

Learning Module Design Guide, Explained

Event Name: See the Learning Event Design Guide for planning at the EVENT Level.

Module Title		Start with a tentative TITLE; work through the design, and then compose a title that will draw attention to the content.	
1. Who are the learners and what do you know about them that shapes the design of this module? (motivation, knowledge, experience...)		Teachers & roles	
WHO are the learners and what do you know about them that shapes the design of this module? How many? How are they selected? What prerequisites do they need? This is a result of ongoing Resources and Needs Assessment (RNA – what they already know, what they need to know, experience you can build on, Motivational themes, etc.).		Who will teach this module and what are their roles and responsibilities, if more than one teacher is involved? Who leads which tasks? Who assists in what ways?	
2. Why What is the situation calling for this learning module? WHO needs WHAT as defined by Whom? The Before Picture.			
This is NOT a purpose statement for the module; rather it is the situation calling for the module. This should describe the situation of the learners, and should describe why this module is relevant to the participants described in the WHO at this particular time. Consider: Who should define the situation? Learners? Teachers? Organization?			
3. What Indicators do you expect to see that shows that learning has taken place? The After Picture.			
This is the place to specify observable behaviors that prove to participants that they have indeed learned what they set out to learn. <i>Measurable, specific, and observable behaviors</i> are criteria to use in selecting proofs of learning.			
Indicators of Impact (Long-Term): What impact within and outside the organization do we expect to see?	What impact within organizations or systems do we expect to see (changes in behaviors of those systems)? This is the big-picture highest level of change that we hope for. Beyond the learner, what do you ultimately hope will be different as a result of this module?		
Indicators of Transfer (Long-Term): (How will they be working differently?)	WHAT do you expect to see in the weeks and months to come that show learning has taken place?		
Indicators of Learning (Immediate): <i>What will they learn (content)</i> , in terms of Attitudes, Skills, and Knowledge, and what will they have done (action verb) by the end of this learning module to show they have learned the content?	For example: By the end of this module participants will have ... <ul style="list-style-type: none"> - matched factors of their best learning experience with principles of adult teaching (Attitude) - practiced conducting a Resources and Needs Assessment (Skill) - written the differences between monologue and dialogue (Knowledge) 		
4. When Duration, Time	Length of module: number of minutes / hours Time of day, day of week. [List how many minutes for each task in the HOW section.] Remember: Adequate time is needed for <i>learning</i> , not teaching. Time is not only a measure of content but also of <i>process</i> . On-line, this is both asynchronous & synchronous time.	Sequence: # of #	Sequence in relation to other modules that might be part of the same series or event.
5. Where: location and details of the room/s (e.g. seating arrangements, equipment needed)	What are the specifics of the room or area you will use? How can it be adapted to provide the ideal learning environment (e.g. lighting, seating arrangements, work spaces for small/large groups; temperature, equipment available/needed)? Inside or outside? On-line, this also includes navigability and accessibility of the site, all that is on it, and clarity of instructions about that access.		
6. How will the learning take place? Learning Tasks written as instructions for the learner , relevant to the WHY, WHO and WHERE	Min	Materials Needed & Teacher Notes	
C1: Connection	<i>Bridges to Learning.</i> Tasks that build on current knowledge as a foundation for change. Capture the group's attention & interest. Establish the lesson's relevance and motivation for change.	List for each task: -MATERIALS needed e.g. lined paper, pens, chart paper, marking pens, Chart "X", video -TEACHER NOTES	
C2: Content	<i>Grappling with new content.</i> Prompt "discovery" and draw out much of the content from learners (as appropriate). Give learners tasks to respond to, question, and see how new content fits with what they already know or believe.		
C3: Challenge	<i>Trying it, testing it.</i> Offer learners opportunity to explore the content further by trying it out themselves by applying it to some concrete example. This convinces learners of the content's worth, and allows them to become competent and comfortable with the new content. For many contexts, C3 tasks will require the bulk of a module's time and focus.		
C4: Change	<i>Actions to integrate learning into life.</i> Invite learners to articulate a plan to apply what they learned to a situation in their own lives. This prepares them to sustain their own learning. Good to include a vehicle for accountability (writing a plan, sharing with a partner, praying, etc.	Consider How will you provide closure to the module? Ideas: Summarizing the main learning idea. Prioritizing next steps as a result of what has been learned in the module. Transitioning into the next module.	