





### **Design:**

- Describe the elements that are going to be part of the learning architecture (text, animation, graphics, video, multimedia elements, resources, etc.);
- Design a storyboard which indicates how contents are presented, including identifying sections/units' specific learning objectives. The content should be arranged in a logical sequence, according to the learning objectives;
- Elaborate an assessment plan to demonstrate how learners will be tested;
- Design the assessment items (criterion-referenced tests);
- Draft a syllabus or course manual/workbook;
- Identify facilitators' responsibilities and tasks;
- Identify prerequisites, inclusive technical (if any).

### **Development:**

- Draft a lesson plan based on the following steps:
  - o Gain attention> Direction> Recall> Content> Application> Evaluation> Closure;
- Assemble content and/or draft content to compose the learning materials. Keep in mind the data gathered in the Analysis and Design phases to orient your decisions and avoid the selection of inappropriate materials;
- Monitor carefully your decisions related to content organization and make sure you have pay attention to cognitive load, resisting temptations to add more than what is actually needed;
- Orient your choices related to content making a clear distinction between dispensing of information and performance enhancement. Your end goal should be the latter not the former: what's needed to attain learning objectives? What's needed to perform tasks, activities, and criterion-referenced tests?
- Prepare a list of resources for each learning objectives, making specific references to different materials to make sure you have all covered;
- Prepare on-line content (if applicable);
- Decide about the media and other equipments. Consider and select methods appropriate to the learning and feasible within the available budget;
- Utilize medium that is close to real work environment as it will enhance knowledge transfer and retention;
- Conduct a pilot test, whenever possible.





### **Implementation:**

- Put the plan into action;
- Deliver the training to participants and monitor its implementation;
- Monitor learners' reaction to content, materials, activities, facilitators, etc.
- Collect feedback (survey, email, or other media) to validate content accuracy and completeness, teaching methods, and communication approach, among others (Level 1 Evaluation– Reaction) preferably while the training takes place.

### **Evaluation:**

- Review constantly all A.D.D.I.E. elements;
- Adjust instructional strategies according to students' interaction with the content, the instructor, and the peers;
- Make sure you evaluate reaction to the training (Level 1 Evaluation) and learners' ability to attain the learning objectives (Level 2 evaluation - Learning);
- Review and analyze feedback received in Level 1 evaluation and analyze results achieved on learning (Level 2 Evaluation);
- Review contents, materials, activities, as needed, based on the analysis of Level 1 and Level 2 evaluation;
- In case you planned for Level 3 and Level 4 Evaluation (behaviour), observe performance, gather information from participants, access records such as performance data, and define measurable changes;
- Revise the training activity based on the feedback obtained in the evaluation phase.



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