



Food and Agriculture Organization
of the United Nations

E-learning methodologies and good practices

SECOND EDITION

*A guide for designing and delivering e-learning solutions
from the FAO elearning Academy*



FAO elearning
ACADEMY

About the guide

Why this guide?

Share good practices (workflow and methodologies) to assist countries in creating their own courses

To whom?

- Trainers and capacity development managers
- Instructional designers
- All those interested in creating e-learning courses

Content

Consolidated learning theories as applied by FAO elearning Academy over more than 15 years

Second edition

Previous version published in 2011 (English), 2012 (French and Spanish)



Content



Part I Introduction



Part II Designing an e-learning programme



Part III Creating interactive content

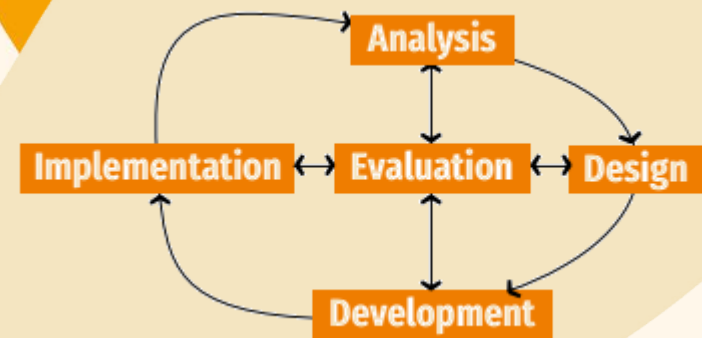


Part IV Managing and facilitating learning activities



Part I

Introduction



Types of content

Social interaction

Simple resource (video)

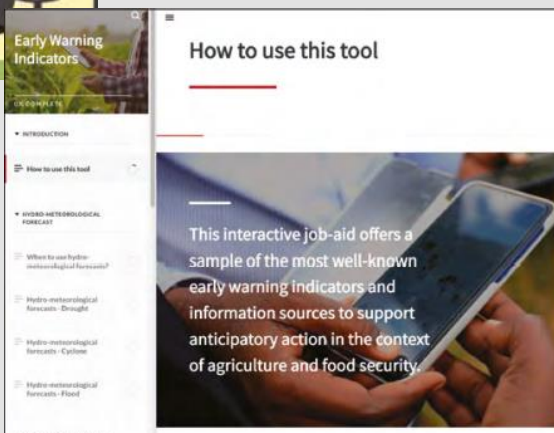
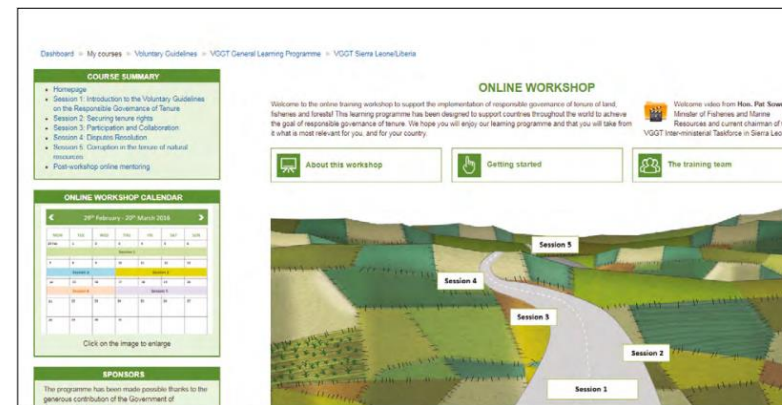
Webinar

Online facilitated course

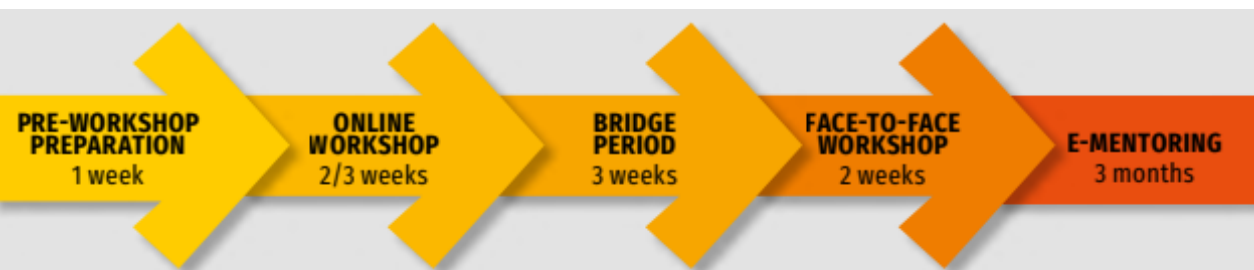
E-learning course

Massive Open Online Course (MOOC)

