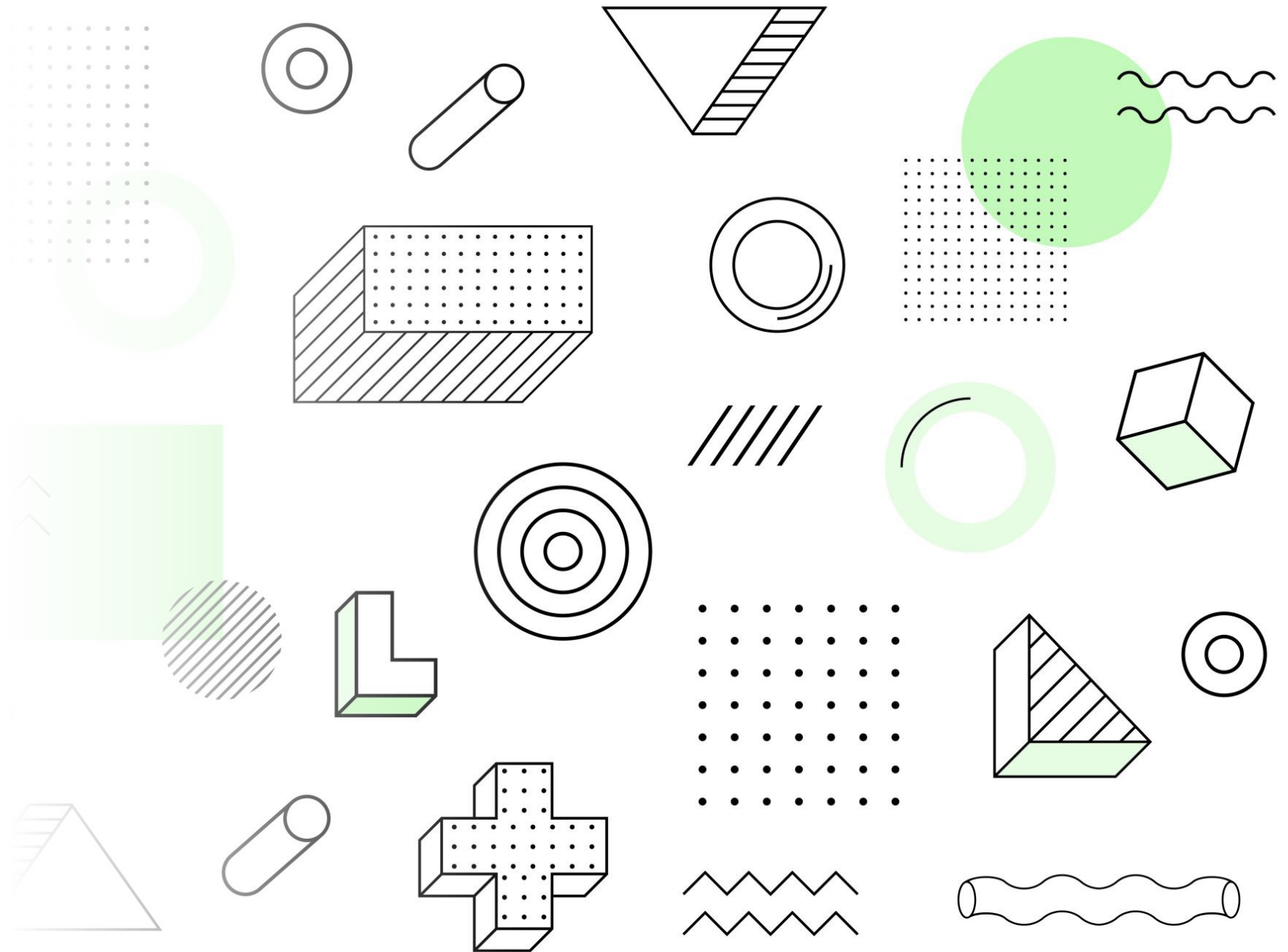


Natalia Echeverry

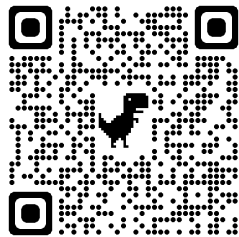
Instructional Designer

July 13, 2023



Online training: [Taking action to achieve inclusive WASH](#)

