DISTANCE AND BLENDED LEARNING

Part 2: Selecting Tools, Communicating with Participants, and Assessing Training

MOMENTUM Knowledge Accelerator

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ACKNOWLEDGEMENTS

ABBREVIATIONS

CHW	Community health worker
IT	Information technology
LMICs	Low- and middle-income countries
LMS	Learning management system
MNCH/FP/RH	Maternal, newborn, and child health services, family planning, and reproductive health
MOH	Ministry of Health
NGOs	Nongovernmental organizations
USAID	United States Agency for International Development

SUMMARY

The movement to deliver health provider in-service training via distance learning has been underway for several years. It is a result of many factors, including expanded access to the internet and technology, concerns about taking staff (in particular, health facility staff) away from their jobs to attend in-person training, and the significant cost implications of face-to-face training.

In 2020, as a result of the COVID-19 pandemic, health systems around the globe had to replace face-to-face, in-service training for health professionals with virtual training. This guide is the second in a series on transitioning face-to-face training events to a distance or blended learning format. MOMENTUM projects and others can use these guides in planning for virtual training programs.

Distance and Blended Learning: Part 1: An Overview and Introduction to Assessing Resources, Needs, and Capacities (Part 1), the first guide in this series, offers an overview of the definitions, benefits, and challenges of distance learning and blended learning. It also provides recommendations and tools for understanding your organization's training needs and resources and guidance on assessing training participants' and trainers' technology access, skills, and comfort levels.

This guide, Part 2 in the series, describes how to use what you learned in Part 1 about the assets and needs of your training program, training participants, and trainers to choose technologies for developing and delivering training and for communicating with participants before and during training. In particular, it provides recommendations and tools to ensure that the technologies you select will enable you to meet the needs of your training program, participants, and trainers. This guide will help you identify, select, and apply tools and strategies to meet your program's needs. This guide also offers guidance on using communications strategies to conduct outreach and recruitment for distance and blended learning training, onboard participants to the training content and technology, and provide them with training support. It also provides an overview of considerations you should take when transforming your training from an in-person to a virtual format. Finally, the guide reviews several approaches for assessing the impacts and outcomes of your training.

INTRODUCTION

The global movement to deliver health provider in-service training via distance and blended learning has been underway for several years (see definitions of distance and blended learning). In 2020, as a result of the COVID-19 pandemic, health systems and their implementing partners around the globe had to replace face-to-face, in-service training for health professionals with virtual training. With the expansion of technologies and connectivity, and in light of the COVID-19 pandemic, it is likely that the push to transform in-person training to remote delivery will only intensify over time.

We developed this series to address the key considerations MOMENTUM teams and others need to keep in mind when designing or adapting in-person training to distance or blended learning formats. The series provides practical guidance to MOMENTUM, its partners, and others adapting existing training or developing new ones, including tips, examples, and useful resources (see Box 1).

Designing and implementing distance and blended learning training starts with assessment and planning. The first guide in this series, *Distance and Blended Learning: Part 1: An Overview and Introduction to Assessing Resources, Needs, and Capacities* (Part 1), describes distance and blended learning training formats and strategies to understand your organization's training needs, resources, and priorities. Part 1 also helps you assess trainers' and training participants' technology access, skills, and comfort levels. You may find it helpful to review the first guide before this one.

BOX 1. MOMENTUM

MOMENTUM is a suite of innovative awards funded by the United States Agency for International Development to holistically improve maternal, newborn, and child health services, voluntary family planning, and reproductive health care in partner countries around the world. MOMENTUM awards support countries to strengthen the capacity, sustainability, and resilience of local institutions to provide high-quality health care for their populations.

Given MOMENTUM's focus on strengthening the technical and organizational capacity of local organizations, the awards typically include training components, making the design and delivery of virtual training a priority across the MOMENTUM suite in the context of the COVID-19 pandemic and beyond.

A good understanding of your training's needs, resources, and priorities, and those of the trainers and training participants, is your first phase of preparation. Next, you need to decide what technology tools, delivery models, communication strategies, and approaches to training assessment best align with your training objectives, needs, and resources. You will also have to consider how to transform or plan your content for a distance or blended learning approach.

A wide range of technology tools is available to create and deliver distance and blended learning training. It is important to assess the characteristics of the tools you are considering to ensure that what you select will enable you to meet the needs of your training program, participants, and trainers. You will have to consider certain factors in transforming your content to maximize access and engagement while addressing the technological realities of your training participants, trainers, and training program. You will also need to determine how you will communicate to conduct outreach and recruitment for your training, onboard participants to the training content and technology, and support them during and after the training. Finally, you need to design a plan to assess the efficacy and impacts of your distance or blended learning training. This guide, *Distance and Blended Learning: Part 2: Selecting Tools, Communicating with Participants, and Assessing Training* (Part 2), provides you with information and resources to address all of these issues.

📍↔📍 Distance Learning

In distance learning, the trainer and training participants are physically separate and use technology to cover the training content and communicate with each other. Depending on a wide range of factors, distance learning can occur either synchronously (participants learn at the same time) or asynchronously (participants learn at different times).

⬤⬤ Blended Learning

Blended learning is a training model that includes a face-to-face component and a remote learning component. In blended learning, the in-person and virtual learning elements of the training are designed to complement one another.

For more information, see *Distance and Blended Learning: Part 1: An Overview and Introduction to Assessing Resources, Needs, and Capacities*.

PURPOSE AND AUDIENCE

This guide offers guidance and strategies for carrying out four important components of planning a distance or blended learning training program:

1. Selecting appropriate technology tools.
2. Communicating with participants.
3. Transforming training content.
4. Assessing training.

In particular, this guide provides:

- Guidance on assessing the characteristics of relevant technology tools and selecting one or more tools to create training content and deliver training.

- Tools and strategies for communicating with training participants before, during, and after training.

- Key considerations for creating or adapting training content to distance and blended learning formats.

- An overview of assessment in distance and blended learning and a review of assessment strategies.

This guide was developed by MOMENTUM Knowledge Accelerator, with guidance from the MOMENTUM Distance Learning Working Group, for the MOMENTUM suite of awards to use in program planning and implementation. Because many MOMENTUM awards train—or partner with ministries of health (MOHs) to train—health workers, this guide is for MOMENTUM-affiliated in-country staff who coordinate or deliver trainings to health workers. Staff at MOHs, universities, private-sector health care organizations, and other organizations engaged in training health workers in low-resource settings may also find this guide helpful. The guidance here is relevant for those providing training on maternal, newborn, and child health, voluntary family planning, and reproductive health (MNCH/FP/RH) services and those designing distance or blended learning trainings from scratch—regardless of the technical content.

SELECTING TECHNOLOGY TOOLS TO DELIVER TRAINING

This section covers how to assess and select tools to develop and deliver your training and how to communicate with training participants.

As recommended in Part 1, it is best to begin the transition from in-person to virtual training by **assessing the technology and training resources** that training participants and your program's trainers can access and their knowledge, skills, and comfort using different training technologies. Figure 1 describes the surveys to assess organizational, trainer, and participant assets and needs included in Part 1.