Job aid

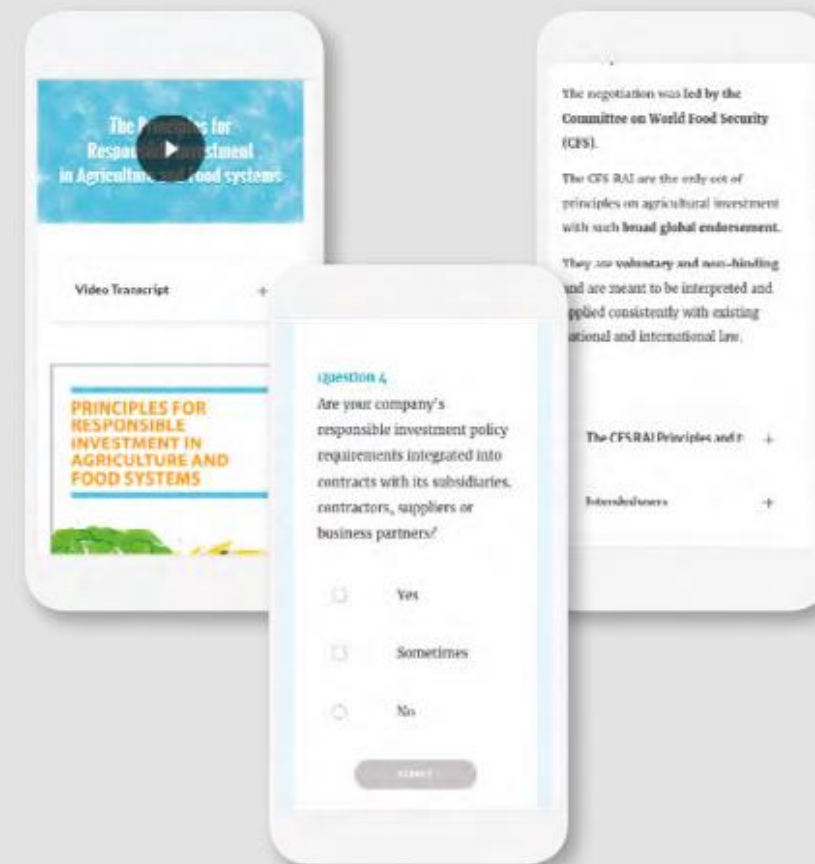


Blended learning



- Case study: Safeguarding Land Tenure Rights in the context of Agricultural Investment

