Creating Effective WASH Training

Workbook

Participant Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_





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# Qualities of an Effective WASH Training

1. Think silently about the best workshops or courses you have attended. What made them effective? Record your ideas.
2. List three qualities of an effective WASH training that you will consider while creating your workshop.

# Instructional Design

1. Write down the steps you expect to follow for each stage of the ADDIE Model. Note: you can record the actual steps on the next page of this workbook.

**ADDIE Model – Anticipated Steps**

**ANALYZE**

**DESIGN**

**DEVELOP**

**IMPLEMENT**

1. Write down the steps you followed for each stage of the ADDIE Model.

**ADDIE Model – Actual Steps**

**ANALYZE**

**DESIGN**

**DEVELOP**

**IMPLEMENT**

# Analyze

**ANALYZE**

**DESIGN**

**DEVELOP**

**IMPLEMENT**

## Define the Problem

1. What is the problem or issue that you are trying to address through a workshop?
2. Why is a workshop the best way to address this problem?

## Identify the Target Participants

1. Why is it important to know the qualities of the target participants before you design your workshop?

## Develop a Workshop Goal and a Theory of Change

**ANALYZE**

**DESIGN**

**DEVELOP**

**IMPLEMENT**

1. Record the workshop goal.
2. In the table below, provide a description and an example of each category of the Theory of Change.

**Theory of Change**

|  |  |  |
| --- | --- | --- |
| **Category** | **Description**  | **Example** |
| Motivation |  |  |
| Learning  |  |  |
| Behaviour  |  |  |
| Result |  |  |

## Collect Information

1. Fill out one of the Information Collection Plans below for each stakeholder you need to collect information from.

**Information Collection Plan**

|  |  |
| --- | --- |
| **Stakeholder:**This is the group you will collect data from |  |
| **From Region:**What region is best, based on the constraints? |  |
| **How many?**How many of these stakeholders do you need to collect data from? |  |
| **Other details:**Anything else needed for selecting individuals from the stakeholder group |  |
| **Collection method 1:**What method will you use to collect the information from this stakeholder? Choose from questionnaire, in-person interview, telephone interview, focus group, observation |  |
| **What information do you need to collect?**List what information you need to collect using this method. |  |
| **Collection method 2:** Fill out if two methods will be used to collect information from the same stakeholder |  |
| **What information do you need to collect?**List what information you need to collect using this method. |  |

1. What tips will you keep in mind as you start collecting information?
2. What information did you adjust in the target participant profile, goal or Theory of Change based on the information you collected.

# Design

## Describe and order topics

1. Describe the process used to order the topics and develop descriptions.
2. What would you do differently next time to make this easier?

## Learning Outcomes

1. Record an example learning outcome for each level.
* Create:
* Evaluate:
* Analyze:
* Apply:
* Understand:
* Remember:

## Assessment

1. **Formative Assessment**

Definition:

Why is important?

Provide an example:

1. **Summative Assessment**

Definition:

Why is it important?

 Provide an example:

## Identifying Supporting Materials

* 1. Create a list of materials that you can develop to support participants in achieving the learning outcomes in your lessons.

# Learning Theory

## Memory and Learning

1. Draw a diagram or picture representing each of the memory systems and how information moves between them.

## Four Things Learners Need

For each of the “four things learners need,” record why it is important for learning and how it connects to memory systems.

**Safe Learning Environment**

**Motivation**

**Connection to Existing Knowledge**

**Practice**

## Diverse Activities for Learning

1. Know – what is one thing you already knew about using diverse activities in lessons?
2. Want– what is one thing from this lesson you want to know more about or want to practice doing for the first time?
3. Learned – what is one thing you learned (in this workshop so far) about activities for learning?

# Develop

## Building a Lesson

Why is each part of a lesson important? Think about the Four Things Learners Need and how memory works.

**Learning Outcomes**

**Materials**

**Preparation**

**Introduction**

**Topics**

**Review**

* 1. **Creating and Agenda**
1. What constraint do we need to keep in mind when designing an agenda?
2. How can we accommodate for these constraints in the design of an agenda?
	1. **Creating Materials**
3. What did you learn about creating supporting materials through this process?

# Implement

* 1. **Piloting Lessons**

## What did you discover about your lesson plans from piloting them?

* 1. **Fitting your workshop into a broader plan**

## What support (activities) can you offer to ensure participants achieve the results outlined in your Theory of Change?

|  |  |
| --- | --- |
| **Before the workshop** |  |
| **During the workshop** |  |
| **After the workshop (short-term)** |  |
| **After the workshop (long term)** |  |

# Evaluation

* 1. **Formative Evaluation**
	2. Why is it important to evaluate at each stage of developing a workshop?
	3. **Summative Evaluation**
	4. Why is it important to evaluate your workshop once you have started delivering it?

| **Stage of the Theory of Change** | **Indicator** | **How will you get the information**  |
| --- | --- | --- |
| Reaction |  |  |
| Learning: |  |  |
| Behaviour: |  |  |
| Result: |  |  |

Record one indicator and one way of collecting information for each category of your Theory of Change:

# Action Planning

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Why** | **Resources Required** | **When**  |
| *Ex: pilot our workshop externally* | *Ex: To ensure the lessons are appropriate for the target audience.*  | *Ex: Venue, people to deliver, money for food and transport* | *Ex: February 1st,* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |