



Australian Government

Department of Education, Employment and Workplace Relations

TAEDEL802A Use e-learning with social media

Release: 1

TAEDEL802A Use e-learning with social media

Modification History

Release	Comments
Release 1	This Unit first released with <i>TAE10 Training and Education Training Package version 3.0</i> .

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish a social media learning community to provide the essential skills for contemporary learning for people engaging in the world of work in a global environment.

Application of the Unit

This unit applies to educators taking a leadership position in using social networking as a mode for e-learning to facilitate learning.

This mode promotes constructivist learning, knowledge transfer and problem-solving skills highly relevant in a contemporary age. Connectivism, and the contribution of the collective through online communities, put learners at ease to engage in web-based learning and empower them to perform as confident members of the workforce and community.

The unit may relate to learning activities in an educational institution.

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
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

Element	Performance Criteria
1. Identify and recommend appropriate environment for particular e-learning task	1.1 Analyse and evaluate appropriate learning theories for different forms of e-learning 1.2 Research appropriate sources of information and use research findings to understand the online environments available for the e-learning task 1.3 Analyse and evaluate proposed e-learning task specifications to determine possible online environments 1.4 Establish and justify the recommended social media environment and organisational requirements suitable for the learning task
2. Plan the implementation of the selected social media environment	2.1 Analyse and evaluate the critical success factors of social networking to determine the best fit for the e-learning task 2.2 Identify the learner and learner styles for which the social networking application is suitable 2.3 Prepare and document project management tasks, milestones, dependencies, resourcing, constraints and timelines for the appropriate learning models 2.4 Gather data and prepare a report with data visualisation tools to present the planned effectiveness of implementation and instructional design principles 2.5 Research and present documentation on the current legislation for use of social media protocols, policies and risks in the planning for the online social media environment
3. Implement and evaluate the selected social media community	3.1 Initiate, progress and establish the implementation of the selected social media community 3.2 Identify the attributes of champion users and their training techniques, and promote them to build a dynamic social media environment 3.3 Establish evaluation criteria as key performance indicators (KPIs) and measure the effectiveness of the implementation of the selected social media technologies 3.4 Incorporate a regular reflection, review and report of the evaluation to inform refinement of KPIs
4. Design and establish strategies to sustain the social media community	4.1 Estimate the longevity and nature of the community 4.2 Establish a plan using e-learning resources to encourage broad participation in social networking for learning

	4.3 Establish the steps to develop a self-sustaining community, and then implement and document them 4.4 Identify <i>social media community members</i> and develop <i>recruitment strategies</i>
--	---

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - brainstorm a flexible approach to problem solving
 - build a shared sense of community
 - collaborate and work with learners and subject matter experts
 - identify attributes of learners and champions to sustain a dynamic interaction
 - initiate and facilitate synchronous and asynchronous communication
 - conduct information sharing among a diverse range of learners
- planning and organising skills to:
 - analyse and identify suitable learning practice for diverse learner participation
 - evaluate effectiveness and quality of community interaction and resources
 - implement a strategic plan to build effective online community environments
 - monitor group and individual interactions
 - review, report, action and communicate to social media community
- technology skills to:
 - assess and report on suitability of social media tools
 - build archival trails and resource repository
 - conduct online feedback mechanisms that enable rich content
 - design online community elements, including web applications and dynamic content
 - explore the options of free and customised social media applications
 - implement a range of appropriate learning strategies, and teaching and assessment methods
 - recommend technology for individual learning styles and practice
 - use elements and variety of social media software for uptake by a specific social media community.

Required knowledge

- agreed criteria for assessment of online content and rate
- content repositories relevant to specific community to build resources
- differences between social media communities for education, industry, business and government
- identifying features of a range of learning styles and how to map them to relevant social media tools
- key features of budgeting and cost-benefit analysis
- learner/individual community learning requirements
- options for the presentation of learning materials
- process for assessing quality of dynamic interaction
- processes for transferring and sharing knowledge with learners
- range of assessment tools relevant to social media community activities
- relevant repository of knowledge that can be shared

- skills of champions and mentors
- steps required to build an online social media community
- strategies to build effective interaction using ICT
- tangible and intangible elements of an online social media community.