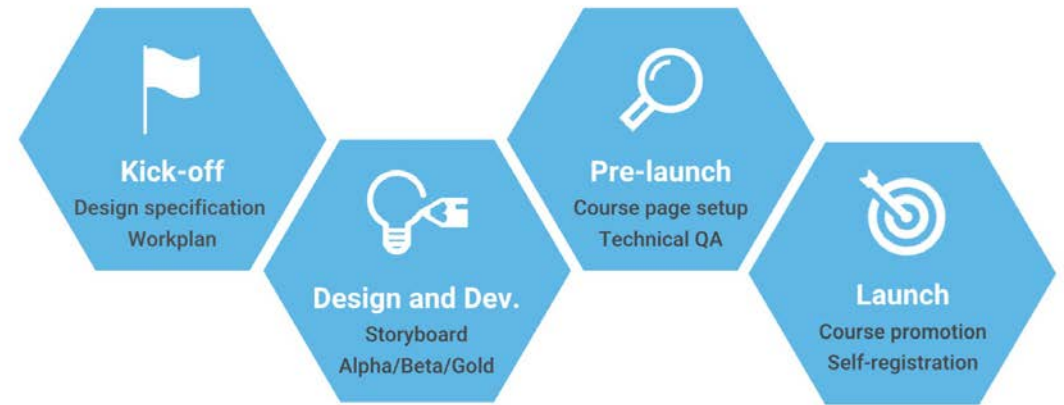
- **Audience:** WASH practitioners.
- **Length:** 120 minutes.
- **Methodology:** Self-paced.
- **Structure:** Six modules and a final exam.
- **Accessibility:** Modules support standard screen readers and keyboard navigation.



The screenshot shows a web browser displaying the UNICEF AGORA course page. The browser's address bar shows the URL agora.unicef.org/course/info.php?id=40281. The page features the UNICEF logo and the tagline "for every child". Below the navigation bar, there is a search bar labeled "Search all activities" and a menu icon. The main content area displays a course card for "Taking action to achieve inclusive WASH". The card includes a photograph of a man and a child on a bicycle, a blue button labeled "Online Courses UNICEF activity" with a download icon, and the course title in large, bold text. At the bottom of the page, logos for WaterAid, the World Bank Group, and UNICEF are displayed. Below the logos, the section "About the course" provides a brief description: "Making water, sanitation and hygiene services available to everyone is at the heart of the Sustainable Development Goals agenda, yet we are not on track to meet the SDG 6 goals. To accelerate progress, WASH practitioners, including national and local governments, water and sanitation utilities, public and private service providers, regulators, NGOs and community organizations, must understand and tackle the barriers that prevent vulnerable groups, including persons with disabilities, from accessing WASH services and contributing to the development process."

Online training: Taking action to achieve inclusive WASH

- **Role:** Project manager/Instructional Designer/E-learning Developer.
- **Process:** Rapid Prototyping and Agile approach.
- **Key deliverables:** Work plan, design specification document, module prototype, scripts per module, course page up and running.



Module 1 .DOCX

File Edit View Insert Format Tools Help

100% Normal text Arial 21

Introduction: Background on disability inclusive WASH

Approximate reading time: 11 minutes

Block	Type	Onscreen text / elements	Graphic elements / notes	Approx. Duration (secs)
	Image		[✎] World Bank/Pamsimas Project/Indonesia/2016	
	Heading	Introduction: Background on disability inclusive WASH		
0.1	Text block - Paragraph	Welcome to module 1. In this module, we will discuss the importance of including persons with disabilities in development and emergency WASH programmes. We will look at relevant definitions, approaches, and the key actions to be implemented for disability inclusive WASH in humanitarian and development contexts. Working towards disability inclusive WASH is essential to ensuring no one is left behind and to reaching the SDG 6.		14
0.2	Text block - Paragraph with heading	<p>Learning objectives</p> <p>By the end of this module, you should be able to:</p> <ul style="list-style-type: none"> • Explain who the persons with disabilities are and what is 'disability inclusive WASH' • Explain why disability inclusion is important in WASH programming. <p>This course was developed by WaterAid, the World Bank Group and UNICEF.</p> <p>Select the 'START' button to begin.</p>		12
	Lesson No. 1	Navigation help		
1	Paragraph with heading	<p>Navigating the module</p> <p>You can navigate this module using a keyboard, mouse, or touchscreen.</p>		3

Online training: Taking action to achieve inclusive WASH

- Modules follow a **similar structure**: a welcome message and recap, navigation help, multimedia lessons (including articles, videos, knowledge checks, case studies, etc.), a formative quiz, takeaways, and additional resources.
- **Quizzes**: Multiple-choice/single-choice and fill-in-the-blank questions. Instant feedback is provided with explanations and guidance on where to find the answers.

Meaningful participation of persons with disabilities

71% COMPLETE

- Navigation help ✓
- Encouraging and assessing meaningful participation ✓
- Planning and organizing community consultations ✓
- Meaningful participation in humanitarian context ✓
- The participation ladder ○
- Knowledge check** ○
- Key messages and resources ✓

Which of these examples of participation sit highest on the participation ladder? That is, provide an example of true ownership and control and not just token participation.

