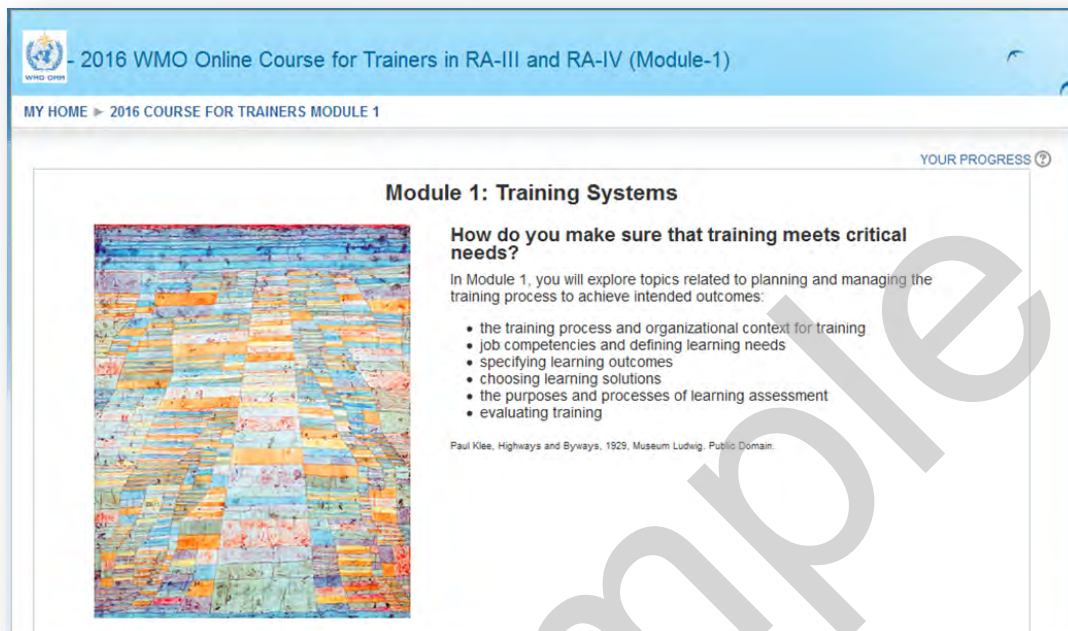


# WMO Online Course for Trainers 2017

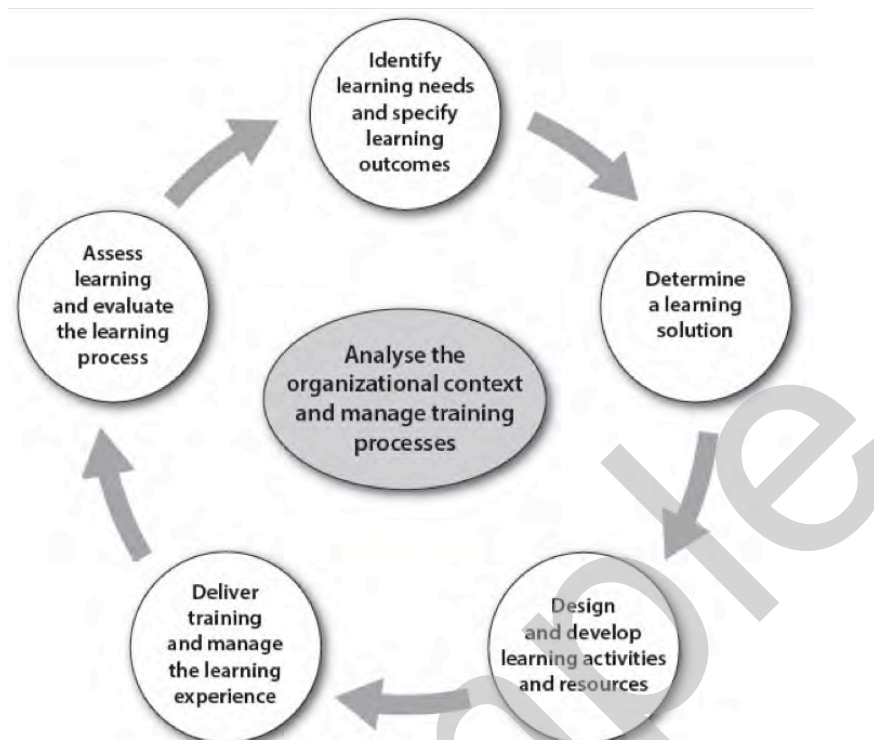
## 1. A course for trainers and training managers



Welcome to the WMO Online Course for Trainers. This course has been an important offering for the WMO Education and Training Office for many years, but only recently has it been made available online in order to reach an even larger audience. The content of the course has been expanded and we have made several adaptations and modifications for online delivery to ensure that it remains active and engaging.

