



Sprout, LLC

7/2/2024

CDMAP e-Learning for the IMF

DESIGN DOCUMENT

Sprout LLC, - M. English

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PROJECT PROPOSAL

Background

The International Monetary Fund (IMF) is an international financial agency that nurtures the sustainable growth and prosperity of its 190 member countries by bolstering its macroeconomic policies, promoting economic stability, and facilitating monetary cooperation. This is done through a three-pronged approach: policy advice (surveillance), loan and financial aid (lending), and training and technical assistance (capacity development) (“What is the IMF?,” n.d.)

The Capacity Development Management and Administration Program (CDMAP), a cutting-edge development for the IMF, is a new and powerful tool crucial for enhancing operational efficiency. It effectively manages the IMF's global CD activities, empowering the IMF to serve its member countries better and contribute significantly to their sustainable growth and prosperity.

Given the current performance state, **with only about 40% of CDMAP users having taken the training** since the system's inception in 2023, **the CDMAP e-learning project emerges as a strategic solution.** It is not just a project but a crucial step in the IMF's organizational growth and success.

The goal is for the remaining 60% of the project managers to complete and pass the CDMAP for Project Managers modules by the end of the next fiscal year in May 2025.

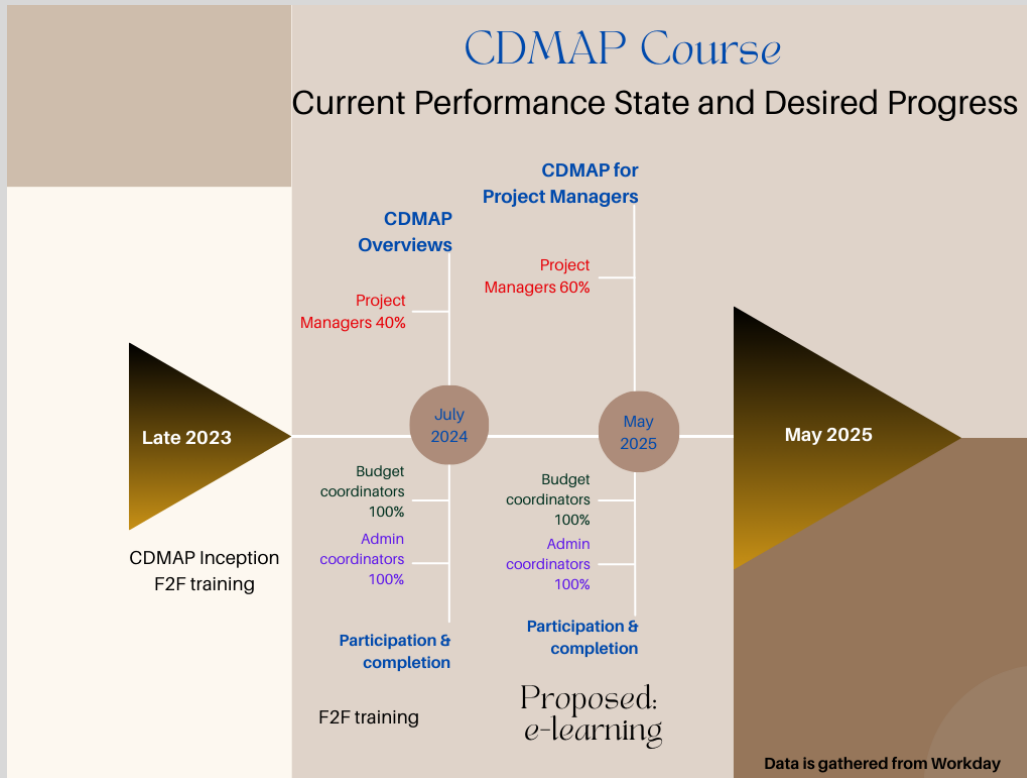
Why do many CDMAP users need more skills and knowledge? 1) CDMAP is a new system, and 2) project managers need to gain skills and knowledge of CDMAP.

The gap between the desired and actual performance is on the CDMAP for project managers' skills and knowledge. Many project managers only take CDMAP Overview training instead of the entire project manager training package.

The CDMAP e-learning is the best solution because it is 1) self-paced, 2) flexible (time and geographical), 3) learner-centered, 4) cost-effective, 5) environmentally friendly, and 6) analytical.

The CDMAP e-learning project targets all new staff or those who need to master the CDMAP system. The project ensures that all CDMAP users are fluent with the system, a crucial step in achieving the IMF's organizational goal of making informed decisions on CD policy and oversight using the available data managed in CDMAP. CD activities data management is fundamental for all reporting purposes to all stakeholders.

Figure 1. CDMAP Current Performance and Desired Progress



Note: CDMAP Business-Support, personal communications to the author, May 15, 2024

Objectives

The Learning Objective for the CDMAP Overview Module:

- Navigate and operate the CDMAP system.

The Learning Objectives for CDMAP for Project Managers Modules:

By the end of the CDMAP for Project Managers modules, project managers will be able to operate the system, formulate, design, revise, compile, evaluate, and summarize all data on CD activities.

Module 1. Project Design and Costing (Direct Delivery)

By the end of Module 1, project managers will be able to do the following:

- Formulate and design a CD project to prepare for approval in the work plan
- Formulate log frame(s) to prepare for approval in the work plan.

Module 2. Project Design and Costing (Non-delivery)

Note: A non-delivery project is a project that supports CD but is not a CD delivery. It is commonly done by management, administration, analytics, and development.

