



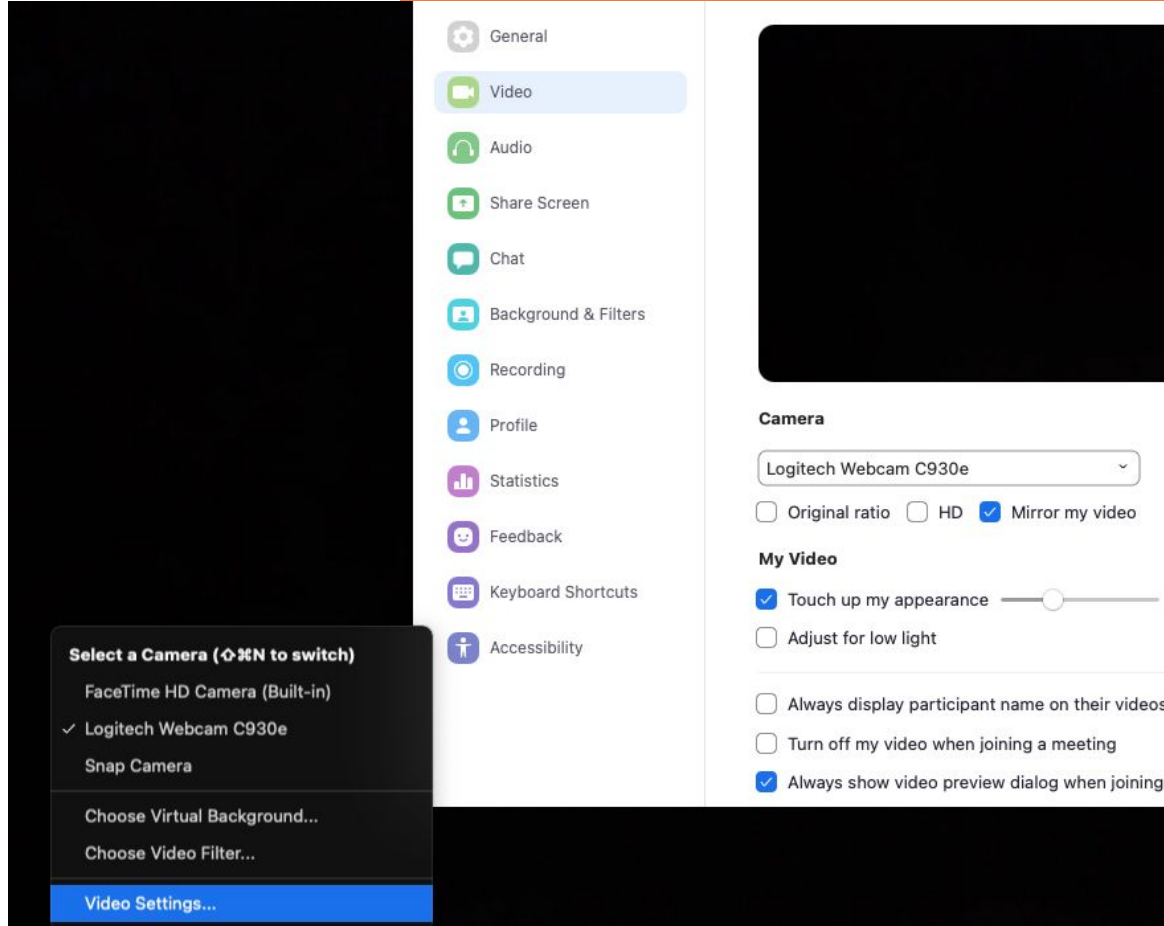
## Tips on developing self-guided eLearning

Webinar Series - Session 4



# Low bandwidth?

- Turn off HD video (see below)
- Try switching off your video
- Recordings will be made available
- Ask the IT team at your office!



The screenshot shows the Zoom settings interface. On the left is a navigation menu with options: General, Video, Audio, Share Screen, Chat, Background & Filters, Recording, Profile, Statistics, Feedback, Keyboard Shortcuts, and Accessibility. The 'Video' option is selected. A dropdown menu is open over the 'Video' option, listing: 'Select a Camera (⇧⌘N to switch)', 'FaceTime HD Camera (Built-in)', '✓ Logitech Webcam C930e', 'Snap Camera', 'Choose Virtual Background...', 'Choose Video Filter...', and 'Video Settings...'. On the right, the 'Video' settings panel is visible, showing 'Camera' set to 'Logitech Webcam C930e', 'Original ratio' and 'HD' unchecked, and 'Mirror my video' checked. Under 'My Video', 'Touch up my appearance' is checked with a slider, 'Adjust for low light' is unchecked, and 'Always show video preview dialog when joining' is checked.

