

Energizer/Icebreaker
  Interactive Lecture
  Break
  Discussion/debriefing
  Activity/Hand-On Practice
  Post Training Activity

**Day 1: Jun 10/17<sup>th</sup>, 2019**

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO
<b>Morning Session</b>				
09:00	25'	<b>Welcome &amp; Introductions</b>	Trainees will introduce themselves, share their past experience and provide information about their context of work. Trainer will introduce himself and share his personal background with trainees.	Around 5 minutes for each trainee. Two false and one truth statements game will be played.
09:25	15'	<b>Introduction to the Training</b>	Overall goal of the training, daily agenda, rules and expectations from trainees and trainer will be discussed.	Since the training will follow a participatory approach, trainees will have the opportunity to put forward rules and expectations for the training which they need to honor and uphold.
09:40	10'	<b>Knowledge &amp; Skills Survey (PRE)</b>	Trainees will fill out a survey where they self-rate their knowledge and skills in doing Instructional Design work and using Articulate Storyline 3.	Trainees will be encouraged to answer the questions honestly and thoroughly. This survey will be a kind of a pre-test.
09:50	20'	<b>Creating Accounts on Google or Canvas LMS</b>	Trainees will be instructed to create accounts on Google and/or Canvas to either join Google Classroom course or a Canvas Course.	Course LMS be finalized once advises on which LMS is better and accessible from Tunisia. It will also depend on the availability of computers/internet connection in the training venue.

TIME	MINS	TITLE	DESCRIPTION	GOALS	MATERIALS
10:10	20	<b>First Lesson: Introduction to Instructional Design (Part 1)</b>	<p>Lesson Agenda:</p> <ol style="list-style-type: none"> <li>1. What is Instructional Design (ID)</li> <li>2. Why we do ID</li> <li>3. Who does ID</li> <li>4. Where we do ID</li> <li>5. How to carry ID work using different Design Methods and/or Models: Needs Assessments/Analysis, Sketching; Prototyping, [media] Development</li> <li>6. Phases of design: Analysis; Design, Development, Assessments and Evaluation</li> </ol>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>• Describe major Instructional Design (ID) concepts</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define Instructional Design (ID) as a process</li> <li>• Describe, in general terms, different Design Methods: Needs Assessments/Analysis, Sketching/ Prototyping, [media] Development, Evaluation</li> <li>• Distinguish between phases of Design: Analysis, Design Development, Assessments and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• PC &amp; Projector, Wi-Fi, large Notepads and notebooks</li> </ul>
10:30	15'	<b>Coffee Break:</b> Coffee break to socialize and get to know trainees better.			
10:45	25'	<b>First Lesson: Introduction to Instructional Design (Part 2)</b>	<p><b>[Continue]</b></p> <ol style="list-style-type: none"> <li>5. How to carry ID using different Design Methods and/or Models: Needs Assessments/Analysis, Sketching; Prototyping, [media] Development</li> <li>6. Phases of design: Analysis; Design, Development, Assessments and Evaluation</li> </ol>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>• Describe major Instructional Design (ID) concepts</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define Instructional Design (ID) as a process</li> <li>• Describe, in general terms, different Design Methods: Needs Assessments/Analysis, Sketching/ Prototyping, [media] Development, Evaluation</li> <li>• Distinguish between phases of Design: Analysis, Design Development, Assessments and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• PC &amp; Projector</li> <li>• Wi-Fi</li> <li>• Large Notepads and notebooks</li> </ul>
11:10	20'	<b>Wrap and Break Away for Lunch:</b> Wrapping-up the morning session and providing a connection to the afternoon training session.			
11:30	60	<b>Lunch</b>			