FIGURE 1. ASSESSING THE ASSETS AND NEEDS OF YOUR TRAINING PROGRAM, TRAINING PARTICIPANTS, AND TRAINERS

Surveys can help you to answer essential questions, such as:

? What barriers do your trainers and training participants experience related to technology access? What can your organization do to reduce these barriers?

? How comfortable are your trainers with presentation software, saving and sharing documents online, and joining and participating in an online gathering?

? How comfortable are training participants with using a smartphone, tablet, or computer to learn?

Distance and Blended Learning: Part 1: An Overview and Introduction to Assessing Resources, Needs, and Capacities includes the following surveys:
- Technology Inventory Tool.
- Digital Skills Assessment for Training Staff.
- Technology Assessment Questions for Trainers.
- Technology Use Survey for Training Participants.
- Training Participant Survey.

In addition, as described in Part 1, you should explore whether there are any local, country, or regional agencies and organizations already engaged in distance or blended learning training. If there are, see what you can learn from their approaches and consider whether you might partner with them to deliver your training.

Once you understand the needs and assets of your trainers, training participants, and training program (see Figure 1), it is time to make decisions about the technology tools you will use to deliver training. While this step can feel challenging, if your program is assessing and procuring training technology tools for the first time, this guide will support you through the process.

Depending on your training goals, resources, content, and participants' and trainers' contexts, you have a range of tools to consider using. These include technologies like Skype, Google Hangouts, Zoom, Microsoft Teams, WhatsApp, Google Meet, Facebook Live, YouTube, Vimeo, Miro, Moodle, Google Classroom, Open

EdX, Canvas, Blackboard, Dropbox, Mural, Udemy, Evernote, Microsoft OneNote, Airmeet, Telegram, call-in phone conferencing, content on a DVD or memory card, Cell-Ed, interactive voice response (IVR), SMS group messaging, television, and radio.

Rather than leaping to conclusions about the most appropriate technology for your training program, take the time to make an informed decision about the best tool(s) for your program. Keep in mind what you learned during your assessment phase about the following:

- Your training program's goals and objectives.

- Your trainers' and training participants' access to, skills in, and comfort with various technologies.

- The financial, technological, and human resources your program can call on to translate training content to a virtual format and implement the training.

In addition, keep in mind the Principles for Digital Development when choosing tools for your training program. The principles (see Box 2) are nine living guidelines designed to help practitioners integrate efficient and effective use of technology in the development sector.

> **Technology Tools**
>
> In this guide, we use the terms "tool" and "technology tool" to refer to the **platforms**, **software**, and **devices** used to create and deliver distance and blended learning training and to communicate with training participants.

BOX 2. PRINCIPLES FOR DIGITAL DEVELOPMENT

> - Design With the User.
> - Understand the Existing Ecosystem.
> - Design for Scale.
> - Build for Sustainability.
> - Be Data Driven.
> - Use Open Standards, Open Data, Open Source, and Open Innovation.
> - Reuse and Improve.
> - Address Privacy and Security.
> - Be Collaborative.
>
> Source: Principles for Digital Development.

In Part 1, you gathered information about your trainers and training participants to **understand the local distance and blended learning ecosystem** (Principle #2). You also surveyed trainers and participants about their digital access and digital literacy so that you could **design training with the user** (Principle #1).

Now, as you focus on selecting technology to deliver training, you will apply these additional Principles for Digital Development:

- **Design for Scale** (Principle #3): Will you roll out your training to additional participants over time? For example, are you beginning by training health workers in one district before delivering the training in multiple districts or nationwide? If so, as you review technology tools, consider the scalability of the tools for your training.

- **Reuse and Improve** (Principle #7): To be a good steward of resources and avoid reinventing the wheel, focus on using technology tools that are already being employed by your participants or other nearby training programs. For example, if health workers in your region use a learning management system (LMS)* for training in one health issue, it may be worth exploring whether you could use that system to deliver your training. While sharing a platform might entail some additional costs to your program, doing so could save the cost of the initial system configuration.

- **Address Privacy and Security** (Principle #8): If you plan to use the technology tools you selected to collect personally identifiable information, you will need to ensure that this information is kept confidential and secure. As appropriate, explore how the tools you are considering keep sensitive information confidential and secure.

The next section discusses how to tackle these critical issues.

CONSIDERATIONS FOR SELECTING TECHNOLOGY TOOLS

There is no one "right" technology tool for distance or blended learning. Advances in digital technologies and internet access and the expansion of open-source and free training content generate ever-evolving options for creating and delivering virtual training. As you choose technology tools, look to approaches aligning with your training program's goals and resources and participants' and trainers' needs. Keep the following in mind:

Be flexible. The tool(s) you start with may not be what best serves your training program in the long run. Training programs often add a new tool or replace one with another as technologies evolve, participants' needs change, or to enhance participants' access to and comfort with the training.

Be prudent. Do not become infatuated with the flashiest, newest tools and features. Instead, choose the technology that best meets the objectives and context of training participants, trainers, and the training itself.

Be responsive. Introduce technology tools slowly to see how they work in your program's context. Be responsive to the needs of participants and trainers and fine-tune your program's tools as you go.

Avoid overload. Minimize the number of tools you will need to manage and that training participants and trainers will need to access and learn to use. For example, when possible, use the same platform for synchronous training sessions and participant chats.

Provide ongoing support. Keep in mind that you will likely need to support training participants using the tool(s) you adopt. The "Communicating with Training Participants" section in this guide reviews the range of support users may need and options for furnishing it.

Align with the local ecosystem. Research local policies and approaches related to using digital technologies in health. What you find may help you to narrow down the technology tools your training will use.

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* A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

CRITERIA FOR ASSESSING TECHNOLOGY TOOLS

Along with your learnings from the assessment phase, you will want to consider additional issues as you explore potential tools for creating and delivering your training. Figure 2 outlines seven assessment criteria with questions associated with each. Some of the issues and questions in the table may not be relevant to you; focus on those that are applicable. You will see that some of the criteria overlap with the nine *Principles for Digital Development*.

FIGURE 2. CRITERIA FOR ASSESSING TECHNOLOGY TOOLS

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Proven Effectiveness
- Is there evidence that this tool can help to meet your training goals and objectives?
- Does it have the functionality your training requires?
- What other organizations have used the tool successfully?

</td>
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Accessibility
- Is the tool accessible and easy for all to use?
- Can it be used on desktops/ laptops and mobile devices?
- Can it be used offline?
- Is navigation easy?

Associated principle: Design With the User

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Affordability
- Is the tool affordable, given project and organizational budgets?
- Is there a charge for upgrades or an ongoing subscription?
- How much staff time is needed to learn, host, and maintain the tool?
- How much data and device memory does the tool use? What is the cost of data use?

Associated principle: Build for Sustainability

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User Experience and Support
- What does user feedback tell you about the tool?
- Do your training participants already use this tool?
- How much training and ongoing support will participants need to use the tool?

