



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS429B Coordinate e-learning programs

Release: 1

CHCEDS429B Coordinate e-learning programs

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS429A Coordinate e-learning programs	CHCEDS429B Coordinate e-learning programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required for education support workers to coordinate learning programs/activities using an e-learning management system

It includes establishing the learning environment, inducting students into the learning program, assisting them to use the available functions of the system, dealing with technical problems and collation of student data from the system to inform reviews

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Establish online learning environment according to provided specification

PERFORMANCE CRITERIA

- 1.1 Identify *e-learning* purpose and *learning program requirements*
- 1.2 Negotiate scope and structure of learning activities and any requirements for assessment with the teacher in line with organisation requirements
- 1.3 Design the *learning space* in collaboration with the course owner in accordance with e-learning goals, *social constructivist approaches*, *school routines* and budgetary considerations
- 1.4 Establish student access to the site in accordance with *educational organisation* requirements
- 1.5 Use *e-learning management system* to record a range of student and course *information*

ELEMENT**PERFORMANCE CRITERIA**

2. Coordinate e-learning activities
 - 2.1 Agree protocols and *netiquette* with e-learners in accordance with organisation requirements
 - 2.2 Induct students into the course procedures and the capability of the e-learning management system
 - 2.3 *Facilitate interaction* between students to encourage and develop a community of learners
 - 2.4 Provide opportunities for students to reflect and record own progress

3. Provide ongoing support for e-learning management system
 - 3.1 Provide students with personal and *technical support* while they are engaged in e-learning through *online communication* and *personal contact*
 - 3.2 Provide support and guidance for students using the e-learning environment, taking into account *student learning characteristics*
 - 3.3 Identify errors or difficulties with e-learning management system and/or *technical infrastructure* and provide ongoing support and solutions
 - 3.4 Provide effective administration of the e-learning management system

4. *Review* the effectiveness of the e-learning course
 - 4.1 Obtain feedback from educational / training organisation on levels of satisfaction with e-learning against *set criteria*
 - 4.2 Collect quantitative data from the e-learning management system and analyse against set criteria
 - 4.3 Take time to *reflect on own performance* as a facilitator of an e-learning management system
 - 4.4 Analyse data collected to identify potential improvements to the delivery of the learning program
 - 4.5 Identify recommendations for improving the facilitation of e-learning programs, resources and tools
 - 4.6 Document recommendations in accordance with the education/training organisation requirements and provide to relevant authorities for consideration

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of learning in a virtual environment
- Technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- Technical knowledge required to work within the e-learning management system e.g. construction of discussion board or tests
- Use of systems that allow monitoring of students
- Structure and content of relevant e-learning resources
- Ethics related to e-learning e.g. duty of care, security of information, plagiarism
- Rationale for the use of different learning activities

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide an integrated demonstration of the application of all elements of competency and their performance criteria
- Adjust an e-learning site and content to suit educational / training organisation requirements
- Adjust e-learning site and content to suit learner and group needs
- Adapt level and type of support to effectively address needs of different learners

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Correctly use e-learning tools e.g. communication tools, learning activity tools,

REQUIRED SKILLS AND KNOWLEDGE

assessment tools, monitoring tools

- Apply high-level organising skills
- Apply technological skills effectively, for example in identifying technical problems and being able to troubleshoot or know where to get required technical assistance
- Use time management skills
- Apply language, literacy and numeracy skills
- Communicate effectively, including negotiation and conflict resolution, to resolve difficulties and complaints

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, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Assessment requires access to a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered within an e-learning educational context, including:
 - an e-learning management system
 - e-learning programs
 - 'students' accessing e-learning programs simulating various problems that may occur
 - relevant documentation and resources normally used in the e-learning education environment

EVIDENCE GUIDE

Methods of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
 - observation
 - demonstration
 - questioning - oral and written
 - scenarios, simulation or role plays
 - authenticated evidence from the workplace/ training programs
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
 - people in rural and remote locations
 - people with disabilities
 - people from culturally and linguistically diverse backgrounds
 - Aboriginal and Torres Strait Islander people
 - women
 - young people
 - older people

Range Statement

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. Add any 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.

