

# Learning design











I

THOU SHALT HAVE NO OTHER  
GODS BEFORE ME

II

THOU SHALT NOT TAKE  
THE NAME OF THE LORD THY GOD  
IN VAIN

III

THOU SHALT NOT TAKE  
THE SABBATH DAY UNTO  
THEE IN VAIN

IV

THOU SHALT HONOUR  
THY FATHER AND THY  
MOTHER

V

THOU SHALT NOT  
KILL

VI

THOU SHALT NOT  
COMMIT ADULTERY

VII

THOU SHALT NOT  
STEAL

VIII

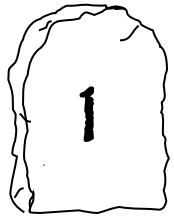
THOU SHALT NOT  
BEAR FALSE WITNESS

IX

THOU SHALT NOT  
Covet thy neighbour's  
house, wife, or land

X

THOU SHALT NOT  
Covet thy neighbour's  
wife



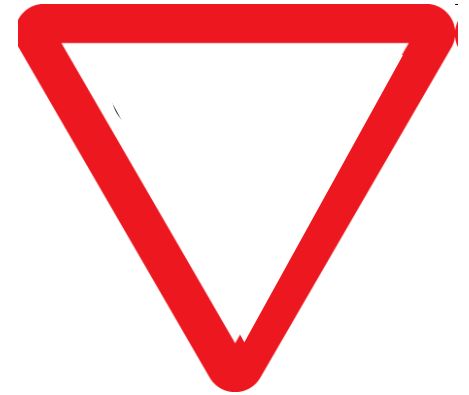
I am the Lord your God  
You shall have no other gods before Me



2

Thou shall not make unto thee any graven image of any thing that is in heaven above

G  
V



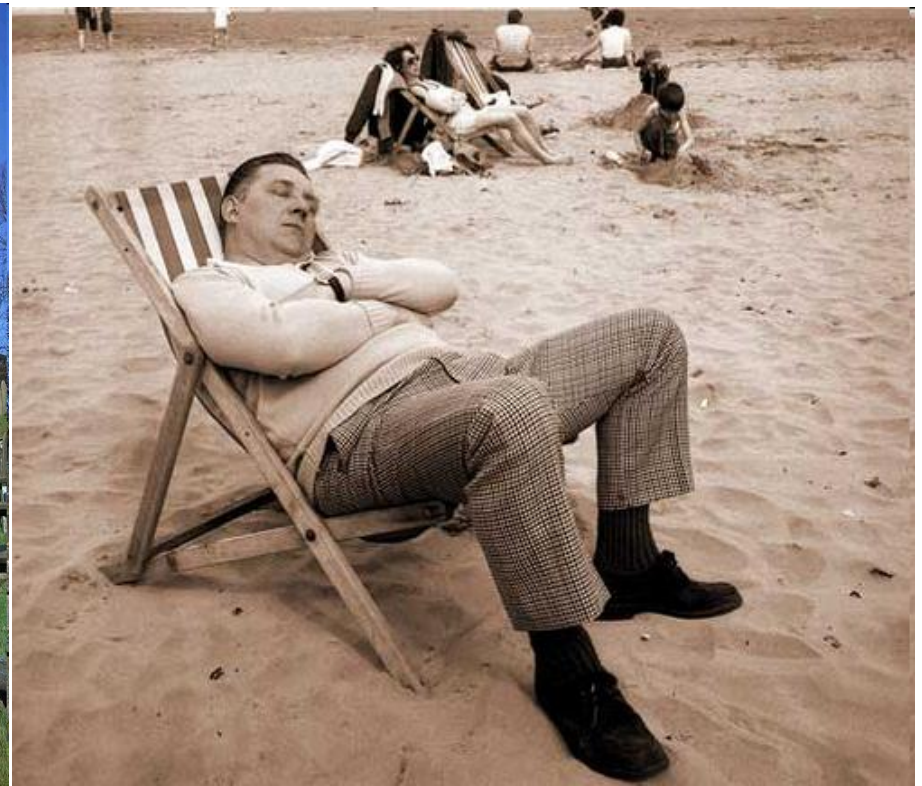
3

Thou shall not  
take the name of  
elearning in vain



4

Remember the Sabbath and keep it holy.  
And the learner needs to take a rest from  
being pumped full of information and needs  
to do something meaningful



5

Honour thy father, thy mother and thy subject matter expert, but don't let them anywhere near a rapid development tool



## Stage 4: Developing SMART Objectives

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It is important to set objectives and key performance indicators in order to:

- Be **clear** about what it is you are trying to achieve with your target SMEs;
- Be able to **focus** your strategy to deliver accordingly;
- Monitor** whether you are achieving your strategy as you implement your intervention (process evaluation); and
- Evaluate** whether you have achieved your strategy at the end of your intervention (outcome/ impact evaluation).

Together with your behavioural goal, established in the Scoping Phase (see **Module 1**) and informed by your preliminary research, your objectives and KPIs will form a key part of your framework within which you can develop your strategy for influencing SME behaviour.

### Setting SMART Objectives

Your objectives will help you to deliver your behavioural goal. Given the importance in helping you to see whether your project is making a difference, your objectives need to be **Specific, Measurable, Achievable, Relevant, and Time-bound** (i.e. SMART). To help you define your objectives a workshop environment, as described in the Planning Stages previously, works best.

Using the outcomes from your SWOT (**Module 1**) you can provide a structure to defining your objectives by asking the following questions:

- Can the process for delivering your goal be broken down into key stages?
- Can each stage be quantified in terms of tangible outputs and outcomes?
- In what sequence do your objectives need to take place or inter-relate?
- Do you have a baseline, e.g. of current attitudes or behaviour (see **Module 5**)?
- What is the critical path. In other words what must be completed before something else can start?
- What measurement system will you put in place to record your progress during and at the end?



Thou shall not murder thy designer's budget by making them storyboard before the content is defined





Thou shall not  
commit adultery



8

Thou shall not steal  
control from the learner



9

Thou shall not bear false witness



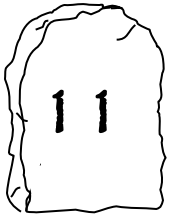
Or the text on the screen may be simply read out by the narrator. The text on the screen very often differs from the words that are spoken simply read from the board. Children don't forgive anyone delivering this stuff. As adults we blame the medium.



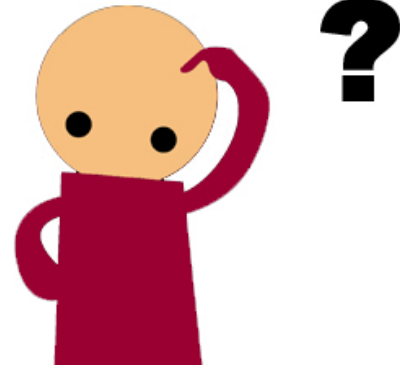
10

Thou shall not covet thy neighbour's bling





Thou shall not write  
rubbish questions



1. Ask for the transaction to be split
2. Ask a colleague to pay some of the transaction on their GPC
3. Raise an order through i-procurement due to the value of the goods or services

12

Thou shall know when to stop  
digging a hole

