Australian Government

Department of Education, Employment and Workplace Relations

TAEDES503A Design and develop e-learning resources

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

TAEDES503A Design and develop e-learning resources

Modification History

Version   **Comments**

TAEDES503A Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop e-learning resources.

Application of the Unit

This unit typically applies to those involved in product development relating to e-learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
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

1. Determine the scope and research the e-learning resource	1.1 Clarify the **brief** and **focus** for the e-resource with the client
	1.2 **Research** the l**ikely target audience** for the e-resource, their **characteristics** and learning needs
	1.3 Read, interpret and analyse **existing relevant information** to determine the learning content for an e-learning resource
	1.4 Determine the suitability of an e-learning resource for the likely target audience
	1.5 Identify any **ethical and legal considerations**
	1.6 **Document** findings of the research
2. Design the e-learning resource	2.1 Use knowledge and experience in **learning theory** and **instructional design** to create the **design for the e-learning resource**
	2.2 Consider resources, materials and technical requirements needed for development of the e-learning resource based on the design
	2.3 Present and discuss the design with the client and obtain further feedback of the e-learning resource
	2.4 Incorporate feedback and address any additional issues in the design
	2.5 Confirm with client the design to be developed into the e-learning resource
3. Develop the e-learning resource	3.1 Identify the **relevant people** to collaborate with on the development of the e-learning resources
	3.2 Determine the timelines and resource issues for the production of the e-learning resource
	3.3 Consult and use relevant **technical guidelines and requirements**
	3.4 Address any identified legal or ethical obligations or issues that arise in the development of the e-learning resource
	3.5 Develop content and technical framework of the e-learning resources, and address any issues as they arise with relevant persons
	3.6 Document the development of the e-learning resource
4. Review, trial and evaluate the e-learning process	4.1 Review the e-learning resource against the client brief, likely target audience and learning needs
	4.2 Plan for trial of e-learning resource with potential users
	4.3 Trial the resource with appropriate recording of outcomes and feedback
	4.4 Analyse outcomes and feedback of the trial

	4.5 Make adjustments to finalise the e-learning resource
	4.6 Discuss and reflect on production of the e-learning resource

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify design requirements
  - structure and weight the contents appropriately
  - determine appropriateness of feedback
- communication and interpersonal skills to:
  - clarify requirements with clients
  - collaborate with a range of people
  - seek feedback from others
- literacy and writing skills, including:
  - writing for different audiences
  - writing to the appropriate level
  - using an appropriate style
- review and analysis skills to:
  - identify areas for improvement
  - recognise personal limitations
- research skills to:
  - identify likely target audience
  - find content and relevant information
  - interview relevant people
- problem solving skills to:
  - address design issues
- technology skills to design and develop resources.

Required knowledge

- characteristics of the intended learner group or audience that may impact on learning, including:
  - language, literacy and numeracy competency
  - cultural, educational and other backgrounds
  - attributes or experience
- knowledge of current and emerging technologies available for e-resources
- project management knowledge to ensure the design and development meets requirements of budget, time, resources and administration
- principles around effective learning using technology, including multiple perspectives, opportunity for reflection and collaborative learning, variety and organisation of information
- a range of e-learning environments and products and their suitability for different learning outcomes and audiences

- design models and technical requirements for e-learning resources.

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	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	
	• Research, design and develop e-learning resources that reflect client needs and the contexts of application, including:
	   • the research and design of two e-learning resources, with documented evidence of:
	      • consultation, research and findings
	      • completed designs for the two resources
	   • complete development of one resource with documented evidence of:
	      • a review and trial of the resource, including user feedback and how this impacted on the development of the resource
	      • the final e-learning resource, either complete or in part or sample
	      • the candidate's specific role in the development process.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

Range Statement

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.

Brief may include:	• client proposal • identified gap in the learning product market • tender • organisational need • industry or professional need.
Focus may include:	• unit/s of competency • Training Package qualification/s • set of specific skills • accredited or a non-accredited course • learning program • learning resource.
Research may include:	• Internet research • questionnaires • evaluations of existing products • literature reviews • interviews • informal discussions • focus groups and workshops.
Likely target audience may include:	• who the e-learning resource is designed for • what the e-learning resource is designed for • why an e-learning resource is appropriate for this audience • how the e-learning resource will be used • where the e-learning resource will be used.
Characteristics may include:	• current skills and knowledge • access to computer technology • physical or learning disability • location • language, literacy and numeracy needs • learning styles and preferences • motivation for learning.

Existing relevant information may include:	• units of competency, qualifications and other parts of Training Packages • learning resources • e-learning resources • organisational policy • legal documents or requirements • OHS requirements • technical manuals.
Ethical and legal consideration may include:	• copyright of materials used • privacy or confidentiality issues • anti discrimination laws • occupational health and safety requirements • intellectual property issues.
Document may include:	• minutes of meetings with clients and other client correspondence • research findings • draft materials/ideas • draft e-learning activities • technical specifications • discussions about the e-learning resource • Training Packages, units of competency or other information providing learning content of the e-learning resource.
Learning theory may include:	• behavioural learning theory • cognitive learning theory • experiential learning theory • information processing theory, and • current research on learning as it relates to teaching in an adult environment.
Instructional design may include:	• learner-centred activities and interaction • collaborative learning opportunities • authenticity in learning and assessment activities • presenting material in a logical order and sequence and in order of increasing difficulty • opportunities for review of material and repetition • inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning • structure of information • ensuring learning is embedded in a realistic and

	relevant context • providing feedback to the learner • techniques to engage the learner.

Design for the e-learning resource
should consider:
	• the type of the e-learning resource
	• delivery methods
	  • web based
	  • computer based
	  • digital collaboration
	  • virtual environment
	  • Internet/Intranet/Extranet
	  • Podcasting or Webcasting
	  • m-learning
	  • learning management systems (LMS)
	  • a combination of the above
	• the layout and appearance of the e-learning resource
	• the learning approach of the e-resource:
	  • collaborative learning
	  • problem solving
	  • virtual or simulated environments or scenarios
	  • self-directed learning
	  • discovery learning
	  • process learning
	  • project-based learning
	• learning activities, such as:
	  • tutorials
	  • quizzes, problems or scenarios
	  • case studies
	  • images and graphics
	  • audio
	  • interviews
	  • projects or tasks
	  • simulation
	  • online discussions or forums, e.g. blogs, Wikis.

Relevant people may include:	• project manager • instructional designer • software designer, programmer or author to write the e-resource

	• technical specialist, such as IT experts • graphic artist • content expert and writer • trainer, facilitator and/or assessor involved in the use of the e-learning resource.
Technical guidelines and requirements may include:	• type of electronic media to be used • integration of different electronic media • required software and hardware to develop and use the e-learning resource • transferability of the e-learning resource • accessibility issues, e.g. for users with audio or visual impairment • content formats, e.g. text, visual, audio • storage of the e-learning resource • the use of m-learning technology.

Unit Sector(s)

Learning design

Custom Content Section

Not applicable.