## Agenda

- Cost efficient online courses (UN Habitat)
- Tips on self-guided eLearning (Gamoteca)
- Panel Q&A

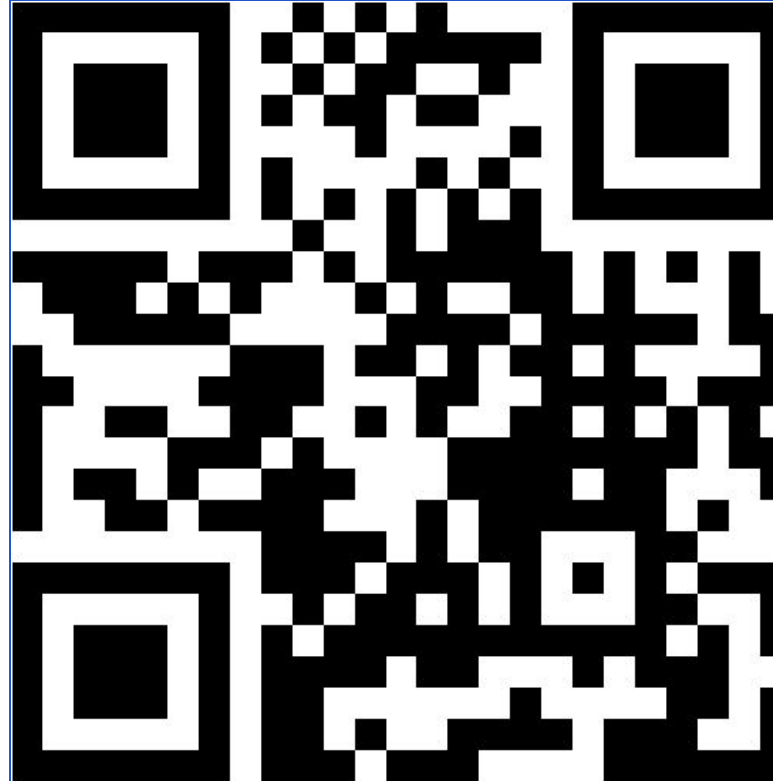


# Poll

In Mentimeter share:

**(scan QR code on right with phone camera)**

- When would you use self-guided eLearning for capacity development?



# For panel Q&A

- Use Mentimeter on your phone, so you can keep Zoom on desktop
- Use Open Q&A button
- Check existing questions and up vote before you add a question
- You can keep adding questions through the presentations



## Panel Q&A

Click the button to participate!

Open Q&A

Recent ⌵ ×

What tools do you recommend?

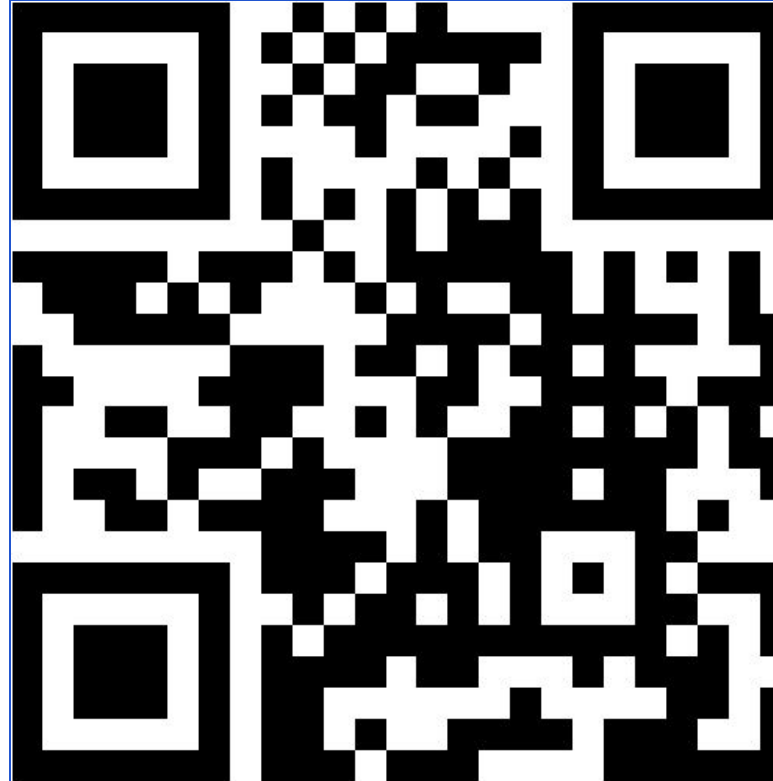
👍  
0

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Write your question here...