By the end of Module 2, project managers will be able to do the following:

- Formulate and design a CD non-delivery project to prepare for approval in the work plan
- Formulate log frame(s) to prepare for approval in the work plan.

Module 3. Project Execution

By the end of the Module 3, project managers will be able to do the following:

- Generate briefing papers.
- Obtain mission IDs and travel authorization numbers.
- Generate back-to-office (BTO) reports.

Module 4. Project Monitoring and Assessment

By the end of Module 4, project managers will be able to do the following:

- Rewrite a change of request on projects that have shifted in scope since the approval phase.

Module 5. Project Closing

By the end of Module 5, project managers will be able to do the following:

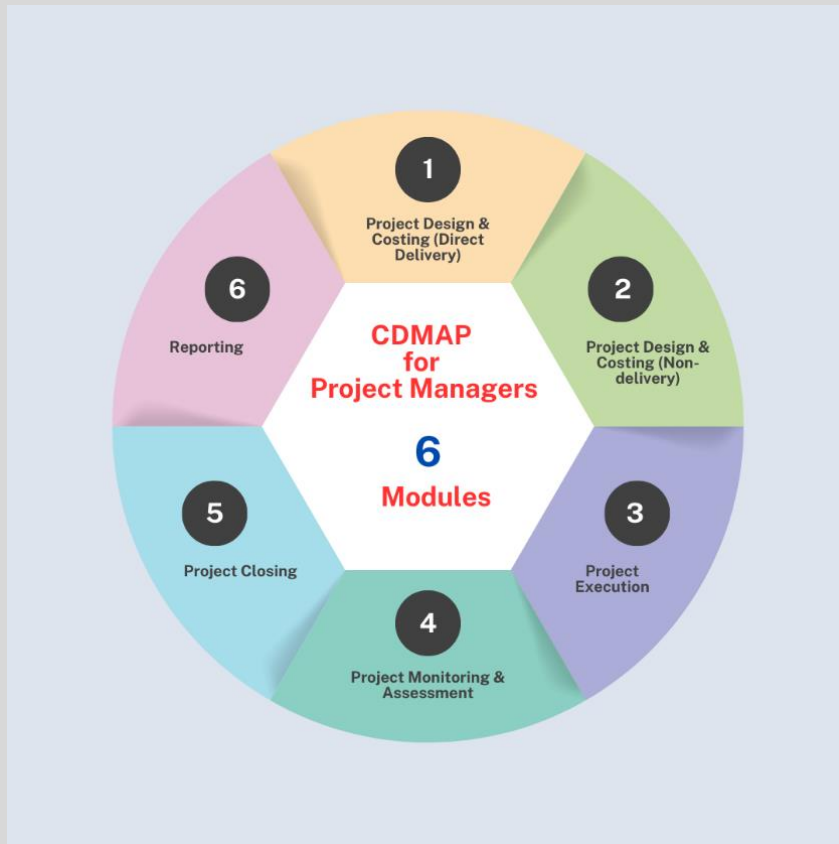
- Manage any cancelation or completion of CD activities when an activity is no longer needed (cancel) or is finished (complete).
- Create archives on projects that will not be implemented.
- Compile archives on projects that have ended.

Module 6. Reporting

By the end of Module 6, project managers will be able to do the following:

- Analyze, select, categorize, customize, develop, and save reports in CDMAP

Figure 2. CDMAP for Project Managers Modules



Note: CDMAP Business-Support, personal communications to the author, May 15, 2024

Scope

The Results of the Project:

- All project managers will complete CDMAP Overview modules, which provide learners with an overview of the CD model supported by CDMAP, how to request access to navigate within the system, and how to use reports to leverage CDMAP data.
- All project managers will complete CDMAP for Project Managers six modules: 1) project design and costing (direct delivery), 2) project design and costing (non-delivery), 3) project execution, 4) project monitoring and assessment, 5) project closing and 6) reporting for project managers (IMF, 2024).

The Work that Will be Undertaken:

- CDMAP e-learning for project managers.

- Socialize about CDMAP e-learning at monthly CDMAP Super Users Network meetings and quarterly Community of Practice meetings.
- Regular discussions (monthly) on participation and completion between the CDMAP Business Support team, the Learning and Development team, the division, and the department chiefs.
- Regular feedback mechanism to help maintain high-quality standards and continuous improvement, using questionnaires/surveys before and post-courses.
- CDMAP e-learning brown bag events (quarterly) to showcase the CDMAP system and answer any questions and concerns.

Figure 3. Questionnaires for Feedback

Questionnaires

Name: _____ Position: _____
 Div.: _____ Dept.: _____

| | Yes | Maybe | No |
|--|-----------------------|-----------------------|-----------------------|
| Have you taken the CDMAP training since its roll-out? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have you completed the CDMAP Overview modules? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have you taken the CDMAP for Project Managers modules? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have you completed all the modules in the CDMAP for Project Managers? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you feel that the training improves your productivity? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you feel more confidence in navigating the system after the training? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Thank you for your valuable feedback!
CDMAP Business Support Team

Note: Created by Nia English in Canva

Figure 4. Post-Completion Survey for Project Managers

Post-Completion Survey for Project Managers

Name: _____ **Position:** _____

Div.: _____ **Dept.:** _____

| | Yes | Maybe | No |
|--|-----------------------|-----------------------|-----------------------|
| Are you satisfied with the CDMAP for Project Managers modules? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did the training meet your expectations? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How likely are you to recommend the training to others? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Considering the scope of the course, are there any topics that you think should be included? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do any modules require additional detail to achieve the learning objectives? (if yes, please provide details) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | |
| Do any modules have extraneous details that are not necessary to achieve the learning objectives? (if yes, please provide details) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | |
| Do the interactive elements adequately engage the learner in understanding the content? (if no, please explain) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | |
| Do the interactive elements adequately engage the learner in understanding the content? (if no, please explain) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | |
| Please provide any feedback on the structure of the modules and how the content flows | | | |
| | | | |
| Please provide any additional feedback that you have | | | |
| | | | |

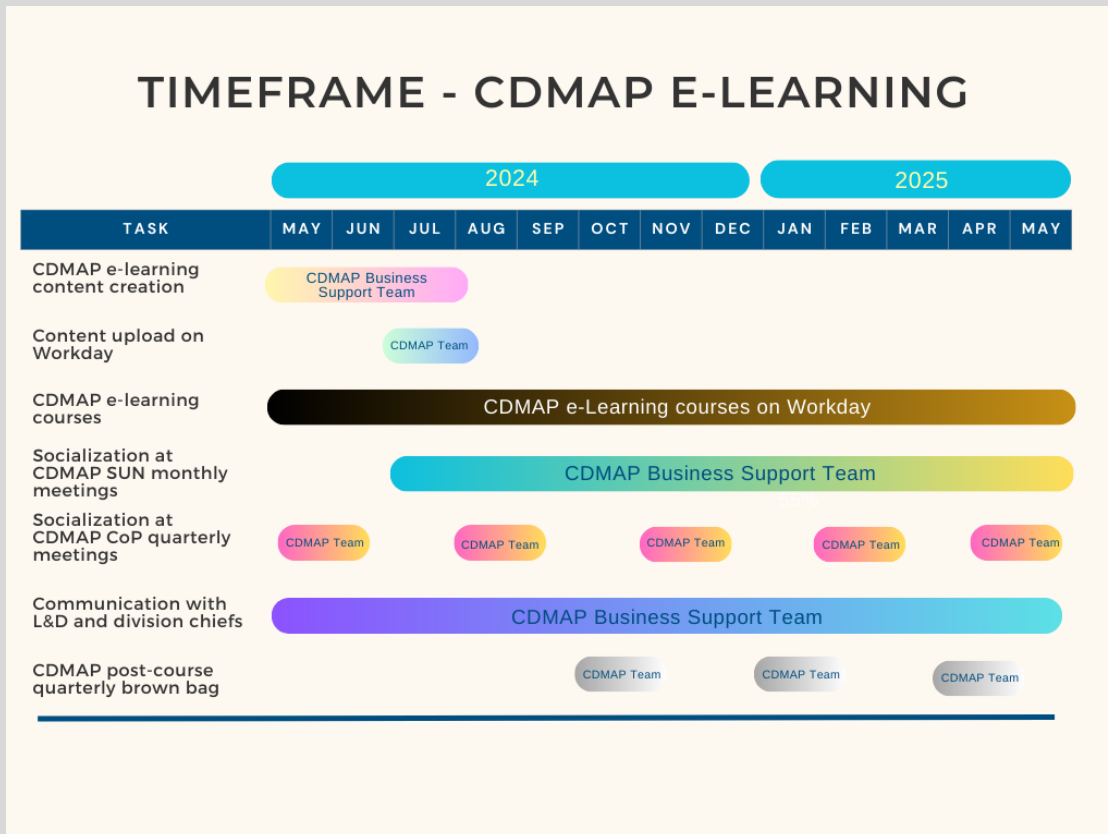
Thank you for your valuable feedback!
CDMAP Business Support Team

Note: Created by Nia English in Canva

Timeframe

| | Description of Work | Start and End Dates |
|-------------|--|--|
| Phase One | CDMAP e-learning creation: Overview modules Project managers modules | May to July 2024 |
| | CDMAP e-learning upload on Workday | July 2024 |
| Phase Two | CDMAP e-learning courses | July 2024 to May 2025 |
| Phase Three | CDMAP e-learning socialization to CDMAP Super Users Network meetings | Monthly, starting May 2024 |
| | CDMAP e-learning socialization to CDMAP Community of Practice | Quarterly, starting June 2024 |
| Phase Four | CDMAP Business Support team maintains communication with the L&D team, division, and department chief on participation and completion | Monthly, starting July 2024 to May 2025 |

Figure 5. Timeframe – CDMAP e-Learning



Note: created by Nia English in Canva

Project Budget

| | Description of Work | Anticipated Costs |
|-----------|--|-------------------|
| Phase One | Articulate 360 annual subscription ("Pricing for articulate 360...", 2024) | \$1,399 |
| | Total | \$1,399 |

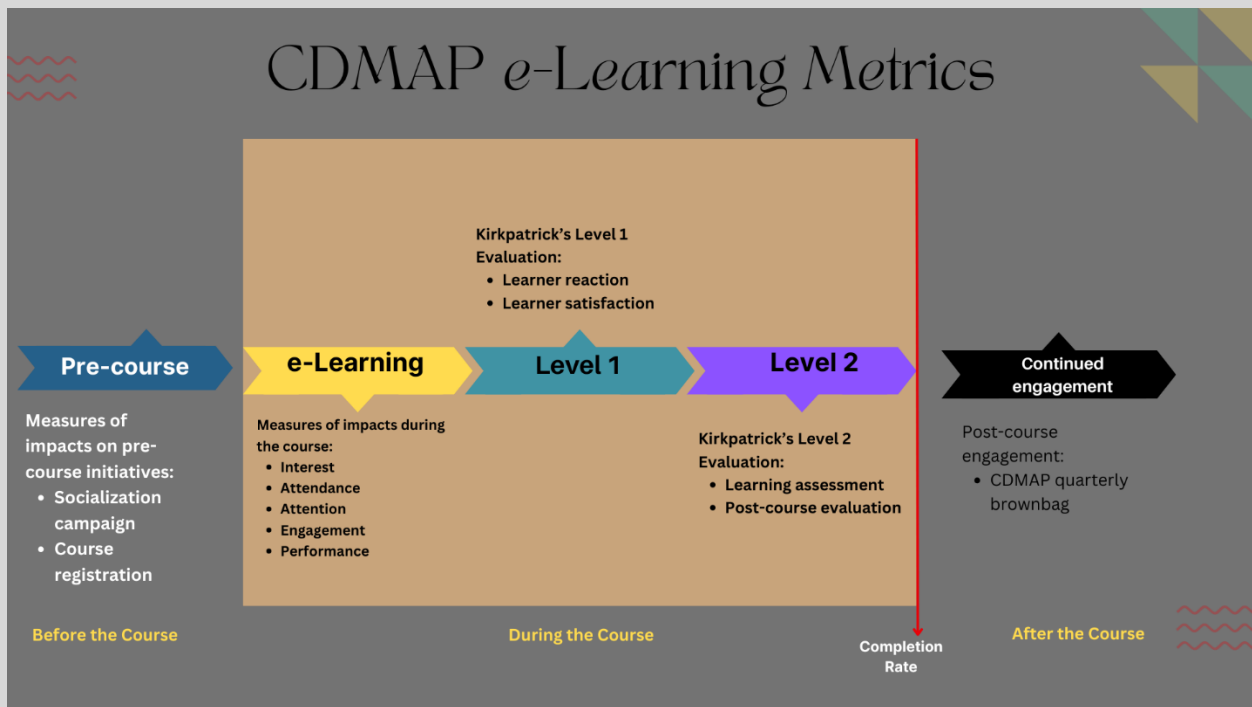
Key Stakeholders

| | |
|------------------------|---|
| Client | ICD Strategic and Evaluation Division (ICDSE) |
| Sponsors | ICD department management IMF management |
| Project manager | ICDSE management |
| | CDMAP Business Support team |

Monitoring and Evaluation

As guidance for monitoring and evaluating CDMAP e-learning, it is proposed to split M&E into three stages: pre-, during, and post-course. The metrics identify the impact of each stage and how they meet learning objectives.

Figure 6. CDMAP e-Learning Metrics



Note: The Kirkpatrick model. (2023). Training Industry. <https://trainingindustry.com/wiki/measurement-and-analytics/the-kirkpatrick-model/>

Pre-Course

The CDMAP team conducts outreach campaigns to promote e-learning and course registration.

During the Course

Participants' engagement in e-learning courses can be measured through interest, attendance, attention, and engagement (Hout, 2021).

The Kirkpatrick Model of Evaluation can be implemented to measure whether the course meets the objectives.

Level 1 of the Kirkpatrick Model evaluates the learner's reactions toward the course using questionnaires and surveys. The feedback helps to evaluate the effectiveness of the learning and any future improvements ("Kirkpatrick model," 2023).

Level 2 of the Kirkpatrick Model measures the skills and knowledge acquired by learners. Measurement can involve summative assessment at the end of each module to determine if e-learning objectives are being met and what further improvements are necessary ("Kirkpatrick model," 2023)

Course completion involves measuring the number or percentage of learners who complete all the modules and who drop out (Hout, 2021; Sharma, 2018; and Yupangco, 2017).

After the Course

Post-course engagement helps to improve the e-learning program further, increasing new learners' interest and participation in it. A quarterly brown bag event could allow the CDMAP team to interact with existing and potential learners and share their concerns and input.

Approval Signatures

ICDSE Management
Project Client

ICD Management
Project Sponsor

CDMAP Team
Project Manager

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DESIGN DOCUMENT

Introduction

Since its inception in 2023, about 40% of CDMAP users have taken the training. **The goal is for the remaining 60% of the project managers (PMs) to complete and pass the CDMAP for Project Managers modules by the following May 2025 fiscal year.**

Purpose of Design Document

This design document serves as a blueprint for the framework of the CDMAP e-learning project for all stakeholders. It exhibits a clear relationship between the identified needs, expected learning outcomes, target audience and its characteristics, instructional format, learning objectives, and assessment methods.

Target Audience

CDMAP users—project managers (PMs), budget, and project coordinators— are the target audiences for this project, with more emphasis on the PMs due to the low number of participants and completion of the existing CDMAP training.

The Capacity Development Management and Administration Program (CDMAP) e-learning is the proposed solution to close the gap between the desired and actual performance of project managers' skills and knowledge of the CDMAP system.

Learners' Characteristics

The characteristics of CDMAP e-learning learners are that they are educated and professional adults who travel extensively worldwide, which affects the low participation and completion of CDMAP face-to-face training.

