

# Video, audio and online resources

Video, audio and other online resources can be used to present formal content. Be conscious of the video or audio you choose, as poor quality or monologues can distract from learning.

YouTube and many other ways of sharing video and audio are possible. Make sure your learners understand how and where to upload, so they may create their own reflective content.

Other online resources include articles, blogs, social media, etc. Make sure that your source is valid & creditable.

# Offline access

Some platforms offer offline access, such as Kaya and the Google suite, but require Internet in order to update learner contributions. If your learners require offline access, self guided learning is the best approach, combined with opportunities for localized, in-person learning.

# Playlists

## exploration

Playlists are a way of organising learning/courses to enable learners to navigate or engage with a particular theme, much like the use of playlists in music players. The structure of a playlist may often reproduce the structure of the related learning journey, leading the user through context, engagement, demonstration, experimentation, reflection, assessment and footsteps. They may draw on existing sources of online and offline learning. Many content types, including audio, video, documents, presentations, online learning packages, simulations etc. can be combined into playlists. Many pre-configured playlists are available on Kaya.

# Case studies

## demonstration, reflection

Case studies provide concrete examples of experience that provide evidence that can be used to share learning and knowledge with others. Either individually or as a group, learners can use interview and observation skills to create an example of a concept based on their experience and context. This tool requires skills in storytelling, interview and observation that can be learned as learners co-create and craft their case study. They can then be shared during the learning opportunity and/or in a community of practice.

# Learner action plan

## performance, assessment

This is an example of a tool that allows learners to recognize the skills and knowledge they are learning and plan how they will apply them and develop them further in their everyday reality. Based on examples of the skills or knowledge that should be demonstrated during the learning opportunity, learners fill out a template that asks: a goal, the steps that will help achieve their goal, the date and who will help them or hold them accountable. Learners could agree to hold each other accountable for delivering on their plans beyond the end of the learning opportunity.

# Podcasting

## reflection, performance, assessment

A podcast is an audio file that is shared over the internet. In essence, it is radio on demand, available when the listener is ready to listen to it. People can subscribe to a podcast so that new episodes are automatically downloaded to their computer or mobile. Podcasts could be created by individual learners, or be co-created by a group of learners, and are a great, shareable, way to learn by doing.

# Personal blog

## reflection

A personal blog is a reflective tool, similar to a learning log except that it is online. Many free blog hosting sites exist, such as Medium and Wordpress. Blogs allow learning and reflections to be shared among other learners easily, and are a space for collecting knowledge and learning into a portfolio that might be useful for recognising experience and credentialing.

# Learner log

## reflection

A learning log or journal is a personal record of learning. It evidences skill and capacity development. It is not just a diary or record of what you have done but a record of what you have learnt, tried and critically reflected upon.



# Scenario based activities

## demonstration

Scenario-based activities are a way of learning through experience. 'The Poverty Trap' is an example of one such activity produced by Amnesty International (<http://respectmyrights.org>). This activity has users experience another kind of reality, which raises awareness and in turn hopes to inspire action. Scenario based activities can also be co-created, ending the learning opportunity with a localised tool that can be shared with a wider community of practice.

# Forums

## exploration, reflection, assessment, performance

Forums are useful for giving feedback, engaging in sense making discussions, questioning and building a shared understanding of the course content. The facilitator can guide the learners in and out of the forum or forums as the course progresses, each time increasing level of interaction required by learners. Forums are good for building community and safe online spaces for learners who are participating in the group.

# Webinars

## context, demonstration, exploration

Webinars are a form of web-conferencing that makes use of internet technologies to enable meetings and training to take place in near real-time. Webinars can be a powerful medium of learning delivery across varied learner groups – small or large. They are easy to access & convenient. Features include: Slideshow presentations , Live or streaming video, Real time communication and live question and answer sessions through audio via use of headphones and speakers and text chat, Screen sharing (desktop or application).

# Virtual simulation

## demonstration

Virtual simulations provide flexible, context rich, authentic and learner centred skills development. For example, to learn how to respond in a disaster situation, such as the EON simulation used by Singapore's civil defence force with professionals and citizens. They help learners to develop their observation, analytic, diagnostic, problem-solving and decision-making skills.

The appropriate simulation for your objectives may not exist yet, If you choose to develop your own, you will require detailed planning, time for build and relevance to your audience.

# Rubrics

## assessment

When a learning opportunity requires scoring, content facilitators need guidelines to follow in order to assess and score work done by learners. Rubrics are guidelines that describe high and low scoring work, based on the learning objectives. Rubrics set expectations for quality of work for the delivery team and learners. Periodic scoring against rubrics allow progress to be tracked and assessed.

# Peer-to-Peer review

## assessment

Peer-to-peer assessment is a process whereby learners grade assignments or assessments based on a facilitator's guidance. This process of assessment has been increasingly used, in recent years, in higher education and in leadership development. For example Moodle includes a module, entitled "Workshop", that can be used to manage the distribution and collation of peer assessed assignments. "Workshop" is a powerful peer assessment activity albeit with a rather odd name!