200

Submit



# Cost-efficient online courses

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UN  HABITAT



# COST-EFFICIENT ONLINE COURSES — AGENDA

**1**

**Shortcuts to engaging content — 14 min**

**2**

**Choosing the platform — 3 min**

**3**

**Reusing materials — 3 min**

## COST-EFFICIENT ONLINE COURSES — CONTEXT



Online course on major policy document:  
– New Urban Agenda



Global focus, broad target group



UNDA project — adapt capacity  
building to COVID-19 limitations





## SHORTCUTS TO ENGAGING CONTENT — TAKEAWAYS

- 1** Look beyond traditional course authoring software
- 2** Use tools for simplified content creation
- 3** Befriend the coders
- 4** Discover your Learning Management System (LMS)

# CONTENT — SIMPLIFIED VIDEO CREATION



# CONTENT — INFOGRAPHICS



Women only  
account for  
approximately

**15%**

of land and  
property  
ownership globally



Women spend **2.5**  
**times as much** time as  
men on undervalued  
domestic & care work



Domestic & care work is  
estimated to account for  
at least

**10%**

of global GDP

# CONTENT — INTERACTIVE PRESENTATIONS



The slide features a background image of a young boy on a swing set in a park. In the top left corner, there is an icon of a family consisting of two adults and three children. The main title 'Principles' is in a large white font, and the subtitle 'Empowerment of marginalized groups' is in a slightly smaller white font, both enclosed in a red rounded rectangle. Below this, a blue rounded rectangle contains the text 'Click on each principle to learn more'. Three red rounded rectangles are stacked vertically, each containing a white number in a red circle followed by a white text box with a red background: '1 Quality of life', '2 Integrated planning', and '3 Provide services'. In the bottom left, a grey rounded rectangle contains the word 'Back'. In the bottom right, a white rounded rectangle contains the text 'When you are done, click here to move on' in blue.

**Principles**  
Empowerment of marginalized groups

Click on each principle to learn more

- 1 **Quality of life**
- 2 **Integrated planning**
- 3 **Provide services**

Back

When you are done, click here to move on

# CONTENT — INTERACTIVE VIDEOS

Ines Sanchez de Madariaga - The Mobility of Care - excerpt

1.05

UN HABITAT  
FOR A BETTER URBAN FUTURE

What are the four functions of the city according to the Athens charter and functionalism? Select all four from the below list.

- Residential ✓ +1
- Care work
- Production ✓ +1
- Leisure ✓ +1
- Innovation
- Transport ✓ +1

4/4

Continue

0:44 / 3:27

# CONTENT — INTERACTIVE TIMELINE



## CONTENT — QUIZZES

Drag the words into the correct boxes

regulate the use of land by parcel, and determine the density and height of structures built.

Master plans

Zoning laws

Building codes

ensure quality construction, address seismic and flood risks and set standards for resource and energy efficiency.

are long-term strategies to build connections between buildings, social settings, economic activities, geography and culture.

Next question

# CONTENT — FLIPCARDS

## Land-use planning

Use land-use planning to manage urbanization towards mixed-use development to promote more walkable, accessible and compact cities.

## Finance infrastructure



## Territorial planning





# CONTENT — CARD GRID



## Compact growth

National Urban Policies should strive to manage the peripheral expansion of cities and promote compact and inclusive urban growth.

Compact growth and urban consolidation require proactive efforts to concentrate development within the urban core and along transit corridors.



## Context

National Urban Policies should be sensitive to context and the distinctive history and evolution of cities.

There is no single approach for producing a desirable outcome that can be replicated in different national or local contexts.



## Local governance

The active participation of local governments and city authorities is necessary to achieve national policy goals.

Urban policy requires a broader territorial integration of metropolitan regions and stronger connectivity between cities, towns and rural areas while promoting their distinctive strengths.