Associated principle: Design with the User

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Data Privacy and Security

- What user analytics and other data does the tool gather?
- Can you extract the data you may need to measure the impact of your training?
- Are you clear about and comfortable with the tool's privacy and security features?

Associated principle: Address Privacy and Security

Longevity

- How long has this tool been in existence?
- Are you confident that the tool will continue to be available and you will be able to access product support and updates?
- Will you need to install frequent updates to the tool?

Associated principle: Reuse and Improve

Functionality

- Does the tool have the functions your training requires (e.g., offline use, interactivity)?
- If needed, does the tool allow you to incorporate text, links, audio, images, and/or videos?
- After logging out, can users easily return to their place in the training?
- Can users review previous pages of content?

Source: Adapted from the Criteria for Evaluating Workforce EdTech Tools.

A good resource is the one-page technology decision tree—*Going Virtual: Considering Access, User Engagement, and Content in Making the Right Technology Choice for Your Audience*. Developed by RTI International, this instrument considers participants' technology access and the must-have features of your training (e.g., synchronous or asynchronous learning, participant interaction with the content, screen sharing), leading to a range of technology tools to explore for training development and delivery. The decision tree includes technology tools that are open-source[†], free without limitation, or that follow a freemium model.[‡]

[†] Open-source content can be copied or modified if you cite the source. You do not need to ask the creator for permission.
[‡] The basic technology tool is free, with additional features available at a cost.

EXAMPLE 1. THE RISE EXPERIENCE SELECTING TECHNOLOGY TOOLS FOR TRAINING

The Rapid Immunization Skill Enhancement (RISE) project delivers immunization training to thousands of health care workers across India through a model that includes using smartphones for asynchronous instruction. RISE's early efforts to collect trainee input during training design and piloting were a factor contributing to its success. The pilot phase included approximately 3,000 health care workers. Before the pilot test, the project administered a survey to potential training participants. The survey asked about their access to a smartphone, digital literacy skills, and their comfort and experience using certain applications and carrying out digital tasks the project was considering incorporating in the training. The survey revealed that 82 percent of nurse-midwives, village health nurses, and other health care workers (the target audiences for the training) had smartphones, and 80 percent of those with a smartphone had basic or intermediate digital literacy skills. The assessment also identified that potential trainees wanted flexibility in the training structure—in particular, the ability to access training content without trainer involvement. Connecting these data points, RISE project staff recognized an opportunity to deliver ongoing training to health care workers via their smartphones so they could access training content when they had a need and the time to learn. The project's user-centered design and needs assessment strategies enabled the RISE team to design a viable virtual training solution and implement it effectively. The RISE project's success underscores the importance of using needs assessment data to inform program design and technology tool selection.

RELATIONSHIP BETWEEN TRAINING NEEDS AND TECHNOLOGY TOOLS

Depending on your training program and participants, only a subset of technology training tools may be relevant for your training. To help you identify a useful subset, Table 1 lists common training needs and constraints and their implications for choosing technology tools to create and deliver training content. In a few instances, we list technology tools that you may want to explore. Note that the inclusion of these tools does not constitute an endorsement.

TABLE 1. IMPLICATIONS OF TRAINING NEEDS FOR TECHNOLOGY TOOLS AND TRAINING DELIVERY

Your Training Need or Constraint	Implications for Technology Tools
Limited funding for tool procurement: You have little or no funding to procure a new tool to create or deliver training.	Focus on **open-source**, **low-cost, or free tools**. The USAID-funded Training Resource Package for Family Planning contains free curriculum components and tools to design, implement, and evaluate training on family planning and reproductive health. UNESCO's Distance Learning Solutions repository lists distance learning applications, platforms, and resources for education programs for children from kindergarten (age 5) through grade 12 (age 18). While the repository focuses on applications and resources for use with school-age children and youth, you may find that it includes some tools suitable for your purposes.

Your Training Need or Constraint	Implications for Technology Tools
Limited funding to convert training content: You have little or no funding to transform your in-person training to distance or blended learning.	Consider **open content libraries or repositories like Creative Commons**. MERLOT's Technical Allied Health Community Portal is one example of an international health content repository. While you may not be able to borrow components of open online courses and insert them in your training, you may be able to **link to or assign an existing course**, **module**, **or lesson** as part of your training program. Popular platforms include: ● OpenWHO from the World Health Organization. ● The Global Health eLearning Center from USAID. ● The Community Health Academy from Last Mile Health. ● edX from the Massachusetts Institute of Technology and Harvard University. ● Coursera. ● ORB from mPowering Frontline Health Workers.
Track participant progress: You need to track participant progress in the training or what participants have learned and generate reports about the training overall or for individual participants.	If you must **track participants' training progress and completion** (and require users' authentication via email or phone), you may want a **learning management system (LMS)**. See the following lists of widely used LMS platforms: ● UNESCO's list of Digital Learning Management Systems. ● EdSurge's Learning Management Systems list. ● The Centre for Learning and Performance Technologies' Learning Platforms and Learning Management Systems list. Alternatively, you could use a **free**, **open tool**, such as Google Forms or Quizlet, **to assess** participants' knowledge, attitudes, and skills before and after training. You can employ these tools with others that gather attendance, progress, and impact data. We discuss these tools and more in the last section of this guide.
Clinical skills training: Your training includes enhancing or assessing participants' clinical skills.	Consider a **blended learning approach**. Training that involves teaching or refreshing clinical skills does not typically lend itself to a fully remote learning format. In this situation, some trainers have successfully made the didactic components of the training virtual and delivered the hands-on, skill-building, and clinical assessment portions of the training in-person.
Limited access to a technology device or the internet: Not all of your participants or trainers have access to a technology device or a stable, affordable internet connection.	**Blend no-tech and low-tech** approaches. For example, you could disseminate materials via flash drive to those with a computer but no internet connection, or you could provide hard-copy materials to those who do not have reliable access to a device. You may want to integrate a QR code or URL in print materials so that users can access training content from any device. Suggestions for enhancing participants' and trainers' digital access include: ● **Help individuals locate a device.** Are there community centers, health clinics, government training centers, libraries, or other local entities that provide devices or with whom your program could partner to provide them?