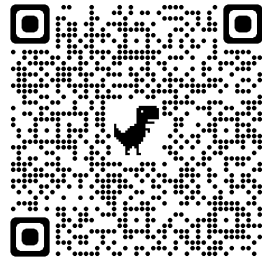
- Influence decisions.
- Make decisions.
- Listened to.
- Set own rules.

Incorrect

The participation ladder aims to assess how effectively different people feel they are participating and involved in decision-making (see Lesson 5).

Tutorial: [Recording business transactions](#)

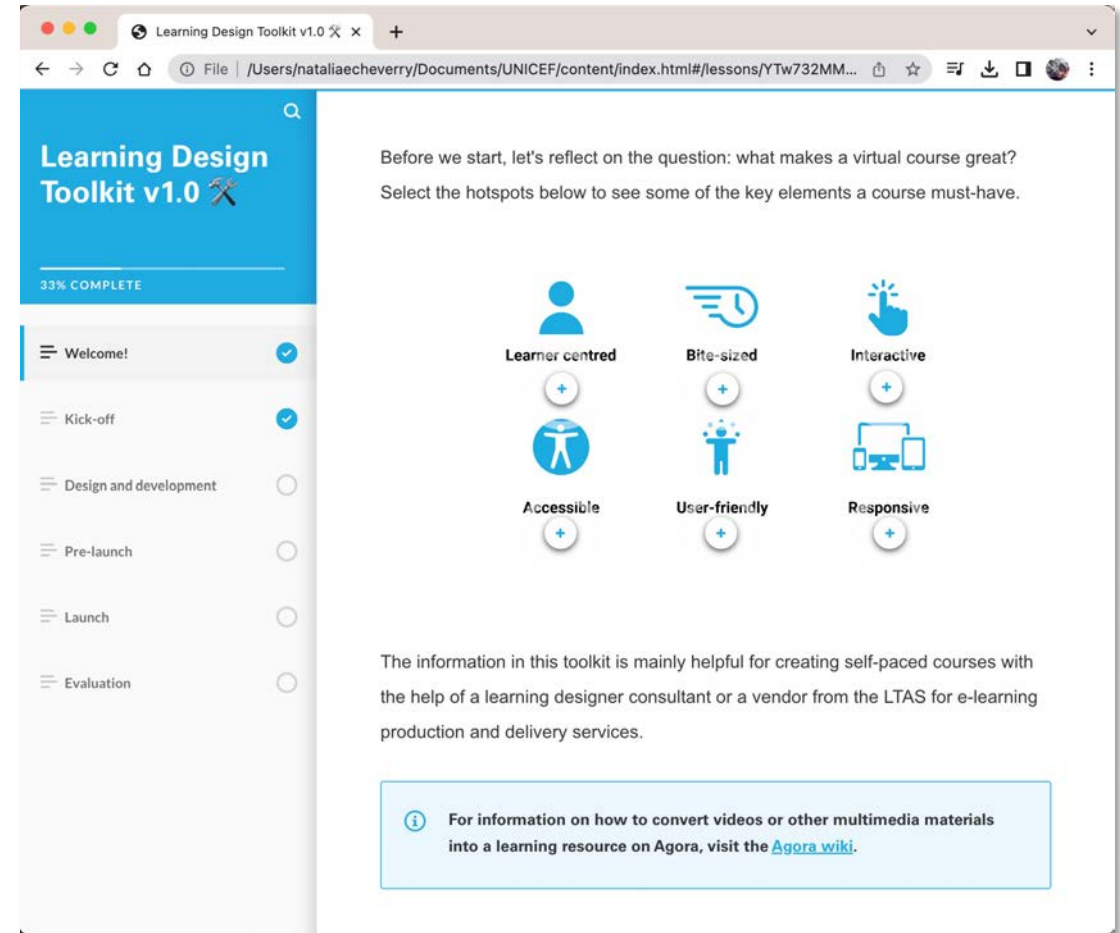
- **Audience:** Undergraduate students majoring in business administration and finance.
- **Length:** Approximately 10 minutes.
- **Methodology:** Self-paced.
- **Goal:** To teach an accounting procedure.



A screenshot of a web browser window. The browser's address bar shows the URL: cloud.scorm.com/content/courses/9ECT7VXRAS/recording-business-transactions-scorm12-KVemhNSRcb595f30-586e-4f7c-b87a... The page title is "Recording business transactions". Below the title, a blue horizontal line is followed by the text "100% COMPLETE". A list of three items is shown, each with a blue checkmark to its right: "Journalizing and posting transactions", "How to record transactions", and "Practice Exercises". The browser window has a close button (X) in the top left and a search icon (Q) in the top right.

Resource: [Learning Design Toolkit](#) for UNICEF staff

- Description of the process.
- Templates and approaches for developing online courses.
- Technical guidance to encourage informed decisions.



