Australian Government

Department of Education, Employment and Workplace Relations

TAADEL501B Facilitate e-learning

Release: 1

INDUSTRY
SKILLS
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TAADEL501B Facilitate e-learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate learning delivered via electronic media.

Application of the Unit

E-learning encompasses a variety of applications and processes which use available electronic media to deliver vocational education and training more flexibly. E-learning covers any learning that is assisted by information and communication technology (ICT). This mainly includes computer-based online learning, but also covers interactive CD-ROMs, videos, handheld computers, mobile phones, teleconferencing and video conferencing.

Facilitating e-learning involves transferring competency in other modes to the e-learning environment where technology is the medium for delivery.

The e-learning facilitator support e-learners work towards the learning outcomes or objectives set out in the learning strategy and/or learning program guiding the e-learning process through planning and developing specific real time and asynchronous interactions with learners, providing support to learners in using e-learning resources and developing and implementing specific e-learning events and activities.

The competency to design and develop e-learning resources is separately addressed in **TAADES503B Research and design e-learning resources** and **TAADES504B Develop and evaluate e-learning resources.** The competency to develop a learning strategy and learning program is also separately addressed in **TAADES501B Design and develop learning strategies** and **TAADES402B Design and develop learning programs.**

E-learning often takes place in conjunction with other modes of delivery, e.g. face-to-face.

The competency specified in this unit is typically required by trainers/facilitators, teachers, training consultants working in an e-learning environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element.   Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Establish the e-learning environment**	1.1 The **learning strategy** and/or **learning program** is accessed, read and interpreted to determine learning outcomes or objectives to be met and any e-based delivery requirements
	1.2 Initial knowledge of group and individual **learner styles** and **learner characteristics** is developed to support effective planning to facilitate e-learning using **available information**
	1.3 The **suitability of e-learning** as a delivery mode is considered and appropriate recommendations are made, where required
	1.4 An **e-learning delivery plan** is developed to plan, manage and sequence **e-learning activities and events** to ensure logical progression of learning content and continuity of e-learner progress
	1.5 **Technical requirements** for the **e-learning environment** are confirmed
	1.6 **E-learning resources and materials** are trialled and checked for technical glitches
	1.7 **Protocols for the e-learning environment** are developed and documented
	1.8 Specific **technical support needs and mechanisms** for e-learners are identified and

organised

2	**Introduce e-learning**	2.1	Outcomes of **learner recognition processes** are obtained from **relevant persons** to provide flexible responses to individual e-learner needs
		2.2	An effective **induction** to the e-learning environment is provided and objectives and e-learning protocols are discussed, clarified and agreed
		2.3	E-learning facilitation relationships are established between trainer/facilitator and e-learners using appropriate **communication tools and skills**
		2.4	Relationships between e-learners are initiated to support inclusivity, acknowledge diversity and enable a positive e-learning environment
3	**Guide and facilitate e-learning**	3.1	E-learning is facilitated in accordance with the e-learning delivery plan using relevant **electronic tools** and **facilitation skills**
		3.2	**Good practice in e-learning** is demonstrated to ensure an effective learning experience
		3.3	Technical issues are addressed where required using relevant technical support mechanisms
		3.4	Opportunities for authentic learning, practice and formative assessment are built into the e-learning experience
4	**Monitor e-learning**	4.1	E-learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
		4.2	**Support and guidance** are provided inside and outside the e-learning environment as appropriate
		4.3	E-learner interaction with others and participation in e-learning activities is continuously monitored and interventions are made, where necessary to maintain momentum and engagement
		4.4	Opportunities are provided for e-learners to reflect and record own learning progress
		4.5	E-learner collaboration is encouraged and promoted inside and outside the e-learning

environment to enhance learning experiences

| | 4.6 | Learner records are maintained, stored and secured in accordance with legal/organisational requirements |

5	**Review e-learning processes**	5.1	A mid-point **review** is conducted to evaluate the effectiveness of e-learning delivery and facilitation
		5.2	A further review is undertaken post-completion of the learning program/ course/ qualification
		5.3	Time is taken to **reflect on own performance** as an e-learning trainer/facilitator and ways to improve performance are explored
		5.4	Recommendations for improvements in facilitating e-learning and appropriateness of e-learning systems, tools and resources are identified and documented, and discussed with relevant personnel for future action

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can successfully facilitate groups of learners in an e-learning environment. This requires high-level organisational and communication skills to work with learners through electronic mediums, for example, email, discussion groups, forums and via e-learning activities.

