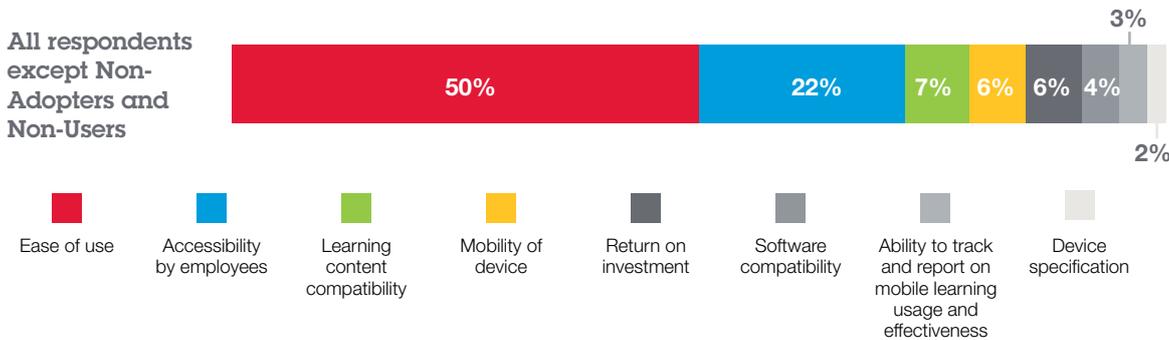
However, smartphones stood out as the most preferred device for mobile learning support by Intenders. Company laptops that were among the most widely supported devices by mobile learning Adopters at 61%, were less popular with Intenders for delivering programs.

This also relates to the previous finding where Users stated that they preferred to access learning content “whenever they were free”. Providing access support for their personal devices would help accommodate this desire and increase mobile learning usage, especially among Millennials who are a growing number in the workforce. PwC reported that “three-quarters [of Millennials] believe that access to technology makes them more effective at work” and “habitually use workplace technology alongside their own”⁶. It was predicted that these Millennials would “form 50% of the global workforce” by 2020, bringing their preferences into the forefront of organizational considerations.

⁶ <http://www.pwc.com/gx/en/managing-tomorrows-people/future-of-work/assets/reshaping-the-workplace.pdf>

Factors considered when selecting the right devices to support mobile learning (multiple answers)	Decision Makers excluding Non-Adopters
Ease of usage	83%
Degree of IT support for the device	61%
Device mobility	47%
Device operating system	45%
Overhead maintenance costs of device	40%
Internal regulations (e.g. conflict of interests, legal clauses, etc.)	40%
Ease of acquisition	34%
Other	5%

Important factors for mobile learning to be effective (ranking)



“Ease of use” was the most common factor for mobile learning device selection as identified by 83% of the Decision Makers from organizations that have adopted it. This was followed by 61% of them basing their decisions on the “degree of IT support for the devices”. “Ease of use” was also most commonly chosen as the top ranked factor for mobile learning effectiveness by 50% of Adopters, Intenders, Users and Potential Users.

Mobile learning Intenders want their employees to be able to switch from one personal device to another for learning. This, coupled with the high preference for smartphones and tablets for mobile learning support also demands that course materials need to be designed in “responsive” formats (a term used by app and web developers) that can be comfortably viewed by Learners using a variety of device platforms.

Learners want mobile learning devices that are easy-to-use and their organizations to provide some degree of IT support.

Further to these results, tablets as an internet and mobile learning access device are increasing in importance as they combine the portability of a smartphone with a larger screen. A finding by market research firm eMarketer.com published on 8 May 2015⁷, showed that tablet growth in the Asia Pacific region from 2014 to 2019 is expected to explode by 104%. The firm said that there were 370 million tablet users in 2014, and expects this number to increase to 755.5 million units in 2019. They also expect tablet user as a proportion of Asia Pacific internet users to grow from 26% to 37.3% in this same five year period.