The course is intended to help trainers and training managers think more deeply about their roles. For example, it will help you view training and learning as complex systems of interrelated components and training development as a systematic process with many decision points. It will introduce some concepts about learning and teaching that may be new to you, but it will also provide many simple and practical tips to improve your work. Some of these you will learn from the facilitators, and some you will learn from your fellow participants.

## 2. The training process



The training process is often viewed as a cycle. This cycle is composed of interrelated components that are the steps in a systematic process, starting with identifying learning needs and ending with assessing learning. But each component also impacts the others through ongoing evaluation and reassessment of decisions and outcomes along the way, so the path is not completely linear. For example, learning needs determine what must be learned and how it should be taught, and assessments of learning that occur during or course might show that teaching methods should be changed.

Those who participate in both modules in this course will become familiar with each step or component in the process. Module 1 (for Trainers and Training Managers) addresses learning needs and outcomes, learning solutions, learning assessment, and training evaluation. Managers and others interested will also visit the central concern of analyzing the organizational context for training. Module 2 focuses on choosing learning activities and delivering training. The course conclusion continues the treatment of delivering training, and also helps to consolidate the process in final course activities.

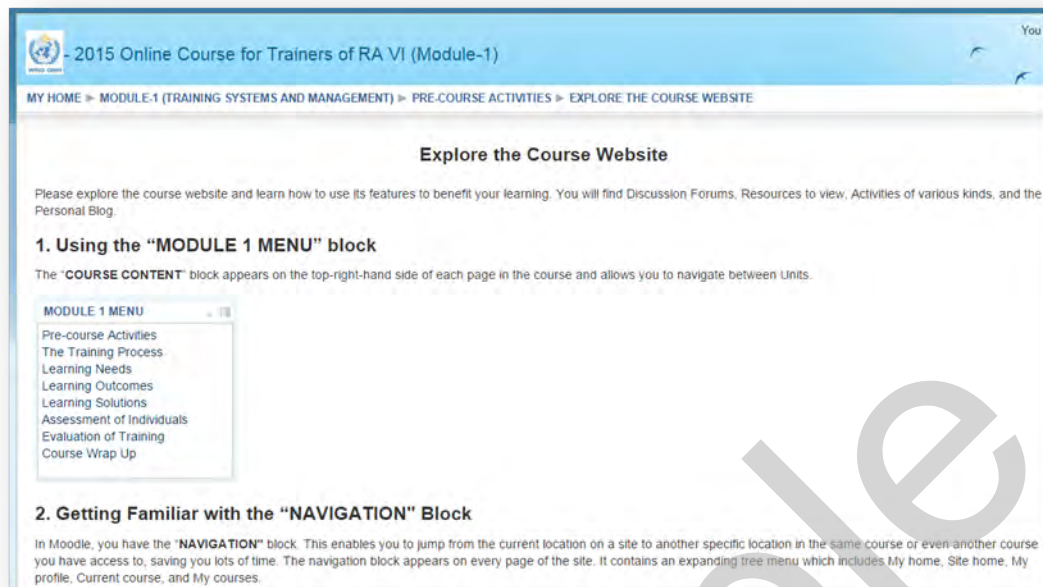
### 3. A mountain to climb?



Viewing learning and training as a cycle is useful, but that may not be how you experience it. You might see it as having a clear beginning and end. Perhaps you see it as a mountain you have to climb, one that hopefully leads to a positive and useful outcome.

The full course will last twelve weeks, so you will need to use your time carefully if you expect to reach the top of the mountain--the end of the course and the course certificate. You should be sure to begin the journey prepared for the challenge. This orientation is part of your preparation, and it will point out additional resources to help you complete the course.

## 4. Finding your way around



We have tried to design the course website so that it is easy to find everything you need. But there many activities and resources, so you may still have to work a little to learn how to navigate the site.

To help you find and access other features of the course website, developed with the Moodle course management system, we have made available a short resource called, "Explore the seminar website." You can find this in the Pre-course activities, if you have not already found it.

## 5. Kinds of resources and activities

Unit 2: Learning Needs

23 February to 1 March In this unit, you will learn about the importance of clarifying job competencies and identifying training needs. You will practice processes for doing this, including using a Think-Do-Feel Table.

YOUR PROGRESS ?

General Forum for Learning Needs

1. Overview of Learning Needs and their Role

1.1 The Role of Learning Needs (Reading)

1.2 What do competency frameworks mean for training providers? (Reading)

2. Training Needs Assessment

2.1 Training Needs Assessment

2.1.1 Responses to the reflection problem

2.2 Needs Assessment, some actual examples

3. Final Assignment

3.1 Unit 2: Learning Needs Quiz

3.2 Training Development Plan (#2)

During the course, you will use a variety of learning resources and experience many different kinds of activities. Some resources will be simple PDF files you can read online or print for offline reading. Some will have audio or video files included.

