Australian Government

Department of Education, Employment and Workplace Relations

TAELED801A Design pedagogy for e-learning

Release 1

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Modification History

Release	Comments
Release 1	This Unit first released with *TAE10 Training and Education Training Package version 3.0.*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate how current pedagogical practices can be transformed to capitalise on the increasing options for learning based on the immediacy, mobility and portability of technology.

The unit develops the advanced theoretical and technical knowledge required to respond to the implications associated with learning now occurring any time, any place, on a range of digital devices, from a variety of digital sources, and with anyone from around the globe.

It develops the skills required to examine highly effective pedagogies based on the increasing use and availability of a wide range of e-learning options.

Application of the Unit

This unit applies to teachers, trainers, educators and facilitators wanting to develop advanced pedagogical skills and knowledge based on the increasing range of learning options now available with technology.

They can use the skills and knowledge to analyse, evaluate and transform information in order to implement, manage and supervise the application of effective pedagogies using a range of e-learning options.

The unit may relate to learning activities in a small to medium sized organisation, or to a significant unit of activity in a large organisation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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

Element	Performance Criteria
1. Evaluate the pedagogical effects of e-learning	1.1 Analyse ***recent research*** into the results of a range of ***e-learning programs*** 1.2 Evaluate ***existing learning practices*** without technology and compare their effectiveness to e-learning 1.3 Use well-developed judgement to identify the most effective current e-learning options 1.4 Use independent judgement to develop ***learning criteria*** to apply to these approaches 1.5 Evaluate the effectiveness of these approaches based on these criteria
2. Generate e-learning options to cater for diversity	2.1 Assess and evaluate e-learning options to cater for the unique learning needs of each learner 2.2 Design an e-learning program that will enable leaners to effectively use technologies that suit their learning needs 2.3 Evaluate the effectiveness of a range of ***readily available technology devices*** 2.4 Evaluate the effectiveness of a range of readily available ***e-learning software options***
3. Initiate self-directed learning using technology	3.1 Plan learning programs that address different ***learning styles*** and increasingly enable learners to direct their own learning through the use of technology 3.2 Implement learning that uses technology to take advantage of ***global access to like-minded learners*** 3.3 Design learning that will enable learners to be ***co-creators of their own learning*** 3.4 Use technologies and software that enable learners to get instant and accurate feedback on their learning
4. Use technology to personalise learning	4.1 Implement a program to allow learners to use a range of web services to create their own ***online learning environment*** 4.2 Use ***online analytical tools and data*** to understand and evaluate learning in an organisation 4.3 Design constructive procedures for learners to access, interpret and effectively use their own analytical learning data

Required Skills and Knowledge

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

Required skills

- communication skills to:
  - advocate for change processes to implement new learning options
  - conduct project-based activities
  - demonstrate effectiveness of new learning options
  - initiate and facilitate group discussions
  - present research findings on the impacts of e-learning strategies
  - seek feedback on e-learning designs
  - share ideas and information
- pedagogical skills related to effective learner progress, in order to:
  - develop differentiated learning programs
  - assess the effects of e-learning
  - initiate self-directed learning
- planning and organising skills to:
  - evaluate e-learning options to cater for the unique learning needs of each learner
  - develop learning strategies for individuals, groups and organisations
  - provide diverse and relevant e-learning options
- teamwork skills to:
  - collect and respond to feedback on e-learning initiatives
  - develop solutions and resources to support e-learning
  - monitor individual, group and organisation interactions
- technology skills to:
  - ensure technology infrastructure supports e-learning initiatives
  - identify and use appropriate e-learning designs and software
  - undertake web-based e-learning research
  - use online collaborative tools to support e-learning initiatives.

Required knowledge

- contemporary policy and approaches to learning and assessment
- content and requirements of the relevant delivery and assessment strategies
- content of learning resources and learning materials
- design and management of e-learning resources
- different learning styles and how to encourage learners
- pedagogical theory and practice, learner interests and changing learning styles, and application of ICT to learning and teaching
- range of individual learner needs and learning contexts
- learning principles relevant to e-learning
- range of appropriate learning strategies, and teaching and assessment methods
- range of individual learner needs and learning contexts

- sources and availability of relevant learning resources and learning materials
- training techniques that enhance learning and when to use them.

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 following is essential: • knowledge of effective learning principles • construction of pedagogically sound, contextually relevant e-learning strategies and improved learning practice • research on theory and practice in relation to advanced e-learning practice, especially where these are enabled by new content solutions; and vocational education and training approaches or technologies.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, relating to the research, construction and testing of advanced learning practice for a specific target audience and learning content in a given vocational education and training context • direct observation of contextual application of skills • oral or written questioning to assess knowledge of constructing and implementing advanced vocational education and training learning practice.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAEASS801A Analyse, implement and evaluate e-assessment • TAEDEL801A Evaluate, implement and use ICT-based educational platforms • TAEDEL802A Use e-learning with social media • TAELED703A Implement improved learning practice.

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.

Recent research may be compiled through:	• evaluation of existing products • focus groups • ICT reports • informal discussions • internet • interviews • literature reviews • questionnaires • workshops.
E-learning programs may include:	• all online – no face-to-face learning sessions • synchronous and asynchronous • blended learning – combination of online and face-to-face • cloud-based • computer-based • face-to-face programs • instructor-led group • self-directed study • self-directed study with subject matter expert • web-based.
Existing learning practices may include:	• class-focussed instruction • classroom teaching • direct instruction • group learning • independent learning • summative assessment • teacher-controlled assessment • teacher-developed curriculum • teacher-directed learning.
Learning criteria may focus on:	• commitment to achievement • extending personal limits • high levels of motivation • learner engagement

	• learning essential skills • personal skill development • positive attitudes to self and others.

Readily available technology devices may include:	• games consoles • GPS devices • iPods • laptop computers • MP3/4 players • personal computers • personal digital assistants • smartphones • tablets • web-enabled televisions.
E-learning software options may include:	• blogging tools • cloud-based options • content authoring tools • dynamic learning objects and activities • online collaborative networks • online learning resources • organisational tools • proprietary learning software • survey tools.
Learning styles may include:	• activist learners • audio learners • kinaesthetic learners • pragmatic learners • reflective learners • self-directed learners • tactile learners • theoretical learners • visual learners.
Global access to like-minded learners may be:	• blogs • collaborative online networks • online expert groups • online forum groups • social networks • wikis.
Co-creators of their own learning may involve:	• communication and collaboration • ICT-enabled research and content creation • use of content authoring tools • web publishing.
Online learning environment may mean:	• content management system • game-based learning • ICT-enabled access to knowledge

	• learning management system • simulated learning • virtual learning environments.
Online analytical tools and data may be:	• adaptive software • data mining tools • direct assessment tools • learning analysis software • software delivering instant feedback.

Unit Sector(s)

Learning and development