Mobile learning

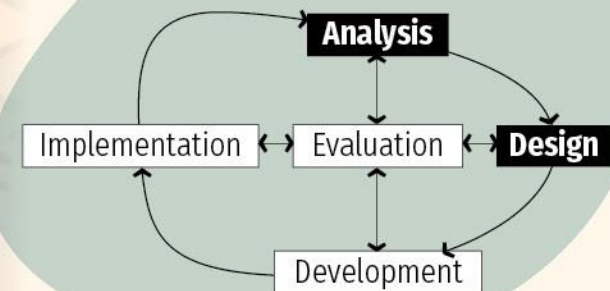


- Example: A mobile responsive learning resource for private investors

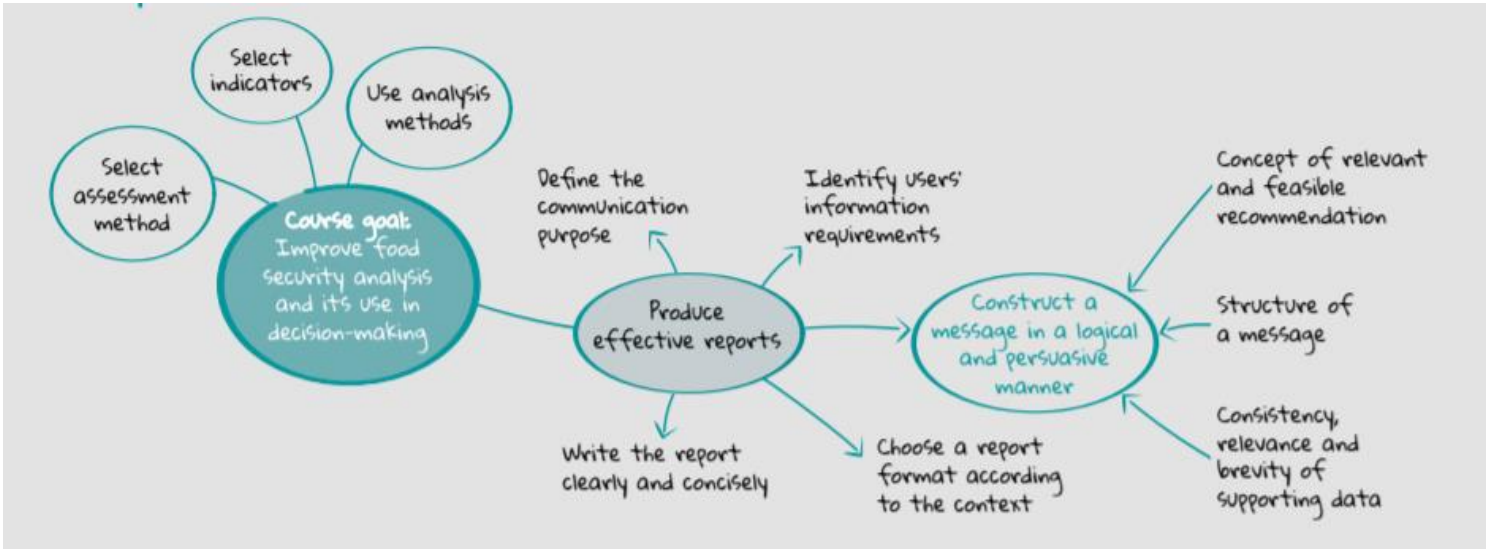


Part II

Designing an e-learning programme



Identifying content: Task analysis



Case study: Identifying content of a series of e-learning courses on SDG indicators



Defining delivery, instructional and evaluation methods



Case study: Structuring an e-learning curriculum on nutrition

Certifying competences with digital badges



Online visual representations of skills and competences earned through learning.

FAO elearning Academy

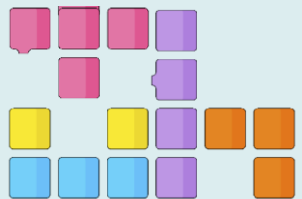
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Introduction to Sustainable Development Goal indicators under FAO custodianship

Download

Recipient details	
Name	Dalene Goosen
Issuer details	
Issuer name	Food and Agriculture Organization of the United Nations e-learning Academy
Contact	elearning-enquiries@fao.org
Badge details	
Name	Introduction to Sustainable Development Goal indicators under FAO custodianship
Competencies	Understanding of the role of FAO in monitoring the 2030 Agenda for Sustainable Development
Course	Introduction to Sustainable Development Goal indicators under FAO custodianship
Criteria	Passing the final performance evaluation with a score of 75% or more <ul style="list-style-type: none">The following activity has to be completed:<ul style="list-style-type: none">"Quiz - Introduction to Sustainable Development Goal indicators under FAO custodianship - Quiz (Pass grade: 75%)"
Badge validity	
Date issued	Thursday, 4 February 2021, 1:25 PM
Evidence	This badge was issued for completing: <ul style="list-style-type: none">The following activity has to be completed:<ul style="list-style-type: none">"Quiz - Introduction to Sustainable Development Goal indicators under FAO custodianship - Quiz (Pass grade: 75%)"

Stackable



Sharable

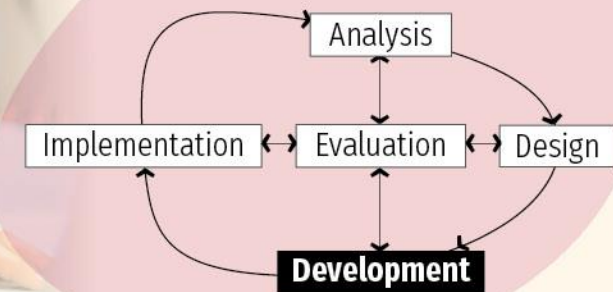


Verifiable





Part III Creating e-learning content



Instructional techniques to facilitate learning

- Examples
- Test
- Media (text, audio, video)
- Pedagogical agents
- Toolkit
- Demonstration-practice
- Storytelling
- Case-based scenarios
- Gamification
- Microlearning

Selecting authoring tools

EXAMPLE

Using video interviews as testimonials

This course uses video interviews to present testimonials by practitioners from different geographical areas, who are undertaking the same task that is presented in the course, i.e. reporting on an SDG indicator.