# Facilitator assessment

The term 'facilitator assessment' is generally used to refer to all activities trainers, educators and facilitators of learning use to help learners learn and to gauge learner progress. Assessment can be divided for the sake of convenience into the following types:

- Initial, formative, summative and diagnostic assessment
- Objective and subjective assessment
- Referencing
  - (criterion-referenced, norm-referenced, and forced choice scale)
- Informal and formal assessment
- Internal and external assessment

# Automated evaluation

## assessment

As participation in education increases and technology advances there is an increasing interest in the use of automated systems to support teaching and learning. Online quizzes and surveys can be prepared and evaluated quickly, giving the facilitator and learner a 'snapshot' of learning.

Automated assessment should also accommodate the fact that there may be, for certain assessments, more than one correct solution.



# Games

## exploration

Games can be used to explore deeper concepts even in the humanitarian sector, they can be used to put people in the shoes of another, to see the world from another's perspective. Games are also an opportunity for a co-creative activity.

# Co-created newsletter

## reflection

A newsletter is a simple co-creation tool that can be produced on or offline, to collect and share learning, experiences and knowledge throughout a learning opportunity. Ask individuals to write a short article, or to work together to produce an article. A newsletter can be themed, and articles socially moderated by being 'upvoted' based on collectively agreed criteria. Newsletters can also be curated into a collection that tells the co-created story of the learning opportunity.

# Badges

## assessment, recognition

Badges are part of a rewards system and can be awarded for recognising participation or achievement of skills or knowledge. Awarded virtually, you might consider using Open Badges, that can be displayed on LinkedIn or in the Humanitarian Passport.

# Learning passport

## assessment, recognition

A learning passport is a way of tracking progress through a series of formal and social spaces. It can be a physical 'passport' such as a small notebook or printed pages. Or a virtual 'passport', where holders post their achievements to a specific forum or to a profile. For example, The Humanitarian Passport Initiative.

# Co-creative tools

## exploration

Co-creation refers to a shared sense of ownership. When learners co-create, they work together to build something that is beneficial to all involved, because it has been created with each of their contexts in mind. The result is a highly relevant and useful product that can help apply in learning to their everyday reality. Co-creative tools are any type of technology that allows learners to work together to create performance support that will. Some examples include Google Docs, Microsoft 360 and in Kaya include Wikis, Glossary, Workshop.

# Co-created rules

## context, exploration

This activity encourages learning designers to include opportunities for learners to define what ‘good’ looks like, what kind of culture and values they have as a group. You will learn about each learner by what they post, it is a way for the delivery team to become familiar with learners and set expectations for how online discussions will be run. See Learning Communities: Group Set up and Naming for a similar example.

# Shared exploration

In a shared exploration, we rely on the Curation skill. This type of activity requires learners to find information on a topic and then make sense of what they have found.

How do they interpret the information?

Can they compare it to their own reality?

What conclusions can be drawn?

This activity requires input from the Content Facilitator to keep the discussion on track.

# Role playing & improv

## exploration

Whether in person or online, role playing and improvisation ('improv') are great ways to build trust and increase engagement while exploring and reflecting on the knowledge and skills related to your course. They should be well-planned and cascade into each other, building comfort levels and skills as learners progress. This type of intervention should complement the formal content and gradually require learners to experiment together.



# Learner & trainer guides

## demonstration, recognition

Providing your delivery team with descriptions of their role and guides will help your learning community to grow. You may choose to prepare these guides, however continuous review and revision by the team members will help them remain up to date and relevant to the learner's experience of learning opportunity.

# Action Learning Sets

## reflection, performance, assessment

An action learning set is a group of between 4 and 7 people, who meet regularly to support one another in their learning in order to take purposeful action. A set facilitator, who enables the set members to ask searching questions and the problem holder to reflect on the actions to be taken, facilitates the meetings. The power of the set comes from the type of questions used and the gift of time for reflection, which is granted to the problem holder. The set members also consider the process: was it effective, what questions worked well and what emotions had to be considered?

# Critical Friendship

## exploration, performance

A critical friend is a trusted person who reviews a partner's work, asks provocative questions and offers a critique as a friend. They take the time to fully understand the other person's context and is an advocate for their success.

The partnership provides personalised peer accountability, opportunity to touch base and temperature check over the course of a learning opportunity. The temperature check guideline can be used by critical friends for example. Create a guideline and include time to introduce critical friendship, providing learners with context and purpose.

# Experiment

## exploration, assessment, performance

An experiment is a way for learners to try new ideas and concepts related to the topic of the learning opportunity and understand more about best practices in their context. Experiments follow a basic cycle: plan, try, publish. They should be iterated multiple times. A more detailed cycle can be found in the Agility section.

Experiment cycles can also be planned beyond the end of the learning opportunity, where the learning community can evolve to a community of practice, continuing to try and share their ideas.

# Interview & observation

**exploration, reflection, performance, assessment, context**

Interviewing people with relevant skills or experiences can increase diversity of perspectives and opinions included in the learning opportunity. These skills provide learners with ready information to share with their learning community and opportunity to start discussions, obtain feedback from others. Learners might work together to create questions, list people to interview, think of events to observe, reflect on and discuss the results. Interview and observation can also inform case studies and co-created performance support resources (checklists, templates, factsheets, best practices).