The screenshot shows a web browser window displaying the 'Learning Design Toolkit v1.0' interface. The browser's address bar shows the file path: /Users/nataliaecheverry/Documents/UNICEF/content/index.html#/lessons/YTw732MM... The page has a blue header with the title 'Learning Design Toolkit v1.0' and a search icon. Below the header, a progress indicator shows '33% COMPLETE'. A left-hand navigation menu lists several sections: 'Welcome!' (checked), 'Kick-off' (checked), 'Design and development' (unchecked), 'Pre-launch' (unchecked), 'Launch' (unchecked), and 'Evaluation' (unchecked). The main content area features a paragraph: 'Before we start, let's reflect on the question: what makes a virtual course great? Select the hotspots below to see some of the key elements a course must-have.' Below this text are six interactive hotspots, each with a blue icon and a plus sign in a circle: 'Learner centred' (person icon), 'Bite-sized' (clock icon), 'Interactive' (hand cursor icon), 'Accessible' (person with cane icon), 'User-friendly' (person with gear icon), and 'Responsive' (mobile devices icon). At the bottom of the main content area, there is a paragraph: 'The information in this toolkit is mainly helpful for creating self-paced courses with the help of a learning designer consultant or a vendor from the LTAS for e-learning production and delivery services.' A light blue callout box at the bottom right contains an information icon and the text: 'For information on how to convert videos or other multimedia materials into a learning resource on Agora, visit the [Agora wiki](#).'

JaverianaX - EdX: QA review

- Combined Quality Matters Rubric Workbook: Design Standards for Online and Blended Courses (2015) with the EdX checklist.
- Provided feedback and recommendations on the instructional design and usability of MOOCs.

6.4 El diseño del curso es claro y consistente	OK	
6. Evaluación y Medición		
Descripción: Las actividades de evaluación están diseñadas para evaluar el progreso de aprendizaje del estudiante en la consecución de los objetivos establecidos.		
6.1 El curso incluye ejercicios calificables	OK	
6.2 Las evaluaciones miden los objetivos	OK	
6.3 Los plazos de entrega de tareas y/o ejercicios son claros	Incluir plazo máximo de entrega de ejercicios, exámenes o participación en foros en el cronograma del curso. Aún no es claro cuáles son los plazos.	
6.4 Se proporciona herramientas a los estudiantes para hacer seguimiento de su progreso	OK. Incluir información sobre la tabla de progreso en el tutorial de uso de la página del curso (Course Handouts)	
6.5 Se informa a los estudiantes la fecha y hora de entrega de tareas	Incluir en la pestaña "Cronograma", fecha y hora, zona horaria. También incluir un reloj o enlace a un reloj para asegurarse que todos en el curso sigan la misma hora.	
6.6 Se informa al estudiante los requisitos que debe cumplir para recibir un certificado	OK	
7. Material Instruccional		
Descripción: Los contenidos del curso corresponden claramente a los objetivos de aprendizaje del curso.		
7.1 El curso incluye videos originales que se alojan en el reproductor de video edx	Se recomienda incluir subtítulos en los videos. "Una historia de pescadores", "Los pies en la tierra"	
7.2 La calidad de video y niveles de audio son consistentes y adecuados		
7.3 Todos los videos tienen subtítulos en español debidamente sincronizados con el audio		
7.4 Todos los contenidos utilizados en el curso están debidamente citados		
7.5 Se explica claramente la distinción entre actividades necesarias y actividades opcionales	OK	
7.6 Las imágenes utilizadas en el curso son de buena calidad y adecuada resolución	OK	
7.7 Todo el contenido del curso se encuentra dentro del curso, en la plataforma y no está vinculada a otro sitio	Se recomienda incluir el simulador en la plataforma edX por medio de un iframe . También se recomienda hacer debug del simulador debido a que se cae la página cuando se intenta abrir en Google Chrome . Dejar saber al estudiante que debe habilitar los pop-up en el navegador para que el Simulador abra. Dejar saber al estudiante que el Simulador se encuentra en una página externa . Proporcionar información sobre cómo regresar al curso después de terminar de usar el Simulador, incluir enlace de regreso al curso.	Para los desarrolladores, es importante que consulten la documentación que ofrece edX.org y W3C sobre frames: HTMLElements/iframe https://www.w3.org/wiki/HTML/Elements/iframe Building and running an edX course, 9.1. IFrame Tool http://edx.readthedocs.org/projects/edx-partner-course-staff/en/latest/exercises_tools/iframe.html
7.8 Todo el contenido está disponible de forma gratuita para los estudiantes	OK	
8. Accesibilidad y Usabilidad		
Descripción: Todos los alumnos pueden navegar fácilmente e interactuar con los componentes del curso.		
8.1 La estructura de navegación del curso facilita la navegación del curso.	OK	

Thank you!