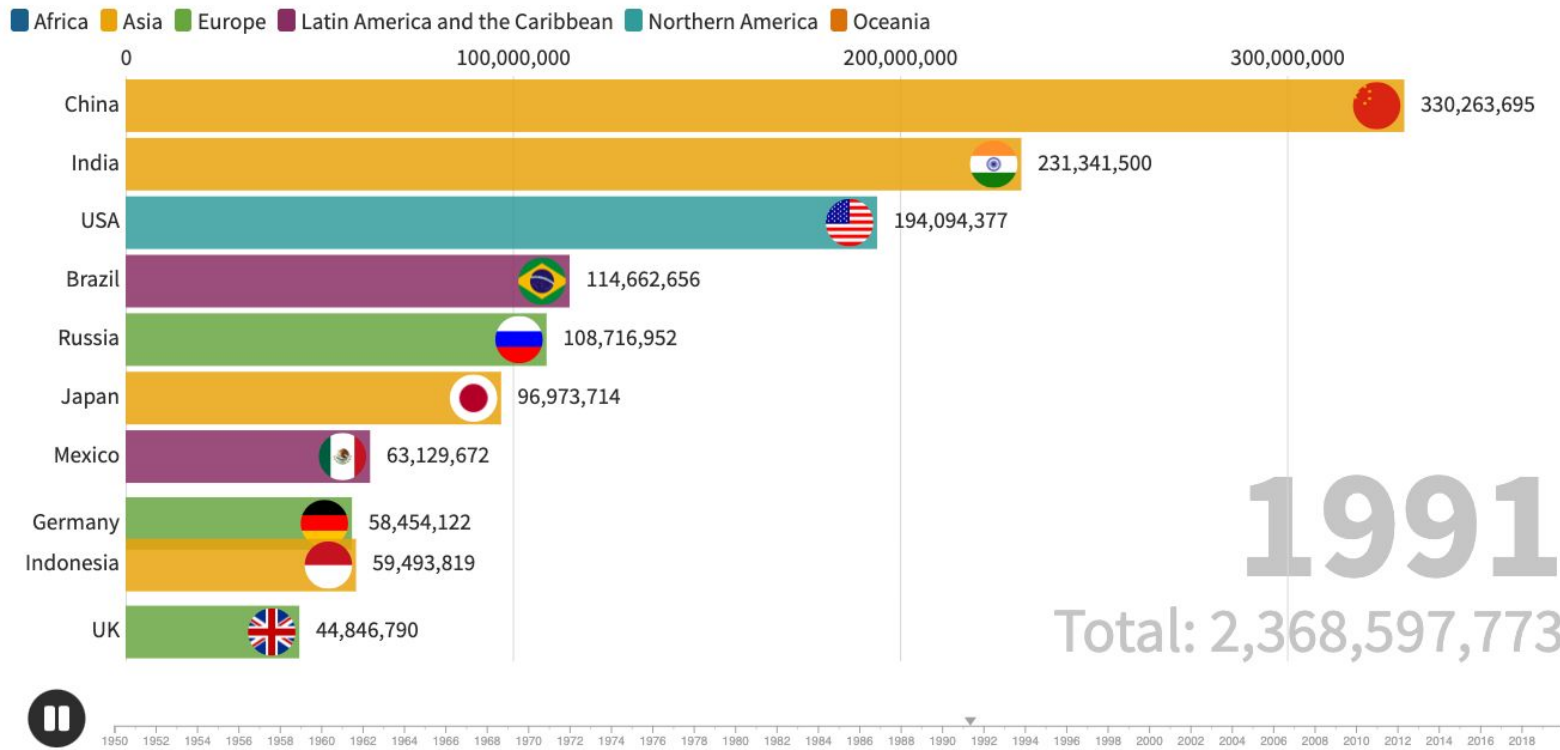


## Minimize displacement

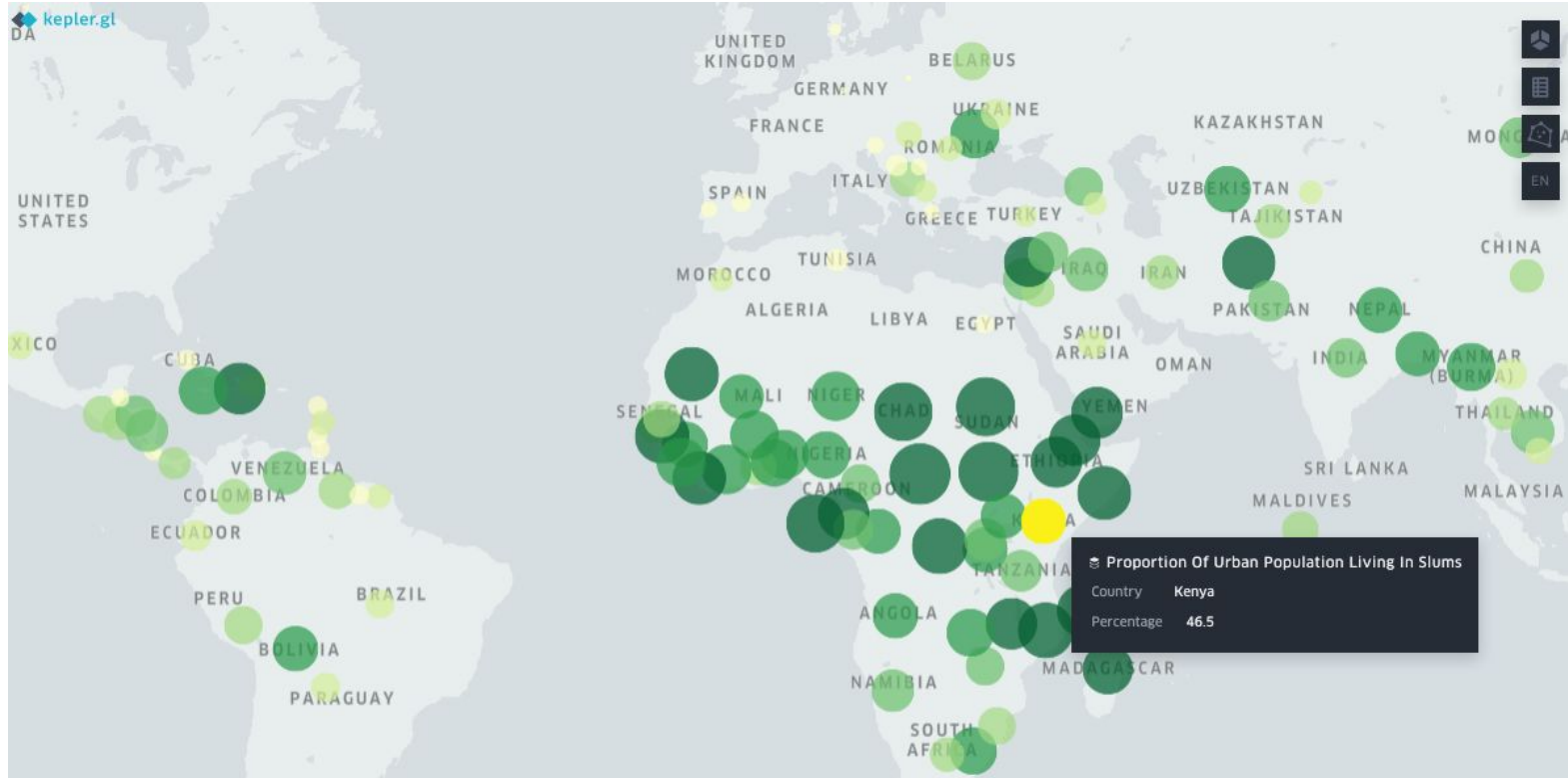
National Urban Policies should strive to minimize displacement and proactively prepare land and infrastructure, rather than redeveloping or relocating informal settlements once they are built.