Your Training Need or Constraint	Implications for Technology Tools
	Consider lending devices. This approach is most feasible in training programs with few participants or trainers. **Help individuals to locate an internet connection**. Can you connect training participants with community centers, health clinics, government training centers, libraries, or other local public places that provide public access to the internet at no or low cost? **Provide stipends for internet access** (e.g., to purchase data s mobile phone minutes) or supply internet hotspots as part of training. **Identify funding for expanding digital access**. Explore funding opportunities for supporting technology integration, device lending or procurement, and access to free or low-cost internet services.
Smartphone only: Training participants or trainers have access to smartphones but not tablets, laptops, or desktop computers.	Some strategies: - Talk with training participants or conduct a random survey to learn more about **their access to**, **comfort with**, **and use of** smartphone technologies. You will also want to assess their comfort and experience using a smartphone for training and learning. Have they used their phone for work tasks or training programs? - Explore **applications designed for mobile messaging and mobile use** that participants may be familiar with, such as WhatsApp, Facebook Messenger, and Telegram. Consider options that use SMS to authenticate users rather than requiring email login, eliminating the need for password management. - If possible, **limit the number of tools** used to deliver training and communicate with participants. Requiring participants to switch between platforms or applications can have adverse effects on the user experience and create barriers to access for those with limited digital literacy skills. - If the training involves an online module or course, build or procure one that provides an **optional mobile app** so that participants can easily view the content on a smartphone. **Have a digital home base**: Use one tool to keep training content and important links in the same location. Some options for a digital home base include websites, webpages, Google Docs, Airtable, Padlet, and Wakelet. When participants only have access to smartphones, it is best to use a tool designed for mobile device use. - Use Bitly or TinyURL to create an **easy-to-remember short URL** for the training. Consider using QR codes whenever possible, which will enable participants to access training resources without having to type a URL.
Basic cell phone only: Training participants or trainers have access to basic (feature) cell phones but not smartphones, tablets, laptops, or desktop computers.	Consult this UNESCO list of distance learning solutions. It includes learning platforms that work well on basic mobile phones and those with strong offline functionality.

Your Training Need or Constraint	Implications for Technology Tools
Digital literacy: Training participants or trainers have limited digital literacy skills, or you do not know their digital literacy skill levels.	Assess your participants' or trainers' digital literacy skills. You can use one or more of the surveys in Appendices A–E of Part 1. Use what you learn to select appropriate technology tool(s). Additional strategies you can use: ● Prioritize technology tools with which participants **already have comfort or experience**. ● If possible, **integrate digital literacy skill development** into the training. Start with basic skills, moving to higher-level skills over time. Model and discuss the digital literacy skills that are your focus. ● **Provide digital skills support** to participants before the training and as the training begins to ensure they can participate fully. ● Provide **written guidance**, **screen captures**, **and short videos** to introduce participants and trainers to the tool(s) used. You can also refer participants and trainers to the free, multilingual Mobile Internet Skills Training Toolkit. This toolkit orients users to a range of mobile apps, as well as the GCF Free Platform, which provides no-cost digital skills training on a variety of technology issues. In addition, look for existing open-source video tutorials or user guides **in local languages**. This webpage contains instructions in English and 13 other languages for downloading and using Zoom; this webpage has instructions in English and six other languages for using WhatsApp.

TECHNOLOGY BARRIERS AND INEQUITIES IN ACCESS

The last four rows of Table 1 highlight some barriers to technology access. These barriers may be unequally distributed among populations and within your training participants. As the pace of digital transformation continues accelerating, training programs may unintentionally exclude certain groups if they do not consider barriers and inequities in internet and device access and digital skills. For example, in some countries, females have less access to technology (e.g., mobile phones, computers) and use the internet less than males.[1] This is known as the **digital gender gap** (or digital gender divide). Additionally, gaps exist in mobile broadband coverage (wireless internet access) between urban and rural areas, with rural areas having less coverage. These inequities are wider in low- and middle-income countries[2] and can negatively impact individuals' opportunities and the potential of countries for economic growth and development.[3]

In advance of your training, when you assess trainer and participant digital literacy and access to digital devices, be sure to capture sociodemographic information to analyze the results based on gender and other factors such as age and place of residence. This information will help you understand if specific groups of participants or trainers need additional support to participate in the training successfully. For example, training participants in rural areas may have significantly less access to the internet than those in urban areas. In that case, you may need to consider a blended learning or low-tech approach for your rural participants while urban ones complete the training online. See Table 1 for suggestions for improving participants' and trainers' access to devices and the internet.

COMMUNICATING WITH TRAINING PARTICIPANTS

As you narrow in on a technology tool (or tools) for creating and delivering your training, you should consider how training administrators and trainers will communicate with participants. This section covers communication strategies and tips for outreach and recruitment, onboarding participants to the training content and technology, and providing them with ongoing support.

Communicating clearly and consistently with participants is a crucial component of successful training programs—from recruitment to participant support to assessment. Fostering a sense of community with and among training participants can help them stay engaged and motivated to complete training (especially for training that spans multiple sessions). Doing so can make the overall experience more relevant and enhance the likelihood of participants applying what they are learning in their daily work lives. Additionally, it can help to counteract the isolation that some remote learning participants experience.

As described earlier, most LMSs include built-in mechanisms for communicating with participants. If you are not using an LMS, see the previous section in this guide, "Selecting Technology Tools to Deliver Training," for information about tools you can use to communicate with training participants. Appendix A is a worksheet that can help you plan what you want to communicate about your training program and to whom, why, when, and how. Before your training launches, create a draft plan to communicate relevant, useful, and timely messages to training participants, along with how you would like them to communicate with you.

OUTREACH AND RECRUITMENT

Distance and blended learning training programs that are part of health provider accreditation or certification may find that they can fill their training sessions with minimal outreach. However, well-planned recruitment efforts are typically an important component of transitioning training from in-person to virtual.

Here are some recommendations to consider as you plan communications for outreach and recruitment:

- **Do not work alone** to get the word out: enlist your organization's partners in helping to recruit training participants, using a strategy that targets the desired participants.

- Make sure that training candidates can easily learn about your program by **employing multiple outreach channels**, such as:

  o In-person interactions.

  o Direct messaging via apps, email, or phone calls.

  o Electronic media (e.g., websites, listservs, social media, radio).

  o Printed materials, such as flyers posted or mailed to training candidates.

- Focus on employing communication **tools that training candidates use** (e.g., mobile messaging apps like WhatsApp and Facebook).

- If your organization or program has a **website**, make sure it is attractive, easy to navigate, and contains clear information about the training program. The website should be mobile-friendly, with up-to-date content and clear steps for registering for or applying to the program.

PARTICIPANT ONBOARDING

Onboarding (or orienting) participants to the training content and technology are essential activities. Participants' retention in a distance learning program is partly related to the quality of the onboarding they receive.

You can onboard training participants online, over the phone, or in person, supplementing with resources shared electronically or in hard copy. During onboarding, you should set goals and expectations for the training, provide a brief overview of the training content, introduce the technology tools to be used, address technology issues, and offer strategies and tools to support the successful completion of the training. If you are offering blended learning training, be sure to provide participants with a clear schedule for face-to-face and distance training sessions.

Figure 3 provides an overview of potential onboarding activities. Consider using the activities that are appropriate for your training program.

