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<table>
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Executive Summary

The course Innovative Collaboration for Development (ICfD) is an initiative of the United Nations Institute for Training and Research (UNITAR) and the Food and Agriculture Organization (FAO) in the framework of a cooperation agreement which comprises the joint development and delivery of a series of online courses on knowledge management and web 2.0 technologies for developing countries.

The course covers social media tools, social networking, collaboration and knowledge exchange. It focuses on capacitating development professionals to adequately use the potential of social media tools to enhance the efficiency of their work, increase the outreach of their organizations, and improve the effectiveness of work-related social issues.

The first session of the ICfD course was conducted between 20 September and 21 November 2010. The course was implemented by UNITAR’s Knowledge Systems Innovation unit (KSI), which provided methodological guidance and developed the instructional design for a collaborative tutor-facilitated course (secondary and tertiary courseware). The primary courseware is based on the FAO-Information Management Resource Kit (IMARK) – “Web 2.0 and Social Media for Development”.

The Sulá Batsú Cooperative collaborated with the implementation of the first session of the course, providing expertise and online facilitation. The Technical Centre for Agricultural and Rural Co-operation (CTA) offered a limited number of scholarships to candidates from the African, Caribbean and Pacific (ACP) States. Twenty-eight participants from the ACP States were sponsored by CTA.

The course cohort was composed of 35 participants selected among 77 applications received. One participant withdrew from the course in the early stages. The active cohort was finally composed of 35 participants.

Objectives and Methodological Approach

The overall goal of the course is to empower development professionals to recognize the potential of social media, to make innovative use of these tools to improve the efficiency, effectiveness and reach of their work, and to contribute to the enhancement of the institutional image of their organizations. As the core objective is to impart skill-based knowledge, the course is designed around a series of tasks that give learners practical experience of using social media tools.

The ICfD course presents three levels of courseware – primary, secondary, and tertiary. The primary courseware introduces learners to social media concepts and tools; the secondary courseware enhances the understanding of concepts through a variety of media and hands-on practical activities (task dockets), which require the utilization of social media tools in simulated work environments. The tertiary courseware involves participation in group discussions, individual reflections, and participation in peer reviews.

Different learning strategies are utilized to support learners at each stage. The learning approach reflects different adult learning principles, catering to multiple learning styles, needs and preferences.

Evaluation

The evaluation was conducted by KSI. It had a two-fold approach: measure accountability, regarding development, implementation and delivery of the course, and measure learning, to determine the level of attainment of learning objectives.

To measure reaction, five evaluation questionnaires were included at the end of each module of the course. The questionnaires were administered through UNITAR’s Virtual Learning Environment. Responses were treated anonymously.

Learning was measured through ten mandatory criterion-referenced tests – two per
module. The first one determines the overall understanding of the concepts (declarative knowledge); the second either evaluates skills at using social media tools or the ability to apply social media to specific contexts (procedural knowledge).

The level of response to the reaction questionnaires reached 84 percent. The response to the CRTs was 100 percent.

**Major Findings and Recommendations**

1. **Learning Objectives**

The great majority of participants (74 percent) completed the course according to the requirements, being awarded a “Certificate of Completion”. Fifty-one percent of the cohort achieved the highest level of performance (Excellent). Two participants did not succeed in completing the course. Four participants dropped out (11 percent).

In terms of reaction, the overall majority of participants (92 percent on average) agreed that they achieved the learning objectives.

**Recommendations:**

- Provide additional examples of the practical application of the specific tools covered in the module *Collaborating on the Internet*, to better equip participants to analyze certain aspects required to complete the tasks;
- Extend the time frame to complete the tasks in module 3;
- Provide more support material with comparative analysis of various groupware tools introduced in the course.

2. **Assessment of Knowledge:**

A great majority of participants (over 87 percent, on average) agreed with the strategy adopted for the assessment of knowledge. On average, 94 percent of the participants rated the assessments effective.

**Recommendations:**

- Increase the number of multiple choice questions in all the modules;
- Increase the number of the practical examples in the quizzes to facilitate contextualization and application;
- Link failed attempts in quizzes to related reading material;
- Extend the time frame to perform tasks in module 3;
- Introduce a collaborative option into module 3 tasks;
- Allow participants to update their tasks and projects (notably blogs, module 4);
- Modify the working document in Module 3, 4 and 5, making it more user friendly.

3. **Methodological Approach**

Ninety-six percent of participants agreed that the methodological approach has facilitated their learning process. All the participants agreed that the combination of self-learning (flash-based lessons), practical activities (journal reflections, discussion forums, task docket) and assessment activities (quizzes, open questions, tasks) was useful in facilitating and guiding their learning. Participants also agreed (94 percent) that the assessment activities were effective to help understand the topics and achieve the learning objectives.

The overall methodological support provided by UNITAR was considered as Very Good (88 percent) or Good (13 percent).
Recommendation:

✓ Analyze conditions to make individual reflections available to all participants to enable comparative analysis and further exchange of views.

4. Course Contents

Ninety-one percent of the participants agreed that the substantive elements related to social media tools were clearly presented in the various modules. They unanimously agreed that the course content was relevant to their job.

Ninety-six percent stated they will use the skills acquired in the course.

Recommendation:

✓ Increase the number of illustrative examples, real-life case studies, success stories, and replicable models of successful application of social media tools in a developing world context.

5. Learning Materials

The majority of the participants (65 percent) indicated preference for the PDF versions of the lessons over the flash-based ones. Ninety percent of participants said they also printed the lessons. The interactive component of the flash-based lessons was appreciated by 30 percent of the participants.

Recommendations:

✓ Distribute video material through other media to allow for offline access (CD/DVD ROM);
✓ Add more contextual examples from geographically distributed regions;
✓ Consider dynamic changes in websites when providing instructions in video tutorials;
✓ Provide printable support materials to accompany the Open Questions in Module 2;
✓ Harmonize the content of one segment in the printable version of Module 6 with the appropriate segment in the Flash-based version.

6. Online Discussion and Facilitation

Discussion forums were generally appreciated by participants. A majority of participants (76 percent) was of the opinion that the topics discussed in the forums raised relevant aspects of the use of social media tools for development.

Seventy-five percent of the participants agreed that discussion forums helped to further their understanding of social media tools and facilitated the attainment of objectives. Twenty-one percent of participants took a neutral position. The interaction was also considered useful and enriching by 75 percent of the participants. In the same aspect, another group took a more neutral stand (25 percent).

As regards online facilitation, participants unanimously found the facilitators to be effective in terms of presenting information. In terms of summarizing discussions and providing feedback, facilitators were ranked as effective by 91 percent of the participants. When evaluating the facilitators’ effectiveness in promoting facilitation and stimulating learners’ involvement, 88 percent of the participants ranked them as effective.

The facilitators received a somewhat lower grade when demonstrating personal experience with social media tools. Although 80 percent of participants graded the facilitators as effective, 17 percent rated them as more or less effective. Some participants indicated the need for a stronger presence of the facilitator in collaborative activities, such as the peer-reviews.

Recommendations:

✓ Ensure facilitators’ timely and regular involvement in the discussion forums, particularly those dedicated to peer-review;
✓ Ensure the systematic follow-up and wrap up of discussions;
✓ Make sure the facilitator promotes learners’ participation and provides timely feedback, keeping discussions active;
✓ Provide relevant discussion topics to be started by the facilitators.
7. Course Management

Overall, participants were very satisfied with the programme organization. They unanimously assessed the information circulated prior to the course as useful. Likewise, they unanimously stated that they would recommend the course to their colleagues.

The majority of participants (79 percent) considered that the overall time frame of the course established a path that was “just right”, while the remaining group (21 percent) considered it to be “too fast”.

Overall participants agreed that the navigability of the course is user friendly (91 percent).

Regarding the technical support provided by UNITAR, participants have expressed positive opinion on the forums throughout and after the end of the course.

Recommendation:

- Distribute tasks workload more evenly throughout modules 3, 4 and 5.
Summary Data

<table>
<thead>
<tr>
<th>Data collection method(s)</th>
<th>Survey</th>
<th>CRT</th>
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<tr>
<td>Response rate</td>
<td>84%</td>
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<table>
<thead>
<tr>
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<tr>
<td>Information</td>
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<table>
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<tr>
<td>1: Identify the important facets of social media</td>
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<tr>
<td>Attainment</td>
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</tr>
<tr>
<td>Relevance</td>
<td>100</td>
</tr>
<tr>
<td>Clarity</td>
<td>96</td>
</tr>
<tr>
<td>2: Recognize some popular social media tools</td>
<td>84</td>
</tr>
<tr>
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<tr>
<td>Relevance</td>
<td>97</td>
</tr>
<tr>
<td>Clarity</td>
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</tr>
<tr>
<td>3: Discuss possibilities of using social media tools to enhance work in a development organization</td>
<td>92</td>
</tr>
<tr>
<td>Attainment</td>
<td>92</td>
</tr>
<tr>
<td>Relevance</td>
<td>96</td>
</tr>
<tr>
<td>Clarity</td>
<td>92</td>
</tr>
<tr>
<td>4: Recognize the role of groupware tools in facilitating communication and collaboration at the workplace</td>
<td>95</td>
</tr>
<tr>
<td>Attainment</td>
<td>95</td>
</tr>
<tr>
<td>Relevance</td>
<td>93</td>
</tr>
<tr>
<td>Clarity</td>
<td>94</td>
</tr>
<tr>
<td>5: Use social media: social networking sites, wikis, project management tools, voice/video chat tools, blogs, microblogs, video/image sharing sites, podcasts, social bookmarking sites and RSS Feed readers</td>
<td>95</td>
</tr>
<tr>
<td>Attainment</td>
<td>95</td>
</tr>
<tr>
<td>Relevance</td>
<td>97</td>
</tr>
<tr>
<td>Clarity</td>
<td>95</td>
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Some participants were enthusiastic about being able to practically set up projects and use project management tools to enable effective online collaboration; about making good use of social media for collaborative learning, about utilizing social media tools so as to gain more visibility on the web and reach their targeted communities at low cost or at no cost at all, and, eventually, on being able to design a social media strategy that fits their requirements.

