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### Purpose

A checklist to help you consider the situation of your learners and any constraints there may be on resources.

#### When to use



Refer to the checklist every time you are involved in planning and designing a learning event for yourself or for someone else. This tool will help you to decide on the most appropriate course of action.

#### How to use

Selecting the most appropriate learning method is a very difficult process. Go through this checklist slowly and systematically each time you are involved in the design and delivery of a learning event. If you can, discuss these questions and your answers with another manager or trainer. Better still, make sure that the learner is involved in the process as well. By using this checklist objectively, your own design and delivery abilities will improve.

Learner(s):				
Learning objective:				
Range		NI	umber	-
Size of the group of learners				
Completion deadline for the learning (in weeks)				
Learning development time (in days)				
Indicate your answer with a tick in the appropriate column, where 1 is low and 4 is high.				
How important is it for the learning to	1	2	3	4
incur the lowest direct cost?				
incur the lowest indirect cost?				
<ul> <li>be completed as quickly as possible?</li> </ul>				
achieve the best possible results?				
How much do the learners	1	2	3	4
<ul> <li>vary in their existing knowledge, skills and attitudes?</li> </ul>				
<ul> <li>vary in their ability to achieve the required competence?</li> </ul>				
• vary in the amount of learning required?				
prefer to learn individually?				
<ul> <li>prefer to learn in a group?</li> </ul>				

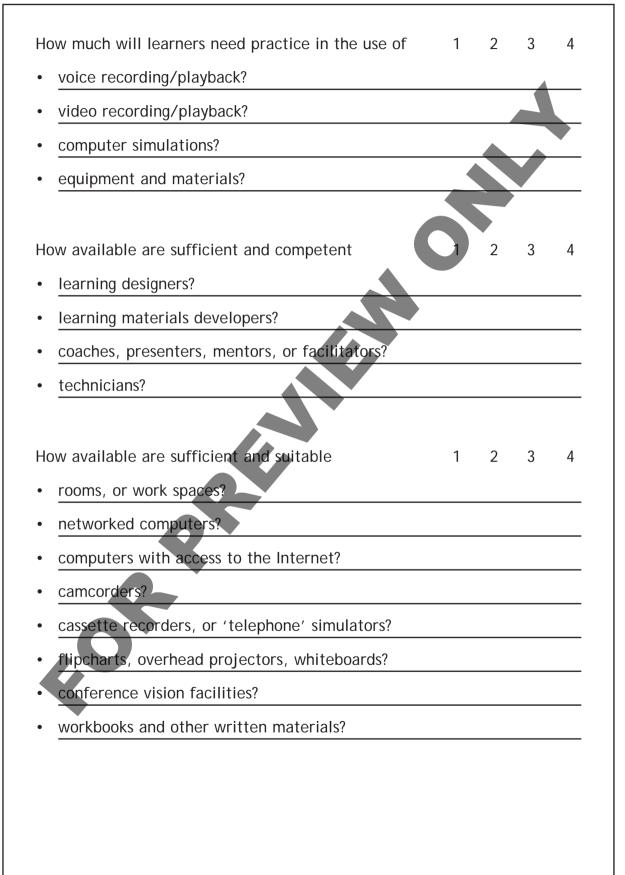


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		2	3	4
the learners are away from the workplace?				
learners can interact with others?				
the learning is separated into short units?				
there are opportunities for demonstration and practice?				
the learners can set their own pace?				
the learners can review and repeat any part of the learning?		•		
the learning is delivered consistently each time?				
the learners can question a subject-matter expert?				
communication is immediate, spontaneous, or responsive?				
ow well can the learning gain be measured by computer testing?	1	2	3	4
written exercises, tests, or exams?				
observation, using checklists?				
	1	2	3	4
	1	2	3	4
ow much will the learning be affected by using written text-based materials, including	1	2	3	4
ow much will the learning be affected by using written text-based materials, including handouts and books? voices, sounds, conversations, music and	1	2	3	4
ow much will the learning be affected by using written text-based materials, including handouts and books? voices, sounds, conversations, music and discussions? non-verbal communication, including body	1	2	3	4
ow much will the learning be affected by using written text-based materials, including handouts and books? voices, sounds, conversations, music and discussions? non-verbal communication, including body language?	1	2	3	4



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### Selecting learning methods

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