All interviewees answer the same two questions about challenges encountered and strategies adopted to overcome those challenges.



Tips for using video

- Consider using videos to show anything that happens over time, like processes or procedures, or to show dialogue between people.
- Avoid using video only to show a trainer speaking.
- Video sequences should always be accompanied by comments, in either written text or audio narration. Include closed captions or a full transcript to increase video's accessibility.
- In situations with limited bandwidth connections, a video sequence can be replaced by a sequence of pictures.

For each technique: what it is, when to use it, examples, tips.

The Maize Intensification Programme (MIP)



We need your help to revise the design of a programme that focuses on increased maize production.

Hello! This is Jaden from Namambar. Let me give you some background information on the situation...

Click to start

Malnutrition factors



This is because there are many other factors influencing the nutritional status of a population besides staple crop production.

Right, if we want the programme to positively impact nutrition, we need to consider those other factors and address them when the programme is being designed.

Maize production

- High production
- Medium-high production
- Medium-low production
- Low production
- Very low production

Prevalence of stunting

- Low
- Medium
- High
- Very high

In Namambar



The programme has had an impact on both rural and urban areas of the province of Western Namambar. Let's take a closer look...

Scenario-based courses



INVESTING RESPONSIBLY IN AGRICULTURAL LAND

ARE YOU A RESPONSIBLE INVESTOR?

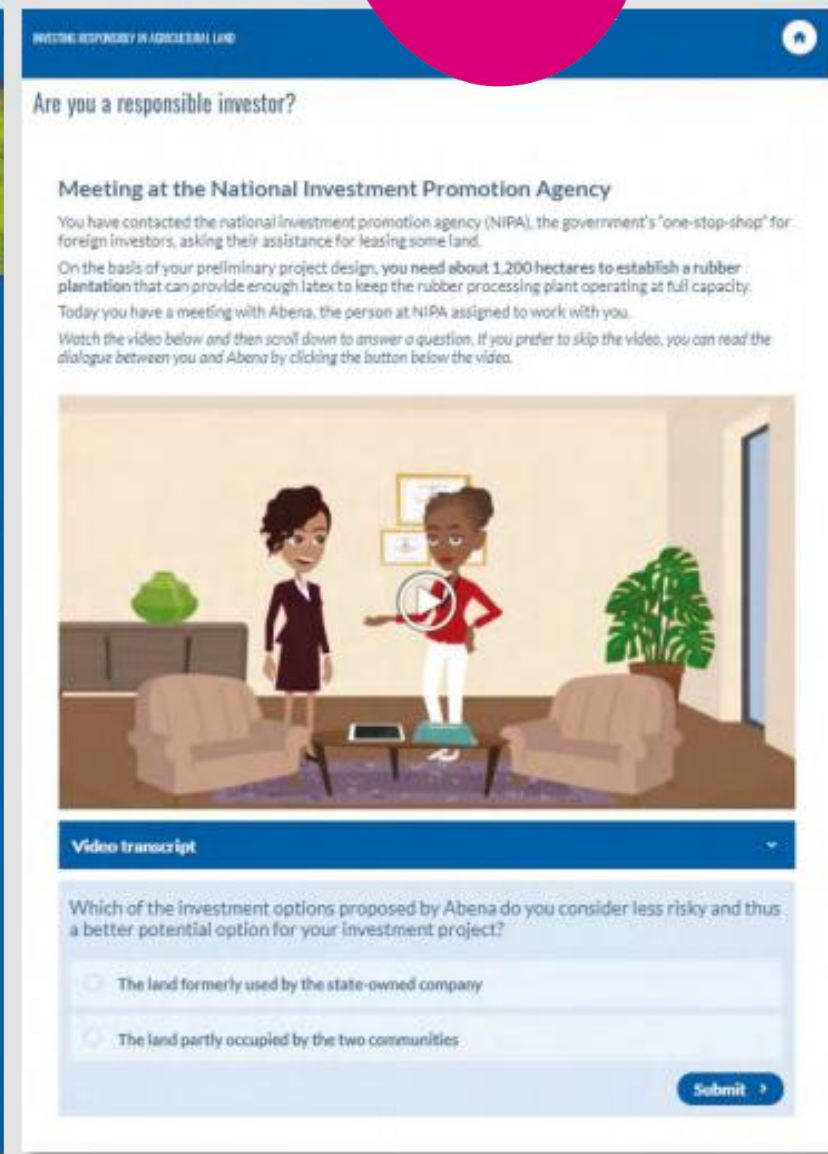
You are the director of a large international rubber company. Your company is considering a new investment in a developing country, where it has not previously operated and that your research team has identified as having great potential for rubber. You have planned to establish a top-quality rubber trees plantation and build a processing facility. This investment could be very profitable for your company. Will you be able to apply the VGGT principles and take the right decisions to conclude a responsible investment? If you reach the threshold of 75 points, you will be granted a digital badge certification for this e-learning path "Investing responsibly in agricultural land".

