**Introduction**

Choosing digital learning options as part of training and development is now essential to delivering educational opportunities. This planner will help you to consider and capture the purpose, audience and learning outcomes for any planned digital learning activity.

Definitions used in this template are taken from the CIPD Digital Learning factsheet (April 2020) and focus on three broad categories: ***formal, informal, and blended or supported learning.***

Digital learning has progressed rapidly since the term 'e-learning' was first used at the turn of the century. It now includes websites, ebooks, social media and online communities, online lectures, webinars, podcasts and microblogging. It has become a viable way of training and developing people in organisational settings, and one that forms part (though not all) of an organisation's wider learning strategy.

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| **Formal digital** | **Informal digital** | **Blended or supported learning** |
| * Where technology is used to deliver formal course-based content (for example ‘How to use Excel’) to the end user without significant interaction with (or support from) training or learning professionals, peers or managers.
* A significant industry has grown up around this type, spanning electronic content authoring, content asset management, instructional design and learning management.
* Formal provision now covers a huge variety of subjects from accountancy and IT, to management and communication techniques.
 | * Where technology provides opportunities to support informal workplace learning, mainly through forums.
* In many knowledge-intensive organisations, informal digital learning is linked with knowledge management.
* The collaborative media approach can play an important role in knowledge-sharing among professional communities.
* The rise of informal networking via online tools enables knowledge-sharing within organisations as well as externally.
 | * **Where formal and/or informal learning may be combined (‘blended’) with other types of learning.**
* **For example, the majority of learning content might be delivered through face-to-face lectures or coaching and/or through text material, but the dialogue with other learners, collaborative activities and searching for/access to supporting material are all conducted online.**
* **A popular blend is the ‘flipped’ classroom model where the knowledge transfer is done online asynchronously with the discussion on that learning done face-to-face.**
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**Programme description** (sets out overall purpose and identifies methodology)

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| **Topic/subject and purpose** (including title) | **Learner target group** (audience) | **Part of an induction programme** (Yes/No) | **Digital learning type** (from above list) | **Delivery method** (e.g. MS Teams, learnpro, webinar, web resources) | **Session delivery method** (e.g. 1 hour webinar, 4 x 1hr tutor led on MS Teams) | **Duration** (total) |
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**Learning Outcomes** (what participants are expected to achieve e.g. specific knowledge, particular skills, transferable skills, better understanding, behaviour change)

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| **To be able to:** |
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**Content – storyboard/planner template** (detail of session content, activities and resources)

***Learners should be directed to PowerPoint slides or other resources to complement the content listed below.***

|  | **Section title** | **Activity** | **Resource** | **Learning method** | **Link to Learning Outcome** | **Guide time** |
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