United Nations Institute for Training and Research (UNITAR)
Knowledge Systems Innovation Section

Innovative Collaboration for Development
Spring 2015

<table>
<thead>
<tr>
<th>AGB No.</th>
<th>2015.KSI.001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual project/activity</td>
<td>✔</td>
</tr>
<tr>
<td>Cluster</td>
<td></td>
</tr>
</tbody>
</table>

| Type of Evaluation | Self-evaluation | ✔ |
|                   | Independent    |

| Results level     | Output          |
|                   | ✔               |
|                   | Outcome         | ✔ |
The course was useful to me and I have already started to make use of it for my work.

It has been the push I needed to move forward in sharing information using social media for a good cause.
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I. Evaluation Graphs 37
This was a great course and I loved the way it would deeply engage someone when it comes to the exercises and tasks. They were carefully chosen and analyzed and this is why this is a great course.

I thank all the team especially UNITAR and CTA for this great course.
Executive Summary

The Innovative Collaboration for Development (ICfD) course 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 providing development professionals the capacity 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 fourteenth English session of ICfD was conducted between 2 March and 1 May 2015. The course was implemented by UNITAR’s Knowledge Systems Innovation section (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 Technical Centre for Agricultural and Rural Cooperation (CTA) provided 22 scholarships to candidates from African, Caribbean and Pacific (ACP) States, as well as from Europe. The final course cohort was composed of 22 participants from 10 different countries.

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 skills-based knowledge, the course is designed around a series of tasks that gives learners practical experience for using social media tools.

The ICfD course presents three levels of courseware. 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 docket), which requires the utilization of social media tools in simulated work environments; the tertiary courseware involves participation in group discussions, individual reflections, and engagement in peer reviews.

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

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

Learning was measured through ten mandatory criterion-referenced tests, two per module\(^1\). 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).

Eighty-eight percent of participants completed the criterion-referenced tests.

To collect participants’ feedback regarding the course and to measure their reactions, six evaluation questionnaires were included at the end of each module of the course. The average response to questionnaires was 78%.

Major Findings and Recommendations

1. Learning Objectives

Eighty-six percent of participants successfully completed the course achieving the minimum passing criteria, and were awarded with a “Certificate of Completion”. Among all the participants, 32% achieved the highest level of performance, “Excellent”, while 36% achieved “Very Good” and 18% “Good”. Nine percent of participants were awarded a “Certificate of Participation” for having participated in the course without having achieved the minimum passing criteria. On average, learning objectives were considered clear (91%) and relevant (94%).

2. Assessment of Knowledge

The majority of participants positively rated the assessment of knowledge. The percentage of users who rated the quizzes and scenario-based tasks as effective were 96% and 91%, respectively.

Suggestions for improvement

- Provide new and more updated videos for the Open Questions activity;
- Provide more links or references about “how to do” to better guide students throughout the course;
- Task questions should be more direct to the point in order to simplify the understanding of what is required.

3. Methodological Approach

Participants agreed that the combination of self-learning (flash-based lessons), practical activities (journal reflections, discussion forums, task docks) and assessment activities (quizzes, open questions, tasks) was 83% appropriate and effective. Eighty-nine percent of participants rated the overall methodological support provided by UNITAR as effective.

Suggestions for improvement

- Get into more practical examples on how organizations can adopt Social media strategies.

\(^{1}\) Overview of Learning objectives, content and assessment, on pp. 19-20.
4. Content and Learning Materials
Ninety-four percent of participants agreed that the course content was relevant to their job while 75% of participants said that the information presented in the course was completely new to them. Ninety-four percent of participants stated that they will use the skills acquired in the course and all of them rated the course as useful.

Participants used either the flash-based lessons (40%) or the PDF versions (40%). As for the course documentation, 73% of the participants stated that adequate reference was made to other relevant resources.

Suggestions for improvement

✓ Provide more information on copyrights, privacy and intellectual property rights;
✓ Provide the possibility to access more advanced modules for those who are already familiar with the topics of the course.

5. Course Management
Ninety-two percent of participants indicated that their expectations were met. All participants agreed that they will recommend the course to their colleagues.

The overall timeframe of the course was rated by participants as follows: “Just right” (61%), “Slightly too fast” (31%) and “Too fast” (8%). Fifty-four percent of the participants stated that the time allocated for hands-on activities was adequate.

6. Online discussion and Facilitation
Seventy-three percent of participants rated the facilitator as effective when promoting and stimulating participation among learners. Interaction was considered useful and enriching by 58% of the participants.

Moreover, 75% of participants appreciated the facilitator’s personal experience with social media.

