**Design your training in easy steps**

**Objective**

The objective of this assignment is to help you understand the basics of developing a training course or a learning session whether face-to-face or online and practise designing it. The assignment consists of two worksheets that combine a number of questions from the initial training analysis[[1]](#footnote-0) and the ABC model.[[2]](#footnote-1)

**Duration**

It takes approximately 40 minutes to complete the assignment. Normally, the ABC learning design workshop takes 90 minutes. For this course, however, we have shortened the assignment. You are free to use other learning resources available on the course page to expand on particular sections of the assignment.

**Worksheet A. Initial training analysis (20 min)**

**Instructions**

Based on what you have heard so far about FAIR, research data management and Open Science and in light of the session on pedagogy, think of a training you might run in the future. In the table below, provide general information about the training you would like to give.

Work through the worksheet by writing max. 2-3 sentences for each question. If you run out of time, you can expand on these sections in the design stage (also known as a learner’s journey), and you can update this form later, if needed. Once you have completed this worksheet, continue on p. 3 (Worksheet B).

| **Your title and broad topics**  *Include a short descriptive title. Why do learners need to know about your topic/service? What does it offer?* |  |
| --- | --- |
| **Training goal**  *Why are you doing this training? What would success look like*? *This can include developing skills, gaining knowledge and changing attitude, improving service awareness/use etc.* |  |
| **Audience**  *Who is your target audience? This could be particular roles (eg researcher, students), knowledge level (eg aimed at beginners) or task based - eg those who want to be able to do a specific task.* |  |
| **Benefits/outcomes for learners**  *What will learners gain from your training? What will they be able to do? What will they know? It is helpful to use the phrase ‘By the end of this training you will: Be able to…. Be familiar with… Have practiced… ’* |  |
| **Content**  *This should be a* ***rough outline*** *at this stage - you will think about this in more detail in the Design stage. What topics will you cover? How many sessions and what length?* |  |

**Worksheet B. Learner’s journey (20 min)**

**Instructions**

Well done! You are now at the design stage. Think of the **content (topics)** and **learning activities** you would like to include in your training. What **topics** would you like to cover in your training? What **learning activities** would go well? Write down your choices in short sentences/key words in the table below. If possible, indicate the duration of the sessions as well as moments of assessment.

If needed, go back to Worksheet A and check out the **content section** of your future course. It will provide you with some useful information for this exercise.

**Training title:** *e.g. Practising Open Science*

**Learning outcomes** (this is what your learning activities should achieve):

1. *E.g. Be able to practise Open Science.*
2. ...
3. ...

|  | **Learning activity 1** | **Learning**  **activity 2** | **Learning activity 3** |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic 1**  *E.g. Introduction to Open Science* | *E.g. Acquisition:*  *Video, online forum* | *E.g. Practice: Use data repositories* |  |  |  |  |
| * Duration |  |  |  |  |  |  |
| * Assessment (if applicable) |  |  |  |  |  |  |
| **Topic 2** |  |  |  |  |  |  |
| * Duration |  |  |  |  |  |  |
| * Assessment (if applicable) |  |  |  |  |  |  |
| **Topic 3** |  |  |  |  |  |  |
| * Duration |  |  |  |  |  |  |
| * Assessment (if applicable) |  |  |  |  |  |  |

**Reminder**

Once you have identified your topics and brainstormed learning activities, check them against your initial **learning outcomes** to be sure they match. There can be multiple topics that are covered to reach the learning outcomes. If there is no match, you may want to rethink the learning activities and adjust them accordingly. Remember, the learner comes first!

1. Helen Clare (2021). Initial training analysis template. EOSC Synergy. Full template is available on <https://bit.ly/3hhjMGb> [↑](#footnote-ref-0)
2. Read more about the ABC Learning Design on <https://abc-ld.org> [↑](#footnote-ref-1)