Participants underlined that the course was very important both for their professional and personal development. A number of participants stated that they had already started using some social media tools at work as the course progressed. While progressing through the course, some participants pointed out that they had already started sharing the acquired knowledge and skills with their colleagues; they added that the way they work changed due to what they learnt in the course. These claims were substantiated with examples of how the course benefited their work and of how it had helped them do things differently in their job.
### Learning objectives

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<tr>
<th>Key measures</th>
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<tbody>
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<td>6: Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace</td>
<td>Attainment 90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relevance 94</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clarity 93</td>
<td></td>
</tr>
<tr>
<td>7: Compare applications and choose those that are appropriate to the requirement, keeping in mind costs, usability of the application, and the features offered</td>
<td>Attainment 93</td>
<td>Modules requiring hands-on application (3,4,5) were indicated by participants as the most demanding ones, but also the most useful in the course. Participants indicated that “it is only by practicing and applying the newly acquired knowledge that we will get to further enhance knowledge about the utility of social media tools.” Several participants stated in the questionnaires that the knowledge imparted to them through the course had already changed and greatly improved the way they worked.</td>
</tr>
<tr>
<td></td>
<td>Relevance 90</td>
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</tr>
<tr>
<td></td>
<td>Clarity 89</td>
<td></td>
</tr>
<tr>
<td>8: Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media and the challenges they present</td>
<td>Attainment 92</td>
<td></td>
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<tr>
<td></td>
<td>Relevance 100</td>
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<tr>
<td></td>
<td>Clarity 96</td>
<td></td>
</tr>
<tr>
<td>9: Choose a tool set for your organization, keeping in mind factors such as costs, adaptability, functionality,</td>
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### Value, relevance and intent to use

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<td>Information was new to participants</td>
<td>83</td>
<td>Modules requiring hands-on application (3,4,5) were indicated by participants as the most demanding ones, but also the most useful in the course. Participants indicated that “it is only by practicing and applying the newly acquired knowledge that we will get to further enhance knowledge about the utility of social media tools.” Several participants stated in the questionnaires that the knowledge imparted to them through the course had already changed and greatly improved the way they worked.</td>
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<tr>
<td>Content relevant to job</td>
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<tr>
<td>Likelihood to use information presented</td>
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### Learning Materials

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<tr>
<td>Clarity of presentation</td>
<td>91</td>
<td>The peer-review activity was appreciated by participants as reflected in their readiness to participate and provide substantive revisions to their peers in the three modules having this type of activity. Some participants suggested more time could be given to perform the tasks in the scenario-based activities. The practical aspects of the course and hands-on skills acquired were underlined by most participants as one of the greatest assets of the course.</td>
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### Methodological Approach

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<tr>
<td>Effectiveness of assessment</td>
<td>94</td>
<td>The peer-review activity was appreciated by participants as reflected in their readiness to participate and provide substantive revisions to their peers in the three modules having this type of activity. Some participants suggested more time could be given to perform the tasks in the scenario-based activities. The practical aspects of the course and hands-on skills acquired were underlined by most participants as one of the greatest assets of the course.</td>
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<tr>
<td>Effectiveness of instructional strategy</td>
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<td>Appropriateness</td>
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<td>Quality of support</td>
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### Key measures

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<td><strong>Facilitators</strong></td>
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<td>Presenting information</td>
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<td>Participants have highlighted the need for a stronger presence of the facilitator in collaborative activities, such as peer-reviews. They also noted the need for a more systematic follow-up of ongoing discussions, indicating the need for the facilitator to summarize important points raised in specific discussion threads.</td>
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<td>Responding to needs of participants</td>
<td>96</td>
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<tr>
<td>Summarizing discussions</td>
<td>91</td>
<td></td>
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<td>Promoting participation</td>
<td>88</td>
<td></td>
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<td>Feedback</td>
<td>91</td>
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<tr>
<td>Demonstration of Expertise</td>
<td>80</td>
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<tr>
<td><strong>Online Discussions</strong></td>
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<td>Positive impact on learning</td>
<td>77</td>
<td>Participants indicated that they learned a lot through the interaction with the peers and also from other’s experiences in their field of work and the challenges they faced when using social media tools. Nevertheless, they mentioned that the level of interaction could be further improved, indicating the need for increased engagement of all learners in the discussion forums.</td>
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<tr>
<td>Relevancy of topics discussed</td>
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<tr>
<td>Quality of interactions</td>
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<tr>
<td><strong>Assessment</strong></td>
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<td>How well assessment tool contributed to helping you understand topics/meet learning objectives</td>
<td></td>
<td>The overall majority of participants indicated their satisfaction with the assessment strategy. They indicated that the quizzes were “both challenging and useful and they help gauge level of comprehension.” The scenario-based tasks were doubtlessly the assessment activities that have most fascinated the participants in view of the practical experience they had provided. Participants have actively responded to open-ended questions, presenting a number of suggestions to further improve the strategy for the assessment of knowledge. They have made several suggestions to add modifications in the course’s assessments.</td>
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<tr>
<td>a) Quiz (Mod 2 to 6)</td>
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<td>b) Open Questions (Mod 2)</td>
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<td>c) Scenario-based Tasks (Mod 3 to 5)</td>
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<td>d) Social Media Strategic Plan (Mod 6)</td>
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<tr>
<td><strong>User experience</strong></td>
<td></td>
<td></td>
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<tr>
<td>Usability of environment</td>
<td>91</td>
<td>Even though the majority of participants considered the pace of the course “just right”, some 21 percent indicated that it was “too fast”. This is noted due to the diversity of the group, which included fully beginners in social media tools. This group has indicated that more time should be allocated for the knowledge to be processed.</td>
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<tr>
<td>Appropriateness of pace</td>
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### Key measures

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<tr>
<td></td>
<td>100</td>
<td>Selected quotes from participants:</td>
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<td></td>
<td></td>
<td>“This course has helped to rationalize my thinking of the issue of the social media tools. Before I engaged in the course I was not very clear of the usefulness of each type of tool. I have learned a lot (...) and got an insight on how others have used or are using these tools.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“This is a very good course and I hope not only me but everybody to take advantage of it. In our developing countries, I call all colleagues to remember the people who misuse these tools fault of their skills to carry out capacity building courses.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The most useful thing about this course is that it gave me a good guidance on how to develop a social media strategy for an organization. Learning about how to integrate the different social media tools was also a very important lesson for me.”</td>
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<tr>
<th>Recommend event to a colleague?</th>
<th>% 4 + 5 rating*</th>
<th>Comments</th>
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<tr>
<td></td>
<td>100</td>
<td>“I would whole-heartedly recommend this course to anyone who needs training in social media. The course gives you the opportunity for hands-on learning by performing scenario-based activities using so many Web 2.0 tools.”</td>
</tr>
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<table>
<thead>
<tr>
<th>Outcome indicator</th>
<th>Data collection method</th>
<th>Response rate</th>
<th>Basis of analysis</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>74% of participants meeting 60% cut off on CRT</td>
<td>CRT results</td>
<td>100%</td>
<td>CRT score</td>
<td>74% completion rate, among which 51% at the highest level of performance: “Excellent” (minimum 17/20)</td>
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</table>

* Corresponds to: Fully + Mostly or Strongly Agree + Agree
I. Introduction

This report presents the results of a self-evaluation conducted by UNITAR on the online course “Innovative Collaboration for Development” (ICfD), an initiative of the United Nations Institute for Training and Research (UNITAR) and the Food and Agriculture Organization (FAO) in the framework of a cooperation agreement between the two institutions for the joint development of a series of online courses on knowledge management and web 2.0 technologies for developing countries.

The report relates to the first session of the ICfD course, implemented between 20 September and 21 November 2010. It presents the course’s outcomes as regards established learning objectives and the results of the evaluation conducted to analyze participants' reaction, collect feedback, and identify recommendations for the improvement of the course.

The report is presented in four parts. Section II presents the background of the activity, describing goals and objectives, contents, learning materials, methodological approach, and assessment strategy. Section III provides information on the implementation of the course, including participants’ profile, course plan, completion requirements, and technical staff.

Section IV provides a detailed account of the results obtained in the evaluation in what it concerns participants’ reaction – analysis of evaluation questionnaires, and knowledge acquired – results of criterion-referenced tests. Section IV ends with conclusions and a summary of recommendations to further improve the course, based on the suggestions participants presented.

Overall, based on evaluation’s results, the course has achieved its objectives, with a level of successful completion reaching 74 percent. A number of participants have voiced their contentment with the course’s outcomes, indicating overall satisfaction with the knowledge they had acquired.

Following the conclusion of the course, several participants expressed interest in continuing to access the learning environment. UNITAR has maintained the access open and notes that participants still keep visiting the learning environment, continuing to consult all types of learning resources available in the ICfD course.
II. Background

The course Innovative Collaboration for Development (ICfD) is an initiative of the United Nations Institute for Training and Research (UNITAR) and the Food and Agriculture Organization (FAO) in the framework of a cooperation agreement between the two institutions, which comprises the joint development and delivery of a series of online courses on knowledge management and web 2.0 technologies for developing countries.

The ICfD is the first course launched by UNITAR and FAO. It focuses on enabling professionals to use social media tools in a development context. The course is interactive, collaborative and tutor-facilitated. It covers social media tools, social networking, collaboration and knowledge exchange. It focuses on capacitating development professionals to adequately use the potential of social media tools to enhance the efficiency of their work, increase the outreach of their organizations, and contribute to the improvement of the effectiveness of the work-related social issues.

A. Course Goals and Objectives

The overall goal of the ICfD course is to empower development professionals to recognize the potential of social media, to make innovative use of these tools to improve the efficiency, effectiveness and reach of their work, and to contribute to the enhancement of the institutional image of their organizations. Learners have the opportunity to use these tools within simulated work contexts, analyzing specific requirements and choosing the social media tools that are best suited to particular objectives and needs.