The main challenges for PMs' participation and completion are their busy schedules and significant global mission trips, **highlighting the pressing need for the CDMAP e-learning project.**

Instructional Format

The proposed instructional format for CDMAP training is asynchronous e-learning, **available on MyWorkday with CDMAP Overview Modules as the prerequisite course.**

Why asynchronous e-learning? It is self-paced, flexible (time and geographical), learner-centered, cost-effective, environmentally friendly, and analytical (Gautam, 2021, "What is E-learning?", n.d.). The E-learning format suits CDMAP learners and accommodates PMs and their work arrangements.

Learning Theories

One distinct characteristic of CDMAP users is that they are adult learners; therefore, it is deemed appropriate to incorporate and combine learning theories that are best implemented for the context.

Knowles' theory of andragogy emphasizes how adults learn. Adult learners are assumed to be self-conceptual, experienced, ready to learn, learning-oriented, and learning-motivated (Kurt, 2020).

Meier’s accelerated learning offers some guiding principles appropriate for this e-learning project, namely visualization to improve learner’s retention, collaboration, and practice with feedback ("Guiding principles," n.d., "Principles of accelerated learning," n.d.).

Figure 1. Theoretical Foundation – Learning and Design Theories

| Learning Theories | Descriptions |
|-------------------------------------|--|
| Knowles’ Theory of Andragogy | CDMAP users: Need to know the purpose of the program; Bring previous experiences; Are ready to learn; and Have different motivation levels (Kurt, 2020). |
| Meier’s Accelerated Learning | Visual learning to improve learner retention; Collaboration; and Practice with feedback ("Guiding principles," n.d.). |
| Design Theories | Descriptions |
| Gagne’s Nine Events of Instructions | <ol style="list-style-type: none"> 1. Gaining the attention of the students; 2. Informing the learner of the objective; 3. Stimulating recall of prior learning; 4. Presenting the content; 5. Providing learning guidance; 6. Eliciting the performance; 7. Providing feedback; 8. Assessing the performance; 9. Enhancing retention and transfer (Kurt, 2021; Peck, 2020). |
| Keller’s ARCS Model | <ol style="list-style-type: none"> 1. Gaining attention using a variety of multimedia and methods; 2. Incorporating real-world examples and hands-on practices; 3. Incorporating humor into content creation; 4. Stimulating prior knowledge with warm-up practices; 5. Having the freedom to choose learning (for more experienced PMs); 6. Stating learning objectives; and 7. Providing feedback to learners (Peck, 2022). |

Content

Instructional Goal Statement

Given the recent release of the CDMAP system, project managers will be able to demonstrate complete fluency in **utilizing and managing CD projects in the system.**

Measurable, Observable, and Achievable Learning Objectives

The learning objectives for CDMAP e-learning incorporate the principles of Bloom, Shank, and Mager. Bloom’s taxonomy provides a hierarchy of cognitive skills and verbs to measure learners’ learning outcomes (Schettini, 2021). Patty Shank’s principles emphasize that well-written learning objectives serve as “guide content, activities, and assessments [as well as a form of communication of] instructional intent” (Shank, 2005, p. 4). Lastly, Robert Mager’s models of performance-based learning objectives, which should include three components: 1) a performance, 2) conditions (under which learners must perform), and 3) criteria (how well learners perform the performance) ("Robert Mager's performance-based learning objectives," 2024).

Figure 2. Measurable, Observable, and Achievable Learning Objectives

| Modules | Objectives | Time Allotted / Level | Learning Environment | Instructional Materials | Instructional Methods | Notes |
|---|--|-------------------------------------|---|---|--|--|
| CDMAP Overview | Given the recent release of the CDMAP system, users will be able to demonstrate a complete understanding, navigate, and operate the system by the end of the module. | Two (2) hours Beginner | Asynchronous e-learning Self-paced Self-directed Multiple sittings | Online course modules in MyWorkday PDF files and video recordings on the CDMAP Intranet page | Lecture/presentation: ➤ Audio ➤ Visual ➤ Multimedia | The prerequisite course before CDMAP for the Project Managers Module |
| CDMAP for Project Managers: | | | | | | |
| Module 1. Project Design and Costing (Direct Delivery) | To manage CD projects, PMs will be able to formulate and design projects and log frames for approval and pass assessment 100% by the end of module one. | Three (3) hours Intermediate | | Step-by-step visuals of each learning topic | | It is recommended that the modules be taken sequentially. Experienced PMs may take individual modules in any order. |

| | | | | | | |
|---|--|--|--|---|--|---|
| <p>Module 2. Project Design and Costing (Non-delivery)</p> | <p>To manage CD non-delivery projects, PMs will be able to formulate and design projects and log frames for approval and pass the assessment 100% by the end of module two.</p> | <p>Two (2) hours Intermediate</p> | <p>Asynchronous e-learning Self-paced Self-directed Multiple sittings</p> | <p>Online course modules in MyWorkday PDF files and video recordings on the CDMAP Intranet page Step-by-step visuals of each learning topic</p> | <p>Lecture/presentation: ➤ Audio ➤ Visual ➤ Multimedia</p> | <p>It is recommended that the modules be taken sequentially. Experienced PMs may take individual modules in any order.</p> |
| <p>Module 3. Project Execution</p> | <p>To manage CD projects, PMs will be able to generate briefing papers and back-to-office reports, obtain mission IDs, obtain travel authorization, and pass the assessment 100% by the end of module three.</p> | <p>Three (3) hours Intermediate</p> | | | | |
| <p>Module 4. Project Monitoring and Assessment</p> | <p>To manage CD projects, PMs will be able to rewrite request changes on projects that have shifted in scope since the approval and pass the assessment 100% by the end of module four.</p> | <p>Three (3) hours Intermediate</p> | | | | |
| <p>Module 5. Project Closing</p> | <p>To manage CD projects, PMs will be able to manage project cancelation or completion, create archives for unimplemented projects,</p> | <p>One (1) hour Intermediate</p> | | | | |