⁷ <http://www.emarketer.com/Article/China-Home-Over-Half-of-APACs-Tablet-Audience/1012456>

7. Defining the risks and concerns

Security and setup costs are clear concerns for organizations looking to adopt mobile learning solutions, but adoption is not. Organizations should make swift strides to open up the conversation between stakeholders to address the expectations and needs for mobile learning.

Concerns regarding mobile learning adoption (multiple answers)	Decision Makers excluding Non-Adopters
Network issues (e.g. connection stability and speed, VPN requirements, etc.)	55%
Information security issues (e.g. data leaks)	47%
Infrastructure problems (e.g. information flow setting, device compatibility)	44%
Ability to track and report on mobile learning usage and effectiveness	37%
Initial set-up investment (e.g. system infrastructure acquisition)	33%
Additional operating costs (e.g. system maintenance, mobile data subscription)	31%
Resources needed to manage an additional learning content channel	28%
Resistance from internal stakeholders	24%
I don't have any concerns	13%
Unknown impact to the business	10%
Other	3%

Concerns preventing organization from adopting mobile learning (multiple answers)	Non-Adopters
Additional operating costs (e.g. system maintenance, mobile data subscription)	56%
Information security issues (e.g. data leaks)	50%
Infrastructure problems (e.g. information flow setting, device compatibility)	43%
Network issues (e.g. connection stability and speed, VPN requirements, etc.)	43%
Increased effort of managing learning content	34%
Accessibility to mobile devices (e.g. device availability or ability to obtain device)	26%
Resistance from internal stakeholders	24%
Unknown impact to the business	18%
Other	6%

Potential roadblocks to implementing mobile learning (multiple answers)	Intenders
Network issues (e.g. connection stability and speed, VPN requirements, etc.)	57%
Concerns about network security	51%
Inadequate support from IT	43%
Lack of perceived value of mobile learning	40%
Accessibility to mobile devices (e.g. device availability or ability to obtain device)	29%
Scarcity of financial resources	26%
Tedious approval process (e.g. lengthy processing time or organizational approval path)	23%
Resistance from internal stakeholders	18%
Lack of HR resources	16%
Other	2%

The main concerns expressed by those not currently planning to adopt mobile learning are focused around issues of security and infrastructure. It would seem that larger issues need to be addressed before these organizations can consider implementing mobile learning within their cloud-based learning programs in line with User needs. However, for those who do intend to adopt mobile learning, it seems less an issue of infrastructure (though this remains a concern), and more the implementation issues of approvals and device compatibility.

Regardless, in both sets these fundamental issues need to be addressed before the implementation of mobile learning can take place:

- “Network issues”
- “Information security issues”
- “Infrastructure problems” (which is similar in nature to “inadequate support from IT” that was identified as a potential roadblock by mobile learning Intenders)

That being said, the greatest concern of Non-Adopters that was preventing their organizations from taking on mobile learning was “additional operating costs”, with over half (56%) stating it as one of their primary concerns. Organizations must consider the cost benefits of the increased productivity, efficiency and employee engagement gained as a result of making learning more accessible to their workforce. The hidden cost of inaction could be much higher.

There is also some concern over the ability to track and report on mobile learning usage and effectiveness (37%); another key factor in ensuring mobile learning has been implemented successfully. Organizations must be able to report on key metrics and merge the data with existing employee profiles to obtain a holistic view of their talent.

8. Management objectives for mobile learning

Decision Makers want to leverage mobile learning as an easy way for employees to access learning resources and create a continuous learning environment that fills knowledge gaps.