Suggestions for improvement

✓ Reduce the delay of the platform to submit a comment for 15 minutes (instead of 30 minutes) to avoid one of the possible reasons for the lack of interaction.

7. Participants’ background
The course cohort was composed of 22 participants, of which 73% male and 27% female.

To the question “What organization do you represent?” participants claimed to represent: central/national government (27%), international or regional organization (23%), academia (19%), private enterprise (12%), civil society organization (8%), state/provincial government (8%) and local government/authorities (4%).

Concerning the level of knowledge of Web 2.0 tools prior to the start of the course, 7% of participants had solid experience in using Web 2.0 applications, 67% stated that they had some experience in using selected Web 2.0 applications, 15% was new to Web 2.0 applications, while 11% read about Web 2.0 but never practiced it.
## Summary Data

<table>
<thead>
<tr>
<th>Data collection method(s)</th>
<th>Survey</th>
<th>CRT¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response rate</td>
<td>78</td>
<td>88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key measures</th>
<th>% 4 + 5 rating*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-event Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness</td>
<td>93%</td>
<td>“The information received was really adequate and timely in relation to the study.”</td>
</tr>
<tr>
<td>Accuracy</td>
<td>85%</td>
<td>“The information is the main reason why I'm finally registered in ICfD.”</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1: Identify the important facets of social media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Recognize some popular social media tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: Discuss possibilities of using social media tools to enhance work in a development organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Module 3 - 4 - 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1: Recognize the role of groupware tools in facilitating communication and collaboration at the workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: 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></td>
<td></td>
</tr>
<tr>
<td>3: Analyze the utility of these tools and identify their adaptability to specific contexts at the workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: 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></td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>

¹ Criterion-Referenced Test (CRT). The CRT is the percentage of assessments attempted by participants.
<table>
<thead>
<tr>
<th>Key measures</th>
<th>% 4 + 5 rating*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1: 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>94%</td>
<td>“It was an enjoyable and practical wrap up to the course.”</td>
</tr>
<tr>
<td>2: Choose a tool set for your organization, keeping in mind factors such as costs, adaptability, functionality</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td><strong>Value, relevance and intent to use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information was new to participants</td>
<td>75%</td>
<td>Prior to the start of the course 7% of participants had solid experience in using Web 2.0 applications, 67% stated that they had some experience in using selected Web 2.0 applications, 15% was new to Web 2.0 applications, while 11% read about Web 2.0 but never practiced it.</td>
</tr>
<tr>
<td>Content relevant to job</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Likelihood to use information presented</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td><strong>Methodological Approach</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of methodology</td>
<td>83%</td>
<td>In general, participants considered the methodology as effective and appropriate.</td>
</tr>
<tr>
<td>Appropriateness of methodology</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Quality of support</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Online discussion and Facilitation</td>
<td>% 4 + 5 rating*</td>
<td>Comments</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Responding to the needs of participants</td>
<td>92%</td>
<td>“He [the facilitator] has been very helpful and I hope to use his experience with social media to put some of lesson learnt into practice in my organization.”</td>
</tr>
<tr>
<td>Summarizing discussions</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Promoting participation</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Demonstration of expertise</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Relevancy of topics discussed</td>
<td>83%</td>
<td>“[Considering the online discussions,] we took advantage of each other’s experiences.”</td>
</tr>
<tr>
<td>Quality of interactions</td>
<td>58%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments</th>
<th>How well assessment tool contributed to helping you understand topics/meet learning objectives</th>
<th>% 4 + 5 rating*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Quiz (Mod 2 to 6)</td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>b) Open Questions (Mod 2)</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>c) Scenario-based Tasks (Mod 3 to 5)</td>
<td></td>
<td>91%</td>
</tr>
<tr>
<td>d) Social Media Strategic Plan (Mod 6)</td>
<td></td>
<td>89%</td>
</tr>
</tbody>
</table>

Overall, participants rated the assessments as effective in helping them understand the topics and achieve the learning objectives.
<table>
<thead>
<tr>
<th>Key measures</th>
<th>% 4 + 5 rating*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>User experience</td>
<td>89%</td>
<td>Sixty-one percent of participants rated the pace of the course as “just right” while 31% rated it as “slightly too fast” and 8% as “too fast”.</td>
</tr>
<tr>
<td>Usability of learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall pace of the course</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Overall usefulness of the course</td>
<td>100%</td>
<td>The course was an eye-opener on the usability and cost effectiveness of social media tools.</td>
</tr>
<tr>
<td>Recommend course to a colleague?</td>
<td>100%</td>
<td>“The course was useful to me and I have already started to make use of it for my work. It has been the push I needed to move forward in sharing information using social media for a good cause.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome indicator</th>
<th>Data collection method</th>
<th>Response rate²</th>
<th>Basis of analysis</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>86% of participants met the 60% cut off on CRT</td>
<td>CRT results</td>
<td>88%</td>
<td>CRT score</td>
<td>Among the participants who received the Certificate of Completion, 32% achieved level of performance “Excellent” (minimum 17/20), 36% “Very Good” (15-16), and 18% “Good” (12-14).</td>
</tr>
</tbody>
</table>

* Corresponds to: Fully + Mostly or Strongly Agree + Agree

² Percentage of participants who performed the compulsory graded tasks (Quiz and Task) from Module 2 to Module 6.
First of all I would like to thank UNITAR and CTA for this very interesting course.

