Development of training materials

for

INSTRUCTOR-LED LIVE ONLINE TRAINING[[1]](#footnote-1)

guidelines

# Training package content[[2]](#footnote-2)

The training materials package contains the following documents and training materials:

1. **Pre-course Activities:**
2. Participation Guide;
3. Pre-course reading (optional);
4. Pre-course survey (optional);
5. Pre-course test (optional).
6. **Sessions Plan.**
7. **Main slides.**
8. **Reception slides** (House Rules, platform functionalities, the format of interaction, etc.)
9. **Materials that support/describe Training Activities** (Optional):
10. Case studies;
11. Group exercises;
12. Discussions;
13. Brainstorms;
14. Individual exercises;
15. Role plays.
16. **Handouts for participants** (optional).
17. **Learning Journal.** This document contains separate journals, one for each of the module sessions. Trainees are requested to complete a reflection of the session immediately after each session.
18. **Assignments that trainees should complete between sessions.**
19. **Support learning materials for individual studies between sessions.**
20. **Final assignment (optional).**
21. **Final test (optional).**
22. **Evaluation of the session/training.**

# requirements for slides

1. **Aim for ONE key learning point/message per slide:**
2. If there is more than one key message, use more slides;
3. If animation is essential, use more slides to add animation elements (the animation function does not work on some platforms).
4. **Use relevant visuals to promote learning:**
5. Visuals should support the message of the slide;
6. Do not use visuals that decorate or duplicate content;
7. Use visuals/graphics of good quality and large enough to have an impact;
8. Check copyright for images.
9. **Keep text to a minimum:**
10. Do not use more than 4 lines of text on a slide;
11. If there is a need to put more lines of text, use more slides;
12. If there is a need to supply participants with narrative information, use handouts.
13. **Font size:**
14. Minimum of 24 pt body text;
15. Minimum of 36 pt headings;
16. **Font size, font style, and use of color should be consistent.**
17. **Avoid duplicate headings on each slide.**
18. **Do not overuse "bullet" points.** There is no need for them if there are only 4 text lines on a slide.
19. **Prepare separate slides for**:
20. New Session/Topic;
21. Session Objectives;
22. Agenda (optional as it can repeat Objectives);
23. Session/Topic Results/Summary;
24. Planned questions
25. Planned assignment
26. **On slides with charts and graphs eliminate unnecessary data:**
27. Pie charts – not more than 6 segments;
28. Vertical charts – not more than 8 bars;
29. Trends – not more than 4 comparison points.

# Interaction Format

1. **The training modules should be highly interactive:**
2. The standard for live online training - engagement of participants every 3-5 minutes for groups up to 20 participants; every 10-15 min for groups with more than 25 participants. This frequency keeps attention and keeps focus on learning. It helps keep participants from getting bored or distracted by what is going on in their physical environments.
3. It DOES NOT MEAN that they have to perform time-consuming tasks every 3-5 minutes. It only means that they SHOULD DO SOME ACTIONS every 3-5 minutes, like answer questions, confirm understanding, make comments, etc. The virtual platform suggests suitable tools for interaction with ALL participants simultaneously.
4. Interaction is not for the sake of interaction. It is about ENGAGEMENT participants in their learning. Consider Confucius' proverb: "What I hear, I forget. What I see, I remember. What I do, I understand." This old approach still actual for any learning, including virtual.
5. **Standard platform tools that can be used for engagement of participants** (consider using them while preparing session scenario):
6. ***A poll*** allows ask challenging questions, check understanding, testing knowledge, etc.;
7. ***Feedback Panel*** allows participants to agree or disagree with a statement or answer "Yes" or "No" to closed questions;
8. ***Chat*** can be used to encourage dialog, organize discussions, brainstorm, ask and answer questions;
9. ***Breakout room*** is a tool for organizing group exercises (which can be followed by group presentations);
10. ***Whiteboard*** - is analog of a flipchart in classroom training;
11. ***Share applications***tool allows showing any application, like Excel, Word, PowerPoint, etc.;
12. ***Video and Web browser*** *tools are available for the learning process.*

# Formulation of objectives

1. **Objectives should be formulated for each training module and each training session/topic.**
2. **Identify the appropriate level of learning for each lesson's or task's learning objective, such as remembering, understanding, applying, analyzing, evaluating, creating.**
3. **Align learning objectives with performance and outcomes:**
4. How will objectives support learners in interaction with clients?
5. How will learning objectives help to come up with managerial solutions?
6. **Write objectives describing:**
7. The observative outcome for each critical skill or knowledge requirement;
8. The conditions under which to perform the task;
9. The standards of acceptable performance.
10. **Formulate objectives in a standard model:**
11. "After the completion of this session, you will be able to….
12. Use the following verbs to write objectives that are focus on:
* Information: describe, draw, identify, indicate…
* Comprehension: compare, compute, contrast, demonstrate…
* Application: complete, demonstrate, develop, employ…
1. Avoid such verbs as understand, comprehend, learn, inform, etc.
2. **Sequence learning objectives for ease of learning**.
3. **Determine how to check whether objectives are achieved.** Determine minimum criteria for successfully completing between-session assignments/tests (optional) and final assignments (optional).

# three-step design process

This is the three-step design process for live online training:

1. **Select the best format for each learning objective.**
2. Determine what content belongs in the virtual training class;
3. What topics are conducive to pre-work, between sessions work or other offline activities that occur outside the virtual classroom;
4. ﻿When choosing the best format, it's essential to consider the type of learning objective (knowledge, skill, attitude), along with the topic at hand;
5. Knowledge topics can often be learned in a self-paced format.
6. Skill developing exercises or tests also can be moved to offline time.
7. **Shape appropriate learning activities**. In other words, choose the methods by which the learning will take place (see section III).
8. **Structure a logical flow** – develop a Session Plan:
9. Sequence the virtual training program;
10. Place the interactions and activities into a logical order;
11. Plan the timing.

1. These guidelines were developed based on:

 IFC Guide To Training;

LPI recommendations for the online facilitator;

Cindy Hagget, “Virtual Training Tools and Templates”, 2017 ASTD DBA, the Association for Talent Development (ATD) [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)