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFORMATION/GOALS	MATERIALS
<b>Afternoon Session</b>					
12:30	20'	<b>Kahoot Game</b>	A quiz in form of a fun Kahoot game to test what trainees retained from the morning session.	This game will be used as: (1) an initial assessment of trainees' ability to retain information; and (2) to re-reinforce the concepts learned during the morning session.	
12:50	40	<b>Second Lesson: Learning Theories and Instructional Design: Love-Hate Relationship (Part 1)</b>	<ol style="list-style-type: none"> <li>1. What is a learning theory</li> <li>2. What are the major learning theories out there: Behaviorism, Cognitivism; Constructivism and Connectivism</li> <li>3. What role learning theory play in ID</li> <li>4. What is the relationship between ID theory and Learning theory</li> <li>5. Pedagogy vs Andragogy: What's the Difference?</li> <li>6. What are the top principles of Adult Learning</li> </ol>	<b>Terminal Performance Objective:</b> <ul style="list-style-type: none"> <li>• Establish the relationship between ID concepts, teaching methods (pedagogy) and adult learning principles</li> </ul> <b>Enabling Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Define major learning theories</li> <li>• Describe the top principles of Adult Learning</li> <li>• Establish links between ID and general learning theories</li> </ul>	<ul style="list-style-type: none"> <li>• PC &amp; Projector</li> <li>• Wi-Fi</li> <li>• Large Notepads and notebooks</li> </ul>
13:30	15'	<b>Coffee Break:</b> Coffee break to socialize and get to know trainees better.			
13:45	15	<b>Second Lesson: Learning Theories and Instructional Design: Love-Hate Relationship (Part 2)</b>	<b>[Continue]</b> <ol style="list-style-type: none"> <li>4. What is the relationship between ID theory and Learning theory</li> <li>5. Pedagogy vs Andragogy: What's the Difference?</li> <li>6. What are the top principles of Adult Learning</li> </ol>	<b>Terminal Performance Objective:</b> <ul style="list-style-type: none"> <li>• Establish the relationship between ID concepts, teaching methods (pedagogy) and adult learning principles</li> </ul> <b>Enabling Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Define major learning theories</li> <li>• Describe the top principles of Adult Learning</li> <li>• Establish links between ID and general learning theories</li> </ul>	<ul style="list-style-type: none"> <li>• PC &amp; Projector</li> <li>• Wi-Fi</li> <li>• Large Notepads and notebooks</li> </ul>
14:00	45'	<b>Day One Major Assessment</b>	Trainees will take a quiz where they must correctly define major Instructional Design (ID) concepts, and establish the relationship between ID concepts, ID theory, pedagogy and adult learning principles. This quiz will include multiple choice, true/false and short essay questions.	This quiz can be open book and trainees will be encouraged to access their learning materials while taking this assessment.	
14:45	15'	<b>Q&amp;A and Wrap-Up:</b> Wrapping-up the afternoon session and providing a connection to tomorrow' training session. Trainees will fill an anonymous (and paper-based) "reaction survey" where they report what loved that day, what remains unclear to them, comments to the trainer, and comments to the organizers.			
15:00	0'	<b>Break Away for the Day and Meet with Staff for Debriefing:</b> Reflection with trainees' staff input and on first day of the training and identifying what should be kept the same and/or improved going forward.			

TOTAL LENGTH: 06:00 Hrs.

**Day 2: Jun 11/18<sup>th</sup>, 2019**

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS	MATERIALS
<b>Morning Session</b>						
09:00	10'	<b>Knowledge &amp; Skills Survey Results and Discussion</b>	Trainees will view their Knowledge & Skills Survey results and discuss what knowledge and skills they think they need to work on.	This activity will be an open discussion about what trainees will need to focus while participating in this training.		
09:10	15'	<b>Day Quiz 1 Results</b>	Trainees will fill view their day 1 quiz results and discuss their answers among themselves and with the trainer.			
09:25	10'	<b>Training Agenda for the Day</b>	Trainees will fill view training agenda for the day.	A connection between day 1 and day 2 training agendas will be established: going from theory to more practice and hands-on work.		
09:35	40'	<b>Third Lesson: Steps in Designing an Online Course: Design Steps and Project Management (Part 1)</b>	<p>Lesson Agenda:</p> <ol style="list-style-type: none"> <li>1. How to develop a design matrix</li> <li>2. Develop a design Canva for an online course</li> <li>3. Protocol for getting course content</li> <li>4. Develop other design documents: Modules/Lessons/Section outline</li> <li>5. Process of media development: Story boards and narration scripts</li> <li>6. Applying design practices to media development</li> <li>7. How to make the course interactive: scenario based learning and interactive quizzes</li> <li>8. Common ways to manage an instructional design project: timeline and resources</li> </ol>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>• Develop a design Canva document that includes timeline, resources and steps involved in developing an online course</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain how to develop a design matrix and other design documents</li> <li>• Explain the steps in getting course content</li> <li>• Describe the process of media development</li> <li>• Describe common ways to manage an instructional design project: timeline and resources</li> <li>• Identify ways to apply design practices to media development and make the course interactive</li> </ul>	<ul style="list-style-type: none"> <li>• PC &amp; Projector</li> <li>• Wi-Fi</li> <li>• Large Notepads and notebooks</li> </ul>	
10:15	15'	<b>Coffee Break:</b> Coffee break to socialize and get to know trainees better.				