The course aims at enabling learners to recognize the role of social media in changing the way that information is created, organized, shared, and accessed. The course’s core objective is to impart primarily skill-based knowledge as it is designed around a series of tasks that give learners practical experience of using social media tools. Each task, simulating a typical work scenario, is built around an important facet of social media: Collaboration, Contribution and Personalization. The course therefore gives learners the opportunity to use and analyze social media tools in light of their adaptability to specific workplace contexts. It also focuses on sensitizing learners to aspects such as security, privacy and intellectual property rights so that learners are able to use these tools responsibly. In sum, after completing the course the learners should be able to:

1. Identify the important facets of social media tools;
2. Recognize some popular social media tools;
3. Discuss possibilities of using social media tools to enhance development work;
4. Recognize the role of groupware tools in facilitating communication and collaboration at the workplace;
5. Use social media tools: social networking sites, wikis, project management tools, voice/video chat tools, blogs, microblogs, video/image sharing sites, podcasts, social bookmarking sites, and RSS feed readers;
6. Analyze the utility of social media tools and identify their adaptability to specific contexts at the workplace;
7. Compare applications and choose those that are appropriate to a particular requirement, keeping in mind costs, usability, and features offered;
8. Recognize the importance of issues such as privacy, security and intellectual property rights and the challenges they present;
9. Choose a set of social media tools, keeping in mind costs, adaptability, functionality, accessibility and ease of use.
### B. Outline and Contents

The ICfD consists of five modules: *Introduction to Social Media; Collaborating on the Internet; Contributing to the Internet; Aggregating Content on the Internet, and Building a Social Media Toolkit*. These modules are preceded by “Getting Started”, a module that takes place in the first week. During this week, learners are introduced to the course documentation: Syllabus, Modules’ Guide, Assessment Guide, and User Guide so as to get familiarized with course’s materials, activities, and assessments.

The course is conducted over a period of nine weeks, corresponding to 64 hours of work, organized as follows:

<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Getting Started            | • Exploration of the course interface and learning materials, familiarization with the activities  
                            • Presentation of Documentation: Syllabus and Guides (Modules, User and Assessment) | • Navigate the course interface  
                            • Localize learning materials  
                            • Identify course’s objectives and the structure of its activities |
| Introduction to Social Media | • Lessons introducing social media basic concepts  
                            • Reflection: social media and the information revolution  
                            • Discussion: usage of social media for development | • Identify the important facets of social media  
                            • Recognize some popular social media tools  
                            • Discuss possibilities of using social media tools to enhance work in a development organization |
| Collaborating on the Internet | • Lessons introducing social networking sites and other groupware tools  
                            • Activity to enable utilization of social networking sites, wikis, voice/video chat, and project management tools | • Recognize the role of groupware tools in facilitating communication and collaboration at the workplace  
                            • Use social networking sites, wikis, project management tools and voice/video chat tools  
                            • Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace  
                            • Compare applications and choose those that are appropriate, keeping in mind costs, usability and features offered |
| Contributing to the Internet | • Lessons introducing user generated content and social media tools that enable users to contribute content to the Internet  
                            • Activity to enable usage of content generation tools in a development context: blogs; wikis, microblogs; image/video sharing sites | • Recognize the role of groupware tools in facilitating communication and collaboration at the workplace  
                            • Use blogs, microblogs, video and image sharing sites and podcasts  
                            • Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace  
                            • Compare applications and choose those that are appropriate, keeping in mind costs, usability and features offered |
| Aggregating Content on the Internet | • Lessons introducing social media tools that enable users to aggregate content on the Internet  
                            • Activity to enable usage of content aggregation tools in a development context: RSS feed readers; social bookmarking sites | • Recognize the role of groupware tools in facilitating communication and collaboration at the workplace  
                            • Use social bookmarking sites and RSS Feed readers  
                            • Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace  
                            • Compare applications and choose those that are appropriate, keeping in mind costs, usability and features offered |
| Building Social Media Toolkit | • Lessons introducing hosted services, privacy, security and intellectual property rights in the context of social media. Aspects considered important when choosing social media tools are also discussed  
                            • Practical Exercise: Plan a social media strategy for your organization. | • Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media and the challenges they present  
                            • Choose a tool set for your organization keeping in mind factors such as cost, adaptability, functionality, accessibility and ease of use |
C. Learning Materials

The ICfD presents three levels of courseware – primary, secondary, and tertiary. The primary courseware introduces learners to social media concepts and tools; the secondary courseware enhances the understanding of concepts discussed through a variety of media and hands-on practical activities, where participants complete a set of tasks (task dockets) that requires the utilization of social media tools in simulated work environments. The tertiary courseware involves participation in group discussions, elaboration of written reflections (individual journals), and participation in peer review activities. This component is highly collaborative – learners interact among themselves (peer-to-peer) and with the facilitators.

Each module of the course presents five components: lessons, activities, assessments, resources, and evaluation:

**Lessons**: They introduce social media tools and concepts, providing the required knowledge to complete the activities.

**Activities**: They enable the practical application of the concepts and tools learned in the lessons. The activities comprise reflections (journal entries), discussions (forum) based on videos and blog postings, and scenarios where learners use social media tools within a real-life development context.

**Assessments**: They evaluate understanding, application of concepts, and the learners’ ability to use social media tools. Learning is measured through quizzes, open questions, and task dockets. Modules have assessments designed in accordance with the type of knowledge to be achieved.

**Resources**: Working materials and resources available for learners throughout the course. They comprise working documents, video tutorials, articles, related links and websites, and the course lessons in printable version (pdf).

**Evaluation**: An evaluation questionnaire, presented in each module to collect learners’ feedback on their learning experience.

D. Methodological Approach

As mentioned above, three levels of courseware were designed, utilizing different learning strategies to support learners at each stage. The learning experience is rooted on instructional strategy that allows for practical application of the knowledge acquired during the course. The learning approach reflects different adult learning principles, catering to multiple learning styles, needs and preferences:

- Learning materials and activities are designed for development professionals and applicable to their working contexts;
- Learning resources – reading, video/audio, individual hands-on activities, and collaborative tasks – take into account multi-sensory learning;
- Practical tasks associate learning strategies such as active learning, learning by doing, case studies, problem-solving, critical thinking, and collaborative learning;
- Activities build progressively in the level of difficulty, allowing learners to construct their understanding, develop critical and creative thinking, and apply the acquired knowledge and skills to new situations;
Facilitators assist participants throughout the learning experience, guiding collaborative work, facilitating knowledge and experience sharing among participants, and providing needed expertise when learners work with tasks that require the practical application of specific tools. Facilitators also provide personalized feedback for course activities and assessments.

Lessons and activities form the core learning components in the course, guiding learners to achieve the course’s learning objectives. Supporting elements such as video tutorials, working documents, self-assessments, and peer reviews are incorporated to assist the learning process.

1. Lessons

In each module, the lessons introduce social media’s key concepts and tools. The lessons are flash-based. They include practical interactive exercises that allow learners to check the knowledge acquired. Learners can practice with the interactive exercises at their own will and get immediate feedback on the exercises performed. The lessons also point to a number of external resources where learners can further improve their understanding of social media concepts and tools.

2. Activities

The course features three types of activities: discussion forums (modules 2 and 6); individual reflections through journal entries (modules 2 and 6); and scenario-based activities (modules 3, 4 and 5), which include a peer review activity.

Discussion Forums: Provide opportunity to enhance knowledge of the specific subjects discussed through knowledge and experience sharing among participants. Apart from specific thematic forums, every module has a general one (Ask & Talk forum) which works as a general support center for learners.

Reflections – Journal Entries: Reflections prepared by learners and analyzed by facilitators who comment and provide individual feedback. Learners elaborate on aspects related to the impact of social media on the creation, organization, sharing, and access of information. They also design a social media strategy for their organization, receiving personalized feedback from the facilitator.

Scenario-based Activities: Real-life situations that require learners to perform a series of tasks, as if they were actual challenges faced in the workplace. Learners address a number of tasks using specific social media tools to achieve an indicated result. They are assisted by supporting materials such as video tutorials, self-assessment quizzes, and task dockets.

Peer Reviews: Tasks performed in the scenario-based activity are reviewed by two peers who provide feedback on the performance. The learners review tasks of two peers in the group they can benefit from comments and remarks received to update or revise their work as needed.
E. Assessment of Knowledge

The knowledge acquired in the course is measured through quizzes, open questions, and tasks, including a strategic planning exercise. An assessment strategy\(^7\) was designed to measure the extent to which learners achieve the learning objectives.

Each module has two types of assessments. The first one determines the overall understanding of the concepts covered (declarative knowledge); the second either evaluate skills at using social media tools or the ability to apply social media to specific contexts (procedural knowledge). In all, the following is measured: knowledge of the concepts learned; ability to analyze, apply, and use social media tools; and skills demonstrated when using these tools.

In sum, performance is measured through ten mandatory criterion-referenced tests – two per module – each specifically conceived to measure the objectives set for a particular module.\(^8\)

\(^7\) Course Objectives and Assessment Strategy – Annex 4
\(^8\) For details on the type of assessment designed to measure learning in each module refer to Annex 4 - Course Objectives and Assessment Strategy
III. Implementation

The first session of the ICfD course was conducted between 20 September and 21 November 2010. The course was implemented by UNITAR’s Knowledge Systems Innovation unit (KSI), which provided methodological guidance and developed the instructional design for a collaborative tutor-facilitated course (secondary and tertiary courseware). The primary courseware is based on the FAO-Information Management Resource Kit (IMARK) – “Web 2.0 and Social Media for Development”. KSI was also responsible for the course’s monitoring and evaluation.9

The Sulá Batsú Cooperative, which signed a partnership agreement with UNITAR, collaborated with the implementation of the first session of the course, providing expertise and online facilitation.

The Technical Centre for Agricultural and Rural Co-operation (CTA) offered a limited number of scholarships to candidates from the African, Caribbean and Pacific (ACP) States, in the context of its efforts to strengthen human resource capacity of ACP organizations in information and communication management. Twenty-eight participants10 from the ACP States were sponsored by CTA.

A. Participants

The course cohort was composed of 36 participants selected among the 77 applications received. One participant withdrew from the course in the early stages. The active cohort was finally composed of 35 participants.11

Sixty-three percent of participants worked in national governments, international or regional organization, and academia (21 percent in each sector). The remaining of the participants worked in non-governmental or civil society organizations (13 percent); private sector (8 percent); and other sectors.

B. Course Plan

The duration of the course was nine weeks (20 September – 21 November, 2010). The modules with hands-on tasks (task dockets – Modules 3, 4, and 5) lasted two weeks and the others one week each. The learning plan was distributed as follows:12

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>20 Sept – 26 Sept</td>
</tr>
<tr>
<td>2</td>
<td>An Introduction to Social Media</td>
<td>27 Sept – 3 Oct</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Collaborating on the Internet</td>
<td>4 Oct – 17 Oct</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Contributing to the Internet</td>
<td>18 Oct – 31 Oct</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>Aggregating Content on the Internet</td>
<td>1 Nov – 14 Nov</td>
</tr>
<tr>
<td>9</td>
<td>Building your Toolkit</td>
<td>14 Nov – 21 Nov</td>
</tr>
</tbody>
</table>

9 Refer to ICfD Learning Architecture – Annex 2
10 Congo (1); Ethiopia (4); Lesotho (1); Malawi (1); Mauritius (2); Rwanda (5); Sudan (2); Uganda (5); Zambia (5); Zimbabwe (2).
11 Refer to the List of Participants - Annex 1
12 For an overview of the organization of the learning activities refer to the Course Calendar – Annex 3
C. Completion Requirements

To obtain the Certificate of Completion participants needed to pass four out of five modules in the course. The assessments – two per module – were compulsory.