Key objectives of adopting mobile learning (multiple answers)	Decision Makers except Non-Adopters
To enhance the accessibility of learning resources	72%
To create a continuous learning environment and atmosphere	70%
To better fill the knowledge gaps	61%
To increase employee efficiency (e.g. shorter working hours, shorter delivery cycle time)	59%
To help employees achieve their personal learning goals as a mean of employee retention	52%
To increase the utilization rate of training materials	43%
To lower the operating costs	34%
Other	3%

Gaps in current learning strategy that can be filled by mobile learning (multiple answers)	All respondents except Non-Adopters and Non-Users
Limited accessibility from employees	57%
Integrating learning in employee workflow	46%
Requirement of human resources to conduct training	37%
Complicated management of employee training (e.g. recording attendance, attaining feedback, etc.)	37%
Rigid training structure	35%
Difficulty in updating content	31%
Lack of training topics	25%
Vague or unclear visualization	17%
Other	5%

The most common objective identified by Decision Makers was “to enhance accessibility of learning resources” which explains and reinforces why respondents also chose “ease of use” as the most important consideration for device selection, and more importantly, as a factor for mobile learning to be effective. Addressing knowledge gaps quickly can often be the key factor to an organization staying competitive and abreast of technological advances; providing better service and consultation to their customers.

Addressing knowledge gaps quickly can often be the key factor to an organization staying competitive and abreast of technological advances; providing better service and consultation to their customers.

This theme was underpinned when “limited accessibility from employees” was mentioned as the most common failure in current learning strategies that Adopters and Users felt mobile learning could address. In this day and age when everyone is always “on”, it is imperative that learning and development keeps up with the mobile employee.

9. Conclusion

The Asia Pacific Mobile Learning landscape indicated in this study demonstrates potential for organizations in the way they engage Learners, with a third of organizations having adopted mobile learning, a further third intending to adopt

The opportunity for organizations to transform the way they deliver talent development and the consequent returns is clear, with mobile learning representing strong ROI.

it. The opportunity for organizations to transform the way they deliver talent development and the consequent returns is clear, with mobile learning representing strong ROI. For organizations that have adopted mobile learning, its greatest impact has been the increased personal effectiveness of Users which has in turn, increased organizational effectiveness. As a result, these have produced tangible positive business impact, as identified by over half of the respondents’ companies.

Interactive lessons and short form content are most popular and effective. The greatest unmet demand for mobile learning content is skills training, as well as best practices in productivity training.

Adopters and Users in organizations that have deployed mobile learning solutions cite “ease of use” as the most important success factor. To this end, organizations who are successful are the ones who place a high priority on making it as convenient and intuitive as possible for Learners to access learning materials. Specifically, it appears from the findings that organizations must ensure that infrastructure and processes which allow for the use of personal devices and anytime-anywhere access is established and robust. The ones who do get it right do reap rewards with greater employee and organizational effectiveness and business impact.

For insights and perspectives on Australia and New Zealand, China and India, please visit www.skillsoft.com/apac/2015_reports to download the reports.

10. How Skillsoft can help

As a learning company first and foremost, Skillsoft has built a robust feature set that includes the most important capabilities for delivering learning. Skillsoft has data on tens of millions of meaningful content interactions and course completions, helping learners develop new critical business skills, answer questions, or solve problems when they need to.

Skillsoft has been offering “cloud-based” learning before the term was even invented. We understand the challenge of finding a learning management and content solution that integrates easily with your infrastructure and is flexible for your learners.

To support our customers’ success, Skillsoft offers world-class services — not just technical support. At no additional cost, we offer organizations core services including learning consulting, upgrade planning, impact analysis and more. If you need technical assistance, our team is available 24x7x365 via phone, email, or chat to help you troubleshoot any difficulties.

We invite you to [contact us](#) for a no-obligation consultation and assessment of your needs.

11. The Mobile Learning Adopter Checklist

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Involve Learners in the design and planning of your mobile learning strategy
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Institutionalize methods of tracking the ROI especially with correlation to efficiency and business results
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Consider the hidden costs of inaction if additional operating costs are a barrier to implementing mobile learning
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Deliver content that maps to business needs and Learners' requirements
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Content should be interactive and visual
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Consider the length of learning modules – half an hour or less is ideal
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Enable anywhere-anytime access through device and delivery solutions
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Identify and engage stakeholders across the organization to address and resolve potential infrastructure issues such as security and BYOD policy
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Ensure internal approvals and processes are established
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Ensure your cloud-based learning resources are tightly aligned to your learning program



For more information or to learn more,
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