Wherever possible, existing informal settlements should be formally recognized and upgraded.

# CONTENT — DATA VISUALIZATION I









# CONTENT — DATA VISUALIZATION 2





## CONTENT — ALTERNATIVES

-  **Data visualization:** Studio Flourish, Kepler, Datawrapper, Tableau, and others.
-  **Simplified graphics creation:** Piktochart, Canva, Snappa, Infogram, and others.
-  **Stock materials:** Unsplash, Flaticon, Pexels, Envato, and others.
-  **Course authoring software:** H5P, iSpring, Articulate, Adobe Captivate, and others.
-  **Videos:** Lumen5, Biteable, Vidnami, InVideo, Animaker, PowToon, and others.
-  **LMS:** Moodle, Canvas, Brightspace, TalentLMS, Blackboard, LearnDash, LearnPress, Totara, Docebo, Opigno, Adobe Captivate Prime, and others.



# CHOOSING THE PLATFORM/LEARNING MANAGEMENT SYSTEM



## **Open source**

- UN SG Roadmap for Digital Cooperation
- Principles for Digital Development



## **Looks** are not everything



## System **sustainability**



## REUSING EXISTING MATERIALS

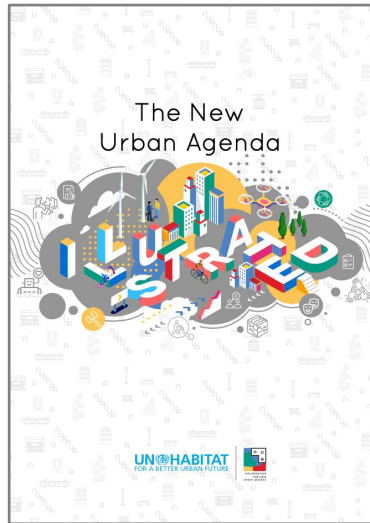


Tools, data, graphics, videos,  
copywriting from other projects



After launch: Adapt, localize, translate

# REUSING EXISTING MATERIALS — HANDBOOK TO ONLINE COURSE



**New Urban Agenda  
online crash course**

A white rectangular box containing the text 'New Urban Agenda online crash course' at the top. Below the text are four circular icons arranged in a 2x2 grid. The top-left icon is purple and contains a bar chart with a house icon. The top-right icon is yellow and contains a mouse cursor icon. The bottom-left icon is blue and contains an open book icon. The bottom-right icon is green and contains a magnifying glass with a plus sign inside.

[learn.urbanagendaplatform.org](https://learn.urbanagendaplatform.org)



# Thank you!

Vidar Vasko - [vasko.vidar@un.org](mailto:vasko.vidar@un.org)

Raphaëlle Vignol - [raphaelle.vignol@un.org](mailto:raphaelle.vignol@un.org)

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UN-Habitat

[unhabitat.org](http://unhabitat.org)

UN  HABITAT





# Tips on self-guided eLearning

**Atish Gonsalves, Founder - Gamoteca**  
atish@gamoteca.com



# Tips on self-guided elearning

- Aggregate first, build last
- Pick simple elearning tools
- Scaffolded, social learning
- LMS to rapidly build courses
- Storytelling
- DOs and DONTs
- Measuring Impact - data driven learning design



# Aggregate first, build last

- Source off-the-shelf eLearning content
  - a. Project management
  - b. Finance
  - c. IT
  - d. Soft-skills
- For domain-specific or technical content, build content sharing agreements with other organisations