10:30	45'	<b>Third Lesson: Steps in Designing an Online Course: Design Steps and Project Management (Part 2)</b>	[Continue] 5. Process of media development 6. Applying design practices to media development 7. How to make the course interactive: scenario based learning and interactive quizzes 8. Common ways to manage an instructional design project: timeline and resources	<b>Terminal Performance Objective:</b> • Develop a design Canva document that includes timeline, resources and steps involved in developing an online course  <b>Enabling Learning Objectives:</b> • Explain how to develop a design matrix and other design documents • Explain the steps in getting course content • Describe the process of media development • Describe common ways to manage an instructional design project: timeline and resources • Identify ways to apply design practices to media development and make the course interactive	<ul style="list-style-type: none"> <li>• PC &amp; Projector</li> <li>• Wi-Fi</li> <li>• Large Notepads and notebooks</li> </ul>
11:15	15'	<b>Wrap and Break Away for Lunch:</b> Wrapping-up the morning session and providing a connection to the afternoon training session.			
11:30	60'	Lunch			

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS	MATERIALS
<b>Afternoon Session</b>						
12:30	60'	<b>Workshop: Practice Design and Development Process Using Design Documents (Part 1: Rough Sketch &amp; Design Matrix)</b>	<p>Trainees will start practicing the creation of a Design Documents by developing first a rough sketch and <i>design matrix</i> for their model online course. They will also refine design documents based on received (just-in-time) feedback.</p> <p>Trainees will work <b><u>independently</u></b>. Each trainee has to have his/her own materials to work with. This expectation will be explained to trainees earlier in the training. They will be reminded about this expectation the day before.</p>	<b>Terminal Performance Objective:</b> <ul style="list-style-type: none"> <li>• Practice Design and Development process using design documents</li> </ul> <b>Enabling Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Create a Design Document and a rough sketch for an online course</li> <li>• Refine design documents based on received feedback</li> </ul>	<ul style="list-style-type: none"> <li>• PC &amp; Projector</li> <li>• Wi-Fi</li> <li>• Large Notepads and notebooks</li> </ul>	
13:30	15'	<b>Coffee Break:</b> Coffee break to socialize and get to know trainees better.				

13:45	60'	<b>Workshop: Practice Design and Development Process Using Design Documents (Part 2: Design Canva)</b>	<p>Trainees will continue practicing the creation of a Design Documents (rough sketch and design matrix) and <i>start practicing the creation of a design canva for project management.</i></p> <p>They will also refine design documents based on received (just-in-time) feedback. Trainees will work <b>independently</b>. Each trainee has to have his/her own materials to work with. This expectation will be explained to trainees earlier in the training. They will be reminded about this expectation the day before.</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Practice Design and Development process using design documents</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Create a Design Document and a rough sketch for an online course</li> <li>Refine design documents based on received feedback</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
14:45	15'	<b>Q&amp;A and Wrap-Up:</b> Wrapping-up the afternoon session and providing a connection to tomorrow' training session. Trainees will fill an anonymous (and paper-based) "reaction survey" where they report what loved that day, what remains unclear to them, comments to the trainer, and comments to the organizers.			
15:00	0'	<b>Break Away for the Day and Meet with Staff for Debriefing:</b> Reflection with trainees' staff input and on second day of the training and identifying what should be kept the same and/or improved going forward.			

TOTAL LENGTH: 06:00 Hrs.