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 contemporary ICT in an educational environment • documented review of ICT solutions for an educational environment, collaboration, and communication technologies • research on theory and practice in relation to advanced 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 • 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:

	• TAEDEL801A Evaluate, implement and use ICT-based educational platforms • TAELED704A Review enterprise e-learning systems and solutions implementation • TAELED802A Investigate the application of ICT content knowledge.
--	--

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.

<i>Appropriate learning theories</i> may include:	• applied learning • cognitivism • constructivism • discovery learning • experiential learning • inquiry learning • mobile learning • problem-based learning • self-directed learning • technology and learning • theory of multiple intelligences.
<i>Forms of e-learning</i> may vary with:	• assessment or qualification outcomes • blending with other modes of teaching, such as blending classroom with online delivery • instructional design • means of access • mode of teaching • standards compliance • technology involved.
<i>Research findings</i> may be compiled through:	• evaluation of existing products • focus groups • informal discussions • internet • interviews • literature reviews • questionnaires • workshops.
<i>Online environments</i> may include:	• blogs, wikis and nings • computer-supported collaborative learning (CSCL) • content management systems (CMS) • distributed online forums • game-based platforms

	• learning management systems (LMS) • rating and comments systems, e.g. YouTube • virtual and immersive online platforms.
--	---

Organisational requirements may include:	• access and equity principles and practice • code of ethics, creative commons and rights of use and distribution • codes of conduct • Copyright, Privacy and Charter Of Human Rights legislation • goals, objectives, plans, systems and processes • organisational policies for e-learning • policies, procedures and programs on acceptable use • quality and continuous improvement processes and standards.
Social networking may include:	• building repositories of knowledge and artefacts for community sharing in blogs, wikis and nings • participating in distributed online forums • rating and commenting to share and evaluate knowledge systems, e.g. YouTube • using communication and collaboration tools in an LMS to showcase knowledge • using communication and collaboration tools in CMS to share skills and knowledge • using CSCL to communicate and collaborate.
Learner styles may include:	• aural • kinaesthetic • visual.
Constraints relating to organisation's e-learning systems and resources may include:	• anticipated difficulties due to language, literacy and numeracy skills of learners/end users • financial limitations to achieve proposed options • infrastructure logistical issues • limited access of intended learners/end users to the necessary technology • limits of the technology to achieve desired outcomes • low levels of information technology skills of trainers or facilitators and intended learners/end users • restricted access to relevant technical or subject matter experts.

Learning models may include:	• blended • experiential • virtual, e.g. Second Life.
Data visualisation may include:	• dynamic, e.g. Google Docs • motion charts and gadgets, such as Gapminder, InfiView and Nexus.
Instructional design principles may include:	• ensuring learning is embedded in a realistic and relevant context • including a variety of approaches and techniques for presenting information and activities and for encouraging participation • need for authenticity in learning and assessment activities • need for collaborative learning opportunities • need for learner-centred activities and interactivity • opportunities for review of material and repetition • presenting material in a logical order and sequence, and in order of increasing difficulty • providing learner with feedback • structure of the information • techniques to engage the learner in learning.
Current legislation may include:	• Charter of Human Rights and Responsibilities • Copyright Act • Privacy Act • Spam Act.
Policies and risks may include:	• acceptable use policies • code of conduct • digital citizenship • netiquette • security threats to data and information .
Champion users may include:	• experienced users • mentors • users committed to outcomes of the e-learning goals.
Training techniques may include:	• applied learning • collaborative activities • demonstrations • individual activities

	• instruction and explanation • questioning practice • written information.
Longevity may include:	• end goal • ongoing • short term.
Nature may include:	• member-based (people in a similar profession) • ongoing professional learning • project-based.
E-learning resources may include:	• assessment materials • generic skills materials • industry or enterprise-specific materials • information about the audience for the resource's learning objects and activities • professional development materials • self-paced or instructor-led materials • trainer or facilitator materials • Training Package toolboxes.
Social media community members may include:	• active participants • champion users • critics • flammers • lurkers • spoilers.
Recruitment strategies involve:	• establishing a plan • encouraging broader participation in social networking for learning.

Unit Sector(s)

Delivery and facilitation