FIGURE 3. ONBOARDING ACTIVITIES FOR DISTANCE AND BLENDED LEARNING TRAINING
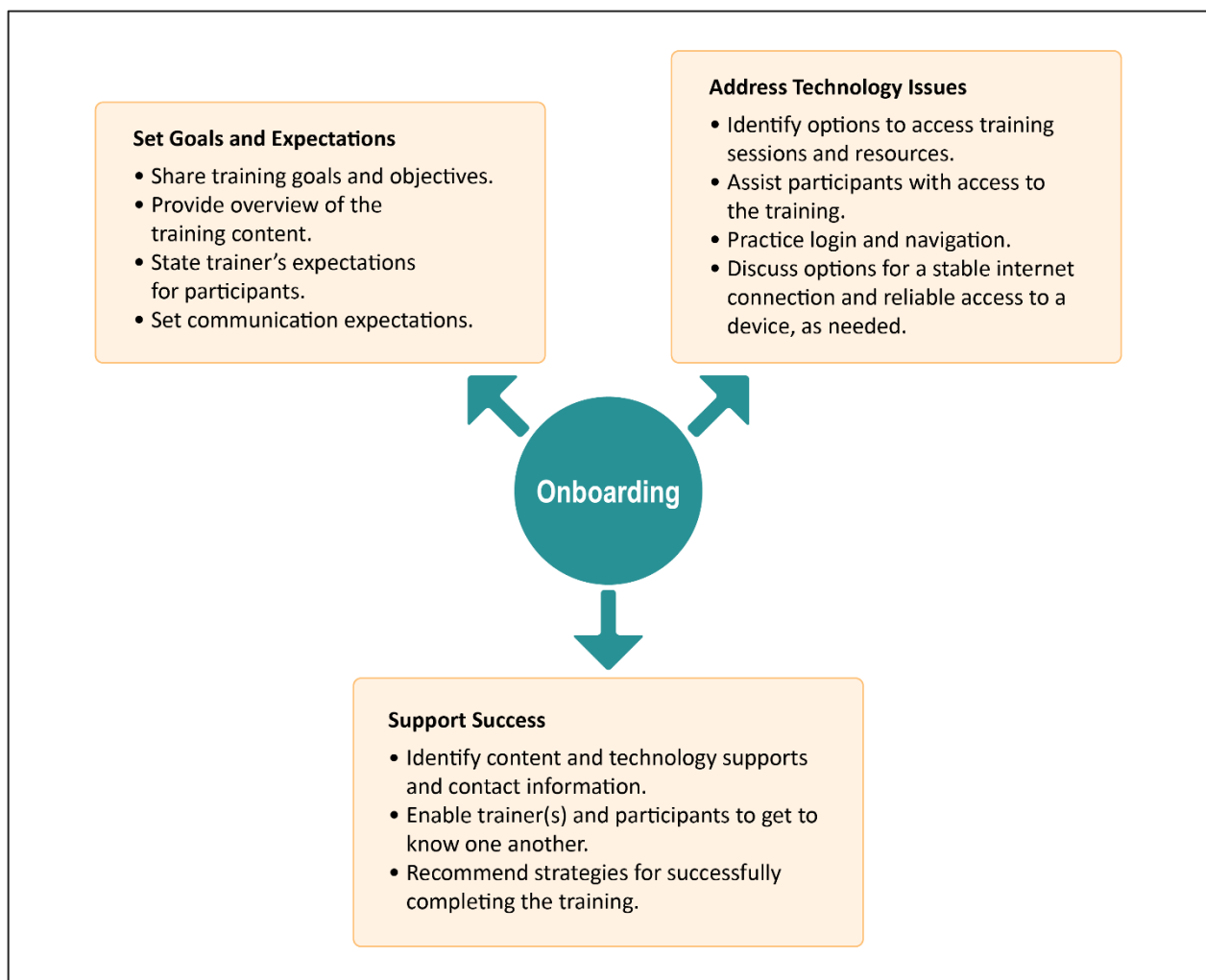
Source: Adapted from the EdTech Center @ World Education's *Support Distance Learners from the Start*.

Successful onboarding strategies for distance and blended learning training include:
- Sharing information about the training and technology, such as identifying the equipment participants will need (e.g., computer, mobile device, software) and providing screenshots or

screencasts demonstrating how to download an app or a resource, launch a web browser, or access training content on a phone, tablet, or laptop.

- During onboarding, giving participants a reference sheet with pertinent information (e.g., contact information for the trainer[s] and for technology support; the dates and times of in-person and synchronous training sessions; step-by-step instructions for accessing the digital component of the training).

- Addressing issues that will enable participants to have a positive, successful training experience. This includes describing the options for the device(s) they will need to participate in the training and whom to contact when they have questions about training content or difficulty accessing training sessions or resources.

- If participants do not have stable internet service or reliable access to a device to participate in training, draw on the suggestions in Table 1 for enhancing access. If your training is blended or participant onboarding occurs in-person, ask participants to bring their device(s) with them to ensure they can access the training content.

ONGOING SUPPORT AND FEEDBACK

Expect that participants will need support and feedback before, during, and after the training. Here are some suggestions for providing support and feedback:

- **Be proactive**. Proactive support to distance and blended learning training participants helps to keep them engaged and motivated. The proactive aspect is critical because learners who struggle the most are the least likely to ask for assistance. Trainers provide proactive support by learning participants' names; providing encouragement; communicating that they care; supporting participants to reach high expectations; helping participants believe they can succeed; assisting in resolving technical and other issues promptly; and praising quality work, effort, and persistence.

- **Provide timely, personalized feedback**. Trainers will need to decide what type of feedback participants will receive and how often. Depending on how many trainers are involved in delivering the training and how much time they have to spend with participants outside of synchronous training sessions, you will want to consider questions such as:
  - Will the trainer(s) provide one-on-one support to participants, as needed? How?
  - How should participants communicate with the trainer(s), and how will the trainer(s) reply (e.g., via email, text, phone conversation, a Google form)?
  - How quickly should participants expect the trainer(s) to respond to their questions or provide feedback on their work?

- **Provide opportunities for participants to support their peers**. Peer support can enhance the sense of participation in a learning community. Leverage the collective knowledge and skills of training participants to support one another. Some of the technology tools described earlier in this guide, such as WhatsApp and online discussion boards, allow participants to connect with each other via group posts, discussions, and direct messaging between participants.

- **Offer technology support/help for technical issues**. Participants in distance and blended learning training often need help with a wide range of technology issues, from how to use their laptop's video camera to participate in a synchronous training session to how to upload a file. One strategy for proactive support is to track the technology challenges your participants routinely encounter and create a Frequently Asked Questions reference that describes what to do in each situation.

TRANSFORMING TRAINING CONTENT: A BRIEF OVERVIEW

Once you have assessed the assets and challenges of your training program, participants, and trainers; examined technology tool options; and considered strategies and tools for communicating with participants, you are ready to transform your in-person training to a distance or blended learning format. This section covers some considerations to keep in mind, including ways to maximize access and engagement, and incorporate supplemental materials such as job aids. We present only a few of the most fundamental issues to bear in mind as you prepare to convert your in-person training to distance or blended learning. At the end of this section, you will find a list of helpful resources on this topic.

As you transform your training curriculum for virtual delivery, keep your training's learning objectives at the center. As needed, fine-tune the learning objectives so that they are clear and measurable and capture what you want participants to know and be able to do following the training. Adhering to clear objectives will help you determine which training components are crucial—because they enable participants to meet critical learning objectives—and which are interesting or appealing but do not align with a specific learning objective. By keeping your training to the essential information and skills that participants need to master, your participants are more likely to be successful in acquiring the new information and skills that are the focus of your training. It is also critical to ensure that it aligns with the key principles of adult learning (see Box 3) and emphasizes developing competencies rather than simply imparting knowledge, is interactive, and includes skills demonstration and practice.