RANGE STATEMENT

E-learning refers to:

- The term used to refer to computer-enhanced or managed learning, although it is often extended to include the use of mobile technologies such as PDAs and MP3 players
- It includes the use of, for example:
 - web-based teaching materials
 - multimedia CD-ROMs or web sites
 - discussion boards
 - collaborative software
 - email
 - blogs
 - wikis
 - computer aided assessment
 - simulations
 - games
 - learning management software

And generally involves a combination of different methods being used

- An e-learning environment may include the following characteristics:
 - is independent of a set or scheduled time period
 - 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

Learning program requirements may include:

- Relevant syllabus and approved work programs for a particular State or Territory
- School based subjects and work plans
- School requirements
- Community based training courses
- Vocational education and training courses

RANGE STATEMENT

Learning space may include:

- On-line class areas
- Virtual schooling/classrooms
- Discussion boards
- Chartrooms
- Designated space

Social constructivist approaches refers to:

- View our knowledge as 'constructed', because it does not necessarily reflect any external 'transcendent' realities and is contingent on convention, human perception, and social experience
- Believe that learning is the result of social interactions within a structured knowledge and skill framework
- *Social constructivism* contends that categories of knowledge and reality are actively created by social relationships and interactions

School routines may include:

- Timetables
- Flexible weeks
- Flexible school
- Supervision rosters
- Tutor allocations
- Daily programs

Educational organisation may include:

- Primary schools
- Secondary schools
- Middle schools
- Vocational education and training organisations
- Institutes of technical and further education
- Registered training organisations
- Some community organisations

Education/training organisation requirements will vary according to the organisation's purpose and client base

RANGE STATEMENT

E-learning management system may include:

- Moodle
- Blackboard
- WebCT
- Janison's systems

Information may relate to:

- Enrolment information
- Teacher / facilitator details
- Surveys of learners to identify specific technology skills and support needs for e-learning
- Quizzes and assessment items
- Student details (within scope allowed within learning environments)
- Learning materials
- Learning objects
- Internet links
- Communication protocols

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
- Downloading resources including materials/ notes/ guides from dedicated learning program/course specific web site
- Learning objects (i.e. learning federation, etc.)

RANGE STATEMENT

Protocols for the e-learning interaction and environment may include:

- Boundaries of communication/standards of behaviour while on-line
- Guidelines for trainer/facilitator and e-learner interactions, such as:
 - standard of service levels
 - email guidelines, times for sending, expected response times, types of questions that are individual or group directed
 - email access and lists
 - discussion board guidelines
- Arrangements for technical support
- Learning activity and assessment requirements and processes
- Security systems
- Expectations/requirements of students, for example:
 - participation in learning events and activities
 - time requirements for submitting work
 - group work arrangements
 - ability to work online and offline as required

Netiquette is:

- A term for the conventions of politeness and respect recognised on internet activity (e.g. discussion boards, chat rooms, email, etc)
- These conventions address the relationship between personal behaviour and group phenomena, and outline a set of guidelines for conduct that is conducive to pleasant, efficient and agreeable interaction

RANGE STATEMENT

Facilitate interaction may include:

- Guiding learning activities through setting up questions, issues, scenarios to be addressed in discussion board, data conferences 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

Technical support needs and mechanisms may include:

- Technical support from education organisation / system
- Meeting accessibility issues, e.g. Internet accessibility standard
- Asked questions (FAQS) service
- Problem solving tools
- Support with it literacy
- Support to help learners become self-directed e-learners
- Work health and safety (WHS) guidelines for computer-based work

Online communication may include:

- Text chat
- Chat rooms
- Discussion boards
- Audio contact through VOIP
- Data conferencing

Personal contact may include:

- Face-to-face meetings
- Telephone contact
- Email

RANGE STATEMENT

Student learning characteristics may include:

- Level of expertise in using relevant technologies
- Level and type of experience in an e-learning environment
- Specific needs
- Educational background
- Language, literacy and numeracy needs
- Employment status
- Past learning experiences
- Age
- Level of maturity
- Culture and/or language diversity
- Differing learning styles (e.g. auditory, visual, kinaesthetic, left/right brain, global/analytical, theoretical, activist, reflective)

Technical infrastructure may include:

- Technology to be used in delivery
- Type of online learning management platform, e.g. Blackboard, Moodle
- 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

Review may include:

- Feedback from learners, supervisors, e-learning designers, program owners, etc.
- Identification of issues in managing/monitoring students involved in e-learning
- Identification of issues in e-learning management system operation
- Effectiveness of the e-learning protocols, their application and proposed changes
- Effectiveness of the technology being used

RANGE STATEMENT

Set criteria may include:

- Content
- Presentation
- Technologies
- Student outcomes
- Personal outcomes
- Team outcomes
- Organisation outcomes

Reflect on own performance may include:

- Critical questions about system performance, problem-solving/identification, methods used, etc.
- Listening to and acting on feedback from students and others

Unit Sector(s)

Not Applicable