

1. Needs Analysis

A need's analysis is a process that helps determine the learning needs of individuals or group of learners and can be of great help when planning the training activities, materials, timelines and places adapted to the target group. Before you start to prepare a course, it's critical to conduct a needs analysis with the target group. Through a needs analysis, you are able to evaluate whether your learners have the knowledge, skills, and abilities to meet the goals of the trainings and adapt then to the learners needs. A successful needs analysis uncovers measurable performance gaps. Once you know the gaps, you can start to build the bridges – through training¹

Currently, a lot of emphasis is placed on self-education and lifelong learning. Knowledge and the ability to use it is a value that defines the training's value. The needs analysis will give us the answer if we can provide the course online, in a classroom or in a hybrid way. Because COVID -19, most of adult education centres has decided to offer blended learning activities.

Taking into account our target group we should search for methods and technics to teaching adults. A technique that uses several methods at the same time (traditional training and e-learning) is the best. The media will be used in a given course largely depends on the learner needs and availability.

The best way to start a learning needs analysis process is to prepare a template and customize it the specific situation. The template will guide you in gathering all information you need to create a successful learning activity, such as the purpose of the training, the desired outcome, and the specific performance gaps that need to be closed.

One of the best solutions is to prepare a questionnaire where the training organization will write down the answers from the target groups. Answering pointed questions will help the trainer re-visit their existing program and evaluate its effectiveness. Below, we write down 7 questions most organizations utilize during a needs analysis:

1. Why do we want to develop a training program?
2. Who are our learners?
3. What do we want the learners to accomplish?
4. What are my learners' knowledge gaps?
5. How will the training help to improve learners skills?
6. How much time and money can we invest?
7. What kind of training will help?

The 7 questions above can be used by a custom content creator.

¹ Karel, C. (2019, November 26). *A training needs analysis guide*. Learning Carton. Retrieved March 15, 2022, from <https://learningcarton.com/needs-analysis-a-guide-to-understanding-your-training-needs/>



Taking part in a training on general topics in the field of interpersonal communication is not enough to supplement the competences of learners. Therefore, when thinking about creating a training, you should ask yourself:

- what skills are participants to acquire during the training
- in which situations that skills will be used

When analyzing the needs, carefully consider the availability of trainees and trainers

Choosing the optimal method in relation to the implementation of the training goal allows you to increase the effectiveness and often reduce training costs. It should be emphasized that by using a good learning methodology to teach Adults, you can adapt various forms depending of the learners needs, such as:

- **Traditional learning** – The courses are provided in a classroom with a trainer and using different online – offline teaching – learning tools
- **Blended learning** - which is a combination of asynchronous e-learning, consisting in independent learning (at any time and pace controlled by the participant, via the Internet or intranet), with traditional classes in the classroom under the guidance of a trainer.
- **Synchronous and asynchronous e-learning** - being a combination of independent, asynchronous learning with synchronous learning. In practice, this means that the participant independently conducts e-learning training and conducts synchronous training sessions using various communication tools.
- **E-learning with mentoring and tutoring as well as social learning** - the participant acquires knowledge and skills on his own, and his progress is monitored by the trainers. Remote contact with the trainer (tutor) is provided. The participant is motivated to complete the training by mentors (via internet communication or by phone). He can also use communication and collaborative tools - be it for contact and cooperation with other participants or for contact with a tutor.
- **Formalized and informal learning** - a combination of structured training (classic or e-learning) with learning with the use of instructions, materials, notes. In this case, it is important that the company can provide methods and tools for sharing such informal knowledge, acquired and created in the course of performing tasks at work, it can become an excellent supplement to classic training.
- **Combination of "made-to-measure" training with "off the shelf" training** - combination of tailor-made training with ready-made training. Ready-made training can be much cheaper, but it should not be forgotten that it is not adapted to the specific needs of the organization. By combining this type of general training with specialized courses tailored to your company's requirements, you can achieve valuable and comprehensive programs.
- **Combination of learning and work** - the availability of training content directly in the work environment means that it is not so easy to separate learning from work. Carrying out daily tasks creates training needs that can be met without leaving your desk. Learning, whether through e-learning training or the available materials, translates directly into the way in which tasks are performed.



When thinking about the target group for whom you are creating the training, you should think about how the knowledge will be transferred to them. Let's consider the combination of various types of available tools, it will help us gain a competitive advantage and allow us to get our offer to a wider group of learners.

Where to find ideas on how to adapt the learning offer to the needs?

It is best to make an appointment with the managers of a given company and define in detail the goals of the training and the scope of competences that learners would have after completing the course.

It is important to adjust and reconcile the capabilities of the learners, the availability of equipment, and the time availability of both trainees and trainers. Using blended learning tools, we can adjust the price to the company's financial capabilities.

Other possibility is to use Adaptive learning that provide **personalized learning**, efficient, effective, and customized learning paths to engage each learner.