However, much of the course will be made up of activities that require your contributions and interactions with the facilitators and fellow participants. We hope these will be enjoyable, but also challenge you to think deeply. The most frequently used activity will be the discussion forum, where you can share ideas and write your own comments and questions, as well as respond to the comments and questions of others. Other activities will require additional ways of interacting. We invite you to try each of them and to think about how you could use such interactions in your own training.

The type of activity and resource is indicated by the icon that precedes the title. You will become familiar with these different icons during the course.

## 6. Badges and Certificates



### Badges

Badges are being used to demonstrate growing competence in more detail than completing the entire course. Badges are also useful because you can carry them with you in your profile into other courses.

Badges will be awarded for completion of each unit in the course. The units are designed to correspond to key learning outcomes related to the WMO Competency Requirements for Training Providers, so badges will help you to demonstrate your training competency.

The badge for a unit is granted once you have completed the activities and viewed all the resources required, including the final unit quiz. What determines completion for activities can vary. For most Discussion Forums, for example, you must make one post, which can be either a reply to someone else or the start of a new discussion. Quizzes, on the other hand, require a passing grade, and content resources must simply be read (but this reading is necessary for other activities). Other activities might have other requirements for completion, as explained in their instructions.

### Completion Certificates

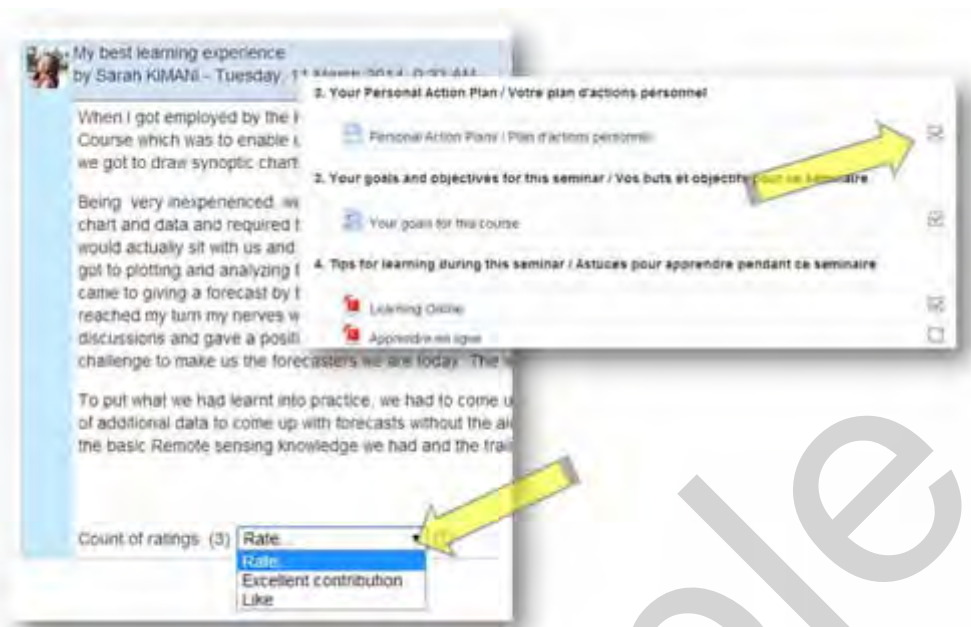
Completion Certificates will also be offered for the completion of all required modules in the course. This offering of the Online Course for

trainers is being offered for three different audiences: Trainers, Training Managers, and Subject Matter Experts. A Completion Certificate can be obtained by those in each of the three roles by completing the corresponding modules. The Completion Certificate requires that you collect the Badges for each unit in the module, PLUS submit and receive a Satisfactory grade on the Final Assignment.

If you demonstrate outstanding participation in course activities, including receiving high ratings for some of your discussion forum posts (see the chapter on Participation) and participating in peer assessment (see Peer Assessment), you can earn a Certificate of Completion with Distinction.

Example

## 7. Participation



Discussion forums are some of the most important activities in the online course. They are the primary way for you interact with the facilitators and participants, and how you can ask questions, share your ideas, and get feedback. You may learn more in the forums than anywhere else.

When you submit a post to a required forum, or when you view a required resource, you will receive a check in the box located to the right of that activity or resource, as shown above. This is one visible indicator of your level of participation in the course, and also contributes to your achievement of the unit Badges. In most units, participation in forums is required for the unit badges.