An e-learning trainer/facilitator must demonstrate the ability to correctly use the electronic medium they are working within. They must also adapt communication skills for use electronically, for example, providing written rather than verbal feedback.

Evidence Requirements

Required knowledge includes:	learning principles, for example:
	adults have a need to be self-directing and decide for themselves what they want to learn
	adults have a range of life experience and connecting learning to experience is meaningful
	adults have a need to know why they are learning something
	training must be learner-centred
	technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
	technical knowledge needed in using:
	chat rooms
	forums
	bulletin boards
	Internet/web site navigation
	relevant technologies/tools, including:

those which allow the trainer/facilitator to monitor every entry and movement of the learner

those which allow the trainer/facilitator some information about what the learner is doing

learner/content management system, e.g. WebCT

other electronic methods, e.g. MS Excel and MS Word

Internet search

hyperlinks

relevant learning management systems

structure and content of relevant e-learning resources

vocational/subject matter knowledge of area of delivery

ethics related to e-learning, for example:

duty of care

security of information

plagiarism

responsibility within a public forum

rationale for the use of different learning activities, for example:

use of electronic discussion forums

use of individual activities

use of written material

accessing web sites

cultural sensitivity, particularly in regards to ensuring electronic discussions are culturally sensitive

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

competency standards

licensing

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the work role, and OHS considerations to include in the design of the e-learning resource, for example:

using technology safely

advising learners on safety issues

Required skills and attributes include:

language, literacy and numeracy skills using electronic media to:

communicate electronically using accepted language and style

communicate with learners or others verbally

establish rapport

give feedback using different mediums, e.g. email

discuss learning issues

encourage learners to get to know each other and to collaborate with each other

manage the content of electronic discussion forums and weblogs

interpret written communication clearly before responding

ensure what is being said is appropriate and understood

facilitation skills using electronic media, for example:

guiding learning activities through setting up questions, issues, scenarios to be addressed in chat, forum or email

observing in forums/chat and intervening when necessary to maintain focus/ momentum/ engagement

knowing when to intervene/when to let learners direct themselves

moderating disruptive, abusive or dominant e-learners

facilitating group work both on and off line

assisting learners in locating, using and evaluating online information

maintaining momentum and motivation of e-learners through ongoing individual contact and feedback

correctly use e-learning tools, for example:

communication tools

learning activity tools

assessment tools

monitoring tools

high-level organisational skills to:

communicate efficiently using a number of mediums

manage learners in a virtual environment

keep up-to-date with each learner's progress

provide prompt feedback

be available for support during established times

technological skills, for example:

in different media

keyboard skills

using relevant hardware and software

Internet skills

identifying technical problems and being able to troubleshoot or know where to get required technical assistance

time management skills to:

ensure e-learning discussions are kept relevant and within time frame

ensure feedback is provided promptly

manage assessment tasks

flexibility in learning approaches, for example:

being able to effectively use a variety of activities or provide directions for different learner needs

interpreting learner needs and directing them to new learning opportunities

Products that could be used as evidence include:	documentation of facilitated learning discussions
	documentation produced by monitoring learners
	emails
	written feedback provided to learners
	e-learning activities
Processes that could be used as evidence include:	how the learning techniques specific to e-learning were determined and provided
	how learners were assisted to communicate electronically
	how and why protocols and boundaries for learning were set up
	how appropriate feedback was provided to learners electronically

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Resource implications for assessment include:	time for formative assessment
	relevant technology
	support requirements
	time needed for online delivery preparation
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
	assessment meets the rules of evidence
	a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	the facilitation of one or more e-learning programs or qualifications which individually or collectively enable the outcomes, Performance Criteria, skills and knowledge of this competency standard to be demonstrated
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:
	TAADEL402B Facilitate group-based learning
	TAADEL403B Facilitate individual

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learning

TAADEL405B Coordinate and facilitate distance-based learning.

