3. Create detailed design

Importance

The impact of mastering these competencies is that you:

- Select the delivery channel(s) that best support the learning objectives.
- Design learning activities that engage participants and support the achievement of learning objectives.
- Receive approval on the overall design before spending time on developing materials.
- Receive feedback while changes are relatively easy to make.
- Identify potential technology issues.

Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

3a	**Prototype designs to get input from stakeholders**
	See *Designing Curricula 4a*

3b	**Determine delivery channel(s)**
	See *Designing Curricula 3c*

3c	**Create detailed outline for learning experience**

- Determine whether to use existing learning materials, in part or whole, to achieve learning objectives
- Determine a general strategy for teaching content (for example, demonstration, discovery learning)
- Co-design learning experience with client, as appropriate
- Create learning activities to provide key knowledge and skill (for example, demonstration, application activity)
- Arrange for extra security precautions for facilitators and participants to take prior to program delivery ◉
- Embed flexibility in the learning experience design ◉
- Incorporate confidence-building activities and activities to reinforce participants' self-esteem and persistence ⚥ ◉
- Incorporate leadership-building activities ⚥
- Find ways to recognize participants' achievements ⚥
- Replace standard measurement descriptions with daily objects of representative size for low-literacy audiences (for example, "two fist-widths apart" instead of "six inches or 15 centimeters apart")
- Keep examples and activities within the scope of the participants' ability to imagine
- Plan to include women role models as guest speakers ⚥
- Estimate length of time for units and learning activities
- Negotiate additional requirements to support learning activities with client(s), sponsor(s) or both
- Determine requirements for audiovisual materials
- Confirm that the learning experience meets accessibility requirements

DESIGNING LEARNING EXPERIENCES

1. Conduct design analysis
2. Establish learning objectives and evaluation
3. Create detailed design
4. Develop materials
5. Support implementation

3d Design support for the transfer of learning and sustained performance

▶ Design any pre-program supports: ⚥ ◎
  - ‣ Identify remedial training or assistance if education levels need bolstering
  - ‣ Design optional pre-program courses to bring participants' baseline skills up to acceptable levels for the program

▶ Design initiatives to support transfer of learning:
  - ‣ Create opportunities for participants to practice applying new knowledge and skills
  - ‣ Create reminder notices to reinforce key learning points
  - ‣ Create notices with tips for improving efficiency or customizing skills for specific situations
  - ‣ Create opportunities for participants to receive feedback or assistance on application of new skills
  - ‣ Incorporate coaching and mentoring follow-up into the program design as feasible ⚥

▶ Incorporate social networks and peer-to-peer learning ⚥
  - ‣ Provide facilitation plans in peer-to-peer learning

▶ Leverage technology to support transfer of learning (for example, automated reminders, performance tracking, performance support, social media use)

▶ Estimate timing and work effort to support transfer of learning
  - ‣ Develop an economically feasible approach to post-program support
  - ‣ Develop a plan to support providers with business continuity
  - ‣ Identify the costs for providing post-program support
  - ‣ Determine who pays the costs of providing post-program support

▶ Design or advise the design of performance support systems and materials (for example, repositories for videos and job aids)

▶ Design or advise the design of social media to support transfer of learning (for example, blogs, wikis, discussion forums)

▶ Design or advise the design of incentives to support transfer of learning (for example, badges, leader boards, bonuses)

3e Prototype learning materials

▶ Incorporate design requirements (for example, corporate branding, templates, guidelines)

  ▸ For low-literacy audiences, use videos more than text-based methodologies and incorporate more graphics than text into participant materials

▶ Produce prototypes of learning materials (for example, participant workbook, facilitator guide, slides)

▶ Produce prototypes of workbook page types (for example, content, instructions, reflection notes)

▶ Test technology and other logistics

▶ Confirm that learning materials meet accessibility requirements

3f Prototype digital interface

▶ Produce prototypes of interface design, including titles, menus, and all navigation elements

▶ Produce prototypes of screen types (for example, text and graphic, multiple choice, drag and drop)

▶ Test technology and other logistics

▶ Confirm that the interface meets accessibility requirements

3g Conduct design walkthrough

▶ Conduct walkthrough of detailed outline for the learning experience and prototypes with key stakeholders

▶ Secure approval of detailed outline for the learning experience and prototypes

Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

KEY OUTPUTS	ASSESSMENT CRITERIA
Detailed outline for learning experience	Document includes organization need, performance gaps, desired performance outcomes, delivery channel(s), learning objectives, learning strategy, and content and learning activities with estimated duration
	Design supports the learning strategy and achievement and evaluation of learning objectives and is consistent with regional or cultural norms
	Design includes learning activities that engage participants in culturally appropriate ways
	Delivery channel(s) meet(s) criteria identified
	All design choices are based on performance outcomes, learning objectives, resources available, and accepted best practices in performance and learning
Design for supporting the transfer of learning	Design includes realistic activities and tools to support the transfer of learning to the workplace, based on the desired performance outcomes and availability of support in the region
	Design includes estimated time and work effort required for participants and coaches/mentors
	Design uses available technology appropriately
Prototype of digital interface	Prototype includes titles, menus, and navigation elements
	Prototype provides samples and templates of expected page types
	Prototype complies with corporate branding, templates, and guidelines
	Production quality is appropriate to budget
	Technology and other logistics work; back-up strategies are provided in case of failure