**Day 3: Jun 12/19<sup>th</sup>, 2019**

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS	MATERIALS
<b>Morning Session</b>						
09:00	75'	<b>Workshop: Practice Design and Development Process Using Design Documents &amp; and Articulate Storyline 3 (Part 3: Storyboards)</b>	<p>Trainees will <i>start developing storyboards and refine them based on received feedback</i></p> <p>Trainees will continue practicing the creation of a Design Documents and a rough sketch for an online course. They will also refine design documents based on received (just-in-time) feedback.</p> <p>Trainees will work <b>independently</b>. Each trainee has to have his/her own materials to work with. This expectation will be explained to trainees earlier in the training. They will be reminded about this expectation the day before.</p>	<p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources.</p> <p>Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Practice Design and Development process using design documents <i>and Articulate Storyline 3</i></li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Create a Design Document and a rough sketch for an online course</li> <li>Refine design documents based on received feedback</li> <li>Develop storyboards and narration scripts</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
10:15	15'	<b>Coffee Break:</b> Coffee break to socialize and get to know trainees better.				

10:30	55	<b>Workshop: Practice Design and Development Process Using Design Documents &amp; and Articulate Storyline 3 (Part 4: Narration Scripts)</b>	<p>Trainees will continue developing storyboards and <i>start working on narration scripts</i>. They will refine their storyboards and narration scripts based on received (just-in-time) feedback.</p> <p>Trainees will work <b>independently</b>. Each trainee has to have his/her own materials to work with. This expectation will be explained to trainees earlier in the training. They will be reminded about this expectation the day before.</p>	<p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources.</p> <p>Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Practice Design and Development process using design documents <i>and Articulate Storyline 3</i></li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Create a Design Document and a rough sketch for an online course</li> <li>Refine design documents based on received feedback</li> <li>Develop storyboards and narration scripts</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
11:25	5'	<b>Wrap and Break Away for Lunch:</b> Wrapping-up the morning session and providing a connection to the afternoon training session.				
11:30	60'	<b>Lunch</b>				



Time	Mins	Title	Description	Additional Info	Goals	Materials
<b>Afternoon Session</b>						
12:30	60	<b>Workshop: Practice Design and Development Process Using Design Documents &amp; and Articulate Storyline 3 (Part 5: Prototype in MS PowerPoint )</b>	<p>Trainees will continue developing <i>narration scripts</i> and <i>start working on course prototype in MS PowerPoint</i> to be used in <i>Articulate Storyline 3</i>. They will refine what they developed so far based on received (just-in-time) feedback. Trainees will be guided on how to apply best design practices, adult learning theory and interactive design in developing their prototypes.</p> <p>Trainees will work <b>independently</b>. Each trainee has to have his/her own materials to work with. This expectation will be explained to trainees earlier in the training. They will be reminded about this expectation the day before.</p>	<p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources.</p> <p>Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Practice Design and Development process using design documents <b>and Articulate Storyline 3</b></li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Create a Design Document and a rough sketch for an online course</li> <li>Refine design documents based on received feedback</li> <li>Develop storyboards and narration scripts</li> <li>Develop and refine (based on received feedback) a course prototype in MS PowerPoint to be used in <b>Articulate Storyline 3</b></li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
13:30	15'		<b>Coffee Break:</b> Coffee break to socialize and get to know trainees better.			

13:45	60'	<p><b>[Continue]</b>  <b>Workshop: Practice Design and Development Process Using Design Documents &amp; and Articulate Storyline 3 (Part 5: Prototype in MS PowerPoint )</b></p>	<p>Trainees will continue developing <i>narration scripts</i> and <i>start working on course prototype in MS PowerPoint</i> to be used in <i>Articulate Storyline 3</i>. They will refine what they designed based on received (just-in-time) feedback.</p> <p>Trainees will work <b>independently</b>. Each trainee has to have his/her own materials to work with. This expectation will be explained to trainees earlier in the training. They will be reminded about this expectation the day before.</p>	<p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources.</p> <p>Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Practice Design and Development process using design documents <b>and Articulate Storyline 3</b></li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Create a Design Document and a rough sketch for an online course</li> <li>Refine design documents based on received feedback</li> <li>Develop storyboards and narration scripts</li> </ul> <p>Develop and refine (based on received feedback) a course prototype in MS PowerPoint to be used in <b>Articulate Storyline 3</b></p>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> </ul> <p>Large Notepads and notebooks</p>
14:45	15'	<p><b>Q&amp;A and Wrap-Up:</b> Wrapping-up the afternoon session and providing a connection to tomorrow' training session. Trainees will fill an anonymous (and paper-based) "reaction survey" where they report what loved that day, what remains unclear to them, comments to the trainer, and comments to the organizers.</p>				
15:00	0'	<p><b>Break Away for the Day and Meet with Staff for Debriefing:</b> Reflection with trainees' staff input and on third day of the training and identifying what should be kept the same and/or improved going forward.</p>				

