WMO ONLINE COURSE FOR TRAINERS OF RA II AND RA V

20 March to 16 June 2016

Preliminary Course Programme and Learning Outcomes

Three different participant audiences will benefit from this online event:

- Trainers: Full-time trainers and training developers who dedicate substantial time to training duties (it will be possible to accept up to 30 Trainers in the course);
- Part-time trainers: Subject matter experts who contribute to classroom or online courses periodically (it will be possible to accept up to 25 Part-time trainers in both courses);
- Training Managers: Those who manage or direct training functions or institutions (with some exceptions described below, Training Managers should apply as "Trainers", subject to the participant limits stated above).

The course will be divided into three modules. Those in the category of Trainers should complete all three modules. Part-time trainers would need to complete only Module 2.

- Module 1: Learning Needs and Outcomes and the Training Process (for Trainers and Training managers): 20 March to 9 April 2017;
- Module 2: Learning Solutions, Learning Assessment, and Training Evaluation (for Trainers and Training Managers): 24 April to 14 May 2017;
- Module 3: Learning Activities, Resources, and Facilitation (for Trainers and Part-time Trainers): 29 May to 18 June 2017.

The full 9-week course will address the needs of full-time trainers and training managers. Module 3 will address many needs of part-time trainers. Note that for those in management positions who cannot commit to the full 9-week course, completing only Modules 1 and 2 is an option. However, spaces will be limited. Special consultation is requested.

On the Nomination Form, please note how you intend to participate—as Trainer, Part-time Trainer or Training Manager.

To ensure effective facilitation and depending on the number of nominations received, a limit of two (2) nominations in each audience category from a Member country will be imposed. Additional participants from outside the Regions may also be invited if spaces are available.

Some additional activities may be offered as live online sessions, and may be open for participation by a wider audience.

All participants will be expected to **dedicate a minimum of 6-8 hours each week** during the course to enable completion of learning and project tasks on a timely basis. The total level of effort for Trainers is approximately equal to the time they would dedicate to a 9-day classroom course, but spread over 13 weeks. It is **critical to the success** of this course that this time is made available to participants apart from their weekly work responsibilities. For this reason, all nominations from Permanent Representatives will require acknowledgement of this time requirement. Participants will be enrolled in the WMO Education and Training Programme e-Learning website and also expected to be engaged in some pre-course preparatory activities.

Pre-Course (10 to 20 March) Personal profiles, Course processes, Ice-breaker activities
Module 1 (Trainers and Managers) 20 March to 9 April
Week 1 The Training Process, Competencies for Training Providers, Project Initiation
Week 2 Learning Needs
Week 3 Learning Outcomes
Module 2 (Trainers and Manager) 24 April to 14 May
Week 4 Learning Solutions
Week 5 Learning Assessment
Week 6 Training Evaluation
Module 3 (Trainers and Part-time Trainers) 29 May to 16 June
Week 7 Learning Activities
Week 8 Learning Resources
Week 9 Facilitating Training Activities

Learning Outcomes

For online, blended, or classroom-based courses in their content areas of responsibility and for their client communities, participants will be able to:

Modules 1 and 2:

1.   Apply a systems approach to analyzing the context of learning and the training development process:

- Use a systematic process to develop training programs and sessions.
2. Identify and prioritize the learning needs of staff members in their services or Region:
    - Analyse learning needs;
    - Specify training needs based on learning needs, organizational priorities, constraints and resources.
3. Specify or adapt competencies and set the learning outcomes.
4. Determine learning solutions based on intended learning outcomes and project constraints and opportunities.
5. Plan and conduct learning assessments.
6. Plan and conduct a course evaluation.

Module 3:

7. Design learning experiences for active engagement:
    - Create learning activities based on the learning outcomes;
    - Use online or classroom learning tools and techniques to implement learning activities;
    - Design learning resources;
    - Determine the roles of trainers and learners in the learning experience.
8. Use existing online resources to address learning needs:
    - Identify resources available for training needs;
    - Incorporate existing resources by developing learning supports and accompanying activities.
9. Lead classroom or online learning activities.
10. Provide facilitation, tutoring, debriefing and coaching to support students.
11. Conduct effective asynchronous learning.

General:

12. Practice and encourage good online learning habits (scheduling, pacing, online communications, self-direction, etc.).
13. Develop a comprehensive and convincing Training Development Plan to promote and guide a training project.

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COURSE ACTIVITIES AND CERTIFICATES

General activities required of all participants

1. Viewing all required instructional resources.
2. Contributing to the course online discussion forums.
3. Contributing to all learning activities.

Digital Badges are granted for completion of each one-week unit of the course. Certificates of Completion are granted for both Trainers and Part-time Trainer tracks. To receive certificates of completion, participants will be assessed on their contributions to a variety of activities and completion of several projects. The coursework is designed to fit the scope of the 4-6 hours per week expected for participation. Examples of activities and projects that may be assessed include:

Modules 1 and 2:

- Completing a training skills assessment based on WMO training competencies.
- Analysing organizational training development and delivery processes.
- Identifying competencies, job tasks, learning needs, and learning outcomes.
- Create a Think-Do-Feel table to help specify desired learning outcomes.
- Choose learning solutions based on training criteria and constraints.
- Create a student assessment plan.
- Create a course evaluation plan and associated forms.

Module 3:

- Creating a learning activities map.
- Design a classroom and online learning activity.
- Design or redesign a learning presentation and online or print resources.
- Determine solutions to common training facilitation challenges.
- Adapt an online learning resource for use in a classroom or online course.

Course Conclusion:

- Organize a training event for online and classroom delivery.
- Completion of a Training Development Plan.

During the course, those participating as Trainers will undertake a project to develop a Training Development Plan for an upcoming course for which they are responsible. This Training Development Plan will be a focus throughout the course, allowing participants to apply the training development process they are learning. Trainers will be assessed on the quality of their completed Training Development Plan as well as completion of the units of the course, and those who are successful will receive a Certificate of Completion and a transcript identifying the competencies developed during the course.

We strongly suggest that all participants discuss their Training Development Plan projects with their managers before attending the course. This will ensure that the coursework is relevant to their workplace and that there is an organizational commitment of support to further developing their skills on the job.

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