Effective Online Training
Approaches and Recommendations

Christophe Bontemps

Statistical Institute for Asia and the Pacific

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
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- How to design and develop e-learning courses has been documented e.g. by FAO elearning Academy

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](#)
- Focus on delivery, for different types of online courses

Source: The Open Science Training Handbook

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Effective Online Training
**CONTEXT OF THE PAPER**

- 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

*Source: The Open Science Training Handbook*
Training approaches, tools & interactions

Facilitated courses: "Webinars, chats, polls, forums, interactive elements, ..."

→ Interactions from & to lecturers + among learners (social learning)

Self-paced: "Webinars, chats, polls, forums, interactive elements, ..."

→ Interactions among learners

MOOCs: "Webinars, chats, polls, forums, interactive elements, ..."

→ Interactions from lecturers + among learners

Virtual training: → Interactions depend on number of attendees
TRAINING APPROACHES, TOOLS & INTERACTIONS

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

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A typology of courses and interactive elements available

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- **Virtual training:**

  Interactions depend on number of attendees
Challenges when delivering an online training

- Heterogeneity in capacity of participants
- Engaging a large group of participants
- Unknown motivation of participants
- Creating common interest
- Following learners’ trajectories
- Collecting real-time preferences

Implications:

- For training institutes: Which topics for e-learning?
- For lecturers/facilitators: How to reach/assess learning objectives?
CHALLENGES WHEN DELIVERING AN ONLINE TRAINING

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→ for training institutes (Which topics for e-learning?, ...)

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LEARNERS ANALYTICS

SIAP’s examples
**LEARNERS ANALYTICS**

SIAP’s examples

▶ Success by Sex

![Success rate by gender chart]

- Male
- Female

Percentage of success

0.00 0.25 0.50 0.75 1.00

For training institutes

Preferred activities

Activities viewed (heat map)

For lecturers (design)

 Success vs learner’s engagement

For lecturers (evaluation/assessment)
LEARNERS ANALYTICS

SIAP’s examples

▶ Success by Sex

→ For training institutes
**LEARNERS ANALYTICS**

SIAP’s examples

- Success by Sex
- For training institutes
- Preferred activities

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![Graph of Learners preferred activities](graph.png)
LEARNERS ANALYTICS

SIAP’s examples

► Success by Sex

← For training institutes

► Preferred activities

← For lecturers (design)
LEARNERS ANALYTICS

SIAP’s examples

- Success by Sex
- Preferred activities
- Activities viewed (*heat map*)

Heatmap of the activities

Date

Nb of learners

7

1
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SIAP’s examples

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WHAT DO WE LEARNED?

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► Duration, level, type of a course have impacts on the e-course delivery
► Learners backgrounds and motivations are always unknown
► Final *feedbacks forms* are not enough to understand learners needs and learning paths