



Australian Government

TAELED801 Design pedagogy for e-learning

Release: 1

TAELED801 Design pedagogy for e-learning

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

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

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

Unit Sector

Learning and development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

ELEMENT	PERFORMANCE CRITERIA
	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 enables learners 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

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 1.5,	Sources, analyses and interprets written information to identify relevance to designing options, planning,

	2.1, 2.3, 2.4	implementing and evaluating e-learning practice
Writing	1.4, 2.2, 3.1, 3.3, 4.3	Produce documents relevant to designing e-learning programs, using appropriate language in a format and style appropriate to a specific audience and context, incorporating the analysis of information, and presentation of options for e-learning pedagogies
Interact with others	3.4	Collaborates and consults with others to build knowledge and understanding necessary program implementation, product, and process evaluation
Get the work done	1.1- 1.5, 2.1-2.4, 3.1-3.4, 4.1-4.3	- Plans, organises and completes work according to strategic requirements, taking high level responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes - Uses pedagogical skills and systematic, analytical processes in complex, non-routine situations gathering information and identifying, and evaluating, options based on organisational strategy - Identifies and responds to efficacy questions, and considers options for different or enhanced approaches - Uses information and communications technology (ICT) based tools to conduct research, evaluate products, monitor trends and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAELED801 Design pedagogy for e-learning	TAELED801A Design pedagogy for e-learning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELED801 Design pedagogy for e-learning

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- designing at least one pedagogically sound, contextually relevant e-learning program to improve learning practice
- demonstrating how recent research into advanced e-learning practice has been incorporated into the design.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes a knowledge of:

- contemporary policy, and approaches, to learning and assessment
- content and requirements of the relevant delivery and assessment strategies
- the content of learning resources and learning materials
- the 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 information and communications technology (ICT) to learning and teaching
- the range of individual learner needs and learning contexts
- learning principles relevant to e-learning
- appropriate learning strategies, and teaching, and assessment methods
- the sources and availability of relevant learning resources, and learning materials
- the training techniques that enhance learning, and when to use them.
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning system.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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