



Teacher Guide

TAA e-learning electives

**Part of the
Certificate IV and
Diploma in Training and Assessment
(TAA40104 – TAA50104)**

01/06/07: Version 2.0



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This Toolbox (version 2.0) was revised and updated in June 2007. The following changes were made:

- All existing references to ANTA have been updated to DEST.
- Minor technical and content issues have been corrected.
- The copyright and disclaimer information has been updated to reflect DEST standards.
- Metadata has been removed.
- All external websites referenced through the Toolbox have been checked and, where necessary, updated.

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General overview

Purpose

The purpose of this Toolbox is to support flexible delivery of the new e-learning elective units as part of the Certificate IV/Diploma in Training and Assessment qualification and provide resources that support professional development for VTE trainers and assessors.

Please note that this Toolbox (version 2.0) was revised and updated in February 2007. The following changes were made:

- All existing references to ANTA have been updated to DEST.
- 'VET' has been changed to 'VTE'.
- Minor technical and content issues have been corrected.
- The copyright and disclaimer information has been updated to reflect DEST standards.
- Metadata has been removed.
- All external websites referenced through the Toolbox have been checked and, where necessary, updated.

Structure of Toolbox

This Toolbox is designed for delivery either as a whole training course, in small sections, or as single units of competency. It can be used to assist in face-to-face teaching or for remote or online learning.

The three elective units supported by this Toolbox have been grouped into two 'streams' of skill areas. Each stream then contains the unit/s. This enables targeted delivery to suit learners' needs. The streams are colour coded throughout the Toolbox to enable easy recognition, and are as follows:



Delivery & Facilitation (Blue)

TAADEL501A – Facilitate e-learning



Learning Design (Green)

TAADES503A – Research and design e-learning resources

TAADES504A – Develop and evaluate e-learning resources

These streams can be directly accessed through the different coloured cube on the OLS logo found on the Toolbox home page. Each cube represents a unit of competency that can be accessed by clicking on it.

The context

The Toolbox and its learning environment are based on a fictional Registered Training Organisation (RTO) called Optimal Learning Solutions (OLS), which offers assessment and training services to clients in both the VTE and industry sectors.

The learner takes on the role of a trainer/assessor who is required to carry out specific tasks. Each unit within the Toolbox has a structured 'project' that the learner is required to complete. The projects are designed to support as many performance criteria from each unit as possible; either through the actual task/s the learner is required to complete, or via demonstrations and/or scenarios from within the OLS training and assessment context.

We recommend that you complete the interactive TOUR, which is available as a link from the home page, to familiarise yourself with the Toolbox before commencing delivery.

Design objectives

The Toolbox has been designed according to these three main objectives:

1. Creating problem based learning activities, where the learner takes responsibility for their own learning. Learners are given guidance to complete a task and access the appropriate resources to carry it out.
2. Flexibility, providing you with more options for using the Toolbox to suit the different needs of your learners. Collaborative activities such as discussions are suggested in this Trainer's Guide, but they are not included as part of the Toolbox content.
3. Three different levels of learning are offered, with learners being given the choice of how much they want to learn about each process. These are facilitated through the "Project Planner" provided with each unit.

More about the Toolbox design and the learning pathway/s is detailed on the following page.

Structure and learning pathway/s

The diagram below illustrates the basic learning pathway to complete a unit:



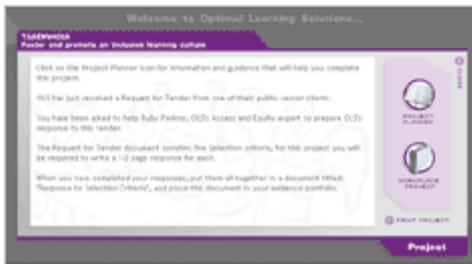
1. Select a unit from the Toolbox home page.



2. The “Project Introduction” opens. This contains the unit descriptor (from the Training Package), a link to:

- the Skills Recognition self-evaluation for the unit,
- the Performance Criteria for the unit, and
- the project for the unit.

PLEASE NOTE: Because of the level of functionality required, the Skills Recognition option will not be available if you are operating with javascript disabled on your browser.



3. The “Project Page”.

Presents an overview of the task/s required for the unit’s project, and a link to the Project Planner.

Learners interested in the Workplace Project option for the unit can find out more about this by clicking the icon here.



4. The Project Planner.

Here, an overview of the unit’s project is provided, with some basic instructions as to what needs to be done. The learner then chooses whichever pathway they prefer, according to their learning needs.

