**Virtual Classroom Delivery Methodology Worksheet**

The following Delivery Methodology Worksheet is a job-aid to help designers identify which course objectives can be taught in the Virtual Classroom and achieve the desired outcomes. The worksheet incorporates the following disciplined three-step decision process to help you decide whether or not your program is suitable for virtual delivery:

1. Identify the course’s Instructional Goals and Performance Objectives.
2. Determine the assessment needs and potential assessment techniques.
3. Determine if collaboration and feedback would improve the learning outcomes.

**Additional Considerations**

You may also need to consider a number of other factors that could influence your delivery method decision.

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| **Cost** | What are the potential savings (time, travel, and hotel) for a virtual delivery? |
| **Audience** | Is the audience geographically dispersed or co-located? |
| **SMEs** | How could participants benefit from real-time access to SMEs (Subject Matter Professionals)? |
| **Course Duration** | What flexibility is available to deliver content in a series of modules over an extended time (i.e., more than one day)? |
| **Content Stability** | What flexibility do you need to make ongoing changes to content? |
| **Course “Shelf Life**” | Will the course be taught repeatedly over a long time, or will it be delivered just a few times? |
| **Facilitating From a Distance** | How necessary is it to have the facilitator in the same physical location as the participants? |

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| --- | --- |
| **Course Name** |  |

**Step 1: Identify the Course Instructional Goal and Performance Objectives**

An **Instructional Goal** is the course mission statement. It links the course content to the business need to be addressed. The Instructional Goal answers the question “Why are we investing in in this course?”

**What is the course’s INSTRUCTIONAL GOAL?**

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| --- |
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**What is/are the course’s PEFORMANCE OBJECTIVE(S)?**

What should learners be able to do after they complete the course?

By the end of the course, participants should be able to…

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2: Determine assessment needs and potential assessment techniques.**

Determine how mastery of an objective could be assessed and tested online.

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| **Assessment Options for Objective #1** | **Can this objective be assessed in the VC? (y/n)** |
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| **Assessment Options for Objective #2** | **Can this objective be assessed in the VC? (y/n)** |
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| **Assessment Options for Objective #3** | **Can this objective be assessed in the VC? (y/n)** |
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**Step 3: Determine if collaboration would improve the learning outcomes.**

Is a better learning outcome attained as a result of participant collaboration?

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| --- | --- | --- |
| **Objective #** | **Collaborative? (y/n)** | **Explain the benefit(s) of the collaboration.** |
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**Additional Considerations:**

What impact, if any, do the following factors have on the decision to deliver the content in the Virtual Classroom environment?

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| **Factor** | **Positive Impact** | **Negative  Impact** | **Considerations** |
| **Cost** |  |  |  |
| **Audience** |  |  |  |
| **SMEs** |  |  |  |
| **Course Duration** |  |  |  |
| **Content Stability** |  |  |  |
| **Course “Shelf Life”** |  |  |  |
| **Facilitation Location** |  |  |  |

**Computing the Results**

If your assessment results in a “Yes” for Virtual Classroom delivery, “Yes” for collaboration, and no overwhelming negative impact from the Additional Consideration list, then this program is a good candidate for a virtual classroom.