| | | | | | | |
|----------------------------|--|----------------------------------|---|--|--|--|
| | compile archives for completed projects, and pass the assessment 100% by the end of module five. | | Asynchronous e-learning Self-paced Self-directed Multiple sittings | Online course modules in MyWorkday PDF files and video recordings on the CDMAP Intranet page Step-by-step visuals of each learning topic | Lecture/presentation: ➤ Audio ➤ Visual ➤ Multimedia | It is recommended that the modules be taken sequentially. Experienced PMs may take individual modules in any order. |
| Module 6. Reporting | To manage CD projects, PMs will be able to analyze, select, categorize, customize, develop, save, and pass the assessment 100% by the end of module six. | One (1) hour Intermediate | | | | |

Note: Design Document created by Nia English, 2024

Assessment Strategies and Feedback

Immediate and quality feedback enhances learning experiences and outcomes, especially in self-paced online learning like CDMAP e-learning (Steele & Holbeck, n.d.). Noting that CDMAP e-learning is a modular format, formative assessment is deemed most suitable as it allows learners to receive immediate feedback throughout the course, using verification feedback (Steele and Dyer, 2014, as cited in Steele & Holbeck, n.d.).

Nevertheless, as CDMAP is a newly rolled-out system for managing its CD projects in one lifecycle, the e-learning program aims to improve users' technical skills and knowledge to demonstrate complete fluency in utilizing and managing CD projects in the system. Therefore, summative assessment is incorporated to measure learning's effectiveness and evaluate users' CDMAP system fluency (Goff, 2024).

Figure 3. CDMAP e-Learning Assessment Strategies and Feedback

| Modules | Objectives | Assessment Methods & Performance Criteria | | Feedback | | Instructional Materials |
|--------------------------|--|---|---|---|---|---|
| | | Formative | Summative | To Learners | From Learners | |
| CDMAP Overview | Given the recent release of the CDMAP system, users will be able to demonstrate a complete understanding, navigate, and operate the system by the end of the module. | Ungraded/Low stakes. Knowledge check for basic comprehension: <ul style="list-style-type: none"> ➤ Self-assessments; ➤ Drag-and-drop activities; or ➤ Gamified activities. (Hogle, n.d.; Smith, n.d.) | Graded with a passing grade of 100%. <ul style="list-style-type: none"> ➤ End of module short/interactive quizzes (multiple-choice, true/false, or fill-in-the-blank questions) (Hogle, n.d.; Smith, n.d.) | Timely constructive feedback following the knowledge check by the end of the module. Personalized feedback using: <ul style="list-style-type: none"> ➤ Learners' names; ➤ Friendly tones and ➤ Some humor elements. | Regular feedback using questionnaires or surveys before the course. Regular feedback using questionnaires/surveys after each module and post-course. | Online course modules in MyWorkday. PDF files on the CDMAP Intranet page Recordings on the CDMAP intranet page Step-by-step visuals of each learning topic |
| CDMAP for PMs: | | | | | | |
| Module 1. Project | To manage CD projects, PMs will | Ungraded/Low stakes. | | | | |

| | | | | | | |
|---|--|--|---|--|---|---|
| <p>Design and Costing (Direct Delivery)</p> | <p>be able to formulate and design projects and log frames for approval and pass assessment 100% by the end of module one.</p> | <p>Knowledge check for applied knowledge:</p> <ul style="list-style-type: none"> ➤ Real-life scenario-based activities; | <p>Graded with a passing grade of 100%.</p> <ul style="list-style-type: none"> ➤ End of module short/interactive quizzes (multiple-choice, true/false, or fill-in-the-blank questions) | <p>Timely constructive feedback following the knowledge check by the end of the module.</p> | <p>CDMAP Super Users’ monthly meetings and CDMAP Community of Practice (CoP) quarterly meetings to hear users’ feedback regarding ongoing concerns.</p> | <p>Online course modules in MyWorkday.</p> |
| <p>Module 2. Project Design and Costing (Non-delivery)</p> | <p>To manage CD non-delivery projects, PMs will be able to formulate and design projects and log frames for approval and pass the assessment 100% by the end of module two.</p> | <ul style="list-style-type: none"> ➤ Application exercises with drag-and-drop activities or ➤ Gamified activities. <p>(Hogle, n.d.; Smith, n.d.)</p> | <p>(Hogle, n.d.; Smith, n.d.)</p> <ul style="list-style-type: none"> ➤ Practical demonstrations with actual or simulated exercises <p>(Goff, 2024)</p> | <p>Personalized feedback using:</p> <ul style="list-style-type: none"> ➤ Learners’ names; ➤ Friendly tones and ➤ Some humor elements. | <p>CDMAP e-learning brown bag quarterly events for direct questions and answers.</p> <p>Samples of questionnaires are on pp. 9-10.</p> | <p>PDF files on the CDMAP Intranet page</p> <p>Recordings on the CDMAP intranet page</p> <p>Step-by-step visuals of each learning topic</p> |
| <p>Module 3. Project Execution</p> | <p>To manage CD projects, PMs will be able to generate briefing papers and back-to-office reports, obtain mission IDs, obtain travel authorization, and pass the assessment 100% by the end of module three.</p> | | | | | |
| <p>Module 4. Project Monitoring</p> | <p>To manage CD projects, PMs will be able to rewrite</p> | | | | | |