The overall course was marked on 100 points (20 per module). The passing rate in each module was set at 60%. Thus, in each module participants needed to achieve a minimum of 12 out of 20 points. A grade recovery option, based on the evaluation of peer reviews submitted, was available for participants to recover a mark below the passing grade.

D. Resource Persons

Three subject matter experts were engaged to facilitate the course and monitor participants’ learning progress:

Lena Zúñiga: researcher of social media and new technologies in the developing world. She has designed and facilitated knowledge sharing processes and the use of new media for a variety of multicultural groups, cooperatives and NGOs, especially within the social economy movement in Latin America. Several of her media projects are focused on local groups using performance arts and storytelling to share knowledge about food and agricultural traditions.

Margarita Salas: social psychologist with experience in capacity development, knowledge sharing and social uses of information and communication technologies (ICTs). She has broad experience in the field of international development, where she has facilitated and participated in numerous processes of knowledge sharing and collective creation among groups with diverse stakeholders from civil society, academia, public and private sectors.

Vanessa Meadu: communications specialist with a master’s degree in Political Science, she has been working with environmental and science-based organizations for over five years. She is an associate of Euforic Services, which supports development organizations to communicate, collaborate, share knowledge and manage information using internet and web 2.0 tools.

E. Course Staff

The course was jointly managed by Sueli Giorgetta, Manager Knowledge Systems Innovation (UNITAR) and Cristina Petracchi, Knowledge and Capacity Development Branch (FAO). Giulia Ortoleva and Ivana Dutli, respectively, research assistant, and collaborator with the Knowledge Systems Innovation Unit (UNITAR) provided overall assistance to the course, supporting the work of the facilitators and guiding participants throughout the duration of the course.
IV. Evaluation

The evaluation was conducted by UNITAR’s Knowledge Systems Innovation Unit (KSI). It had a two-fold approach: measure accountability, regarding development, implementation and delivery of the course – gathering data and feedback to inform the development and further improvement of the course; and measure learning, to determine the level of attainment of learning objectives.

A. Methodology

To measure reaction, five evaluation questionnaires were included at the end of each of the five modules of the course. The questionnaires were administered through UNITAR’s Virtual Learning Environment. Responses were treated anonymously.

The evaluation questionnaire, comprising over 100 questions, divided in five parts13, was designed and presented to participants at the end of each module, with the objective of obtaining feedback immediately after they had concluded a module.

The questions covered the major criteria to analyze the quality of e-learning courses, as proposed by the Open ECBCheck Quality Label for Capacity Building. Through the evaluation questionnaire14 participants provided responses to the following elements:

- Learning Objectives
- Assessment of Knowledge
- Methodological Approach
- Course Contents
- Learning Materials
- Online Discussion and Facilitation
- Course management

The questionnaires presented a combination of closed and open questions and included fields for open comments or remarks. In several sections, similar questions were asked in different manner in order to verify consistency of participants’ answers. This approach has made it possible to cross-check the validity of responses in some of the closed questions.

To measure learning, a specific assessment strategy15 was elaborated, following criterion-referenced tests (CRTs) processes.16

Responses to the evaluation questionnaires and results of the criterion-referenced tests were collected, compiled and analyzed by KSI.

B. Summary of Findings

The level of response to the reaction questionnaires reached 84 percent. The great majority of participants also submitted spontaneous comments, which have proven to be useful elements for the data analysis. Apart from validating the findings, these additional comments indicated a number of recommendations to improve the course, even in aspects where the results of the evaluation reached a high level.

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13 Module 2 (12 questions); Module 3 (15 questions); Module 4 (25 questions); Module 5 (15 questions); Module 6 (40 questions).
14 Evaluation Questionnaire – Annex 7
15 Course Objectives and Assessment Strategy – Annex 4.
16 See chapter II, section E – Assessment of Knowledge, p. 17
The response to the CRTs was 100 percent. Taking the assessments in all the modules was mandatory and a requisite for course completion.

Detailed analysis of the results of the evaluation is presented below. The suggestions participants have made for improving the course, either answering the open-ended questions or completing the open fields for comments and remarks, are also reflected. Each section closes with a list of recommendations which are based on the suggestions the participants provided in the questionnaires.

1. **Learning Objectives**

The great majority of participants (74 percent) completed the course according to the requirements established, being awarded a “Certificate of Completion”. Three participants completed the whole course but did not achieve minimum passing grades, therefore receiving a certificate of participation. Two participants did not succeed in completing the course. Four participants dropped out (11 percent).

The final performance was set based on the average grade of successfully completed modules, on a maximum scale of 20. Fifty-one percent of the cohort achieved the highest level of performance (Excellent).

In terms of reaction, the overall majority of participants (92 percent on average) agreed that they achieved the learning objectives.

Participants underlined that the course was very important both for their professional and personal development, stating that they were already using some social media tools to both these ends. While progressing through the course, some participants pointed out that they had already started sharing the acquired knowledge and skills with their colleagues; they added that the way they worked had changed as a result of what they learnt in the course. These claims were substantiated with examples of the way the course benefited their work and of how it will make them do things differently in their job. To quote a few, they were enthusiastic about being able to set up projects in project management tools to enable effective online collaboration, about making good use of social media for collaborative learning, about utilizing social media tools so as to gain more visibility on the web and reach their targeted communities at low cost or at no cost at all, and, eventually, on being able to design a social media strategy that fits requirements of their organization.

Ninety-nine percent of participants agreed that it is likely they will use the skills acquired in the course and stated they would definitely continue using the acquired knowledge in their future work.

**Suggestions for Improvement:**

The objective that may need to be addressed is “Analyze the utility of groupware tools in facilitating communication and collaboration at the workplace” (Module 3 – Collaborating on the Internet). Although more than 80 percent of the participants agreed that the learning objective was clear, relevant and attained; between 7 and 12 percent of participants marked it as more or less clear, more or less attained, partially relevant and or partially attained.

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17 Completion Summary – Annex 5.
18 One participant completed two modules and the other completed four modules, obtaining passing grade only in two.
19 Scale determining the final overall performance: Excellent: 85 – 100% (17-20 marks); Very Good: 75 – 80% (15-16 marks); Good: 60 – 70% (12-14 marks).
20 For an overview of the results achieved by participants refer to the Completion Summary – Annex 5.
According to the participants' comments, the module *Collaborating on the Internet* was the most demanding in terms of content to cover and activities/assessments to complete within two weeks. On the other hand, they also stated that, of all the modules, the content and learn-by-doing tasks of module 3 were most useful, challenging and fun.

Some of the participants suggested more time could be given to perform the tasks designed around the scenario-based activity. Others implied that group work could be introduced into two of the tasks in module 3 so as to allow participants to practice together over a longer period of time.

The learning objective requesting a comparison and choice between applications according to costs, usability and features was rated as *more or less clear* by 6 percent of participants; *more or less relevant* (7 percent) and *more or less attained* (6 percent). Even if the great majority of participants considered this learning objective relevant (90 percent) and underlined aspects they found particularly useful; some noted that it is not easy to compare tools one uses for the first time.

2. *Assessment of Knowledge*

A great majority of responses (over 87 percent, on average) indicated that participants agreed with the strategy adopted for the assessment of knowledge. On average, 94 percent of the participants rated the assessments effective. They indicated that quizzes were 96 percent effective and tasks 90 percent.

An analysis of assessment activities is presented below, accompanied by a summary of the suggestions for improvement that participants provided.

a) *Quizzes*

Ninety-six percent of participants affirmed that the quizzes were effective in helping them to understand the topics and to achieve the learning objectives. It emerges from participants’ comments that they found the quizzes both challenging and useful; that they helped gauge learners’ level of comprehension and that the questions asked were within the scope of the modules and course at large.

*Suggestions for Improvement*

The participants suggested an increase of the number of multiple choice questions and the addition of more varied and more complex case-study examples, which they could later apply in their work. One participant noted that failed attempts (wrong answers) in quizzes could be linked back to related reading material on specific content, to facilitate review.

b) *Scenario-based Activity (Tasks)*

The scenario-based activities (module 3, 4 and 5) were designed to allow for a steady build up of practical skills to equip participants with hands-on knowledge. This practical aspect was particularly appreciated by the participants, as reflected in their comments in the questionnaires.

*Suggestions for Improvement*

Module 3 and 4 were described by participants as the most demanding but also the most useful modules in the course. Some participants have underlined that it is by practicing and applying the newly acquired knowledge and skills that they will get to better understand these tools.
A participant suggested more time be given to complete the activities and tasks, adding that participants should be allowed to perfect some tasks throughout the course, as they get more time to revise and practice. Notably, it was suggested that it would be good to allow perfecting the blogs beyond the end of module 4 and, based on the improvements made, get the marks upgraded for these improvements.

3. Methodological Approach

The methodological approach was based on the combination of self-learning (flash-based lessons), practical activities (journal reflections, discussion forums) and assessment activities (quizzes, open questions, tasks). Ninety-six percent of participants appreciated the methodological approach, agreeing that it has facilitated their learning process. All the participants agreed that this approach was useful in facilitating and guiding their learning. Participants also agreed (94 percent) that the assessment activities were effective to help understand the topics and achieve the learning objectives.

The journal reflections were designed to promote critical thinking (Module 2) and analytical thinking and strategic planning (Module 6). As the journals were available only to the author and the facilitators, who provided individualized feedback, one participant wondered why these entries were not available to other participants to read so that there could be further exchange of opinions.

One participant, who could not perform the tasks in a linear and timely manner, commented that this has prevented her from being able to appropriately follow and perform activities in the following module.

The overall methodological support provided by UNITAR, in the forms of manuals, guides, and facilitation, was considered as Very Good (88 percent) or Good (13 percent) by course participants.

4. Course Contents

Ninety-one percent of the participants agreed that the substantive elements related to social media tools were clearly presented in the various modules of the course. They unanimously agreed that the course content was relevant to their job. Ninety-six percent stated they will use the skills acquired in the course. It should be noted that as participants progressed through the course, they stated in the questionnaires that the knowledge imparted to them through course had already changed and greatly improved the way they worked.