Transforming your in-person training into distance or blended learning training (including creating or adapting training resources) takes time. Set yourself up for success by incorporating flexibility and sufficient time and resources into your plan. Remember that you may begin creating and delivering training using one technology tool, then realize that participants are not engaging with the technology or the training content, requiring you to make adjustments. Be open to making these shifts; remember that your training tools, content, and methods must align with participants' skills and needs. If training participants cannot participate meaningfully in your training, including accessing training sessions and resources, your program is unlikely to achieve its goals and objectives.

As you plan to deliver your in-person training program via distance or blended learning, you want to maximize participants' access to the training and engagement with it. When participants can easily view and download training content that is captivating and relevant to their work lives, they can absorb information more readily and are more likely to complete the training. Mobile cellular connectivity and use in LMICs continue to rise dramatically. One example of maximizing access is to adjust your training content so participants who access it from a mobile device see the text and images displayed in a way that fills their screen and is easy to view.

BOX 3. PRINCIPLES OF ADULT LEARNING

1. Adults are internally motivated and able to learn independently.

2. Adults prefer learning that builds on their prior experience.

3. Adults prefer learning they can immediately apply in their daily lives.

4. Adults prefer problem-centered, skills-based learning.

5. Adult learners like to be respected and treated as adults.

Source: Sparvell, M. (2021). Five Adult Learning Principles that Increase Engagement. Forbes Communications Council.

MAXIMIZE ACCESS

- If most or all of your participants will complete the training using a smartphone, design and package training content in **smaller**, **bite-sized segments**. This will make it less tedious for participants to navigate through the content on a small screen than if you keep the content in the two-to-three-hour blocks typical of in-person training.

- Because text-heavy training content can be difficult for participants to absorb on a mobile device's small screen, think about **using video or audio** where possible.

- Review all digital training content on a few mobile devices before the training begins to **check access**, **layout**, **readability**, **and navigation**.

- If some of your training participants do not have access to a smartphone, the internet, or both, use technology tools that offer **offline functionality**. Examples of such tools are in the "Supplemental Training Resources: Job Aids" section.

- If you will host your training on an LMS, make sure the training is accessible to and optimized for mobile users. Before launching the training, **test it on smartphones and tablets** to identify and then address any issues.

MAXIMIZE ENGAGEMENT

- It can be challenging to decide **which blended learning training activities should be synchronous and in-person versus remote**. Begin by identifying straightforward, didactic content that participants should be able to absorb remotely and, possibly, **asynchronously**. Reserve limited face-to-face time (in-person or remote) for critical, interactive activities.

EXAMPLE 2. MAKING IN-PERSON TRAINING AS INTERACTIVE AS POSSIBLE

In advance of a participatory training in West Africa, the Population Reference Bureau's PACE project (Policy, Advocacy and Communication Enhanced for Population and Reproductive Health) created short videos of some of their didactic family planning training content. Participants viewed these videos at a time of their choosing before the training. By doing this, the trainers made their Zoom training sessions more interactive, with a considerable amount of discussion and group activities.

- If your training includes using a video conferencing platform and if both participants and trainers have a stable, affordable internet connection and have devices with a web camera, you can request that they all turn on their videos. (Make sure to clearly inform everyone in advance that this will be an expectation of the training.)

- To reduce the isolation participants may feel when participating in remote training, look for opportunities in your training to build community and connections with and among participants. For example, use tools like WhatsApp and discussion boards to encourage students to connect with each other and schedule either in-person or virtual drop-in support hours or periodic check-ins for participants.

SUPPLEMENTAL TRAINING RESOURCES: JOB AIDS

It can be challenging to ensure that health workers recall and apply the information and skills they gain through in-service training. Some distance and blended learning training programs integrate a paper or electronic job aid that summarizes specific training content and incorporates it in an existing tool or system health providers use beyond the training. For instance, an electronic job aid downloaded to a mobile device can prompt users to access and review selected content when they need to perform a specific task; this is known as just-in-time, or JIT, learning. The ORB platform, by mPowering Frontline Health Workers, contains many open-license job aids designed for use on mobile devices.

EXAMPLE 3. DIGITAL JOB AIDS

John Snow, Inc. (JSI) is developing a vaccination decision-support tool with funding from Gavi, the Vaccine Alliance. The Immunization Quick Reference Tool enables community health care workers in Haiti to access critical, just-in-time vaccine schedules and immunization information with a smartphone or tablet using Adobe Acrobat Reader or another free PDF reader. This job aid features simple navigation and hyperlinks. Once downloaded, it can be used without an internet connection. It is also available in paper form for those who do not have a mobile device or prefer a printed format. This is a nice example of providing participants with access to training content via multiple modalities.

BOX 4: SAMPLE USEFUL RESOURCES FOR CONVERTING IN-PERSON TRAINING CONTENT TO DISTANCE OR BLENDED LEARNING

Bluestone, J., Peter Johnson, Judith Fullerton, Catherine Carr, Jessica Alderman, and James BonTempo. 2013. "Effective In-Service Training Design and Delivery: Evidence from an Integrative Literature Review." Human Resources for Health 11:51. https://human-resources-health.biomedcentral.com/articles/10.1186/1478-4491-11-51.

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ASSESSING YOUR TRAINING

Assessment is an essential part of distance and blended learning training. Assessment is critical because it enables training programs to:

- Understand participants' baseline knowledge and skills. You can use this information to refine instruction, plan participant support, and incorporate it into program evaluation and reporting.

- Monitor participants' progress and performance during a training program.

- Help to determine revisions that should be made for future offerings of the training program.

Assessment also enables training participants and trainers to:

- Reflect on and assess what they are learning.

- Pinpoint any areas where they are having difficulty mastering training content and create a plan to enhance their learning.

- Provide direct feedback to trainers about their perspectives on what worked and didn't work regarding the technology tools, delivery methods, teaching style(s), and level(s) of interaction used in the training.

Assessments can be used before, during, and after a training program. Meaningful assessments challenge participants to reflect on and apply what they are learning. Having specific, measurable training objectives for participants helps to structure your approach to assessment. Ideally, your training's objectives detail how participants will demonstrate the knowledge, attitudes, and skills they have acquired. When done well, assessments provide valuable data to inform decisions about training content and delivery.

There are two major types of assessment: formative and summative. Distance, blended, and in-person training for health workers should include both types of assessment. Some assessment strategies employed in face-to-face training may need modification for distance and blended learning. In this section, we discuss the differences between formative and summative assessment, when to use them, and specific assessment strategies that you can employ in distance and blended learning training.

A recent publication from USAID on monitoring and evaluating distance learning provides steps to follow in planning your training assessment (see Box 5).