A big thanks also goes to our facilitator Mr. Johnson, all participants, Fernanda and all staff members who have contributed to the successful completion of the course.

It was a real learning experience and I am really looking forward to start and put all that I have learnt into very good use.

Thank you all!!
1. Introduction

This report presents the results of a self-evaluation of the online course “Innovative Collaboration for Development” (ICfD) conducted by the Knowledge Systems Innovation section (KSI) of the United Nations Institute for Training and Research (UNITAR). The ICfD is an initiative of 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 ICfD course was awarded the Open ECBCheck Standards international quality certificate.

This report relates to the fourteenth English session of ICfD, held between 2 March and 1 May 2015. It is presented in four parts: Section I introduces the structure of the report. Section II presents the background of the course, describing goals and objectives, contents, learning materials, methodological approach, and assessment strategy. Section III provides information on the implementation of the course, including participants’ profiles, course plan, completion requirements, and technical staff. Section IV presents the results of the evaluation conducted highlighting learning outcomes, participants’ reactions as well as recommendations for improvement, based on the feedback received.

2. Background

A. Course Goal 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, as well as to contribute to the enhancement of the institutional image of their organizations. Learners have the opportunity to use these tools within simulated work contexts, analyze specific requirements and choose 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, Aggregation and Personalization. The course gives learners the opportunity to use and analyze social media tools in light of their adaptability to specific workplace contexts. It also focuses on raising learners’ awareness to aspects such as security, privacy and intellectual property rights and in a responsible use of these tools.
Innovative Collaboration for Development
Multiple during practice. Learners utilizing the environment of participation, completing hands-on coursework.

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 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;
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. Methodological Approach

ICfD presents three levels of courseware: 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 that requires the utilization of social media tools in simulated but typical work environments. The tertiary courseware involves participation in group discussions, elaboration of written reflections (individual journals), and participation in peer review activities. This last component is highly collaborative - learners interact among themselves (peer-to-peer) and with the facilitator.

The three levels of courseware were designed, utilizing different learning strategies, to support learners at each stage. The learning experience is rooted on an instructional strategy that allows a practical application of the knowledge acquired during the course. The learning approach reflects different adult learning principles, customized 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.
ICfD Learning Architecture

**LESSONS**
- Flash PDFs
- Discussion forums
- Journal reflections
- Scenario-based Self-assessments

**ACTIVITIES**
- Online Offline
- Material Practice Resources Working documents

**ASSESSMENTS**
- Quizzes
- Tasks

**Monitoring & Evaluation**
- Theory Practice

**Certification**

**WHAT?**

**HOW?**
C. Course Structure

The course is conducted over a period of nine weeks, corresponding to 75 learning hours, organized in five modules. Each module of the course presents five components: lessons, activities, assessments, resources, and evaluation:

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Lessons introduce social media tools and concepts, providing the required knowledge to complete the activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Activities enable the practical application of the concepts and tools learned in the lessons. The activities comprise reflections (journal entries); discussions based on videos and blog postings and scenarios where learners use social media tools within a real-life development context and which include a peer review.</td>
</tr>
<tr>
<td>Assessments</td>
<td>Assessments evaluate understanding, application of concepts, and the learners’ ability to use social media tools. Learning is measured through quizzes, open questions, hands-on tasks, including a strategic planning exercise. Overall, performance is measured through ten mandatory criterion-referenced tests, two per module. The first one determines the overall understanding of the concepts covered (declarative knowledge); the second either evaluates 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; as well as skills demonstrated when using these tools.</td>
</tr>
<tr>
<td>Resources</td>
<td>Resources are 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).</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluation: A questionnaire, presented at the end of each module to collect learners’ feedback on their learning experience.</td>
</tr>
</tbody>
</table>

D. Completion Requirements

To obtain the Certificate of Completion participants need to pass 4 out of 5 modules or achieve a minimum grade of 60 points. There are two assessments per module, and participants must pass both assessments in order to pass a module. The passing rate for each module is 60 percent. Thus, in each module participants need to achieve a minimum of 12 points out of 20. The total of the course is marked on 100 points (20 points per module).