TOTAL LENGTH: 06:00 Hrs.

**Day 4: Jun 13/20<sup>th</sup>, 2019**

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS	MATERIALS
<b>Morning Session</b>						
09:00	75'	<b>Develop a model course using Articulate Storyline 3 (Part 1: Basic Articulate Storyline 3 Functionalities)</b>	<p>After watching an articulate Storyline 3 demo, trainees will start working on their model course using articulate Storyline 3. Trainees will be provided with scaffolding and just-in time support/feedback.</p> <p><i>Trainees will start practicing basic Articulate Storyline 3 functionalities (Import MS PowerPoint, adjust canvas size, insert audio, setup the navigation settings, player setup, make clickable buttons)</i></p>	<p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources.</p> <p>Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Develop a model course using Articulate Storyline</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>All Past Days Learning Objectives and goals</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
10:15	15'	<b>Coffee Break:</b> Coffee break will be used by trainer and trainees to socialize				
10:30	55'	<b>Develop a model course using Articulate Storyline 3 (Part 2: Intermediate Articulate Storyline 3 Functionalities)</b>	<p>After watching an articulate Storyline 3 demo, <i>trainees will start practicing intermediate Articulate Storyline 3 functionalities (insert audio/video, editing audio and video, shapes, animations and transitions).</i></p> <p>Trainees will continue working on their model course using articulate Storyline 3. Trainees will be provided with scaffolding and just-in time support/feedback.</p>	<p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources.</p> <p>Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Develop a model course using Articulate Storyline</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>All Past Days Learning Objectives and goals</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
11:25	5'	<b>Wrap and Break Away for Lunch:</b> Wrap up the morning session and providing a connection to afternoon training session.				
11:30	60'	<b>Lunch</b>				

Time	Mins	Title	Description	Additional Info	Goals	Materials
<b>Afternoon Session</b>						
12:30	60	<b>Develop a model course using Articulate Storyline 3 (Part 3: Advanced Articulate Storyline 3 Functionalities)</b>	<p>After watching an articulate Storyline 3 demo, <i>trainees will start practicing advanced Articulate Storyline 3 functionalities (interactive scenarios, quizzes, layers/states of slides, master slides).</i></p> <p>Trainees will continue working on their model course using articulate Storyline 3. Trainees will be provided with scaffolding and just-in time support/feedback.</p>	<p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources.</p> <p>Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Develop a model course using Articulate Storyline</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>All Past Days Learning Objectives and goals</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
13:30	15'	<b>Coffee Break:</b> Coffee break will be used by trainer and trainees to socialize				
13:45	60'	<b>Develop a model course using Articulate Storyline 3 (Part 4: Exporting and Editing Articulate Storyline 3 Presentations)</b>	<p>After watching an articulate Storyline 3 demo, <i>trainees will start practicing how to export, review and edit Articulate Storyline 3 presentations, using 360 review, or CD or HTML5 export function.</i></p> <p>Trainees will continue working on their model course using articulate Storyline 3. Trainees will be provided with scaffolding and just-in time support/feedback.</p>	<p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources.</p> <p>Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>	<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Develop a model course using Articulate Storyline</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>All Past Days Learning Objectives and goals</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
14:45	15'	<b>Q&amp;A and Wrap-Up:</b> Wrapping-up the afternoon session and providing a connection to tomorrow' training session. Trainees will fill an anonymous (and paper-based) "reaction survey" where they report what loved that day, what remains unclear to them, comments to the trainer, and comments to the organizers.				
15:00	0'	<b>Break Away for the Day and Meet with Staff for Debriefing:</b> Reflection with trainees' staff input and on fourth day of the training and identifying what should be kept the same and/or improved going forward.				