BOX 5. STEPS FOR MONITORING AND EVALUATING DISTANCE LEARNING TRAINING

The USAID publication A Roadmap for Measuring Distance Learning: A Review of Evidence and Emerging Practices proposes the following four key steps as programs plan for monitoring and evaluation of distance learning initiatives.

STEP 1: DETERMINE THE OBJECTIVES OF MONITORING AND EVALUATING DISTANCE LEARNING.
The objectives of monitoring and evaluating distance learning must be determined, including deciding whether an assessment is for formative or summative purposes.

STEP 2: DETERMINE WHAT WILL BE MEASURED.
Measuring reach, engagement, and outcomes is important for understanding the effectiveness of distance learning. The metrics for gathering this data can vary greatly by modality and population.

STEP 3: DETERMINE HOW DATA WILL BE COLLECTED.
Pandemics, natural disasters, and other crises have pushed teams to think of new and innovative methods for capturing data remotely.

STEP 4: DETERMINE THE METHODS AND APPROACHES FOR MEASUREMENT.
A range of approaches can be used to measure distance learning initiatives, including quantitative methods (e.g., surveys, questionnaires, tests) and qualitative methods (e.g., interviews, focus group discussions).

FORMATIVE ASSESSMENT

Formative assessments, sometimes called informal assessments, occur during training and are used to make adjustments to improve how the training is delivered. They enable participants and trainers to identify how participants are progressing and what they are struggling with, pinpointing content that may need to be revisited during the training or revised to improve learning outcomes. Formative assessments can also identify participants who may need additional support.

You can structure formative assessment in distance and blended learning training in a variety of ways. For example, they can be short, online quizzes that happen at the end of a training segment; one-on-one calls between a participant and the trainer(s) that occur one or more times during a multi-day training; or interactive activities/games conducted using an observation protocol or rubric.

Regardless of the formative assessment approach you use, keep in mind that this type of assessment should be quick to administer. It should also provide helpful insights about each participant's progress and elements of the training content and activities that appear to be successful/effective and those that do not.

You should use what you learn from formative assessments to provide participants with feedback. Sharing with participants oral or written feedback from the assessment is a powerful strategy that can help them stay engaged and identify the training content they need to review. Feedback can come from the trainer(s) and other participants. In a distance learning training, peers can share feedback through group discussion boards, peer feedback on documents submitted to the trainer(s), and messaging tools.

SUMMATIVE ASSESSMENT

Summative assessment occurs at the end of a training and evaluates what participants have learned by measuring whether they have met the learning objectives established for the training. Summative assessments can also help inform improvements to your training. While the goals of formative and summative assessment are different, they have complementary functions.

A summative assessment can measure how well participants absorbed the training content, solicit participants' opinions of the training, or ask them to describe or demonstrate how they have used (or plan to use) what they learned. When the findings of the summative assessment indicate consistent gaps between what participants have learned and the knowledge and skills the training was designed to develop, you should review the training content and methods with an eye toward what should be revised.

Summative assessments can be conducted in various ways; for example, via a test or quiz featuring multiple-choice and short-answer questions or a performance task. Trainers can use software, such as Google Forms, to create tests and quizzes and email them to participants or post a link to the test/quiz on a website or LMS. Some participants may not have reliable internet access. In that case, you may want to administer summative assessments by phone or convert tests and quizzes into PDFs and print them out for a paper-based option. See Appendix B for sample summative assessment questions for distance and blended learning training.

You can carry out a summative assessment at the end of a training through video meetings between the trainer(s) and one or more participants, where participants describe what they have learned in the training. In blended learning training, it may be possible to hold this type of meeting in person. Trainers can also do a summative assessment three to 12 months after a training program concludes to measure participants' retention of the new knowledge and skills and the extent to which they are applying them in their day-to-day work.

Performance-based assessments, in which participants demonstrate the application of training-related knowledge and skills, can include portfolios, presentations, simulations/role-playing, and responding to a scenario or observed demonstration of a task. Some performance-based assessments commonly used in in-person training, such as workplace simulations and performing tasks in a clinical setting, may require adjustment for use in distance and blended learning training. For example, a role-play demonstrating a patient intake protocol could be done synchronously through Zoom, while developing a care plan for a mock patient could be done asynchronously. Since performance-based assessments are open-ended and typically have more than one solution, ideally you should create and share a rubric for evaluating performance with participants.

Plan to use the formative and summative assessment data you collect to determine whether you need to revise your training program. Some questions you may want to consider to inform training adjustments are:

- Technology tools and use: What is working well and what is not? Why?

- Training content: With what topics or concepts are participants struggling? Are there common gaps in participants' learning? Do you need to allocate additional time to address certain concepts?

- Training methods: Which activities do participants report finding unengaging? Do you need to increase interaction?

- Training schedule: Does the timing and duration of the training align with participants' needs?

In general, you should assess distance and blended learning training using the same principles employed for in-person training assessment, incorporating questions about the technology tool(s) used in the training. Ask

participants to assess the technology tool(s) used to deliver training and facilitate trainer-participant communication. You can also ask participants to describe the technology challenges they encountered and how they resolved them. See Appendix B for sample summative assessment questions that you can use in distance and blended learning training.

Table 2 contains a sampling of formative and summative assessment strategies and associated technology tools. All of the strategies in the table can be used to gather information and data about your training program and individual participants. Note that the inclusion of these tools does not constitute an endorsement.

TABLE 2. SAMPLE DISTANCE AND BLENDED LEARNING FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES AND ASSOCIATED TECHNOLOGY TOOLS

Assessment Strategy	Description	Some Associated Technology Tools
Polls and surveys that collect instant feedback.	Use an interactive polling tool to gather participant feedback or responses to a question. Participants answer the question in real-time using an internet-connected device. The poll or survey results appear in real-time and can be displayed in creative ways. You can embed poll questions in a PowerPoint or Google Slide.	Mentimeter, Kahoot!
Quizzes and knowledge checks.	Create one or more brief quizzes and embed them in a distance learning training segment. You can have participants complete the quiz asynchronously between training sessions or at the conclusion of the training.	Google Forms, Quizlet.
Game-based assessments.	Use any of a range of tools to create game-based assessments, including gamified quizzes, reflection activities, and other interactive assessment exercises.	Kahoot!, Quizizz, or Quizlet.
Self-reflection activities.	Create a digital form that uses open-ended questions to prompt participant self-reflection. You can use Padlet, a collaborative digital bulletin board tool, between training sessions to have participants share their self-reflections and respond to others' reflections asynchronously.	Google Forms, Survey Monkey, or Padlet.

Assessment Strategy	Description	Some Associated Technology Tools
Group reflection.	Use breakout rooms to have participants share in small groups what they are learning and reflect on their progress to-date.	Virtual breakout rooms in video conferencing platforms such as Google Hangouts, Zoom, Adobe Connect, Airmeet, and Webex.
Check-in conversations.	Use check-ins with participants between training sessions to foster connections, support their engagement, and promote training completion. Before check-ins, prepare the questions you will ask. Be sure to document what you learn.	Video conferencing platforms, email, phone calls, mobile messaging, or SMS.

ADDITIONAL ASSESSMENT CONSIDERATIONS

- **Be mindful of technology access and tools**. In your assessments, consider that some participants may have little or no access to a smartphone, tablet, laptop, or desktop (e.g., their access may be limited to a shared device or to specific times of the day). Be sure that participants are comfortable with a given platform or app before you use it for assessment purposes. You want to avoid a participant being unable to access a quiz or other assessment activity because they lack the skills or comfort to use the device, platform, or app required in the assessment.

- **Gamify**. You can turn some formative assessment activities into games by incorporating an element of competition, such as speed, time, points, or performance. You may want to explore popular digital tools for developing game-based assessments, including Kahoot!, Edpuzzle, Quizizz, and Quizlet. Keep in mind that good games for learning are enticing (the participant wants to engage), sticky (the participant wants to persist even if the task is challenging), and rewarding (the participant sees their success recognized).[4]

- **Follow principles of Universal Design for Learning (UDL)**. UDL is a framework for developing flexible learning environments and activities that meet the needs of a wide range of learners. Such assessments are designed in a manner that overcomes cognitive, affective, and physical barriers to completion. Employing Universal Design can help to ensure that your assessments truly measure participants' learning.[5]

CONCLUSIONS

This series on distance and blended learning training has taken you through the early, essential steps for translating an in-person training curriculum to a distance or blended learning format. Part 1 outlined distance and blended learning approaches and their advantages and disadvantages, along with strategies and tools for assessing the assets and needs of your training program, participants, and trainers. This guide, Part 2, described how to use pre-training assessment results to choose effective technology tools for your training and explained how to communicate with training participants before, during, and after training. It offered key considerations for creating or adapting in-person training content for blended and distance learning. Finally, this guide provided tools and strategies to assess participant learning during and at the end of training, along with ways to assess how to improve your training approach(es) and activities for the future. This guide also touched on a few of the fundamental issues to consider as you prepare to transform an in-person training into a distance or blended learning format.

MOMENTUM projects, their partners, MOHs, NGOs, and educational institutions can use these guides to plan, develop, and adapt distance and blended learning training. Below are some additional resources to explore and actions you can take to stay up to date on best practices in distance and blended learning and to learn more about the use of digital technology in the MNCH/FP/RH space.

- To learn about innovations in distance and blended learning, join the Global Digital Health Network, a community of practice with over 4,000 digital health professionals working in low-resource settings.

- Visit USAID's MOMENTUM website for additional resources and tools on distance learning and digital health.

- Seek out research studies on distance and blended learning training for health care workers in LMICs.

- Let us know how you have used these guides on social media: Tweet at us @USAID_MOMENTUM, or post a comment on our Facebook or LinkedIn pages.

Resources for MOMENTUM Staff

- Join the Cross-MOMENTUM Digital Health Technical Group to learn what other awards are doing in digital health and distance and blended learning. Check out the resources posted on the group's page on the MOMENTUM Hub.

- Explore the MOMENTUM Distance Learning Resource Collection on the MOMENTUM Hub.

- Share your experiences using these resources by answering the survey on the Hub for this resource or post questions and comments directly to the guide's page on the Hub.

- Consider working with MAKLab to address priority challenges and find and spread promising solutions related to distance and blended learning.

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APPENDIX A: COMMUNICATION ABOUT TRAINING

This worksheet helps you create a draft communication plan to share relevant, useful, and timely messages about your training program with training participants and potential participants. More specifically, it helps you plan what you want to communicate about your training program and to whom, why, when, and how. (For more information on this topic, please see the "Communicating with Training Participants" section in this guide.) Your program's lead trainer can complete this worksheet before the program selects communication tools.

Question	Details	Your Response
What?	What is the message (or messages) you need to communicate? Refine the message so that it is clear and not too wordy. For instance, which technologies are required? Is the training time-limited?	
Who?	Who is your audience? Whom are you trying to reach? (You may want to pilot the training with a small group of participants.) Is the training limited to a specific group or open to anyone interested?	
Why?	Why is this message important to communicate? What action(s) do you want the audience to take?	
How?	What are the best means to communicate with your audience (e.g., text, email)? With which platforms and software are they most familiar?	
When?	When does the audience need to receive this message (e.g., is there a deadline)? If it is an urgent message, you may want to communicate it multiple times through two or more means.	

APPENDIX B: SAMPLE SUMMATIVE ASSESSMENT QUESTIONS FOR DISTANCE AND BLENDED LEARNING TRAINING

These are sample summative assessment questions for distance or blended learning training that can be administered in an assessment form at the end of a training. You may adapt these to align with your training program's objectives and methods.

Please check the appropriate columns in the table below to indicate the extent to which you believe this training achieved its objectives.

1 = The training did not achieve this objective.
2 = The training somewhat achieved this objective.
3 = The training fully achieved this objective.

Training Objective(s)—You are now able to:	1	2	3
[Fill in a training objective here]			
[Fill in a training objective here]			
[Fill in a training objective here]			
[Fill in a training objective here]			
[Fill in a training objective here]			

Please answer the following question about your experience with the virtual aspect of the training.

What type of device(s) did you use to participate in the training? (Check all that apply.)

Computer/Laptop _____   Tablet _____   Smartphone _____

Please respond to the following questions by selecting the number that most closely reflects your opinion.

1 = Strongly disagree   2 = Disagree   3 = Neither disagree nor agree   4 = Agree   5 = Strongly agree

	1	2	3	4	5
1. This training was an effective way for me to learn this content.					
2. I will likely revisit the training materials in the future when I am looking for information on **[insert here the overarching topic of your training]**.					
3. I would recommend this training to colleagues.					

Please respond in one or two sentences to the following questions about your experience with the training.

4.   What aspects of the training contributed the most to your learning of the content?

_____

_____

_____

_____

5.   Were any aspects of the training confusing or difficult to understand? If yes, please describe in as much detail as possible.

_____

_____

_____

_____

For trainings with a synchronous, blended learning training component.

6. Please comment on your assessment of the training facilitator(s). For example, did he/she/they communicate training expectations, know the training content well, and respond to your learning needs?

_____

_____

_____

_____

7. Did you experience any technical problems with the synchronous training sessions (e.g., difficulty connecting to the webinar platform or using features such as chat or hand-raising)? Did you experience other issues that made it challenging to participate in the sessions? If yes, please describe in as much detail as possible.

_____

_____

_____

_____

For trainings with self-paced learning.

8. Please comment on your use of the self-paced **[fill in here]**. Note any technical problems you encountered (e.g., difficulty downloading resource files, screen freezing, quiz malfunction) or issues that made it more difficult for you to view training content.

_____

_____

_____

9. What suggestions do you have for **improving** the training (e.g., content, technology, other)?

_____

_____

_____

Please answer the following questions.

10. What did you **most** like about the training?

_____

_____

_____

_____

11. What did you **least** like about the training?

_____

_____

_____

_____

12. Please share any additional comments here.

_____

_____

_____

_____

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