The Grade Recovery Option (GRO), based on the evaluation of submitted activities and forum engagement, is available for participants to recover a module’s mark below the passing grade. Participants who fail up to two modules qualify for the GRO; however, participants who fail more than two modules do not qualify for the GRO.
### E. Overview of Learning Objectives, Content and Assessments

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning Objectives</th>
<th>Type of Knowledge</th>
<th>Assessment</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Getting started                 | ▪ Navigate the course interface  
▪ Localize learning materials  
▪ Identify course’s objectives and the structure of its activities | Declarative       | N/A                 | Profile completion  
Discussion Forum          |
| An Introduction to Social Media | ▪ Identify the important facets of Web 2.0 tools and social media for development  
▪ Recognize some popular social media tools  
▪ Discuss a few possibilities of using social media tools to enhance work in a development organization | Declarative       | Quiz, Open Questions | Journal Reflection  
Discussion Forum          |
| Collaborating on the Internet   | ▪ 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 to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers | Declarative       | Quiz, Tasks: Collaborate on the Internet  
Scenario-based activity  
Peer Review  
Discussion Forum          |
<table>
<thead>
<tr>
<th>Module</th>
<th>Learning Objectives</th>
<th>Type of Knowledge</th>
<th>Assessment</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Contributing to the Internet | ▪ 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 to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers | Declarative       | ▪ Quiz  
▪ Tasks: Contribute to the Internet | Scenario-based activity |
|                              |                                                                                                                                            | Procedural        |                                    | Peer Review  
Discussion Forum |
| Aggregating Content on the Internet | ▪ 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 to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers | Declarative       | ▪ Quiz  
▪ Tasks: Aggregate content on the Internet | Scenario-based activity |
|                              |                                                                                                                                            | Procedural        |                                    | Peer Review  
Discussion Forum |
| Building your Toolkit        | ▪ Recognize the importance of issues such as privacy, security and intellectual property rights around the uses of social media and the challenges they present  
▪ Recognize the importance of web-based and self-hosted applications, 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 | Declarative       | ▪ Quiz  
▪ Tasks: Building your own toolkit | Scenario-based activity |
|                              |                                                                                                                                            | Procedural        |                                    | Collaborative activity |
3. Implementation

A. Participants

The course cohort of the fourteenth English session of ICfD was composed of 22 participants.

The Technical Centre for Agricultural and Rural Co-operation (CTA) offered 22 scholarships to candidates from African, Caribbean and Pacific (ACP) States, as well as from Europe, with the aims of strengthening the human resource capacity of ACP organizations in information and communication management.

B. Course Plan

<table>
<thead>
<tr>
<th>#</th>
<th>Module</th>
<th>Week</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Building your Toolkit</td>
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1 Belgium (1), Comores (1), Cook Islands (1), Seychelles (5), Somalia (3), Somaliland (1), The Netherlands (2), Tuvalu (3), Uganda (3) and Zambia (2)
C. Course Staff

The course was managed by Sueli Giorgetta, Manager of the Knowledge Systems Innovation Section (UNITAR).

Fernanda Musskopf and Gianna Sanchez, from the Knowledge Systems Innovation Section (UNITAR), provided overall technical assistance, supporting the work of the facilitator and guiding participants throughout the course.

D. Resource Person

One subject matter expert facilitated the course and monitored participants’ learning progress:

Johnson Opigo has been a practicing web designer and consultant for the past 19 years. He is a Web 2.0 enthusiast and was one of the early adopters of the technology.

He is currently the Managing Director/Chief Executive Officer of Net Endeavours Limited, a company specialized in web design, web development and training. Through his company he has consulted for several notable companies and establishments in Nigeria and beyond including banks, insurance companies, oil services companies, employers’ associations, International Chamber of Commerce (ICC) among others.

He is a consultant to the Technical Centre for Agricultural and Rural Cooperation (CTA), Netherlands, on whose behalf, in the past, he organized Web Design and Maintenance courses in Africa. These courses have now evolved to Web 2.0 training. He is the Lead Trainer for Nigeria.
4. Evaluation

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

A. Methodology

To measure learning, a specific assessment strategy\(^1\) was elaborated, following criterion-referenced tests (CRTs) processes.\(^2\) The response rate to the criterion-referenced tests was 88%. The assessments in all the modules were a mandatory requisite for receiving the Certificate of Completion.

To measure participants’ reactions, one evaluation questionnaire was included at the end of each module. The questionnaires were administered through UNITAR’s Virtual Learning Environment.