The participants demonstrated enthusiasm for the content of all the modules. The ones that were deemed most useful were on collaborating on the Internet, contributing to the Internet, aggregating content on the Internet as well as on building a social media strategy.

Suggestions for Improvement

Some participants advocated for an increase in the number of resources available, including external links. They have also suggested that the content of the course should be enhanced so as to present practical, concrete, illustrative, and contextual examples from different countries that they could adapt to their own needs. In this sense, they suggested the inclusion of success stories, good practices, case studies and replicable models in the contents of the course. One learner suggested inviting an expert in the field of social media to one of the discussion forums to share expertise/views with the participants.

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21 According to the course plan, the tasks were meant to be performed in the order they were presented, respecting specific time-line to allow collaboration among participants. On the other hand, core learning materials and discussion forum could be accessed throughout the course.
5. Learning Materials

Learning materials were provided in the following modalities: interactive lessons (Flash-based, online access); printable versions of lessons in PDF format; videos, tutorials, blogs, and supplementary resources (web links to useful external resources).

The majority of the participants (65 percent) indicated preference for the PDF versions of the lessons. Ninety percent of participants said they also printed the lessons. Participants stated in their comments that downloading the PDF format is practical as they can keep them for future reference or print them and be able to read them at their convenience, when they have no access to a computer.

The interactive component of the flash-based lessons was appreciated by 30 percent of the participants. The information presented in the lessons was described by them as “more engaging” and “more fun” when comparing with the printable version. One of the participants noted that the “interactive format of the lesson puts the information into spoon-sized bites. It makes pacing go smoothly and allows you to select buttons for additional info.”

6. Online Discussion and Facilitation

Interaction among participants was required in the peer-review upon submission of the set of activities that they were required to perform in the scenario-based activity. Participants also interacted on subject-matter related forums and on a support-dedicated forum where they were invited to ask questions, write comments, and share knowledge and experience.

Overall results show that the discussion forums were generally appreciated by participants. A majority of participants (79 percent) were of the opinion that the topics discussed in the forums raised relevant aspects of the use of social media tools for development.

Seventy-five percent of participants agreed that discussion forums helped to further their understanding of social media tools and facilitated the achievement of the learning objectives. Twenty-one percent of participants took a neutral position. Some participants had higher expectations when it comes to support from peers and the degree of peers’ involvement in the discussion forums. One participant implied that s/he was not always satisfied with the quality of the specific peer-review.

The interaction was also considered useful and enriching by 75 percent of the participants. Participants indicated that they “learnt a lot through the interaction with the peers and learnt from others’ experiences in their fields of work and challenges they faced when using social media tools.” In the same aspect, another group of participants took a more neutral stand (25 percent). This is voiced in the open comments, with participants calling for an overall more active participation of their peers. When answering about their participation in the forums, some learners pointed out that they were prevented from actively participating by a busy work schedule, bad time management skills, unstable internet connection, etc. A group of participants added that video/audio chat sessions could be organized to enhance learner interaction and the formation of a learning community.

As regards online facilitation, participants unanimously found the facilitators to be effective in terms of presenting information. In terms of summarizing discussions and providing feedback, facilitators were ranked as effective by 91 percent of the participants. When evaluating the facilitators’ effectiveness in terms of promoting facilitation and stimulating learners’ involvement, 88 percent of the participants ranked them as effective.
Finally, the facilitators received a somewhat lower grade when demonstrating personal experience with social media tools. Although 80 percent of participants graded the facilitators as effective, 17 percent rated them as more or less effective.

Despite of the fact that facilitators’ effectiveness was overall considered very good, participants indicated in the open comments that the facilitators should play a more active role, particularly to ensure the optimized utilization of the discussion forums. Other indications appear directly on the suggestions for improvement summarized below.

**Suggestions for Improvement:**

In order to increase the level of participation and relevance of discussions, participants suggested that there could be: a) a mandatory follow-up of the learners’ engagement in the forums by the facilitators; b) regular summaries of the discussions by the facilitators; c) virtual visits of the external social media experts who would share their experience/expertise/views with the participants in the forum; and d) synchronous (real-time) chat sessions.

To increase the relevance of the aspects discussed, participants suggested that facilitators should set a specific, relevant discussion topic in advance. Finally, participants called for a more systematic follow-up of the ongoing discussions. They indicated the need to have the facilitator summarize important points raised by the participants in specific discussion threads, so as to simplify access to relevant information.

7. **Course Management**

Participants rated their overall satisfaction with the course at 100%. They unanimously stated that they would recommend the course to their colleagues.

a) **General Information and Organization:** Regarding the information provided prior to the course – announcement, flyer, registration, course information – all participants agreed on their usefulness and accuracy.

b) **Course Documentation:** Eighty-two percent of participants agreed that the User Guide helped them to work in the Virtual Learning Environment (VLE).

c) **Schedule and Workload:** The course lasted nine weeks. The workload, including learning time and participation in collaborative activities, was estimated in the following way:

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Hours per module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td>1</td>
<td>na</td>
</tr>
<tr>
<td>An Introduction to Social Media</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Collaborating on the Internet</td>
<td>3 &amp; 4</td>
<td>18</td>
</tr>
<tr>
<td>Contributing to the Internet</td>
<td>5 &amp; 6</td>
<td>18</td>
</tr>
<tr>
<td>Aggregating Content on the Internet</td>
<td>7 &amp; 8</td>
<td>14</td>
</tr>
<tr>
<td>Building your Toolkit</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>
The majority of participants (79 percent) considered that the overall time frame of the course established a path that was “just right”, while the remaining group (21 percent) considered it to be “too fast”.

Sixty-three percent of the participants indicated that in average they dedicated more than six hours per week to the course, while thirty-three percent of participants indicated an average between four and six hours/week.

d) Navigability and Technical Support: Overall participants agreed that the navigability of the course is user friendly (91 percent). They have not reported any difficulties utilizing the Virtual Learning Environment. Regarding the technical support provided by UNITAR, participants have expressed positive opinion in the discussion forums throughout and after the end of the course.
C. Conclusions

Results of the evaluation indicate that the course Innovative Collaboration for Development was very much effective both in terms of contents presented and methodological approach, including the assessment strategy. Participants have largely attained the established learning objectives with the completion rate reaching 74 percent. Notably, the level of performance of those successfully completing the course was at the highest level (Excellent). Participants have also voiced that on their perception the learning objectives had been achieved (92 percent on average). The level of satisfaction with the course was placed at the highest level (100%). Participants expressively indicated that they would use or apply the knowledge acquired (96 percent). A number of them provided information on steps they had already taken on this direction. They have widely voiced their opinions throughout the responses submitted in the evaluation questionnaire. The selected quotes below provide an indication of participants’ opinion on the course:

“This is a very good course and I hope not only me but everybody to take advantage of it. In our developing countries, I call all colleagues to remember the people who misuse these tools fault of their skills to carry out capacity building courses.”

“The most useful thing about this course is that it gave me a good guidance on how to develop a social media strategy for an organization. Learning about how to integrate the different social media tools was also a very important lesson for me.”

“I was introduced to a number of applications that were very useful and that I will definitely incorporate into my professional and personal work.”

“I will personally advocate for social media tools’ use in my organization to enable us reach out to our target audiences more effectively”

“I must say, this course is far more intensive than I had initially anticipated, but in a very good way! I honestly had no idea how hands-on it would be in using the tools and I’m very excited by what all the new knowledge and skills I’m gaining...”

“I learnt a lot in this course, and every module though presented a challenge was relevant to my daily work.”

“I am particularly happy that I could develop my own blog after the training that I am going to use for sharing experiences and reflection with colleagues during the UNFCCC COP16 in Cancun (Nov 29 - Dec. 10, 2010): http://cancuntalks.blogspot.com/”

“Actually, we use social media tools at work, but we don’t use them effectively. After taking this course I and my colleagues will use it effectively and seriously.”

“I am so glad to having been part of this group. I am excited by the products that I created by my own hands (blog, social media strategy) and wish that I spend more time exploring these tools to generate optimal results.”

“It was real challenge to manage time to finish the course but the effort put was worthwhile as something tangible was come out of the course. My Johari window has opened up a bit more on this fascinating web tools.”

“The best part of the learning process was the last module - which required a general knowledge on social media as well as a strategic vision / understanding of how social media could be exploited to meet institutional objectives. I am already applying the things I learnt on our community e-platforms, e.g http://news-agriculture.blogspot.com. A hands-on training session on social media is planned to empower our members. More will hopefully follow.”

“(…)I have found some of the tools very astonishing for my work place i mean we have different branches in that case one has to move from one to the other and it is time and resource consuming now that i know this tools it will be better to promote them and use them for real job.”

---

22 Refer to Summary Data, p. 5
D. Recommendations

1. **Learning Objectives**
   - ✓ Provide additional examples of the practical application of the specific tools covered in the module *Collaborating on the Internet*, to better equip participants to analyze certain aspects required to complete the tasks;
   - ✓ Extend the time frame to complete the tasks in module 3;
   - ✓ Provide more support material with comparative analysis of the various groupware tools introduced in the course.

2. **Assessment of Knowledge:**
   - ✓ Increase the number of multiple choice questions in all the modules;
   - ✓ Increase the number of practical examples in the quizzes to facilitate contextualization and application;
   - ✓ Link failed attempts (wrong answers) in quizzes to related reading material, to facilitate review for the learner;
   - ✓ Extend the time frame to perform tasks in module 3;
   - ✓ Introduce a collaborative option into module 3 tasks;
   - ✓ Allow participants to change/upgrade their tasks and projects (notably blogs, module 4);
   - ✓ Modify format of the working document used to complete tasks in Module 3, 4 and 5, making it more user friendly.

3. **Methodological Approach**
   - ✓ Analyze conditions to make individual reflections available to all participants to enable comparative analysis and further exchange of views.

4. **Course Contents**
   - ✓ Increase the number of illustrative examples, real-life case studies, success stories, good practice examples, and replicable models of successful application of social media tools in a developing world context.

