

Effective Online Training

Approaches and Recommendations

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GIST Webinar Series on Selected Topics on Management Aspects of Capacity Building

CONTEXT OF THE PAPER

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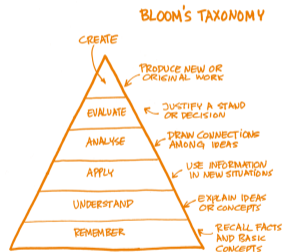
- ▶ Contribution to improve the efficiency of e-learning



Source: The Open Science Training Handbook

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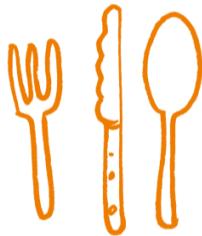
- ▶ Contribution to improve the efficiency of e-learning
- ▶ How to design and develop e-learning courses has been documented *e.g.* by **FAO elearning Academy**



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- ▶ Contribution to improve the efficiency of e-learning
- ▶ How to design and develop e-learning courses has been documented *e.g.* by **FAO elearning Academy**
- ▶ Focus on delivery, for different types of online courses



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- ▶ Contribution to improve the efficiency of e-learning
- ▶ How to design and develop e-learning courses has been documented *e.g.* by **FAO elearning Academy**
- ▶ Focus on delivery, for different types of online courses
- ▶ Mostly based on SIAP's lecturers experience



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TRAINING APPROACHES, TOOLS & INTERACTIONS

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- ▶ **Facilitated courses:** “Webinars, chats, polls, forums, interactive elements, . . . ”

Courses' type	Interactive elements available	Characteristics
Facilitated	Webinars Polls Interactive slides Interactive videos Animates Quizzes Q&A Forums	Online courses with a predefined pace and regular direct interactions with the lecturer(s). Somehow lecturer led
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MOOC	Webinars Polls Interactive slides Interactive videos Animates Quizzes Q&A Forums Peer-reviewed exercises	Online courses with a large number of participants where it is difficult to create direct interactions with learners.
Virtual training	Polls Quizzes Q&A Forums Peer-reviewed exercises	Online courses with a small number of participants where direct interactions are encouraged.

A typology of courses and interactive elements available

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↪ Interactions depend on number of attendees

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The Open Science Training Handbook

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Implications

- ↪ for training institutes (*Which topics for e-learning?, ...*)
- ↪ for lecturers/facilitators (*How to reach/assess learning objectives ?, ...*)



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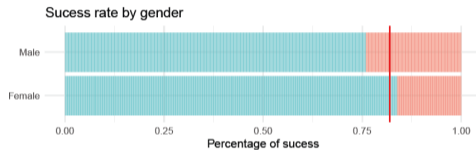
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SIAP's examples

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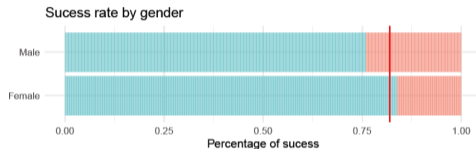


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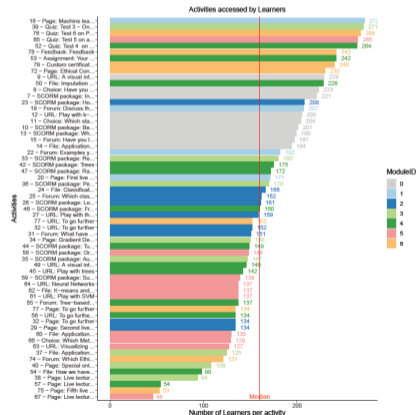
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▶ Preferred activities

Learners preferred activities



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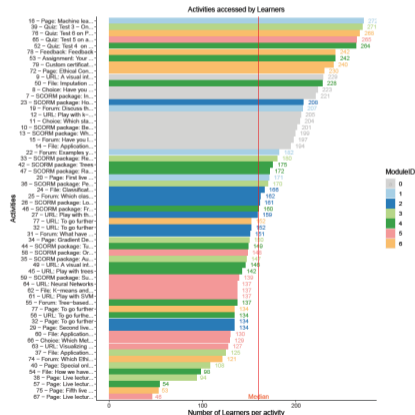
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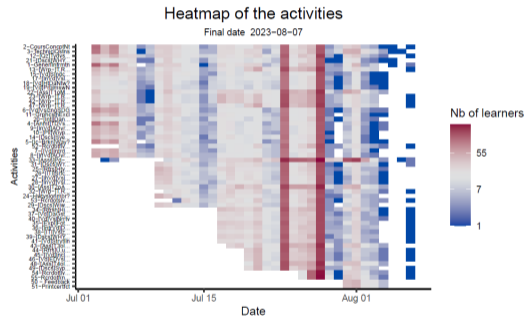
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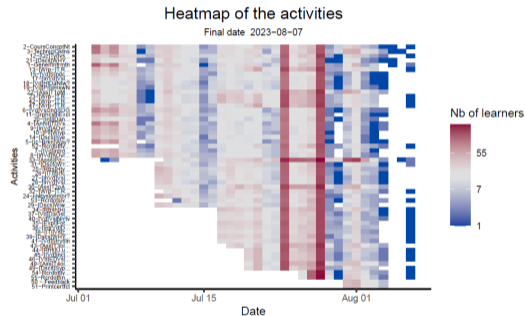
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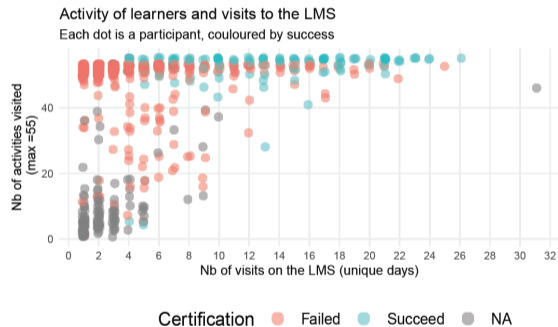
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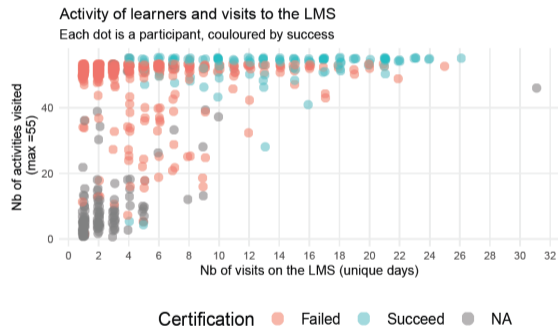
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- ▶ Success vs learner's engagement



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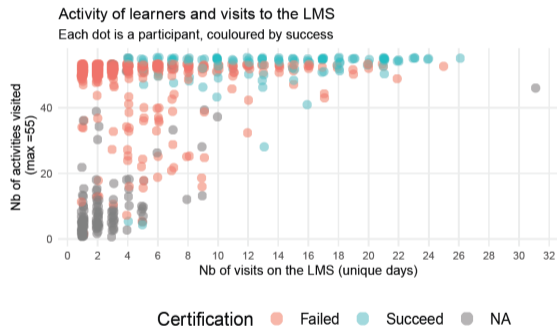


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- ▶ Final *feedbacks forms* are not enough to understand learners needs and learning paths