Choose your avatar to get started.

George

Sophia

Start



INVESTING RESPONSIBLY IN AGRICULTURAL LAND

Are you a responsible investor?

Meeting at the National Investment Promotion Agency

You have contacted the national investment promotion agency (NIPA), the government's "one-stop-shop" for foreign investors, asking their assistance for leasing some land. On the basis of your preliminary project design, you need about 1,200 hectares to establish a rubber plantation that can provide enough latex to keep the rubber processing plant operating at full capacity. Today you have a meeting with Abena, the person at NIPA assigned to work with you. Watch the video below and then scroll down to answer a question. If you prefer to skip the video, you can read the dialogue between you and Abena by clicking the button below the video.

Video transcript

Which of the investment options proposed by Abena do you consider less risky and thus a better potential option for your investment project?

The land formerly used by the state-owned company

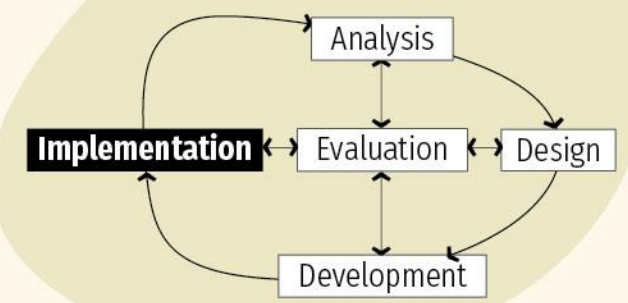
The land partly occupied by the two communities

Submit



Part IV

Managing and facilitating learners' activities



Online facilitated courses


Preparation and components:

- Pre-course activities - Self-study - Individual assignments - Collaborative work – Discussions – Assessments – Feedback and conclusion

EXAMPLE

Pre-course activities in an online facilitated course on gender and land tenure

A few days before the course starts, a pre-course session provides access to introductory materials, support – including for connectivity issues – a forum for participants to get to know each other, and audio welcome messages.