5. **Learning Materials**
   - ✓ Distribute video material through other media to allow for offline access (CD/DVD ROM);
   - ✓ Add more contextual examples from geographically distributed regions;
   - ✓ Consider dynamic changes in websites when providing instructions in video tutorials;
   - ✓ Provide printable support materials to accompany the Open Questions in Module 2;
   - ✓ Harmonize the content of one segment in the printable version of Module 6 with the appropriate segment in the Flash-based version;

6. **Online Discussion and Facilitation**
   - ✓ Ensure facilitators’ timely and regular involvement in the discussion forums, particularly those dedicated to peer-review;
   - ✓ Ensure the systematic follow-up and wrap up of discussions;
   - ✓ Make sure the facilitator promotes learners’ participation and provides timely feedback, keeping discussions active;
   - ✓ Provide relevant discussion topics to be started by the facilitators.

7. **Course Management**
   - ✓ Distribute tasks workload more evenly throughout modules 3, 4 and 5.
ANNEX 1- Learning Architecture
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ICfD - Learning Architecture

Instructional Design & Documentation

Lessons

Activities

- Scenario-based Self Assessment
- Discussions
- Reflections

Assessments

- Quizzes
- Open Questions
- Tasks

Flash based content

Downloadable content (PDFs)

Materials & resources

Working documents

Social media in practice

Video tutorials

Blogs

Videos

Checklist

Task dockets

Templates

Social media theory

Social media practice

Monitoring & Evaluation
ANNEX 2- Course Calendar
# Course Calendar

Discussion Forums, Journals, peer reviews, and Assessments open two days prior to the starting date of a Module.

## Module 1 – Getting Started

<table>
<thead>
<tr>
<th>Week 1: 20 Sept – 26 Sept</th>
<th>OPEN</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>Course Documentation</td>
<td>20 Sept</td>
</tr>
<tr>
<td>Activities</td>
<td>Welcome! Introduce yourself</td>
<td>20 Sept</td>
</tr>
<tr>
<td></td>
<td>Complete your profile</td>
<td>20 Sept</td>
</tr>
</tbody>
</table>

## Module 2 – An Introduction to Social Media

<table>
<thead>
<tr>
<th>Week 2: 27 Sept – 3 Oct</th>
<th>OPEN</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Introduction to Web 2.0 and Social Media</td>
<td>20 Sept</td>
</tr>
<tr>
<td>Activity</td>
<td>Course Documentation</td>
<td>24 Sept</td>
</tr>
<tr>
<td>Assessment</td>
<td>Quiz: Concepts of Social Media</td>
<td>24 Sept</td>
</tr>
</tbody>
</table>

## Module 3 – Collaborating on the Internet

<table>
<thead>
<tr>
<th>Week 3 &amp; 4: 4 Oct – 17 Oct</th>
<th>OPEN</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Social Networking Sites and Communities</td>
<td>20 Sept</td>
</tr>
<tr>
<td>Activity</td>
<td>Group Productivity and Collaboration</td>
<td>20 Sept</td>
</tr>
<tr>
<td>Assessment</td>
<td>Quiz: Concepts of Online Collaboration</td>
<td>1 Oct</td>
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</table>

## Module 4 – Contributing to the Internet

<table>
<thead>
<tr>
<th>Week 5 &amp; 6: 18 Oct – 31 Oct</th>
<th>OPEN</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Blogging and Microblogging</td>
<td>20 Sept</td>
</tr>
<tr>
<td></td>
<td>Podcasting and Online Radio</td>
<td>20 Sept</td>
</tr>
<tr>
<td></td>
<td>Online Video and Image Sharing Sites</td>
<td>20 Sept</td>
</tr>
<tr>
<td>Activity</td>
<td>Scenario-Based Activity: Women Self Help Groups</td>
<td>15 Oct</td>
</tr>
<tr>
<td>Assessment</td>
<td>Quiz: Concepts of Contribution to the Internet</td>
<td>15 Oct</td>
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</table>

## Module 5 – Aggregating Content on the Internet

<table>
<thead>
<tr>
<th>Week 7 &amp; 8: 1 Nov – 14 Nov</th>
<th>OPEN</th>
<th>CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Subscription, Feeds and Syndication</td>
<td>20 Sept</td>
</tr>
<tr>
<td></td>
<td>Tagging and Social Bookmarking</td>
<td>20 Sept</td>
</tr>
<tr>
<td>Activity</td>
<td>Scenario-Based Activity: Reduce Human Trafficking</td>
<td>29 Oct</td>
</tr>
<tr>
<td>Assessment</td>
<td>Quiz: Concepts of Content Aggregation</td>
<td>29 Oct</td>
</tr>
</tbody>
</table>

## Module 6 – Building your own Toolkit

<table>
<thead>
<tr>
<th>Week 9: 15 Nov – 21 Nov</th>
<th>OPEN</th>
<th>CLOSE</th>
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<tbody>
<tr>
<td>Lesson</td>
<td>Privacy, Intellectual Property and Access to Social Media</td>
<td>20 Sept</td>
</tr>
<tr>
<td>Activity</td>
<td>Hosted Services and Installed Tools</td>
<td>20 Sept</td>
</tr>
<tr>
<td>Assessment</td>
<td>Quiz: Concepts for Building Your Toolkit</td>
<td>12 Nov</td>
</tr>
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</table>

## Module Evaluation

Tell us your opinion
ANNEX 3 - Course Objectives & Assessment Strategy
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Course Objectives and Assessment Strategy

<table>
<thead>
<tr>
<th>Objective</th>
<th>Knowledge Type</th>
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<tbody>
<tr>
<td>Recognize the role of social media in changing the way that information</td>
<td>Declarative Objective</td>
</tr>
<tr>
<td>is created, organized and accessed</td>
<td></td>
</tr>
<tr>
<td>Use some popular social media tools</td>
<td>Procedural Objective</td>
</tr>
<tr>
<td>Analyze the utility of these tools and identify their adaptability to</td>
<td>Procedural Objective</td>
</tr>
<tr>
<td>specific contexts at the workplace</td>
<td></td>
</tr>
<tr>
<td>Compare the utility of various applications after analyzing the context</td>
<td>Procedural Objective</td>
</tr>
<tr>
<td>of usage</td>
<td></td>
</tr>
<tr>
<td>Recognize the importance of issues such as security, privacy and</td>
<td>Knowledge Objective</td>
</tr>
<tr>
<td>intellectual property rights around the uses of social media</td>
<td></td>
</tr>
</tbody>
</table>

Second Level Objectives

Module 2: An Introduction to Social Media

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Module Level</th>
<th>Type of Knowledge</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the role of social media in changing the way that information is</td>
<td>Identify the important facets of social media</td>
<td>Declarative</td>
<td>Quiz</td>
</tr>
<tr>
<td>created, organized and accessed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use some popular social media tools</td>
<td>Recognize some popular social media tools</td>
<td>Declarative</td>
<td>Quiz</td>
</tr>
<tr>
<td>Analyze the utility of these tools and identify their adaptability to</td>
<td>Discuss a few possibilities of using social</td>
<td>Declarative</td>
<td>Open Questions</td>
</tr>
<tr>
<td>specific contexts at the workplace</td>
<td>media tools to enhance work in a development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>organization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Module 3: Collaborating on the Internet

<table>
<thead>
<tr>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the role of social media in changing the way that information is created, organized and accessed</td>
</tr>
<tr>
<td>Use some popular social media tools</td>
</tr>
<tr>
<td>Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace</td>
</tr>
<tr>
<td>Compare the utility of various applications after analyzing the context of usage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Level</th>
<th>Type of Knowledge</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the role of groupware tools in facilitating communication and collaboration</td>
<td>Declarative</td>
<td>Quiz</td>
</tr>
<tr>
<td>Use social networking sites, wikis, project management tools and voice/video chat tools</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
<tr>
<td>Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
<tr>
<td>Compare and choose applications based on a set of specific parameters</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
</tbody>
</table>

### Module 4: Contributing to the Internet

<table>
<thead>
<tr>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the role of social media in changing the way that information is created, organized and accessed</td>
</tr>
<tr>
<td>Use some popular social media tools</td>
</tr>
<tr>
<td>Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace</td>
</tr>
<tr>
<td>Compare the utility of various applications after analyzing the context of usage</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Level</th>
<th>Type of Knowledge</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the role of content generation tools in enabling users to contribute content to the internet</td>
<td>Declarative</td>
<td>Quiz</td>
</tr>
<tr>
<td>Use blogs, microblogs, video and image sharing sites and podcasts</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
<tr>
<td>Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
<tr>
<td>Compare and choose applications based on a set of specific parameters</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
</tbody>
</table>
### Module 5: Aggregating content on the Internet

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Module Level</th>
<th>Type of Knowledge</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the role of social media in changing the way that information is created, organized and accessed</td>
<td>Recognize the role of content aggregation tools in contributing content to the internet</td>
<td>Declarative</td>
<td>Quiz</td>
</tr>
<tr>
<td>Use some popular social media tools</td>
<td>Use social networking sites, wikis, project management tools and voice/video chat tools</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
<tr>
<td>Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace</td>
<td>Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
<tr>
<td>Compare the utility of various applications after analyzing the context of usage</td>
<td>Compare and choose applications based on a set of specific parameters</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
</tbody>
</table>

### Module 6: Building your tool kit

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Module Level</th>
<th>Type of Knowledge</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the utility of social media tools and identify their adaptability to specific contexts at the workplace</td>
<td>Build a tool set after assessing factors such as adaptability, functionality, accessibility and usability of various social media tools</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
<tr>
<td>Compare the utility of various applications after analyzing the context of usage</td>
<td>Choose between hosted services and installed applications after analyzing the context of usage</td>
<td>Procedural</td>
<td>Tasks to Perform</td>
</tr>
<tr>
<td>Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media</td>
<td>Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media</td>
<td>Declarative</td>
<td>Quiz</td>
</tr>
</tbody>
</table>
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ANNEX 4- Evaluation Graphs
## Evaluation Graphs

### INDEX OF GRAPHS

**Learning Objectives**

Graph 1-3 Attainment, Relevance and Clarity of the objective “Identify the important facets of social media”

Graph 4-6 Attainment, Relevance and Clarity of the objective “Recognize some popular social media tools”

Graph 7-9 Attainment, Relevance and Clarity of the objective “Discuss possibilities of using social media tools to enhance development work”

Graph 10-12 Attainment, Relevance and Clarity of the objective “Recognize the role of groupware tools in facilitating communication and collaboration at the workplace”

Graph 13-15 Attainment, Relevance and Clarity of the objective “Use social medial tools: social networking sites, wikis, project management tools, voice/video chat tools, blogs, microblogs, video/image sharing sites, podcasts, social bookmarking sites, and RSS feed readers”