The six evaluation questionnaires- comprising of 71 questions\(^3\) in total- were designed and presented to participants with the objective of obtaining feedback immediately after they concluded each module. The level of response to questionnaires was 78%.

The questions covered the major criteria to analyze the quality of e-Learning courses, as proposed by the Open ECBCheck Quality Standards for e-Learning on Capacity Building.

Through the evaluation questionnaire participants provided responses to the following elements:

1. Learning Objectives
2. Assessment Of Knowledge
3. Methodological Approach
4. Content and Learning Materials
5. Course Management
6. Online Discussion and Facilitation
7. Participants’ background

The questionnaires presented a combination of closed and open questions and included fields for open comments or remarks. Apart from validating the findings, these additional comments indicated a number of recommendations to improve the course.

The results of the criterion-referenced tests and responses to the evaluation questionnaires were collected, compiled and analyzed by KSI. An overview of the results is included in the following pages. Each section presents a visual representation of the feedback received and a list of suggestions for improvement as provided by participants, whenever applicable.

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\(^1\) See Overview of Learning objectives, Content and Assessment on pp. 19-20.
\(^2\) See Chapter II, Section C- Course Structure on p. 18.
\(^3\) Module 1 (9 questions); Module 2 (6 questions); Module 3 (6 questions); Module 4 (11 questions); Module 5 (13 questions); and Module 6 (26 questions).
B. Evaluation Results

Learning Objectives

Eighty-six percent of participants completed the course achieving the minimum requirements, thus receiving a “Certificate of Completion”, while 9% of participants received a “Certificate of Participation” for having participated in the course without having achieved the minimum passing criteria.

The final performance was set based on the average grade of successfully completed modules, on a maximum scale of 201. Thirty-two of the cohorts achieved the highest level of performance, “Excellent”, while 36% achieved “Very Good” and 18% “Good”.

The overall majority of participants (94%) agreed that the learning objectives were relevant, and 91% of them also agreed that the learning objectives were clear.

“\[I am satisfied with how the objectives are covered.\]”

Seventy-seven percent of participants stated that they were able to explain concepts of Web 2.0 to their colleagues.

Eighty-four percent of participants stated that they could explain to their colleagues what they could do using Google docs and/or wikis; 95% of them declared that they could explain how to use Facebook and/or Google+ and 89% could make a VoIP call and/or chat using Skype.

Eighty-one percent of participants stated that they could publish and maintain a personal blog.

Participants unanimously stated that they were able to explain how RSS feed readers and social bookmarking sites can be useful at the workplace.

At the end of the course, all the participants agreed that they were inspired by the potential offered by the Web 2.0 applications presented during the course, while 62% of them said that they acquired new contacts, which will be useful for exchanging information and acquire knowledge.

“\[Each module covered all of its objectives.\]”

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1 Scale determining the final overall performance:
Excellent: 85-100% (17-20 marks); Very Good: 75-85% (15-16 marks); Good: 60-75% (12-14 marks); Fail: < 60% (< 12 marks).
PARTICIPANTS

- 86% Certificate of Completion
- 9% Certificate of Participation
- 5% Drop-out

LEARNING OBJECTIVES

- 94% relevant
- 91% clear
- 77% able to explain concepts of Web 2.0
- 84% can explain to their colleagues what they could do using Google docs and/or wikis
- 95% can explain how to use Facebook and/or Google+
- 32% Excelent +++
- 36% Very Good ++
- 18% Good +
- 89% can make a VOiP call and/or chat using Skype
- 81% could publish and maintain a personal blog
- 100% able to explain how RSS feed readers and social bookmarking sites can be useful at the workplace
- 86% Certificate of Completion
- 9% Certificate of Participation
- 5% Drop-out
Assessment of Knowledge

Overall, participants rated the assessments as effective (91%) in helping them understand the topics and achieve the learning objectives.

An analysis of assessment activities is presented below:

Quizzes
Ninety-six percent of participants on average affirmed that the quizzes were effective in helping them understand the topics and achieve the learning objectives.

Open Questions
Ninety percent of participants stated that the Open Questions contributed to understand the topics and achieve the learning objectives of Module 2.

Scenario-based Activity (Tasks)
Generally, the scenario-based tasks (modules 3, 4, and 5) were considered effective by 91% of the participants.

Build your own Toolkit (Social Media Plan)
Eighty-nine percent of participants stated that the “Building your Own Toolkit” task contributed to the understanding of the topics and achieved the learning objectives of Module 6.

“ I liked the assessment because it was practical!”

“I would encourage [the quiz] to remain as it is, because it helps you understand the course in a simple way.”

Suggestions for improvement

- Provide new and more updated videos for the Open Questions activity;
- Provide more links or references about “how to do” to better guide students throughout the course;
- Task questions should be more direct to the point in order to simplify the understanding of what is required.
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).