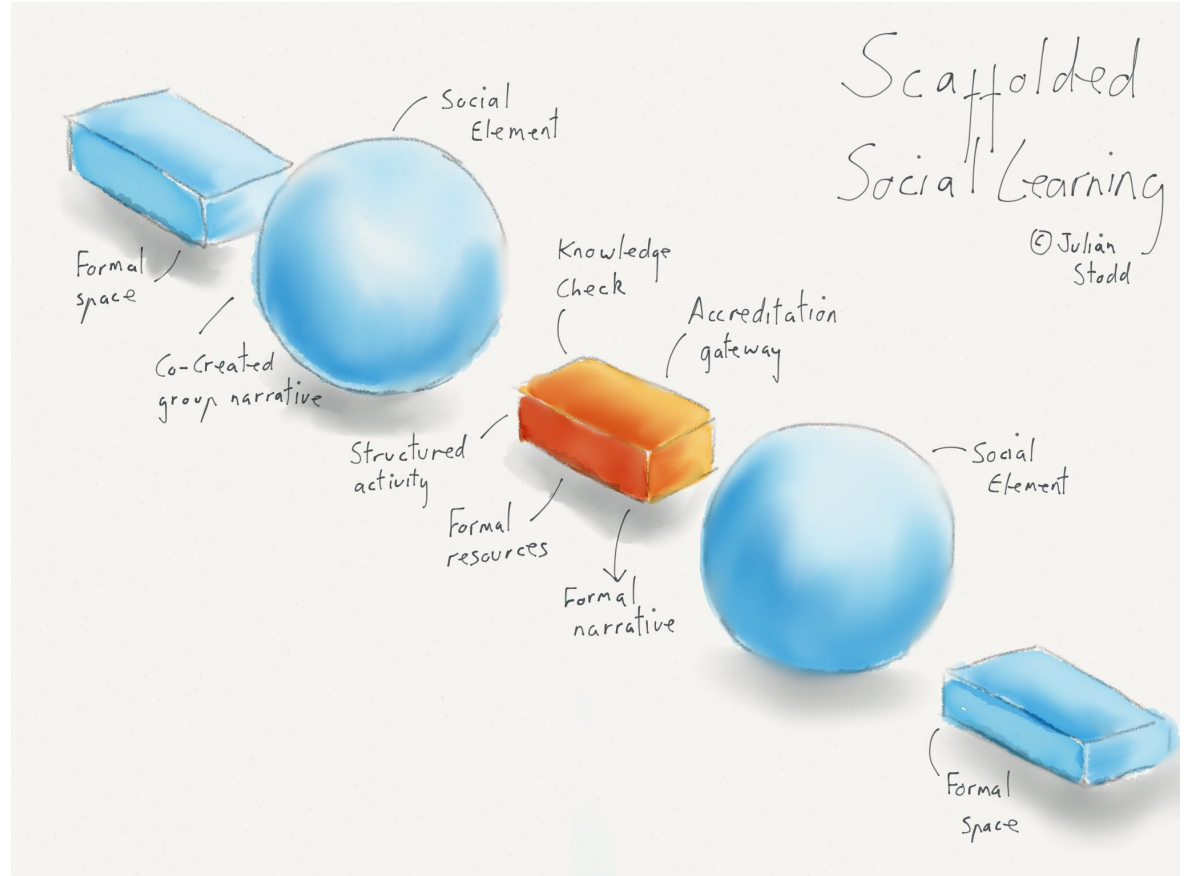
# Pick simple elearning authoring tools

- **Customisation vs simplicity** - too many features is not always a good thing
- **Outputs should be modern and compatible** - Create once, publish to many (browser, phone, tablet)
- **Collaboration** capabilities (for team development and feedback)
- **Integrations** - Compliant with SCORM, AICC, xAPI, standalone websites.
- **Accessibility** - Section 508 and WCAG 2.1 compliant
- **Widely used** - Used by a large number of companies, easier to get support and the tool will last for years



# Scaffolded social learning

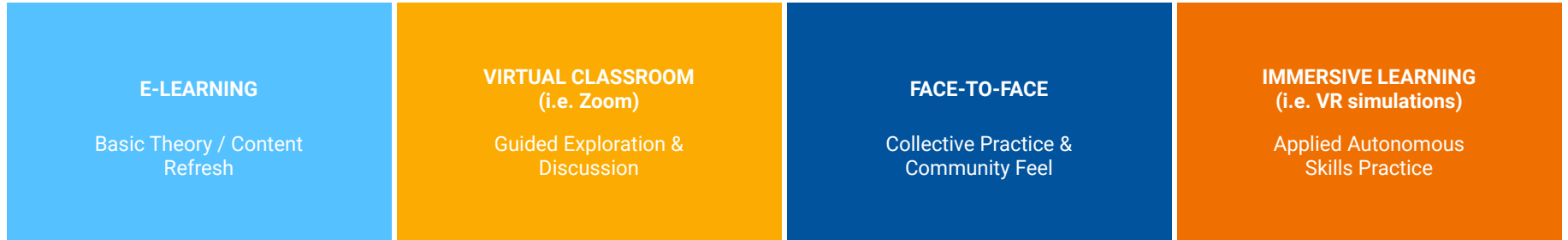
A scaffolded Social Learning solution will include a combination of formal and social spaces