,



Bibliography

1. Bowyer, J., Chambers, L. (2017). Evaluating blended learning: Bringing the elements together. *Research Matters: A Cambridge Assessment publication* 23, URL: <https://www.cambridgeassessment.org.uk/Images/375446-evaluating-blendedlearning-bringing-the-elements-together.pdf>
2. Bulloch, K. (n.d.). *How to adapt your teaching strategies to student needs*. How to Adapt Your Teaching Strategies to Student Needs | LD Topics | LD OnLine. Retrieved December 6, 2021, from <http://www.ldonline.org/article/370/>.
3. Bušljeta, R. (2013). Effective Use of Teaching and Learning Resources. *Czech-Polish Historical and Pedagogical Journal*, 5/2, 55–69
4. Center for Education Innovation. Evaluating blended learning URL: <http://cei.hkust.edu.hk/teaching-resources/blended-learning-onlinemoooc/evaluating-blended-learning>
5. Co to jest blended learning i jak to zrobić? – 2EDU, 2edu.pl
6. Co to jest Blended Learning? – Piotr Peszko – elearning, szkolenia, projektowanie, blog.2edu.pl
7. Co to jest blended learning? - www.edulider.pl
8. ELM Learning. What is Blended Learning? A Guide to Everything You Need to Know. URL: <https://elmlearning.com/blended-learning-everything-need-know/>
9. Evaluation: What is it and why do it? URL: <https://meera.snre.umich.edu/evaluation-what-it-and-why-do-it>
10. Educational evaluation: definition, purpose and principles. URL: <https://physicscatalyst.com/graduation/educational-evaluation/>
11. Fierce Education. 7 Practical Ways to Create Effective Blended Learning, URL: <https://www.odysseyware.com/blog/7-ways-implement-blended-learning-model>
12. Hege, I., Tolks, D., Adler, M., Härtl, A. (2020). Blended learning: ten tips on how to implement it into a curriculum in healthcare education. *GMS J Med Educ* 37 (5): Doc 45
13. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7499465/>
14. <https://poradnikpracownika.pl/-blended-learning-na-czym-polega-i-czy-jest-skuteczne>
15. Jak rozwijać firmę. Podstawy zarządzania dla MMŚP [on-line]. [Warszawa: Polska Agencja Rozwoju Przedsiębiorczości]. Dostępny w World Wide Web: <http://www.akademiaparp.gov.pl>
16. Hubackova, S. and Semradova, I. (2016). Evaluation of Blendend Learning. *Procedia Social and Behavioral Sciences* 217 551-557
17. JARMUŻ, S., WITKOWSKI, T. *Podręcznik trenera: praktyka prowadzenia szkoleń*. Wrocław: Moderator, 2004.
18. Lim, A. (2021). How can I evaluate my blendend learning classroom? URL: <https://elearningindustry.com/how-evaluate-my-blended-learning-classroom>
19. MARKERT, K. Co zrobić, by szkolenie było efektywne? [on-line]. Warszawa: Infor.pl, 2008. Dostępny w World Wide Web: http://kadry.infor.pl/kadry/hrm/szkolenia_i_rozwoj/artykuly/86318,co_zrobic_by_szkolenie_bylo_efektywne.html
20. Miller, K. What is the Blended Learning Approach? 8 Examples & Models. URL: <https://quenza.com/blog/what-is-blended-learning-approach/>
21. Nair, C. How to Implement Highly Engaging Blended Learning for Education? URL: <https://www.hurix.com/implement-blended-learning-higher-education/>



22. Palkmets, L. (2014). Good Practice Guide on Training Methodologies How to become an effective and inspirational trainer.
23. Patton, M. Q. (1987). Qualitative Research and Evaluation Methods. URL: <https://aulasvirtuales.files.wordpress.com/2014/02/qualitative-researchevaluation-methods-by-michael-patton.pdf>
24. Pete Sharma, Blended Learning: Using Technology in and Beyond the Language Classroom, 2007, ISBN 978-0230020832.
25. Podstawy metodyki i techniki szkoleń blended learning [on-line]. [Warszawa: OSI CompuTrain S.A; Grupa TROP]. Dostępny w World Wide Web: <http://szkolatrenerow.computrain.pl/>.
26. Pombo, L., and Moreira, A. (2012). Evaluation Framework for Blended Learning Courses: A puzzle piece for the Evaluation process. Contemporary Educational Technology, 3(3), 201–211. URL: <https://www.cedtech.net/download/evaluationframework-for-blended-learning-courses-a-puzzle-piece-for-the-evaluationprocess-6078.pdf>
27. Savoie-Roskos, M. R.; Bevan, S; Charlton, R; and Israelsen Graf, M. (2018). Approaches to Evaluating Blended Courses. *Journal on Empowering Teaching Excellence*, 2(1). URL: <https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1026&context=jet>
28. Szkoła Trenerów – Kadry dla Społeczeństwa Uczącego się. . [B.m]: [b.w.], [b.r]. Materiały szkoleniowe dostępne dla uczestników Szkoły Trenerów Grupy TROP.
29. Vademecum szkoleniowe dla przedsiębiorców MSP - www.inwestycjawkadry.info.pl
30. Zastosowanie multimediów w e-learningu [on-line]. [Warszawa: OSI CompuTrain S.A; Grupa TROP]. Dostępny w World Wide Web: <http://szkolatrenerow.computrain.pl/>

