

Online Learning Design – Example 1

FROM DATA TO INFORMED ACTION¹

STEP	NOTES	REFLECTIONS
STEP 1: People (Who)	<p>This course is created for staff of non-profit organizations, governmental agencies, and small businesses in a variety of sectors – all of whom want to use data more effectively.</p> <p>Some staff who take this course will be in leadership positions and typically have easy access to data. They may feel overwhelmed by the possibilities and keen to prioritize what data they share for collective decision-making. Other course participants will be frontline staff who typically have less access to the data their organization or company collects. They are keen to engage with relevant data and to examine how that data can inform their work.</p> <p>All staff who take this course have access to computers and typically have good Wi-Fi access.</p> <p>Staff can participate solo in this online course – but are encouraged to participate in teams with colleagues so that they can exchange perspectives on using data to inform their collective actions.</p> <p>Each time the course is taught, we assess the unique strengths and struggles of each group of participants. The rest of this design is adjusted to reflect these discoveries.</p>	<p>As we’ve taught this course overtime, we’ve found it extremely helpful to find out the roles of each participant, how they’ve been using data within their organization, and their familiarity with facilitating using a learning-centered approach.</p>
STEP 2: Current Situation (Why)	<p>Now, more than ever, organizations have an abundance of data that can inform strategic decisions and day-to-day actions due to publicly available datasets and increasingly sophisticated ways of capturing and analyzing information.</p> <p>The “data revolution” is not just about increasing availability of data, but also growing demand for it. Organizations are increasingly being asked to collect and report on data to justify their programmatic choices, and to use that information to determine how they will make a difference in the world.</p> <p>There are numerous courses about how to access data, define the data you will collect, properly collect it, and ensure it is accurate. However, there is a dearth of guidance on how to make wise use of the data available.</p>	<p>We’ve found it important to clarify that this course isn’t about data visualization or how to collect data, but rather <i>how to make meaning from the data your organization already collects</i> and use that to inform action and decision-making.</p>

¹ Course offered by Global Learning Partners
www.globallearningpartners.com/services/courses/online-courses/#from-data-to-informed-action

STEP	NOTES	REFLECTIONS
STEP 3: Anticipated Change (So that...)	<p>Staff who successfully complete this course will engage others in understanding the story their data is telling, discern the questions it is raising and clarify the implications for action.</p> <p>This course will support teams as they move from simply collecting data to connecting around the data in ways that maximize their learning and inform their actions.</p> <p>Following the course, these teams will be systematically:</p> <ul style="list-style-type: none"> • Facilitating thoughtful dialogue around data as it emerges • Experimenting with ways to creatively convey the most critical data to those who need it • Tracking how data is getting used • Assessing their priorities for data collection. 	<p>We've found it extremely helpful to meet with teams and help push their thinking as to what types of data and facilitation techniques to include in their meeting design so that they can aspire for the change they hope to see in their organization.</p>
STEP 4 + 5: Timing + Place (When + Where)	<p>This is a 6-week course offered at least once a year. The course is typically timed to coincide with the start of a calendar year, when staff are often more focused on the development of new systems and processes.</p> <p>The course is built in a fee-based Learning Management System called Ruzuku. GLP has an annual subscription that allows us to build, save, and edit the course easily and efficiently. Within Ruzuku, we offer content using short videos (using VoiceThread), audio recordings, downloadable documents, links to internet resources and other helpful tools.</p> <p>We aim for a virtual kick-off among the cohort of course participants once at the start of each course using Zoom. We also include one coaching call with each team during Week 4 of the course using telephone, Skype or Zoom, based on the preference of the participant.</p>	<p>Ruzuku has been incredibly easy to work in, generate dialogue among participants, and adapt as needed.</p> <p>For example, due to the COVID-19 pandemic, we extended this course by two weeks. We were easily able to communicate with participants and update the module release schedule through the platform.</p>

Step 6 + 7: Content + Objectives (What + What For)

Below is an excerpt of the objectives for this blended online course. Notice how the content is embedded in the objectives, and how each objective begins with an *action verb* that accurately conveys what the learners will achieve throughout the 6-week course.

By the end of this course, you will have:

- **Identified** opportunities for moving data to informed action in your organization or business
- **Described** factors for making the data useful and used
- **Taken** three critical actions to frame a specific set of your data
- **Defined** the purpose of bringing the data to a group
- **Selected** the data to share and highlight the story in that data
- **Created** one tool to tell your story visually
- **Crafted** a learning-centered design to share your data
- **Identified** key questions to explore around the data
- **Explored** ways to engage people around the data
- **Affirmed and strengthened** your plan, based on feedback from the course leader
- **Facilitated** ways for others to make meaning of the data they see
- **Identified** common forms of resistance around data use – and **strategized** on how to address them.

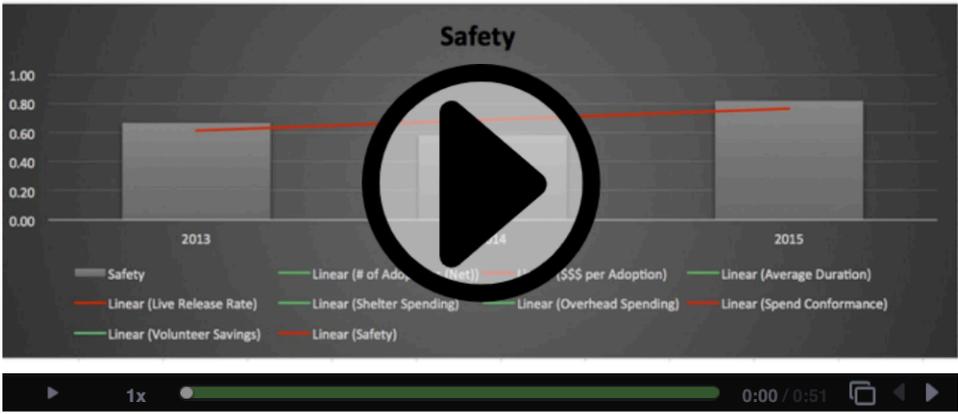
Step 8: Learning Tasks (How)

Scroll on for a few screen shots from this course in Ruzuku that illustrate the kinds of learning tasks we created for this online learning experience.

WEEK 2: Frame It!

2.6 Telling the Story Visually, continued

From Data to Informed Action - Lesson 2.5 - Telling the Story (Slide 1 of 9...)



Click on the above video for a fun exploration of presenting data visually. After you have completed that, it's time to work on your design.

Create a presentation of the data you selected to bring to your group. This may be a report, or a presentation. Share your draft report by attaching it to a comment below -- yes, it will be rough. There is a button you can use to attach it right below the comment box.

Below are a few tips to consider as you do your work.

Downloads

- [!\[\]\(8ac842ab05dcb97a9c1c0ec8551705ed_img.jpg\)
 Tips for Visually Presenting Data \(2\).pdf](#)
- [!\[\]\(620f07b383c70ac985ef745f2f4ffa65_img.jpg\)
 Example 1 - data visualization - line graph.pdf](#)
- [!\[\]\(aa734cea3e36b1c3166cac7fb4edde58_img.jpg\)
 Example 2 - data visualization - graphics.pdf](#)
- [!\[\]\(143c49c853033fa46e5881c755139149_img.jpg\)
 Example 3 - data visualization - bar graph.pdf](#)
- [!\[\]\(11a2fa9a69650a704a393f3cdf226529_img.jpg\)
 Example 4 - data visualization - pie chart alternative.pdf](#)
- [!\[\]\(2ae5326e02d1024e76a620bc8a26bc1b_img.jpg\)
 Example 5 - data presentation - basic infographic.pdf](#)

WEEK 2: Frame It!

Post your draft as an attachment here!

Bold *Italic* Underline    



 Add photo, video, or other file 

 [redacted] 19 days ago 

 [EBF by Region.docx](#)

This is one data point that Karen and I want to include. We have more we are working on.

 **Global Learning Partners** 19 days ago  | [EDIT](#)

I love the clarity of how you visualized the data. I found myself wondering what this data is saying to you, and what other data may be helpful to share along side of this to bring in more meaning/information. Like the example we shared by email a few weeks ago about the COVID-19 crisis... sometimes one set of data changes how we read another set of data.... Just wondering.

 [redacted] 19 days ago 

One thing I am curious about is why one region had virtually no change. What was it about the other regions that helped bring about change there? Can we find lessons learned in those regions to apply in the region with no change? Initial thoughts...



Reflection:

We use different types of media throughout and are fond of using videos to share content and personal experience. Hearing and seeing real people is an important element to bring to the virtual learning environment. This task also shows how important it is to offer the learners examples of different types of ways to present the data. This is also an example of how discussion prompts are used to facilitate meaningful dialogue.



3.6 Beyond PowerPoint and Plenary

At Global Learning Partners, we have developed many methods through the years for getting people to dig into data in ways that are meaningful and even fun! Below are some resources for you to consider as you think about how to structure your meeting and ensure everyone feels **SAFE** enough to engage with the data in meaningful ways. Select the ones that are helpful.



1. [Tips for Using PowerPoint to Engage People in Dialogue](#)
2. [Tips for Harvesting Input](#)
3. [Tips for Presenting Data without PowerPoint](#)
4. [Tips to Avoid "Group-Think"](#)
5. [Tips for Engaging Presentations](#)

You are ready to design! Use any of these ideas and your own creativity to continue drafting the design for your session.

In the next lesson, you will have the option of sharing your design with Jeanette and Tyler, and setting up a consultation about your design. You will also be offered a toolbox with more resources to support and inspire your work.

What questions do you have as you move forward in your design?



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 Add photo, video, or other file

[Reply](#)

Reflection:

Participants love practical resources so we try to include many tips, tools, and easy-to-read one-pagers that are relevant to the learning task in that moment. We also put a strong emphasis on visuals – we want the right visual to compliment the content being offered and provide a visual reference as to how this might *look* in practice.