Credit:

<https://julianstodd.wordpress.com/2015/10/30/an-introduction-to-scaffolded-social-learning/>


# Learning models become hybrid journeys




## Example of a Learning 3.0 journey




# Use the LMS to rapidly build the course (authoring tool not always needed)





## Volunteer Essentials Pathway

 **Game, Learning pathway** English ★★★★★ Rated by 16 learners


An interactive, scenario-focused pathway that introduces the core skills and knowledge needed to volunteer in the humanitarian sector.

**Topic:** Humanitarian Essentials, Principles, practices and standards, Accountability, Volunteering, Technical Sectors, Programmatic Support, Safety and Security, Health and safety, Security, Management Essentials, Communication and language skills

**Provider:** Humanitarian Leadership Academy

**Region:** Global

**Compatibility:** Offline, Tablet, Smartphone



**i** You have already joined this course, and can access the content by clicking below.

**View course**

## Table of contents

### Get started

Module 1: Introduction

Module 2: Volunteering in the humanitarian context

Module 3: Applying humanitarian principles as a volunteer

Module 4: Volunteer communication and accountability

Module 5: Volunteer safety and wellbeing

### Assessment

Planning your next actions

Learn more

Ways to share your learning

Facilitator guide

Feedback

Completion certificate

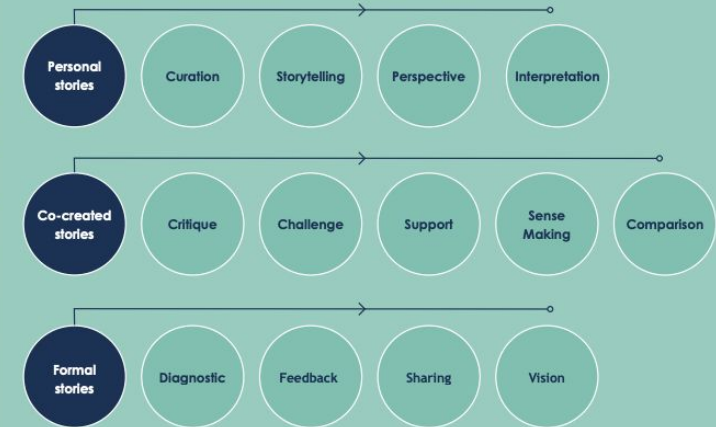
Acknowledgements

Need help?

# Storytelling

- **Personal stories:** describe personal learning and change over time typically messy and imperfect, but deeply authentic.
- **Co-created stories:** the story of a community purpose is to see and chart similarities and differences of opinion. Storytellers help a community to find its voice and create these stories.
- **Formal stories:** share an official view or history of an organisation useful when a specific outcome or behaviour needs to be explained. usually 'broadcast': told with limited opportunity to question or challenge.

## The three levels of storytelling



This illustration shows the skills and activities needed for each of the three levels of storytelling in Scaffolded Social Learning.

Credit:

<https://www.humanitarianleadershipacademy.org/our-learning-approach/social-learning/>



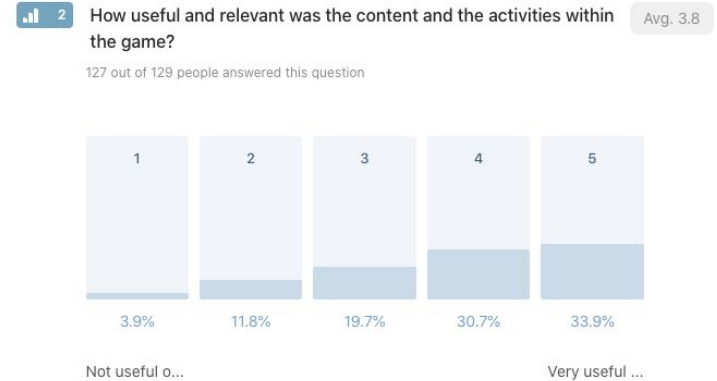
# DOs and DONTs

- Do
  - Create short bitesize content pieces that can be easily updated
  - Videos and well written case studies to humanise learning, demonstrate good & bad practice
  - Only build SCORM modules when content will not change frequently, e.g. think of a book vs a blog
  - Use gamification elements, e.g. levels, badges
- Do NOT
  - Convert long policy documents or presentations into "Powerpoint on steroids"
  - Push out modules with unengaging content, remember compliance does not mean learning
  - Create knowledge-based multiple choice assessments
  - Overdo animations