TOTAL LENGTH: 06:00 Hrs.

**Day 5: Jun 14/21<sup>th</sup>, 2019**

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS	MATERIALS
<b>Morning Session</b>						
09:00	75'	<b>Develop a model course using Articulate Storyline 3: Open Lab/Workshop</b>	<p>This session is an open lab workshop where trainees will continue working on their model course in Articulate Storyline 3. Trainees will be editing and refining their design work as needed, using their best design judgments and by relying on the trainer's feedback.</p> <p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources. Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>		<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Develop a model course using Articulate Storyline</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>All Past Days Learning Objectives and goals</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
10:15	15'		<b>Coffee Break:</b> Coffee break to socialize with trainees/trainer			
10:30	55'	<b>[Continue]</b> <b>Develop a model course using Articulate Storyline 3: Open Lab/Workshop</b>	<p>This session is an open lab workshop where trainees will continue working on their model course in Articulate Storyline 3. Trainees will be editing and refining their design work as needed, using their best design judgments and by relying on the trainer's feedback.</p> <p>Trainees will be encouraged to ask questions, work in a collaborative manner with the trainer and consult online resources. Trainees will be provided with scaffolding (i.e., temporary and just-in-time/on demand support to help trainees progress with their work) and just-in time feedback.</p> <p>A small-scale library of resources (handouts, books &amp; web links) will be available at the training venue for trainee to access and consult at any time).</p>		<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Develop a model course using Articulate Storyline</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>All Past Days Learning Objectives and goals</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
11:25	5'	<b>Wrap and Break Away for Lunch:</b> Wrap up the morning session and providing a connection to afternoon training session.				
11:30	60'	<b>Lunch</b>				

Time	Mins	Title	Description	Additional Info	Goals	Materials
<b>Afternoon Session</b>						
12:30	60	<b>Presentations and Feedback of Model Courses Built in Articulate Storyline 3</b>	<p>Trainees will present their model course built in Articulate Storyline 3. They will gather from trainer and their peers, feedback and areas of improvements.</p> <p>Trainees will be encouraged to provide thoughtful and professional critique, based on what they learned in the training, ask questions, and be constructive about how model courses could be improved.</p>		<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Develop a model course using Articulate Storyline</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>All Past Days Learning Objectives and goals</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
13:30	15'		<b>Coffee Break:</b> Coffee break will be used by trainer and trainees to socialize			
13:45	60'	<b>[Continue]</b> <b>Presentations and Feedback of Model Courses Built in Articulate Storyline 3</b>	<p>Trainees will present their model course built in Articulate Storyline 3. They will gather from trainer and their peers, feedback and areas of improvements.</p> <p>Trainees will be encouraged to provide thoughtful and professional critique, based on what they learned in the training, ask questions, and be constructive about how model courses could be improved.</p> <p><b>A vote on the best model course will take place and the winner will be awarded 50 dinars reward.</b></p>		<p><b>Terminal Performance Objective:</b></p> <ul style="list-style-type: none"> <li>Develop a model course using Articulate Storyline</li> </ul> <p><b>Enabling Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>All Past Days Learning Objectives and goals</li> </ul>	<ul style="list-style-type: none"> <li>PC &amp; Projector</li> <li>Wi-Fi</li> <li>Large Notepads and notebooks</li> </ul>
14:45	5'		<b>Knowledge &amp; Skills Survey (POST):</b> Trainees will fill out a survey where they self-rate their knowledge and skills in doing Instructional Design work and using Articulate Storyline 3. Trainees will be encouraged to answer the questions honestly and thoroughly			
14:50	10'		<b>Wrap-Up &amp; Training Evaluation:</b> Wrapping-up the training. Trainees will fill an anonymous training evaluation survey where they evaluate their training content, training presentation and format, and trainer's capabilities, as well as report what loved, what remains unclear to them, comments to the trainer, and comments to the organizers.			
15:00	60		<b>Break Away for the Day and Meet with Staff for Debriefing:</b> Reflection with trainees' staff input and on the training and identifying what should be improved going forward.			

TOTAL LENGTH: 06:00 Hrs.