## Instructions

Well done! Now you have done your [**initial training analysis**](https://docs.google.com/document/d/1cmOwRpqYBhFxa1jq6fkJRBqR-D1nilVQ/edit?usp=sharing&ouid=106369081929310083116&rtpof=true&sd=true), you have a clear idea what your training is trying to achieve and who your audience is. You are now at the design stage.

Use the form on the next page to think of the **content (topics)** and **learning activities** you would like to include in your training that will help your learners to reach the learning outcomes you have set.

You can use the overview of learning types and learning activitiesfrom the [ABC learning design model](https://abc-ld.org) below to help you. For more detail on specific activities you could use for each learning type see this document on [**learning types and learning activities**](https://docs.google.com/document/d/1SjOSlgKG37iI1EK7Drh3bBSYbYN-QVCL/edit?usp=sharing&ouid=106369081929310083116&rtpof=true&sd=true)

However, you are free to come up with other types of learning activities as well!

|  |
| --- |
| **Learning types** |
| **Acquisition**  | **Collaboration**  | **Discussion**  | **Investigation**  | **Practice**  | **Production**  |
| Learning through acquisition is what learners are doing when they are **listening to a lecture or a podcast, reading from books or websites**, and **watching demos or videos**.  | Learning through collaboration embraces mainly **discussion, practice and production**. Building on investigations and acquisition it is about **taking part in the process of knowledge building itself**.  | Learning through discussion requires the learner to **articulate their ideas and questions**, and to **challenge and respond to the ideas** from the teacher and/or from their peers.  | Learning through investigation guides the learner to **explore, compare and critique texts, documents and resources** that reflect the concepts and ideas taught.  | Learning through practice enables the learner to **adapt** their **actions to the task goal and use the feedback to improve** their **next action**. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal.  | Learning through production is the way the **teacher** **motivates the learner to** **consolidate what they have learned** by articulating their conceptual understanding and how they used it in practice.  |

Clive Young and Nataša Perović, UCL (2015). ABC Learning Design method and Laurillard, D (2012). Learning types.

**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!

## Training title:

**Learning outcomes** (this is what your learners should be able to do after the training):

|  |
| --- |
| * 1…
* 2…
* 3…
 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Learning activity 1** | **Learning** **activity 2** | **Learning activity 3** |  |  |  |
| **Topic 1:**  |  |  |  |  |  |  |
| Duration  |  |  |  |  |  |  |
| Assessment (if applicable) |  |  |  |  |  |  |
| **Topic 2:**  |  |  |  |  |  |  |
| Duration  |  |  |  |  |  |  |
| Assessment (if applicable)  |  |  |  |  |  |  |
| **Topic 3:**  |  |  |  |  |  |  |
| Duration |  |  |  |  |  |  |
| Assessment (if applicable)  |  |  |  |  |  |  |
| **Topic 4:**  |  |  |  |  |  |  |
| Duration |  |  |  |  |  |  |
| Assessment (if applicable) |  |  |  |  |  |  |