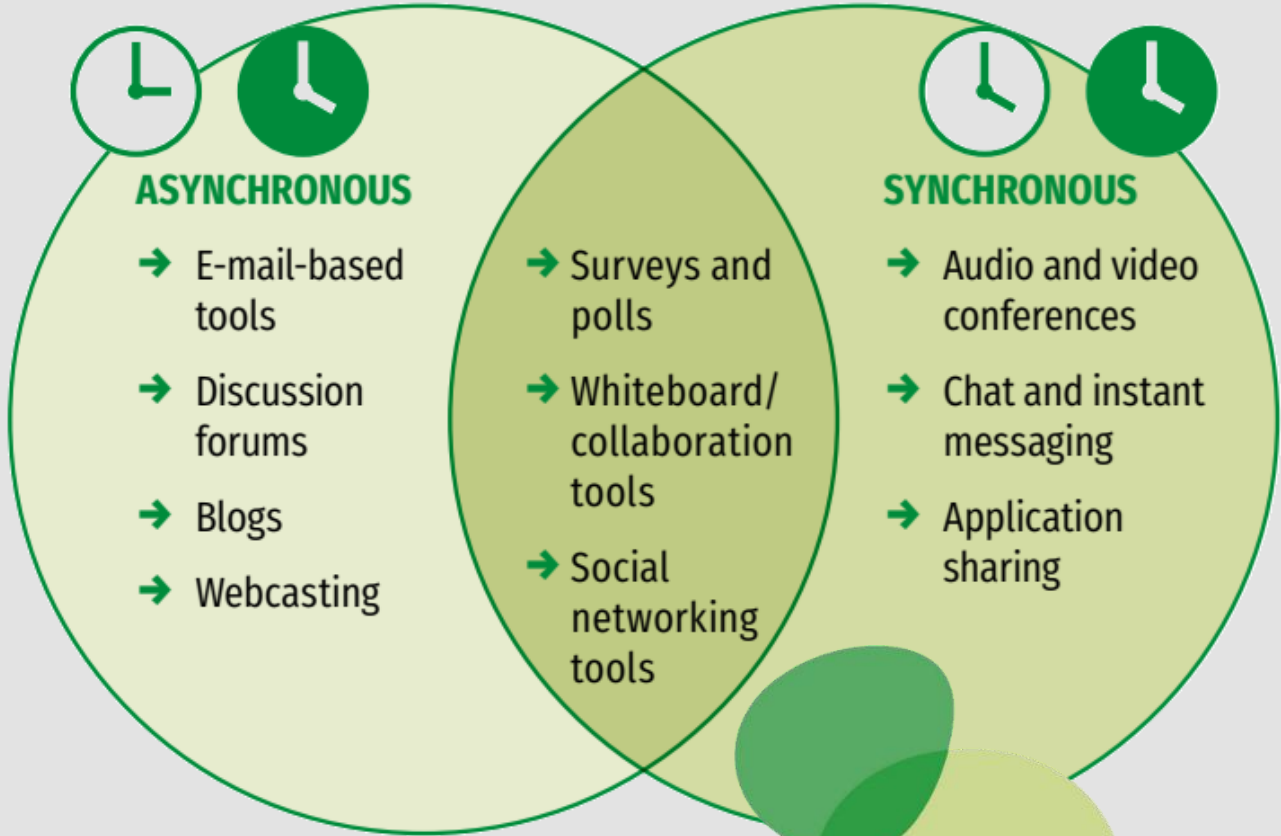


Let's start
From 13th to the 14th of January 2020

- Introduce yourself to the group
Let's get to know each other!
- Welcome audios of your trainer and facilitator
- Download the online workshop syllabus for details
- Lesson: Introduction to the Voluntary Guidelines on Responsible Governance of Tenure (10)
This lesson provides an overview of the "Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security".
- Video: Introduction to the Voluntary Guidelines on the Responsible Governance of Tenure
Click here is an introductory video about the Voluntary Guidelines.
The Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security
- Click here to download the complete version of the Voluntary Guidelines on the Responsible Governance of Tenure.
- Downloadable version: if you have connectivity issues, click here to download the lesson

Communication and collaboration tools

How they can be used for e-learning.



Case study: FAO online training-of-trainers

July 2020						
MON	TUE	WED	THU	FRI	SAT	SUN
13	14	15	16	17	18	19
Session 1 Access the platform to complete the activities			Session 2 LIVE at 10.30	Session 3 Access the platform to complete the activities		
20	21	22	23	24	25	26
Session 3		Session 4 LIVE at 10.30	Session 5 Access the platform to complete the activities			
27	28	29	30	31		
Session 5	Session 6 LIVE at 10.30	Session 7 Access the platform to complete the activities				

Example: MOOC on Farm Data Management, Sharing and Services for Agriculture Development

The screenshot shows a user interface for a MOOC. On the left is a navigation menu with items like 'Participants', 'Badges', 'Grades', 'Pre-Course Instructions', and 'Unit 1: Data, Services and Applications'. The main content area features a 'Welcome' message, course details, and a list of announcements. A sidebar on the right contains 'LATEST ANNOUNCEMENTS' and a 'CALENDAR' for February 2021.

Learning platforms

- Focus on open-source solutions
- Solutions for limited connectivity



Aknowledgements

Jasmina Tisovic authored Chapters 8 and 10 on Authoring tools and Learning platforms.

Chiara Nicodemi authored the Case studies: FAO blended learning programme and FAO online training-of-trainers.

Dalene Goosen authored Section 5.4: Certifying competences with digital badges.

Sara Ferrante, Ilkay Holt, Mariangela Pisani, Fabio Picinich and Giulia Ramadan provided examples and checklists on MOOCs and webinars.

Reviewers include **Peter Bruggeling, Loredana De Giovanni, Sara Ferrante, Fabiola Franco, Andrew Nadeau, Luca Pepi, Cristina Petracchi, Maxime Robin and Luca Servo.**

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Editing by **Clare Pedrick.**

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