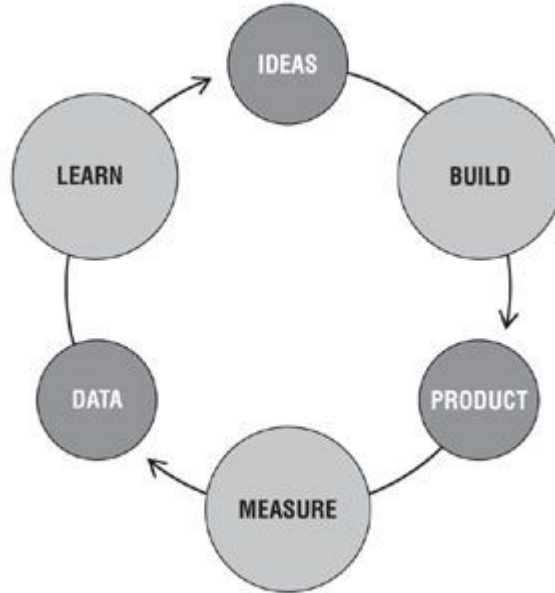
# What to measure

- Reach
- Satisfaction
- Behaviour change
- Value & Impact
- Engagement
- Retention
- Return on Investment (RoI)
- .. what else?

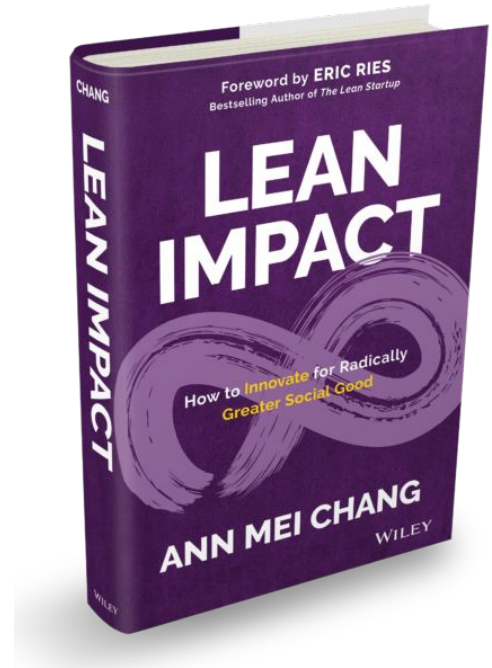


# Lean startup methodology

## BUILD-MEASURE-LEARN FEEDBACK LOOP



Minimize **TOTAL** time through the loop



# Measuring impact - communications

- **Google Analytics:** audience, acquisition, behaviour, conversions
- **Social Media Analytics:** reach, engagement, video views
- **Email Marketing Analytics:** Open rate and click through rate; Top performing article



# Measuring Impact - Learning (Diagnose vs Autopsy)

WWW.LORINILES.COM

	Video length consumption	Examining which videos are viewed for a longer time and which are closed after a few seconds demonstrates what keeps attention and what is of little value, or even mistitled	Analyse trends for making future content design decisions
Internal Social Media Platform Admin	Trending content or hashtags	Determines what is of value to employees on a minute-by-minute basis. Tracking trending content over a few months can also indicate the format and type of content most consumed by the audiences	Promote or rapidly build content aligned to topics
	Identify Influencers	As influencers are not the people posting most frequently, but rather the ones with the most followers/likes/comments/etc. this indicates the viewpoints and tone most valued by the crowd	Use influencers to promote or comment on learning content to create engagement. Note: use cautiously as this could create distrust if it seems inauthentic
	As with the IT data, determine mobile vs. desktop, and time of day/week peaks	Same as above	Same as above
HR	Attendance, overtime, travel, and illness patterns	Identifies busy and low periods of the working year, week, and possibly day	Launch content at optimal times: when people are not on generally on vacation, out of office, traveling, etc.



## Data-Driven Learning Design



# NRC case study



- Iterative approach to improving learning experience based on feedback
- Shared a survey with each group, and used results to improve next cohort
- Included quantitative and qualitative data

## 11 What did you like the most about the course?

47 out of 47 people answered this question

It was great to really interact with other colleagues in an environment not used to most of us.

2 months ago

View all responses

## 12 What did you not like about the course or would change in order to make it better?

47 out of 47 people answered this question

It would have been useful to have some form of ice breakers. When being split into groups it would have been good to know who our group members were, what do they do, where they are etc. and might have helped create the group dynamic sooner. Also, I found that the instructions regarding the exercises of creating a persona, a situation etc could have been clearer, I

# For panel Q&A

- Use Mentimeter on your phone, so you can keep Zoom on desktop
- Use Open Q&A button
- Check existing questions and up vote before you add a question
- You can keep adding questions through the presentations



## Panel Q&A

Click the button to participate!

Open Q&A

Recent ⌵ ×

What tools do you recommend?

👍  
0

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Write your question here...

200

Submit



# Next Steps

- **Small focus sessions (hands-on design sessions)**
  - Tools for effectively delivering online training and methods to make blended learning more social and closer to engaging workshop experiences (TBD)

