TAADEL501B Facilitate e-learning
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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

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1 Establish the e-learning environment</td>
<td>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</td>
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<td></td>
<td>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</td>
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<td>1.3 The suitability of e-learning as a delivery mode is considered and appropriate recommendations are made, where required</td>
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<td>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</td>
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<td>1.5 Technical requirements for the e-learning environment are confirmed</td>
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<td>1.6 E-learning resources and materials are trialled and checked for technical glitches</td>
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<td>1.7 Protocols for the e-learning environment are developed and documented</td>
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<td>1.8 Specific technical support needs and mechanisms for e-learners are identified and</td>
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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.
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
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
learning

TAADEL405B Coordinate and facilitate distance-based learning.

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.

The learning strategy provides:

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)

The learning program provides:

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 styles may include:

- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may 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 information may 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 requirements may 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 environment may 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 materials may 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 environment may 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 mechanisms may 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)
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 include:
- regular email contact with every individual

guidelines for computer-based work
include:

- e-learner
- being accessible
- fostering a community of learners
- providing alternatives e.g. phone access

Electronic tools may 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 skills may 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-learning is 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 guidance may 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

Review may 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 performance may 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