

PLANNER

Map Out Your
Course or Program
Outcomes, Learning Design
and Evaluation Plan



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INTRODUCTION

This worksheet supports the training I provided in my podcast episode 67 and accompanying article on my blog at:

<http://jayallyson.com/blog/learning-design-planner/>

where we diving into the question of how we can really deliver worthwhile learning online, how to map out your learning design and how to measure it's achieving the outcomes you promise for your participants.

Think beyond content. Content and resources alone won't create the real transformation. You're going to need to interweave communication and dialogue. If it's a group program, you'll want to find ways to foster collaboration and co-operation amongst the group, because learning from sharing and discussion with peers is a powerful learning method.

So think in terms of an integrated design for learning, and use the technologies that support the activities you want going on.

In terms of leveraging your time, consider your course or program design in terms of the content, the activities and your involvement:

- structure (low to high)
- content (light to rich/heavy)
- communication (light – heavy)
- interaction (independent – collaborative)
- blended (online – off line)

Ok, let's get started!

And by the way, the worksheet will make most sense if you've listened to the full episode or read the article.

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STEP 1 – Create the Goal Statement for your Course or Program

Title:
Subtitle or tagline:
The overall aim – what's the 'big idea' in your 'promise':

STEP 2 – Set out the Objectives or Learning Outcomes

What they will know, understand and/or believe after completing the course/program
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What they will feel after completing the course/program

What they'll be able to do (better, faster, with more ease/grace, less stress/anxiety)

STEP 3 – Describe the Learner Experience You Want to Create

What kind of learner experience do you want to deliver?

STEP 4 – Identify How and When you will Measure Outcomes

Tracking progress and outcomes:	
What are the intended benefits?	
How will you know your course/program is helping people achieve the outcomes you want for your students/participants?	
What kind of indicators of progress are you going to measure?	
What methods will you use to collect/assess these outcomes?	When will you do this?
- formatively (during the course)	

- summatively (after the course)	
How will you capture unintended outcomes (negative and positive)?	

STEP 5 – Imagine the ‘Wins’ You Want to Hear During/After

What do you hope they will raving about to other people about what they’ve learned, accomplished or experienced from completing your course/program?
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Reviewing the technology to support your learning design

When you're mapping out your program, keep in mind the tools and technologies you'll be using to support it.

As a minimum, you might want to review three things:

1. constraints and benefits of available technologies
2. human time and energy to get them to work
3. taking account of social issues, skills, fun

FINAL REFLECTIONS

Think about your course / program storyboard sequence. Imagine you're a participant working through it. How does the logic or experience feel to you?

If you have a business partner or accountability buddy, or maybe even a long-term client, you can give them a walkthrough and ask them to tell you what comes up for them going through it.