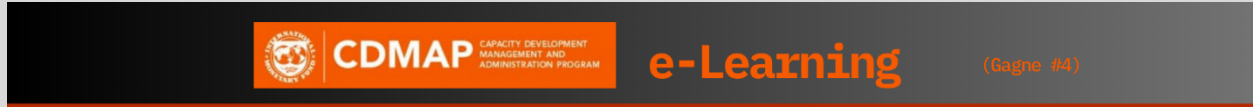
| | | | | | | |
|---|--|--|--|--|---|--|
| <p>and Assessment</p> | <p>request changes on projects that have shifted in scope since the approval and pass the assessment 100% by the end of module four.</p> | <p>Knowledge check for applied knowledge:</p> <ul style="list-style-type: none"> ➤ Real-life scenario-based activities; ➤ Application exercises with drag-and-drop activities or ➤ Gamified activities. <p>(Hogle, n.d.; Smith, n.d.)</p> | <ul style="list-style-type: none"> ➤ End of module short/interactive quizzes (multiple-choice, true/false, or fill-in-the-blank questions) (Hogle, n.d.; Smith, n.d.) ➤ Practical demonstrations with actual or simulated exercises (Goff, 2024) | <p>Timely constructive feedback following the knowledge check by the end of the module.</p> <p>Personalized feedback using:</p> <ul style="list-style-type: none"> ➤ Learners’ names; ➤ Friendly tones and ➤ Some humor elements. | <p>Regular feedback using questionnaires or surveys before the course.</p> <p>Regular feedback using questionnaires/surveys after each module and post-course.</p> <p>CDMAP Super Users’ monthly meetings and CDMAP Community of Practice (CoP) quarterly meetings to hear users' feedback regarding ongoing concerns.</p> <p>CDMAP e-learning brown bag quarterly events for direct questions and answers.</p> <p>Samples of questionnaires are on pp. 9-10.</p> | <p>Online course modules in MyWorkday.</p> <p>PDF files on the CDMAP Intranet page</p> <p>Recordings on the CDMAP intranet page</p> <p>Step-by-step visuals of each learning topic</p> |
| <p>Module 5. Project Closing</p> | <p>To manage CD projects, PMs will be able to manage project cancelation or completion, create archives for unimplemented projects, compile archives for completed projects, and pass the assessment 100% by the end of module five.</p> | | | | | |
| <p>Module 6. Reporting</p> | <p>To manage CD projects, PMs will be able to analyze, select, categorize, customize, develop, save, and pass the assessment 100% by the end of module six.</p> | | | | | |

Note: Table created by Nia English, 2024

Conceptual Model – CDMAP Module-Based eLearning

Module-based eLearning courses are available on MyWorkday Learning. CDMAP e-learning is asynchronous, self-paced, and self-directed and can be completed in multiple sittings. The primary interaction is learner-to-content.

Course Design



CDMAP for Project Managers

Module 1: Project Design & Costing (Direct CD Delivery)

Welcome to the first module of CDMAP for PMs e-learning! In this module, we will cover:

- 1.The CD project lifecycle of direct delivery projects and entering CD demand in CDMAP
- 2.Completing high-level and detailed planning for CD projects
- 3.Submitting a project for approval in the workplan

CDMAP e-learning is asynchronous, self-paced, self-directed, and can be done in multiple sittings (Gagne #5)

This module will include: (Gagne #5)

- 1.Self-assessment for basic comprehension knowledge check of CDMAP Overview module (Gagne #3)
- 2.Real-life scenario and application exercises using drag-and-drop and gamified activities with feedback (Gagne #6,7)
- 3.A graded end-of-module short/interactive quiz with feedback with a passing grade of 100% (Gagne #6,7)
- 4.Practical demonstration with actual/simulated exercise (Gagne #6,7,8,9)
- 5.A questionnaire/survey after the module (Gagne #8)

Learning objectives: (Gagne #2)

To manage CD projects, PMs will be able to formulate and design projects and log frames for approval and pass assessment 100% by the end of module one

Supporting materials: (Gagne #4)

- 1.Online course module in MyWorkday
- 2.PDF files are available on the CDMAP Intranet page - training section and MyWorkday
- 3.Recordings are available on the CDMAP Intranet page - training section and MyWorkday
- 4.Step-by-step visuals of each learning topic