Graph 16-18 Attainment, Relevance and Clarity of the objective “Analyze the utility of social media tools and identify their adaptability to specific contexts at the workplace”

Graph 19-21 Attainment, Relevance and Clarity of the objective “Compare applications and choose those that are appropriate to the requirement, keeping in mind factors such as the cost and usability of the application and the features it offers”

Graph 22-24 Attainment, Relevance and Clarity of the objective “Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media and the challenges they present”

Graph 25-27 Attainment, Relevance and Clarity of the objective “Choose a tool set for your organization keeping in mind factors such as cost, adaptability, functionality, accessibility and ease of use”
Assessment of Knowledge

Graph 28 (Quizzes: Module 2-6): “Rate the effectiveness of the quizzes in helping you understand the topics/achieve the learning objectives”

Graph 29 (Open Questions: Module 2): “Rate the effectiveness of the Open Questions ‘We Think’ in helping you understand the topics/achieve the learning objectives”

Graph 30 (Tasks: Modules 3-5): “Rate the module tasks’ effectiveness in helping you understand the topics/achieve the learning objectives”

Graph 31 (Build a Social Media Strategy: Module 6): “Rate the effectiveness of the assignment in helping you understand the topics/achieve the learning objectives”

Methodological Approach

Graph 32 “In general, how effective were the assessments in helping learners understand the topics and achieve the learning objectives”

Graph 33 “The combination of self-learning activities, practical activities, and assessment activities has facilitated the learning process”

Graph 34 “The combination of self-learning, practical activities, and assessment activities was useful in facilitating and guiding learning”

Graph 35 “The methodological support provided was”

Course Content

Graph 36 “The information presented in this course was new to me”

Graph 37 “The content of the course is relevant to my job”

Graph 38 “It is likely that I will use the skills acquired in this course”
**Learning Materials**

Graph 39 “What format of learning materials do you use most?”

Graph 40 “Which learning materials are you saving / printing?”

Graph 41 “Material related to social media tools was clearly presented in the various modules of the course”

**Online Discussion and Facilitation**

Graph 42 “The discussion forums helped me to further my understanding of social media tools and facilitated the achievement of the learning objectives”

Graph 43 “The topics discussed in the forums raised relevant aspects on the use of social media tools for development”

Graph 44 “The interaction with fellow participants was enriching and useful”

Graph 45 “Overall, how effective was the facilitator in terms of presenting information”

Graph 46 “Overall, how effective was the facilitator in terms of responding to needs / questions of participants”

Graph 47 “Overall, how effective was the facilitator in terms of summarizing discussions / presentations”

Graph 48 “Overall, how effective was the facilitator in terms of promoting the participation of all learners and stimulating their involvement”

Graph 49 “Overall, how effective was the facilitator in terms of providing feedback”

Graph 50 “Overall, how effective was the facilitator in terms of demonstrating personal experience with social media tools”
Course Management

Graph 51 (General Information and Organization): “To what degree was information circulated prior to the course useful?”

Graph 52 (General Information and Organization): “To what degree was information circulated prior to the course accurate?”

Graph 53 (User Guide): “The user guide helped me find my way around the virtual learning environment”

Graph 54 (Schedule and Workload): “Average time per week dedicated to the course”

Graph 55 (Schedule and Workload): “The time frame of the course established a path which was”

Graph 56 (Navigability): “The overall navigation of the course is user friendly”

Miscellaneous

Graph 57 (Satisfaction): “Overall satisfaction with the course”

Graph 58 (Recommendation of Course): “Would you recommend this course to a colleague?”
A. Learning Objectives

**Graphs 1-3: Objective 1**

*Identify the important facets of social media*

<table>
<thead>
<tr>
<th></th>
<th>Fully</th>
<th>Mostly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attainment</strong></td>
<td>58%</td>
<td>42%</td>
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<tr>
<td><strong>Relevance</strong></td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>60%</td>
<td>36%</td>
</tr>
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</table>
Graphs 4-6: Objective 2

Recognize some popular social media tools

**Attainment**

- Fully: 69%
- Mostly: 15%
- More or Partially: 8%
- Less: 8%

**Relevance**

- Fully: 85%
- Mostly: 12%

**Clarity**

- Fully: 65%
- Mostly: 27%
Graphs 7-9: Objective 3

Discuss possibilities of using social media tools to enhance development work

- **Attainment**
  - Fully: 65%
  - Mostly: 27%
  - Partially: 8%

- **Relevance**
  - Fully: 72%
  - Mostly: 24%

- **Clarity**
  - Fully: 65%
  - Mostly: 27%
Graphs 10-12: Objective 4

Recognize the role of groupware tools in facilitating communication and collaboration at the workplace

- Attainment
  - Fully: 60%
  - Mostly: 35%

- Relevance
  - Fully: 65%
  - Mostly: 28%

- Clarity
  - Fully: 75%
  - Mostly: 19%
Graphs 13-15: Objective 5

Use social media tools: social networking sites, wikis, project management tools, voice/video chat tools, blogs, microblogs, video/image sharing sites, podcasts, social bookmarking sites, and RSS feed readers.
Graphs 16-18: Objective 6

Analyze the utility of social media tools and identify their adaptability to specific contexts at the workplace.
Graphs 19-21: Objective 7

Compare applications and choose those that are appropriate to the requirement, keeping in mind factors such as the cost and usability of the application and the features it offers.

<table>
<thead>
<tr>
<th>Attainment</th>
<th>Fully</th>
<th>Mostly</th>
<th>More or Less</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>61%</td>
<td>32%</td>
<td>6%</td>
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<table>
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<th>Relevance</th>
<th>Fully</th>
<th>Mostly</th>
<th>More or Less</th>
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<tr>
<td></td>
<td>71%</td>
<td>19%</td>
<td>7%</td>
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</table>

<table>
<thead>
<tr>
<th>Clarity</th>
<th>Fully</th>
<th>Mostly</th>
<th>More or Less</th>
</tr>
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<tr>
<td></td>
<td>74%</td>
<td>15%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Graphs 22-24: Objective 8

Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media and the challenges they present.
Graphs 25-27: Objective 9

*Choose a tool set for your organization keeping in mind factors such as cost, adaptability, functionality, accessibility and ease of use*

**Attainment**

- Fully: 50%
- Mostly: 38%
- More or Less: 8%

**Relevance**

- Fully: 83%
- Mostly: 13%

**Clarity**

- Fully: 71%
- Mostly: 21%
B. Assessment of Knowledge

Graph 28: Quiz (Modules 2 – 6)

Rate the effectiveness of the quizzes in helping you understand the topics/achieve the learning objectives

- Fully: 65%
- Mostly: 31%

Graph 29: Open Questions (Module 2)

Rate the effectiveness of the Open Questions "We Think" in helping you understand the topics/achieve the learning objectives

- Fully: 46%
- Mostly: 27%
- Partially: 19%
Graph 30: Tasks (Modules 3 – 5)

Rate the module tasks’ effectiveness in helping you understand the topics/achieve the learning objectives

- Fully: 64%
- Mostly: 26%
- Partially: 6%

Graph 31: Build a Social Media Strategy (Modules 6)

Rate the effectiveness of the assignment in helping you understand the topics/achieve the learning objectives

- Fully: 67%
- Mostly: 29%
Graph 32:

In general, how effective were assessments in helping learners understand the topics and achieve the learning objectives?

<table>
<thead>
<tr>
<th>Fully</th>
<th>Mostly</th>
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<tbody>
<tr>
<td>68%</td>
<td>26%</td>
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</table>

Graph 33:

The combination of self-learning, practical activities, and assessment activities has facilitated the learning process

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>75%</td>
<td>21%</td>
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</tbody>
</table>
Graph 34:

The combination of self-learning, practical activities, and assessment activities was useful in facilitating and guiding learning.

Graph 35:

The methodological support provided was:

- Very good: 88%
- Good: 13%
Graph 36:
*The information presented in this course was new to me*

- 33% Strongly agree
- 50% Agree
- 17% Neutral

Graph 37:
*The content of the course is relevant to my job*

- 83% Strongly agree
- 17% Agree

Graph 38:
*It is likely that I will use the skills acquired in this course*

- 88% Strongly agree
- 8% Agree
E. Learning Materials

Graph 39: Learning Materials
What format of learning materials do you use the most?

- Interactive Lessons: 30%
- Printable Versions (PDF): 65%
- Additional Resources: 4%

Graph 40: Which learning materials are you printing / saving?

- Interactive Lessons: 0%
- Printable Versions (PDF): 90%
- Additional Resources: 10%

Graph 41: Material related to social media tools was clearly presented in the various modules of the course

- Strongly agree: 63%
- Agree: 38%
**F. Online Discussion and Facilitation**

**Graph 42:**

*The discussion forums helped me to further my understanding of social media tools and facilitated the achievement of the learning objectives*

![Bar Graph](image)

- **Strongly agree:** 33%
- **Agree:** 42%
- **Neutral:** 21%

**Graph 43:**

*The topics discussed in the forums raised relevant aspects on the use of social media tools for development*

![Bar Graph](image)

- **Strongly agree:** 50%
- **Agree:** 29%
- **Neutral:** 21%

**Graph 44:**

*The interaction with fellow participants was enriching and useful*

![Bar Graph](image)

- **Strongly agree:** 38%
- **Agree:** 38%
- **Neutral:** 25%
Graph 45: Overall, how effective was the facilitator in terms of presenting information

- Fully: 67%
- Mostly: 33%

Graph 46: Overall, how effective was the facilitator in terms of responding to needs/questions of participants

- Fully: 63%
- Mostly: 33%

Graph 47: Overall, how effective was the facilitator in terms of summarizing discussions/presentations

- Fully: 58%
- Mostly: 33%
- More or less: 8%
Graph 48:

*Overall, how effective was the facilitator in terms of promoting participation of all learners and stimulating their involvement*

- Fully: 67%
- Mostly: 21%
- More or less: 8%

Graph 49:

*Overall, how effective was the facilitator in terms of providing feedback*

- Fully: 65%
- Mostly: 26%

Graph 50:

*Overall, how effective was the facilitator in terms of demonstrating personal experience with social media tools*

- Fully: 42%
- Mostly: 38%
- More or less: 17%
Graph 51: General Information and Organization

To what degree was information circulated prior to the course useful?