Eighty-three percent of participants agreed that the methodological approach was effective while 83% found it appropriate in guiding the learning process. Moreover, 89% of participants agreed that the methodology also facilitated their learning process; while 94% agreed that it guided the learning to areas where knowledge needed to be enhanced.

The overall methodological support provided by UNITAR, in the form of manuals, guides, and facilitation, was considered as efficient by 89% of participants.

As for their preferred way to receive training, 75% of participants considered blended learning as the most effective option, 17% opted for online learning while 8% showed preference for face-to-face learning.

The course encouraged students to engage in activities and discussion forums.

Most of the social media tools like hootsuite, feedly, pinterest are very new to me but was fun using them and it will benefit me in my career.

Suggestions for improvement

- Get into more practical examples on how organizations can adopt Social media strategies.
The course content was considered as relevant to their job by 94% of participants. Ninety-four percent of participants stated that they will use the information acquired in the course, while 75% of participants said that the information presented in the course was new to them.

When asked to select the areas where they think they could make the best use of Web 2.0 applications participants chose:

Share information (100%), keep up to date about news and events related to my work (81%), collaborate more efficiently using online applications (75%), reduce time and costs to collaborate at distance (69%), link with partners (69%), keep on discovering and testing web 2.0 applications (69%), release information periodically (63%), republish and distribute content on my web space (50%), obtain feedback from the public/selected audience (50%), publish personal online content (44%) and selectively access information (44%).

Thirty-eight percent of participants declared they would apply the acquired knowledge in the area of agricultural and rural development, 13% in education and training, 13% in public relations, 6% in natural resource management, 6% in development effectiveness, 6% in food security, 6% in research, 6% in ICT4D and 6% in networking and communication.

Lessons were provided in the following modalities: interactive flash-based lessons (online access), used by 40% of the participants, and printable versions of lessons in PDF format, used by 40% of the participants.

Seventy-three percent of the participants stated that adequate reference was made to other relevant resources.

Suggestions for improvement

- Provide more information on copyrights, privacy and intellectual property rights;
- Provide the possibility to access more advanced modules for those who are already familiar with the topics of the course.
Ninety-two percent of participants indicated that their initial expectations were met. All of them agreed that they will recommend the course to their colleagues.

a) General Information and Organization:
Ninety-three percent of participants agreed that the information provided prior to the course was useful and 85% of them found it was also accurate.

b) Course Documentation:
On average, 93% of participants agreed that the User Guide helped them to work in the Virtual Learning Environment (VLE).

c) Schedule and Workload:
Participants rated the overall pace of the course as “Just right” (61%), “Slightly too fast” (31%) and “Too fast” (8%).

In regards to the time dedicated to the course, 15% of the participants indicated an average of more than 12 hours per week, 31% between 10 and 12 hours, 31% between 8 and 10, while 23% between 5 and 8 hours.

The time allocated for hands-on activities was considered adequate by 54% of the participants.

d) Navigability and Technical Support:
Eighty-nine percent of participants rated navigability of the course as user friendly. Regarding the technical support provided by UNITAR, 89% of participants assessed it as “Very good” and “Good”.

To be honest, this VLE exceeded my expectations. I have nothing to complain about.

The course is fully effective; I believe an advanced course is also necessary.
Interaction among participants was required in peer-reviews associated with the scenario-based activities. Participants also interacted on topic-based forums and on a support-dedicated forum (“Ask & Talk”) where they were invited to ask questions, write comments, and share knowledge and experience.

Participants also used discussion forums to find answers to their questions, share learning resources and learn new ideas from other organizations. Prompt responses from facilitators contributed to making forums interaction a rewarding experience.

The interaction with fellow participants and facilitators was found enriching and useful by 58% of the cohort.

“[The interaction] helps to reflect on the module, and also gives some self motivation to complete the module.”

“The various submissions from the participants make us learn more.”

Eighty-three percent of participants were of the opinion that the topics discussed in the forums raised relevant aspects of the use of social media tools for development.

Ninety-two percent of participants considered the facilitator effective in responding to learners’ concerns. Ninety-one percent rated the facilitator as effective in summarizing discussions.

The facilitator’s ability in promoting participation and stimulating involvement was rated as effective by 73% of participants.

Facilitator’s skills in providing feedback to the tasks were appreciated effective by 83% of the participants.

The facilitator’s personal experience with social media tools was rated as effective by 75% of participants.

“The facilitator has been very helpful and I hope to use his experience with social media to put some of the lessons learnt into practice in my organization.”

Suggestions for improvement

- Reduce the delay of the platform to submit a comment for 15 minutes (instead of 30 minutes) to avoid one of the possible reasons for the lack of interaction.
58% enriching interactions

83% relevance of topics for development

92% responding to the needs of participants

73% promoting participation & stimulating involvement

83% providing feedback from assessment tasks

75% personal experience with social media tools
The final cohort of the fourteen English session of the ICfD course was composed of 22 participants.

The Technical Centre for Agricultural and Rural Co-operation (CTA) offered 22 scholarships to candidates from African, Caribbean and Pacific (ACP) States, as well as from Europe, with the aims of strengthening the human resource capacity of ACP organizations in information and communication management.

Out of the 22 participants, 73% were male and 27% were female.

Participants claimed to represent central/national government (27%), international or regional organization (23%), academia (19%), private enterprise (12%), civil society organization (8%), state/provincial government (8%) and local government/authorities (4%).

When asked about their role in development, participants identified themselves as: developer practitioner (15%), information and knowledge manager (15%), IT specialist/programmer (15%), communication specialist (11%), government official (11%), ICT specialist (11%), trainer (7%), business person/entrepreneur (4%), policy maker/policy analyst (4%), professional consultant (4%) and researcher/scientist (4%).

Concerning the level of knowledge of Web 2.0 tools prior to the start of the course, 7% of participants had solid experience in using Web 2.0 applications, 67% stated that they had some experience in using selected Web 2.0 applications, 15% was new to Web 2.0 applications, while 11% read about Web 2.0 but never practiced it.

“We took advantage of each other’s experiences.”

“It helps you to learn and understand the lessons better when there are different opinions.”
## Gender
- 73% male
- 27% female

## Affiliation
- 27% central/national government
- 23% international or regional organization
- 19% academia
- 12% private enterprise
- 8% civil society organization
- 8% state/provincial government
- 4% local government/authorities

## Level of knowledge
- 7% solid experience
- 67% some experience
- 15% new to web 2.0 applications
- 11% read about but never practiced it
Annex I. Evaluation Graphs

Learning Objectives

Graph 1: Learning Objectives Module 2

- Identify the important facets of web 2.0 tools and social media for development.
- Recognize some popular social media tools.
- Discuss a few possibilities of using social media tools to enhance work in a development organization.

Graph 2: Learning Outcome Module 2

- I can explain the concepts of web 2.0 to my colleagues.
Graph 3: Learning Objectives Module 3

- 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 to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers.

Graph 4: Learning outcomes Module 3

i. I can explain to my colleagues what we could do using Google docs and/or wikis.
ii. I can explain what one can do using Facebook and/or Google+.
iii. I can make a VOIP call and/or chat using Skype.
Graph 5: Learning Objectives Module 4

- 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 to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers.

Graph 6: Learning Outcome Module 4

- I can publish and maintain a personal blog.
Graph 7: Learning Objectives Module 5

✓ 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 to the requirement, keeping in mind factors such as cost and usability of the application and the features it offers.

Graph 8: Learning Outcome Module 5

I am able to explain how RSS feed readers and social bookmarking sites can be useful.
Graph 9: Learning Objectives Module 6

Rate Module 6 Learning Objectives according to clarity and relevance to the training needs.

- 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.

Graph 10: Assessment Module 2

Rate the effectiveness of the assessments (quizzes, open questions) in helping you understand the topics/achieve the learning objectives.

i. Quizzes
ii. Open questions
Graph 11: Assessment Module 3

Rate the effectiveness of the assessments (quizzes and tasks) in helping you understand the topics/achieve the learning objectives.

i. Quizzes
ii. Tasks

Note:
Average rating for tasks (rating 4 & 5 modules 3-5): 91%

Graph 12: Assessment Module 4

Rate the effectiveness of the assessments (quizzes and tasks) in helping you understand the topics/achieve the learning objectives.

i. Quizzes
ii. Tasks

Note:
Average rating for quizzes (rating 4 & 5 modules 2-5): 96%
Graph 13: Assessment Module 5

Rate the effectiveness of the assessments (quizzes and tasks) in helping you understand the topics/achieve the learning objectives.

i. Quizzes
ii. Tasks

Graph 14: Assessment Module 6

Rate the effectiveness of the assessments (quizzes and tasks) in helping you understand the topics/achieve the learning objectives.

i. Quizzes
ii. Tasks
Methodological Approach

Graph 15: Used Methodology

- How effective and appropriate was the methodology used given the learning objectives?

Graph 16: Methodological support

- Rating for methodological support provided by UNITAR
Graph 17: Methodological approach

i. The methodology has facilitated the learning process.

ii. The methodology has guided the learning to areas where knowledge needed to be enhanced.

iii. The substantive elements related to social media tools were clearly presented in the various modules of the course.

Graph 18: Methodological approach

What is your preferred way to take training?

- Face-to-face: 8%
- Online: 17%
- Blended (e.g. e-Learning + Face-to-face): 75%
- m-Learning (mobile technology): 0%
Innovative Collaboration for Development
2 March - 1 May | Implementation Report

Graph 19: Course content and learning materials

Please rate the following statements:

i. “The information presented in this course was new to me.”
ii. “The content of the course is relevant to my job.”
iii. “It is likely that I will use the skills acquired in this course.”

Graph 20: Course content and learning materials

In what areas do you think you could make best use of web 2.0 applications?

i. Release information periodically
ii. Republish and distribute content on my web space
iii. Publish personal online content
iv. Obtain feedback from the public/selected audience
v. Collaborate more efficiently using online applications
vi. Selectively access information
vii. Keep up to date about news and events related to my work
viii. Reduce time and costs to collaborate at distance
ix. Share information
x. Link with partners
xi. Keep on discovering and testing web 2.0 applications
Graph 21: Course content and learning materials

In which area of work do you see yourself using the acquired knowledge?

i. Agriculture and Rural Development
ii. Education and Training
iii. Public Relations
iv. Natural Resource Management
v. Development Effectiveness
vi. Food Security
vii. Research
viii. ICT4D
ix. Networking and Communication

Graph 22: Course content and learning materials

Which learning materials did you use most?

- The Interactive Lessons: 40.0%
- Printable Versions in PDF: 40.0%
- Additional Resources: 20.0%
Overall, how effective were the facilitators in terms of:

i. Responding to needs/questions of participants.
ii. Summarizing discussions.
iii. Promoting the participation of all learners and stimulating their involvement.
iv. Providing feedback from the assessment activities.
v. Demonstrating personal experience with social media tools.
Graph 25: Online discussion and facilitation

Please rate the following statements:

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

ii. “The interaction with fellow participants was enriching and useful.”

Graph 26: Online discussion and facilitation

“How often did you access the forum?”

“Daily”

50% 33% 17% 8%

“Almost every day”

42% 33% 17% 8%

“2-3 times a week”

“Once a week or less”

8%
Course Management

Graph 27: General information and organization

Please rate the following:

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

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

Graph 28: Navigability and user guide

Please rate the following statements:

i. The user guide helped me find my way around the virtual learning environment.

ii. The overall navigation of the course is user friendly.
Graph 29: Course management

The timeframe of the course established a path which was...

Graph 30: Course management

Average time per week dedicated to the course
Graph 31: Course management

Time allocated for hands-on activities was adequate.

Graph 32: Participants' background

i. “I was new to web 2.0 applications.”
ii. “I had read about web 2.0 but never practiced it.”
iii. “I had some experience in using selected web 2.0 applications”
iv. “I had solid experience in using web 2.0 applications.”
Graph 33: Participants' background

Gender

![Bar chart showing gender distribution]

Female: 27%
Male: 73%

Graph 34: Participants' background

What organization do you represent?

i. Central/national government (e.g. Ministry, public organisation)

ii. International or regional organization

iii. Academia (School, Training centre, University, College of Agriculture, etc.)

iv. Private enterprise

v. Civil society organisation (NGO)

vi. State/provincial government

vii. Local government/authorities

![Bar chart showing organization distribution]
Graph 35: Participants’ background

- How would you define your role in development?
  - Development practitioner
  - Information and Knowledge manager
  - IT specialist/programmer
  - Communication specialist
  - Government official
  - ICT specialist
  - Trainer
  - Business person/entrepreneur
  - Policy maker/Policy analyst
  - Professional consultant
  - Researcher/scientist

Graph 36: Miscellaneous

Overall usefulness of the course

- Fully useful: 69%
- Mostly useful: 31%
- More or less useful: 0%
- Partially useful: 0%
- Not useful: 0%
Graph 37: Miscellaneous

Would you recommend this course to a colleague?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Not sure</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
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</table>

Graph 38: Miscellaneous

My initial expectations were met.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Mostly agree</th>
<th>Agree</th>
<th>Partially agree</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>69%</td>
<td>23%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Graph 39: Miscellaneous

Please rate the following statements:

i. I acquired new contacts, which will be useful for exchanging information and acquired knowledge.

ii. I was inspired by the potential offered by the web 2.0 applications presented during this course.

Bar graphs showing the distribution of responses:
- Statement i: 15% strongly disagree, 38% disagree, 46% neutral, 46% agree, 15% strongly agree.
- Statement ii: 15% strongly disagree, 38% disagree, 46% neutral, 46% agree, 15% strongly agree.