Note: Created in Canva by Nia English, 2024

Course Sequencing Outline



CDMAP for Project Managers - Module 1 - Project Design & Costing

| | |
|---|--|
| Week 2 | 2) Completing high-level and detailed planning for CD projects 3) Submitting a project for approval in the workplan |
| Welcome to CDMAP for Project Managers Module One! (Gagne #1) | Working for the IMF is working for the world! Ready to manage your CD projects in one-cycle in the new system? Let's get acquaintance with it! Ready, set, GO! |
| Learning objectives (Gagne #2) | By the end of the module 1, users will be able to: <ul style="list-style-type: none"> • Formulate & design a CD project to prepare for approval • Formulate log frame(s) to prepare for approval • Pass the assessment 100% |
| Prerequisite learning (Gagne #3) | CDMAP Overview Module is the prerequisite before taking CDMAP for PMs. |
| Learning content & resources (Gagne #4) | Learning materials: <ul style="list-style-type: none"> • Online course in MyWorkday • PDF files on CDMAP Intranet page and MyWorkday • Video recordings on CDMAP Intranet page and MyWorkday • Step-by-step visuals of each learning topic Learning content: Demand entry & project design: 1) demand entry, 2) high-level design (ranking/costing stage), 3) detailed design (planning/optimizations stage) Workplan approval: 1) preparing project for workplan approval, 2) Medium-term workplan approval, 3) In-year workplan approval |
| Learning guidance (Gagne #5) | CDMAP e-learning is asynchronous, self-paced, self-directed, and can be taken in multiple sittings |
| Course completion and knowledge check: Assignments, assessments, feedback to learners, and knowledge transfer (Gagne #6,7,8,9) | Tasks (ungraded with immediate & personalized feedback): Navigating the CD project lifecycle real-life scenarios, drag-and-drop and gamified activities End-of-module assessment: short/interactive quizzes (graded with immediate & personalized feedback) on the CD model and the CD project delivery. Must pass with 100% grade Practice what you learned with practical demo with actual/simulated practice for knowledge enhancement and transfer |

Note: Created in Canva by Nia English, 2024



CDMAP CAPACITY DEVELOPMENT
MANAGEMENT AND
ADMINISTRATION PROGRAM

e-Learning

(Gagne #1)

CDMAP for Project Managers - Module 1 - Project Design & Costing

| | |
|---|--|
| Week 1 | 2) Completing high-level and detailed planning for CD projects 3) Submitting a project for approval in the workplan |
| Welcome to CDMAP for Project Managers Module One! (Gagne #1) | Working for the IMF is working for the world! Ready to manage your CD projects in one-cycle in the new system? Let's get acquaintance with it! Ready, set, GO! |
| Learning objectives (Gagne #2) | By the end of the module 1, users will be able to: <ul style="list-style-type: none"> • Formulate & design a CD project to prepare for approval • Formulate log frame(s) to prepare for approval • Pass the assessment 100% |
| Prerequisite learning (Gagne #3) | CDMAP Overview Module is the prerequisite before taking CDMAP for PMs. |
| Learning content & resources (Gagne #4) | Learning materials: <ul style="list-style-type: none"> • Online course in MyWorkday • PDF files on CDMAP Intranet page and MyWorkday • Video recordings on CDMAP Intranet page and MyWorkday • Step-by-step visuals of each learning topic Learning content: Demand entry & project design: 1) demand entry, 2) high-level design (ranking/costing stage), 3) detailed design (planning/optimizations stage) Workplan approval: 1) preparing project for workplan approval, 2) Medium-term workplan approval, 3) In-year workplan approval |
| Learning guidance (Gagne #5) | CDMAP e-learning is asynchronous, self-paced, self-directed, and can be taken in multiple sittings |
| Course completion and knowledge check: Assignments, assessments, feedback to learners, and knowledge transfer (Gagne #6,7,8,9) | Tasks (ungraded with immediate & personalized feedback): Navigating the CD project lifecycle real-life scenarios, drag-and-drop and gamified activities End-of-module assessment: short/interactive quizzes (graded with immediate & personalized feedback) on the CD model and the CD project delivery. Must pass with 100% grade Practice what you learned with practical demo with actual/simulated practice for knowledge enhancement and transfer |

Note: Created in Canva by Nia English, 2024



ARCS

e-Learning

Attention:

- Incorporating multimedia and methods - audio, video animation/recording, self-paced learning, PDF files,
- Real-life scenario exercises
- Practical demo with actual/simulated practices
- Incorporating humor into course content appropriately



Attention



Satisfaction

Satisfaction:

- Practical demo with actual/simulated practice in CDMAP training environment (UAT)



Relevance

Relevance:

- Incorporating CDMAP Overview Module as the prerequisite course
- Clear learning objectives to inform the learning outcomes of each modules



Confidence

Confidence:

- Measurable, observable, and achievable learning objectives and outcomes in each module, incorporating Bloom's taxonomy, Shank's, and Mager's principles
- Formative and summative assessments on each module with immediate and personalized feedback to learners
- Giving an option for experienced project managers to take individual modules in any order as desired

Note: Created in Canva by Nia English, 2024

Conclusion

The design document serves as a blueprint for the framework of the CDMAP e-learning project for the IMF and all stakeholders. It demonstrates a clear relationship between the identified needs, expected learning outcomes, target audience and its characteristics, instructional format, learning objectives, and assessment methods.

For learning and design theories, the design document incorporates Knowles' theory of andragogy, Meier's principles of accelerated learning, Gagne's nine events of instruction, and Keller's ARCS model.

Further, the design document also demonstrates clear learning objectives that are measurable, observable, and achievable, and assessment strategies and feedback by incorporating the principles of Bloom, Shank, and Mager.

The CDMAP e-learning project is a proposed solution to close the skills and knowledge gap in the newly rolled-out CDMAP system, particularly for the IMF project managers who travel extensively worldwide for missions.

By improving the rate of participation and completion of the CDMAP training, project managers will be able to demonstrate complete fluency in utilizing and managing CD projects in the CDMAP system, which is crucial for the IMF to achieve its organizational goal of making informed decisions on CD policy and oversight using the available data managed in CDMAP.

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