- Fully: 65%
- Mostly: 35%

Graph 52: General Information and Organization

To what degree was information circulated prior to the course accurate?

- Fully: 74%
- Mostly: 26%

Graph 53: User Guide

The User Guide helped me find my way around the virtual learning environment

- Strongly agree: 39%
- Agree: 43%
- Neutral: 13%
Graph 54: Schedule and Workload

Average time per week dedicated to the course?

More than 6: 63%  
Between 4 and 6: 33%

Graph 55: Schedule and Workload

The time frame of the course established a path which was

Too fast: 21%  
Just right: 79%

Graph 56: Navigability

The overall navigation of the course is user friendly

Strongly agree: 43%  
Agree: 48%
**Graph 57: Satisfaction**

*Overall satisfaction with the course*

- Fully: 75%
- Mostly: 25%

**Graph 58: Recommendation of Course**

*Would you recommend the course to a colleague?*

- Yes: 100%
ANNEX 5 - Evaluation Questionnaire
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### Evaluation Questionnaire

#### A. Learning objectives

Note: For each objective, participants were asked to provide a rating about clarity, relevance and attainment.

<table>
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<tr>
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<th>More or Less</th>
<th>Partially</th>
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</thead>
<tbody>
<tr>
<td>1. Identify the important facets of social media</td>
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<td>2. Recognize some popular social media tools</td>
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<td>3. Discuss a few possibilities of using social media tools to enhance work in a development organization</td>
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<td>4. Recognize the role of social networking sites and other groupware tools in facilitating communication and collaboration at the workplace</td>
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<tr>
<td>5. Use social networking sites, wikis, project management tools and voice/video chat tools</td>
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<td>6. Analyze the utility of social networking sites and other groupware tools, and identify their adaptability to specific contexts at the workplace</td>
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<td>7. Compare applications and choose those that are appropriate to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers</td>
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<td>8. Recognize the role of user-generated content and social media tools (that enable users to contribute content to the Internet) in facilitating communication and collaboration at the workplace</td>
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<td>9. Use blogs, microblogs, video and image sharing sites and podcasts</td>
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</table>

*For the purpose of analysis, similar objectives were grouped together in the following way: 4-8-12, 5-9-13, 6-10-14, and 7-11-15.*
<table>
<thead>
<tr>
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<th>More or Less</th>
<th>Partially</th>
<th>Not</th>
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<tbody>
<tr>
<td>10.</td>
<td>Analyze the utility of blogs, microblogs, video and image sharing sites and podcasts, and identify their adaptability to specific contexts at the workplace</td>
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<tr>
<td>11.</td>
<td>Compare applications and choose those that are appropriate to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers</td>
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<td>12.</td>
<td>Recognize the role of tools that enable users to aggregate content on the Internet in facilitating communication and collaboration at the workplace</td>
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<td>13.</td>
<td>Use social bookmarking sites and RSS Feed readers</td>
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<td>14.</td>
<td>Analyze the utility of social bookmarking sites and RSS Feed readers, and identify their adaptability to specific contexts at the workplace</td>
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<td>15.</td>
<td>Compare applications and choose those that are appropriate to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers</td>
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<td>16.</td>
<td>Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media and the challenges they present</td>
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<td>17.</td>
<td>Choose a tool set for your organization keeping in mind factors such as cost, adaptability, functionality, accessibility and ease of use</td>
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</table>
### B. Assessment Activities

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<tr>
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<th>Fully Effective</th>
<th>Mostly Effective</th>
<th>More or Less Effective</th>
<th>Partially Effective</th>
<th>Not Effective</th>
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<tbody>
<tr>
<td>18.</td>
<td>Specifically, in relation to 'Assessment 1: Quiz: Concepts of Social Media', please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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<td>19.</td>
<td>Specifically, in relation to 'Assessment 2: Open Questions: Video &quot;We Think&quot; ', please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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<td>20.</td>
<td>Specifically, in relation to &quot;Assessment 1: Quiz: Concepts of online collaboration&quot;, please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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<tr>
<td>21.</td>
<td>Specifically, in relation to &quot;Assessment 2: Tasks: Collaborate on the Internet&quot;, please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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<tr>
<td>22.</td>
<td>Specifically, in relation to &quot;Assessment 1: Quiz: Concepts of Contribution to the Internet&quot;, please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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<tr>
<td>23.</td>
<td>Specifically, in relation to &quot;Assessment 2: Tasks: Contribute to the Internet&quot;, please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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<tr>
<td>24.</td>
<td>Specifically, in relation to Assessment 1: Quiz: Concepts of content aggregation, please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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<tr>
<td></td>
<td>Fully Effective</td>
<td>Mostly Effective</td>
<td>More or Less Effective</td>
<td>Partially Effective</td>
<td>Not Effective</td>
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<tr>
<td>25. Specifically, in relation to Assessment 2: Tasks: Aggregate Content on the Internet, please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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<tr>
<td>26. Specifically, in relation to Assessment 1: Quiz: Concepts for building your toolkit, please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
<td></td>
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<tr>
<td>27. Specifically, in relation to Assessment 2: Tasks: Build a Social Media Strategy, please rate the effectiveness in helping you understand the topics/achieve the learning objectives.</td>
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</tbody>
</table>

28. What would you do to improve "Assessment 1: Quiz: Concepts of Contribution to the Internet"?

29. What would you do to improve "Assessment 2: Tasks: Contribute to the Internet"?

30. What would you do to improve the Assessment 1: Quiz: Concepts for building your toolkit?

31. What would you do to improve the Assessment 2: Tasks: Build a Social Media Strategy?
C. Methodological Approach

32. The combination of self-learning (flash-based lessons), practical activities (Journal Reflections, Discussion Forums), and assessment activities (Quizzes, Open Questions, Tasks) has facilitated the learning process.
   a) Strongly Agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly Disagree

33. The combination of self-learning (flash-based lessons), practical activities (Journal Reflections, Discussion Forums), and assessments (Quizzes, Open Questions, Tasks) was useful to facilitate and guide learning.
   f) Strongly Agree
   g) Agree
   h) Neutral
   i) Disagree
   j) Strongly Disagree

34. Overall, how effective were the assessments in helping you understand the topics/achieve the learning objectives?
   k) Fully Effective
   l) Mostly Effective
   m) More or Less Effective
   n) Partially Effective
   o) Not Effective

35. Please rate the methodological support (guides, facilitation) provided by UNITAR.
   a) Very Good
   b) Good
   c) Average
   d) Fair
   e) Poor

36. What parts of the course did you like most?

37. What suggestions would you make to enhance the effectiveness and usefulness of the course?
**D. Course Content**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.</td>
<td>The information presented in this course (e.g. knowledge, concepts, awareness, skills, etc.) was new to me.</td>
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<tr>
<td>39.</td>
<td>The content of the course is relevant to my job.</td>
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<tr>
<td>40.</td>
<td>It is likely that I will use the skills acquired in this course.</td>
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</tbody>
</table>

41. What have you learned from the course that will make you do things differently in your job?

42. What did you find to be most useful about the course?

43. What did you find to be least useful about the course?

44. Do you foresee any challenges or obstacles in applying the knowledge/skills acquired in this course? If so, please describe them.

**E. Learning Materials**

45. What format do you use the most?
   a) Interactive Lessons
   b) Printable Versions
   c) Additional Resources

46. Are you printing or saving the following learning materials?
   a) Interactive Lessons
   b) Printable Versions
   c) Additional Resources

47. The substantive elements related to social media tools were clearly presented in the various modules of the course Innovative Collaboration for Development
   a) Strongly Agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly Disagree

48. Why do you prefer one format over the other?

49. What would you suggest to improve the learning materials in the course?
## F. Online discussions and Facilitation

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. The discussion forums helped me to further my understanding of social media tools and facilitated the achievement of the learning objectives.</td>
<td></td>
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<tr>
<td>51. The topics discussed in the forums raised relevant aspects on the use of social media tools for development.</td>
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<tr>
<td>52. The interaction with fellow participants was enriching and useful.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Fully Effective</th>
<th>Mostly Effective</th>
<th>More or Less Effective</th>
<th>Partially Effective</th>
<th>Not Effective</th>
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<tbody>
<tr>
<td>53. Overall, how effective was the facilitator in terms of Presenting information</td>
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<tr>
<td>54. Overall, how effective was the facilitator in terms of responding to needs/questions of participants</td>
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<tr>
<td>55. Overall, how effective was the facilitator in terms of summarizing discussions/presentations</td>
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<tr>
<td>56. Overall, how effective was the facilitator in terms of promoting participation of all learners and stimulating their involvement</td>
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<tr>
<td>57. Overall, how effective was the facilitator in terms of providing feedback</td>
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<tr>
<td>58. Overall, how effective was the facilitator in terms of demonstrating personal experience with social media tools</td>
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</table>

59. **How do you think your participation in the forums could have been further improved?**

60. **How could the discussion forums be improved?**
G. Learning Materials

61. Degree to which information circulated prior to the course (e.g. announcement/flyer) was useful
   a) Fully Useful
   b) Mostly Useful
   c) More or Less Useful
   d) Partially Useful
   e) Not Useful

62. Degree to which information circulated prior to the course (e.g. announcement / brochures / course information) was accurate (in terms of matching what actually took place in the course)
   a) Fully Accurate
   b) Mostly Accurate
   c) More or Less Accurate
   d) Partially Accurate
   e) Not Accurate

63. The User Guide helped me find my way around the virtual learning environment.
   a) Strongly Agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly Disagree

64. The overall navigability of the course is user friendly.
   a) Strongly Agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly Disagree

65. On average, how many hours per week did you dedicate to the course?
   a) More than 6 hours
   b) Between 4 and 6 hours
   c) Between 2 and 4 hours
   d) Less than 2 hours

66. In your view, the overall time frame of the course Innovative Collaboration for Development established a path which was:
   a) Strongly Agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly Disagree
H. Miscellaneous

67. **Overall, how satisfied were you with the course?**
   a) Fully
   b) Mostly
   c) More or Less
   d) Partially
   e) Not

68. **Would you recommend the course to a colleague?**
   a) Yes
   b) Not Sure
   c) No
   d) Not Applicable

69. **Please tick the sector in which you work.**
   a) Central / National Government
   b) State / Provincial Government
   c) Local Government / Authorities
   d) International or Regional Organization
   e) NGO or Civil Society
   f) Private Sector
   g) Academia
   h) Other: Please Specify Below
   i) Not Applicable