Range Statement

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below.   Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Thelearning strategyprovides:	a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification (refer **TAADES501A for more information**)
Thelearning programprovides:	a documented guide to support a cohesive and integrated learning process for the learner (refer **TAADES402A Design and develop learning programs**, for more information)
Learner stylesmay include:	auditory
	visual
	kinaesthetic
	left/right brain
	global/analytical
	theoretical
	activist
	pragmatist
	reflective
Learner characteristicsmay include:	level of expertise in using relevant technologies
	level and type of experience in an e-learning environment
	preferred learning styles
	specific needs
	educational background
	language, literacy and numeracy needs
	employment status
	past learning experiences
	age

	level of maturity
	culture and/or language diversity
	length of time resident in Australia
Available informationmay relate to:	enrolment information
	employee/personnel records (confidentiality protected)
	surveys of learners to identify specific technology skills and support needs for e-learning
	results of organisational training needs analyses
	outcomes of RCC/RPL assessments
	communication with individual learners

The suitability of e-learning may depend on:	the content focus and outcomes of the competency standards and/or learning outcomes, i.e. do the outcomes require demonstration of skills such as psychomotor skills or interpersonal skills
	whether such skills have been designed into the e-learning resources or learning strategy/learning program design
	the learning styles and characteristics of the learners and self-assessment of suitability for e-learning
	the need for mixed mode to support learning in particular areas/skills
An e-learning delivery plan provides a tool to manage and sequence e-learning and to guide implementation of the learning program. It may include:	individual/group learning objectives or outcomes for the learning program or segment of the learning program to be addressed
	number of learners and their specific support requirements
	timing, sequence and number of pre-planned e-learning sessions
	types of preplanned sessions - synchronous (in real time using conferencing, chat, forum) or asynchronous (not in real time using email, offline forum, bulletin boards)
	topics to be addressed in e-learning sessions
	learning/activities/events to be addressed in e-learning sessions
	e-learning resources and/or web-based course tools to be used
	determination of e-learning management tools such as feedback systems and support mechanisms
E-learning activities and events may be synchronous (in real time) or asynchronous (not in real time) and may include:	discussions/debates
	questions, problems, brainstorming
	games/quizzes
	e-based research activities
	case studies
	role-plays/simulations/scenarios

	practical activities
	using the Internet to find information sites
	using materials on CD-ROMs
	working through online modules
	downloading resources including materials/notes/guides from dedicated learning program/course specific web site
	working through e-learning resources such as DEST toolboxes
Technical requirementsmay include:	technology to be used in delivery
	type of online learning management platform
	time required for setting up and testing equipment/technology
	setting up a specific dedicated web site for the e-learning course/program
	setting up hyperlinks
	liaison with information technology (IT) personnel/specialists
E-learning environmentmay include the following characteristics:	is independent of a fixed or specific venue or place
	is connected through information communication technology
	the Internet provides the operating learning environment
	learners can determine how, when, and where they learn
E-learning resources and materialsmay include:	DEST toolboxes for specific Training Packages
	other learning resources and materials that have been specifically designed for the e-learning environment
	CD-ROMs that support printed materials
Protocols for the e-learning environmentmay include:	boundaries of communication/standards of behaviour in public 'spaces' - email/forums/bulletin boards/chat including abusive/disruptive/ discriminatory/culturally insensitive language
	guidelines for trainer/facilitator and e-learner

interactions, such as:

service levels

email guidelines, times for sending, expected response times, types of questions that are individual or group directed

email access and lists

chat/forum guidelines, when to submit, when to respond, cut-offs

arrangements for technical support

learning activity and assessment requirements and processes

security systems

expectations/requirements of learners, for example:

participation in learning events and activities

time requirements for submitting work

group work arrangements

being self-directed

being motivated to complete activities alone or to seek help

knowing when and how to collaborate with others

ability to work online and offline as required

technical ability

Technical support needs and mechanismsmay include:	a 'study-buddy' system
	technical support from IT
	meeting accessibility issues
	developing and providing a frequently asked questions (FAQs) service
	identifying technology needs in induction
	problem solving tools
	support with IT literacy
	support to help learners become self-directed e-learners
	occupational health and safety (OHS)

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	guidelines for computer-based work
Learner recognition process may include:	recognition of prior learning (RPL)
	recognition of current competencies (RCC)
	formal qualifications
Relevant persons may include:	self
	other trainers/facilitators/assessors
	support personnel administering RPL/RCC arrangements
The **induction** may be via online orientation, face-to-face, by teleconference and may include:	overview of the qualification/learning program/ course objectives and structure
	appropriate ice breakers
	content of e-learning protocols
	information and discussion on organisational skills and time management in an e-learning environment
	recommendations for online sites to use
	information on chat, forums, bulletin boards
	style of facilitation/level of learner independence expected
	contact details of trainer/facilitator and learners - posting of photographs
	practice session working with and navigating through e-learning materials/resources
	practice session using chat/email facilities
	identifying opportunities available for group discussions and interaction with other learners including social interactions and collaborative work
	distribution of learning resources/learning materials relevant to the qualification/course/program
	checklist completed by all learners to ensure everyone is comfortable with the e-learning navigation, software, e-learning communication tools, media and requirements/expectations
Communication tools and skills may	regular email contact with every individual

include:	e-learner
	being accessible
	fostering a community of learners
	providing alternatives e.g. phone access
Electronic toolsmay include:	those which allow the trainer/facilitator to monitor every entry and movement of the learner
	those which allow the trainer/facilitator some information about what the learner is doing
	Learner/Content Management System, e.g. WebCT
	other electronic methods, e.g. MS Excel and MS Word
	Internet search
	hyperlinks
Facilitation skillsmay include:	guiding learning activities through setting up questions, issues, scenarios to be addressed in chat, forum or email
	observing in forums/chat and intervening when necessary to maintain focus/momentum/engagement
	knowing when to intervene/when to let learners direct themselves
	moderating disruptive, abusive or dominant e-learners
	facilitating group work both online and offline
	assisting learners in locating, using and evaluating online information
	maintaining momentum and motivation of e-learners through ongoing individual contact and feedback
Good practice in e-learningis evolving and may include:	learner focused delivery and support, for example:
	providing both educational and technical support
	offering flexible solutions to suit a range of learner needs

providing opportunities for collaboration

guiding and supporting inquiry and engagement

being flexible to allow for and support a range of appropriate learner skills, learning styles and learner characteristics

ensuring options lead to integrated learning

flexible formative assessment options

appropriate use of technology to suit the learning program and the learner, for example:

blended delivery

mix of print and web-based resources

using educationally sound and quality resources, including:

accurate, relevant and current content

sound pedagogical design

appropriate level of challenge and problem solving in activities for learners

effective usability of resources

immersive and engaging online learning environments that encourage communication and collaboration

Support and guidancemay include:	support with ICT issues, learning difficulties, personal problems that impact on learning
	using individual facilitation techniques to address specific needs
	referring learner to other e-learners or support networks
	adjusting learning or assessment as appropriate
Reviewmay include:	feedback from learners, colleagues, e-learning designers via survey or discussion
	identification of issues in managing/monitoring e-learners and the need

	for changes to contact/monitoring processes
	identification of issues in using the delivery plan and the need for changes/modifications to the plan
	effectiveness of the e-learning protocols, their application and proposed changes
	technology effectiveness
Reflect on own performancemay include:	asking critical questions about performance, problems, methods used and success of learners
	listening to and acting on feedback from learners and others

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation