



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS321A Use an e-learning management system

Release: 1

CHCEDS321A Use an e-learning management system

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to use an e-learning management system that supports self-directed e-learning within the context of a pre-arranged course or program

The unit also involves putting into place support mechanisms to assist a student to optimise the effectiveness of e-learning processes

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

Use of an e-learning management system may apply to being a direct user or acting as support person to a student

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

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

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare to support e-learning | 1.1 Identify and access organisation's resources to enable e-learning |
| | 1.2 Identify and access resources to support students using an <i>e-learning management system</i> in accordance with organisation requirements |
| | 1.3 Ensure organisation processes and procedures for managing e-learning are in place |
| 2. Preview e-learning management system | 2.1 Test organisation's <i>e-learning management system</i> to ensure completion of an on-line course is possible |
| | 2.2 Check effectiveness of functions of <i>e-learning management system</i> , including email to on-line cohort, discussion boards, downloading of materials and management of work |
| | 2.3 Identify issues impacting on the effectiveness of an <i>e-learning management system</i> and identify changes to enhance its application |
| | 2.4 Access sufficient information to meet the needs of the research brief |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------|---|
| 3. Implement e-learning support | <p>3.1 Confirm learning outcomes with students and teachers and establish access to e-learning technology and materials in accordance with individual needs and the e-learning strategy</p> <p>3.2 Assist students through identified <i>support mechanisms</i> and manage <i>contingencies</i> in accordance with organisation standards</p> <p>3.3 Use learning management system to track e-learning progress and outcomes in accordance with the learning strategy and privacy requirements</p> |
| 4. Review e-learning | <p>3.1 Review the e-learning program in terms of its applicability to the student's needs and the organisation's capacity to support the process</p> <p>3.2 Obtain feedback from students about their level of satisfaction with e-learning against <i>set criteria</i></p> <p>3.3 Gather feedback from <i>other stakeholders</i> on the use of the e-learning management system and e-learning approaches generally</p> <p>3.4 Use feedback to identify areas for follow up or improvement and document recommended changes in accordance with organisation requirements</p> |

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:

- Relevant legislation from all levels of government that affects the operation of an educational institution, especially in regard to occupational health and safety (OHS), child protection/duty of care, equal opportunity, industrial relations and anti-discrimination
- Operation of the internet
- Core management requirements of e-learning systems
- Basic knowledge of the learning process

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively use an e-learning management system
- Apply understanding of the desired learning outcomes for students
- Manage contingencies to the benefit of learners
- Evaluate effectiveness of system and provide feedback

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:

- Use computer technology
- Communicate effectively with both students and supervisors (teachers)
- Obtain and apply feedback from learners and stakeholders
- Apply literacy skills to document use of e-learning management system and record feedback

REQUIRED SKILLS AND KNOWLEDGE

- Apply numeracy skills for managing the use of the e-learning management system
- Relate to students from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Apply problem solving processes effectively for differing hardware / software profiles and manage associated contingencies

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 educational environment where an e-learning management system/s is in use
 - an e-learning management system and courses, documentation and procedures relevant to an educational environment - to be accessed by both 'learner' and 'trainer'

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 management system may include:

- E-learning platforms that use either proprietary or open-source coding
- Systems such as: Claroline, Janison, Moodle, Blackboard, Webct
- Applications that enable the social constructionist approaches to e-learning

Legislation, codes and national standards relevant to the workplace may include:

- Educational legislation
- Award and enterprise agreements
- National, State/territory legislative requirements especially in regard to OHS
- Industry codes of practice
- Copyright laws
- Anti-discrimination legislation
- Privacy legislation

Support mechanisms may include:

- Online teacher / facilitator / mentor
- Site based coach / tutor / aide
- Site or virtual peer group / students
- Technical experts / help desk
- Print-based materials such as instructions, user manuals, etc.

Contingencies may include:

- Technology failure such as computer, broadband access and software malfunctions
- Inadequate e-learning course content or instruction
- Difficulty of e-learning course content
- Insufficient dedicated time available
- Problems with site timetabling
- Differing hardware / software profiles than recommended standards
- Lack of contact with e-learning delivery teacher

RANGE STATEMENT

Set criteria may include:

- Course content
- Course structure
- Presentation styles
- Technologies
- Team outcomes (site based support personnel and delivery team)
- Personal outcomes (student)
- Organisation outcomes

Other stakeholders may include:

- Organised groups
- School management
- Other teachers at the receiving site
- Other team members at the delivering site
- Community members
- Support services, e.g. network administrators
- Students
- Parents

Unit Sector(s)

Not Applicable