Guiding Questions for Designing Learning Events (Face-to-Face and Online)

LEARNING SOLUTIONS GUIDE

UNITAR

United Nations Institute for Training and Research

Division for Peace

Course Design Process Overview

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WHY?

CONTEXT AND RELEVANCE

Key questions:

- What's the purpose of the training?

- Why is it important to know about this topic?

- How does this relate to the SDGs?

- How does this relate to the overall project goals?

- What is the desired outcome of this event/training?

Online specific questions:

- Can the main objectives of the project be met through a virtual event?

- Before jumping into the 'how' of the training or event can be put online, consider the 'why' once again and clarify the purpose.

- To what extent is it necessary and relevant to move the course online? Which aspects don't need to go online?

NEEDS/TASK/ AUDIENCE ANALYSIS

Key questions:

- Where is the gap (performance, compliance, motivation, etc.) Is training (part of) the answer?

- Does gender play a role in the specific needs and gaps the audience has? If yes, how will you consider this in your design?

- What tasks do the participants need to perform in that area?

- Are the tasks concrete and specific?

- Are they action oriented?

- Who are the participants? (demographics, knowledge of subject, language skills, cultural and logistical preferences, expectations and motivations, gender considerations)

- How can you ensure that the working conditions within the event are shaped in a way that accommodates men and women equally?

Online specific questions:

- What are the technological possibilities and limitations (infrastructure and skills) of the audience?

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WHAT?

KNOWLEDGE, SKILLS AND ATTITUDES

Key questions:

For learning events only:

- What does the person need to know/do/value in order to perform the outlined tasks well?

- What level of proficiency and depth of knowledge is necessary to perform the tasks to the required standard?

Online specific questions:

- How and to what extent can these K/S/A be achieved if transferred to an online learning environment given the current technologies constraints and opportunities? (e.g. certain skills development might be challenging in the online space)?

LEARNING OBJECTIVES

Key questions:

- Are the objectives learner-centered?

- Are the objectives SMART (to the extent possible)?

- Are the objectives at the appropriate level (e.g. according to Bloom's Taxonomy)?

Online specific questions:

- Do you need to adjust your objectives to suit the online delivery?

- How will you be able to measure whether the objectives were met in the online space?

- Do you need to adjust the level of your objectives to meet the constraints and opportunities within the online space?

HOW?

CONTENT

Key questions:

- What content/information/facts/etc. are required to support the learners in acquiring the objectives?

- What are the key messages for each content area?

- If people can take away only a handful of things what would they be?

- What is it that people MUST know?

Online specific questions:

- What kind and quality of multimedia materials are available to deliver/present the content? Is the language used gender sensitive?

- What level of interactions do you want the participants to have with the content? (e.g: mere consumption, deconstruct-reconstruct meaning, create new content etc.)

METHODS

Key questions:

- What activities could help people meet the (learning) objectives most effectively?

- What method would fit the parameters of the training (space, time, number of people, demographic of participants)?

Online specific questions:

- Do you want the learning to occur synchronously or asynchronously? Are the participants able to be online at the same time (e.g. time difference, work, gender roles).

- Do you want it to be self-paced or a facilitated learning experience?

- How many hours of learning do you plan to cover the content? How much time can learners dedicate to the learning?

- If you identified methods for f2f training (how) could you run them in an online environment?

- What tools do you and your participants have access to?

Key questions:

- What type of learning or support material can helpt the learning?

- How can you vary the material by using different media?

- What type of material is most suitable for your audience?

- Does the material take into account gender, age, race and cultural differences?

- How much time do you have for development?

Online specific questions:

- What learning material do you need to produce and what can you source from existing resources? (e.g. audio and video recordings, podcasts, workbooks, handouts, interactive lessons, surveys, quizzes, other activities)

IMPLEMENTATION

Online specific questions:

- What expertise and skills do you need to deliver your event? Do you need trainers or facilitators, or both?

- What logistical arrangements do you need to keep in mind/take care of?

- What is the duration of the event?

- How many people will you have?

- How will you keep participants engaged?

- How will you provide enough rest and breaks?

- What material do you need for the delivery?

- Are you approaching these questions in a gender sensitive way? Where could you be more inclusive?

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Key questions:

■ On which levels does your project require you to evaluate?

■ How will you evaluate?

■ Is the data you are collecting sex disaggregated?

For learning events

■ How can you observe that learning is taking place?

■ Can you observe if learning is taking place in a different way for men and women? How will you follow up on this?

■ Can you assess this during the training or only after the training?

■ What are the key indicators you need to assess?

■ What key behavioral drivers can you evaluate on the job? How long after the training can you evaluate it?

■ How will you ensure/support/monitor the transfer of learning from the training event to real life?

■ Is there a need for formal and/or informal assessment methods?

■ Can you use a variety of methods to be more inclusive of people's tendencies to perform differently on different types of assessments?

■ Do you need to create learning reinforcement plans and processes?

Online specific questions:

■ What will be done after the training event?

■ Are various online questionnaires before, during and after the event appropriate/needed?

■ In what ways can you assess engagement during your event? (e.g. are you aware of polling tools and methods?)

■ Do you want to invite participants to create a learning journal to document their learning?

■ Do you want to use peer review systems for monitoring and evaluation?

■ What tools can you use to follow-up and to reinforce learning online?

To learn more about
the art of facilitation,
check out 7 chapters of our
Facilitation Toolbox
in English and French:
https://bit.ly/factoolbox
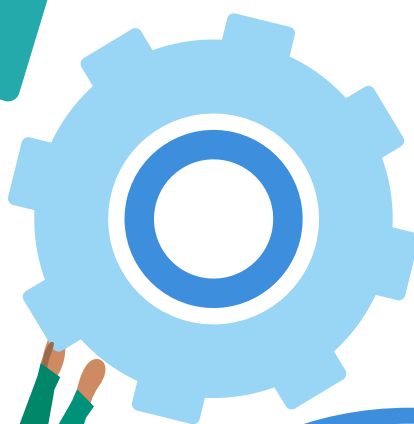
Coming Soon!

We will soon share more tips related to facilitation, technology, energisers and other tools!
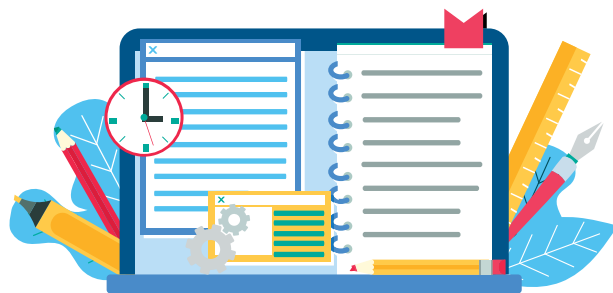
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