All participants and facilitators can rate posts as well. If you read a post that you think is very good or particularly useful, use the ratings feature at the bottom of the post to tell everyone you "Like" it, or even that you consider it an "Excellent contribution"!

Making contributions to other activities, as well as reading the resources provided, also demonstrate your level of participation and engagement with the course content. Those who show a high degree of participation can receive a Certificate of Completion with Distinction.

But more importantly, your participation in the course activities determines how much you will learn.



## 8. Training glossary

MY HOME > MODULE-1 (TRAINING SYSTEMS AND MANAGEMENT) > GENERAL > TRAINING GLOSSARY

Glossary for the Online Course for Trainers

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### ADDIE Model

**ANALYSIS (A)**  
Needs, requirements, tasks, prerequisites, content, objectives.

**DESIGN (D)**  
Learning objectives, delivery format, activities & exercises.

**DEVELOPMENT (D)**  
Content development, develop general materials, review pilot versions.

**IMPLEMENTATION (I)**  
Training and implementation, look to pilot, observations.

**EVALUATION (E)**  
Assessing, summarize, behavior, results.

The **ADDIE model** is a framework that lists generic processes that instructional designers and training developers use. It represents a guideline for building effective training and performance support tools in five phases.

- Analysis
- Design
- Development
- Implementation
- Evaluation

Source: [http://en.wikipedia.org/wiki/ADDIE\\_Model](http://en.wikipedia.org/wiki/ADDIE_Model)

In the Training Glossary activity, participants and facilitators are invited to contribute to building a glossary of terms of importance to trainers in their work, particularly those terms that may be new in the context of this course. When you come across a term that is new to you, enter it and its definition in the glossary.

Everyone is welcome to add items to this glossary. You can also comment on the definitions, and you can rate them just as you would forum posts. If you want to submit an alternative definition to a term, that is encouraged as well—just enter the term again. We know that terms do not have a single definition, especially across languages. If you can tell us about the alternative terms or definitions used in your home language, that would help us all a lot.

Definitions of terms can include images and links in addition to text definitions, as the example above demonstrates. But these are not required. Try to keep the entries in the Glossary short if possible—don't just copy in long Wikipedia definitions, for example.

## 9. Learning online



Online learning can begin to feel isolated and overwhelming if you fail to adapt to its unique needs. Online learning requires more self-directed learning habits than a classroom course. You cannot always rely on the facilitators to tell you when to do your assignments and when to ask questions. That is up to you. But if you stay in communication, follow the course schedule and manage your study time properly, stay engaged in the activities, and use the feedback you are given, you will be sure to succeed.

On the course website you will find a useful resource called, "Learning Online" prepared by Luciane Veeck of the Open University and the WMO/CGMS VLab. This resource, found in the Course Orientation section, provides many valuable tips for learning online effectively. Please review it.

## 10. Meeting your facilitators and other participants




The facilitators for the course will be working very hard to guide you in the course. Many have also worked very hard to prepare resources and activities for you. They are also here to hear about your idea, to answer questions or give you advice all along the way. All you have to do is to participate in the activities and forums and use their feedback to improve your assignments. All the facilitators want you to finish the course successfully.

Learn more about all the facilitators on their profile pages, and also in Introductions Forum in the Course Orientation section.

And it is just as important to spend some time learning about your colleagues participating in the course. Look over their profile pages and introductions in the Introductions Forum. But the best way to get to know them is to participate in the forums, to invite them to comment on your posts, and to also comment on their posts. Make sure you rate all the posts that you especially like, which lets the writers know they are appreciated.

## 11. Now is the time to begin



2016 WMO Online Course for Trainers in RA-III and RA-IV (Module-1)

MY HOME ► 2016 COURSE FOR TRAINERS MODULE 1

YOUR PROGRESS ?

### Module 1: Training Systems

#### How do you make sure that training meets critical needs?

In Module 1, you will explore topics related to planning and managing the training process to achieve intended outcomes:

- the training process and organizational context for training
- job competencies and defining learning needs
- specifying learning outcomes
- choosing learning solutions
- the purposes and processes of learning assessment
- evaluating training

Paul Klee, Highways and Byways, 1929, Museum Ludwig, Public Domain.

This orientation offered a very brief look at the WMO Online Course for Trainers, but we are sure you will have many more questions as you proceed. Never hesitate to ask a question. You can be sure that if you have a question that other participants could benefit from the answer as much as you. Use the Course Forum for general course questions, and the session forums for comments and questions related to the content.

Now is the time to begin the course. Don't start tomorrow, start today, and keep going a little each day if possible. Moving ahead of schedule is fine. Getting behind will be a challenge.

We hope that you have a fun time learning online with us!