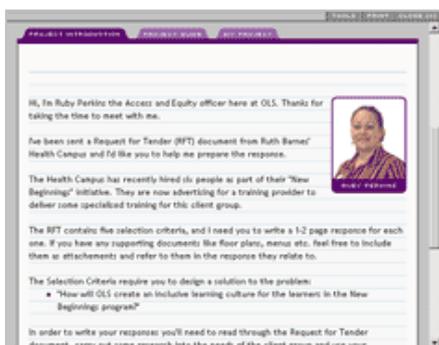
The following section explains how the Project Planner works, and its role in facilitating and supporting the learning process.

The Project Planner



To facilitate the learning process, and provide support and assistance with completing the task/s required for each project, a Project Planner is available for each unit within the Toolbox.

It has been designed to meet a range of learning styles and/or experience levels, giving learners the option to work through the project in a self-managed direction (exploring and working things out for themselves), or a very hands-on guided step-by-step way, or a mix of the two – the learner is free to choose what works best and is not locked in to any one particular pathway. The Project Planner has three sections, as follows:



Project introduction

On this, the opening page of the Project Planner, an OLS staff member says hello and provides an overview of what is required for successful completion of the project.

Having read this, the learner may choose to start working on the project under his/her own direction, using the resource areas of the Toolbox to source the content, documents and other items that they need.



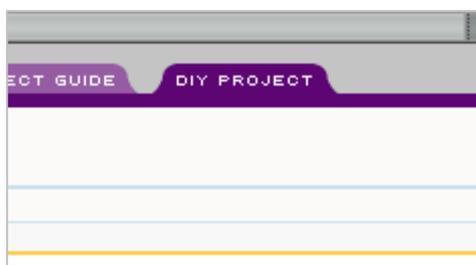
Project guide

Clicking the “Project Guide” tab takes the learner to a page where the OLS staff member guides them through the resources, content, documents and other items that they need to complete the project.

The project is broken down into a series of manageable steps, each one of which usually corresponds to an element of competency from the unit. Instructions are also provided as to the relevance of each step and to explain its application in the context of the competency.

Direct links are provided to everything the learner needs for the project, making location of and navigation to these items simple and user-friendly. Learners can choose to work through the guide from top to bottom (ie; sequentially in the order of the steps), or navigate from step to step in accordance with their learning needs.

Key resources and information are detailed within each step, and we have added any other items of interest (that are not “critical” for completion of the project) down at the bottom of the section under “Additional Resources” for learners who enjoy exploring extra learning opportunities.



DIY project

The “DIY Project” section is ideal for the more confident learner that prefers a more self-directed approach but still needs some support and guidance to complete the project.

This section contains exactly the same selection of resources, content, documents and other items that are provided in the Project Guide, but without the hands-on guidance from the OLS staff member, and also without the step-by-step approach.

Direct links are provided to everything the learner needs for the project, making location of and navigation to these items simple and user-friendly, and we have added any other items of interest (that are not “critical” for completion of the project) down at the bottom of the section under “Additional Resources” for learners who enjoy exploring extra learning opportunities.



The coloured tabs allow quick navigation through the options in the Project Planner.

It is important for learners to be aware that exactly the same information is presented in both the Project Guide and the DIY Project sections – the only difference is in the level of support offered by each one.

The “Workplace Project” option

Each unit within the Toolbox contains a “Workplace Project” section. The concept behind this is that learners may be able to carry out an equivalent or similar project to that proposed in the Toolbox, within their own VTE workplace.

Learners are directed to read carefully through the competency standards and decide whether they feel confident that they could put together a project of their own that would align with the competencies and serve as evidence towards assessment.

Please note that this is designed to be a collaborative undertaking between the learner and the facilitator. You will need to provide guidance and support in this area, and negotiate with the learner to reach agreement on a suitable workplace project.

Target audience

Most end-users of this Toolbox will be from the VTE sector, seeking certification of their competence to work in training, learning design and facilitation, and assessment. It is designed to provide a recognition point for operational training and assessment staff working in a variety of contexts, for example:

- TAFE colleges and private registered training organisations
- privately run businesses
- government departments.

Since the target audience will be mature and possibly already in full time employment, an online learning environment is appropriate as it provides flexibility for the learner. There is a focus on the learner accessing the resources themselves, without being given too many directions. However it is anticipated that the learners will have beginner to average computer skills, though not necessarily be familiar with online learning environments. To assist learners, clear instructions are given, particularly in the tour.

Preparing learners for the resources

If you choose to engage your learners in collaborative activities using a discussion forum, you will need to set up discussion threads prior to commencing an activity. Learners will need to be advised of the requirements for the discussion activities, as these instructions will not be included within the Toolbox.

The learners could be encouraged to use the discussion tool to post any information that they think would be useful to others or to pose questions or seek assistance if required. Instructions may need to be provided to the learners on how to use communication tools such as email, discussion forums and chat.

Encourage learners to work through the tour before starting working on the Toolbox. This provides an orientation to show them how to effectively use the resources and activities within the Toolbox.

Underpinning ideas

Each project within a unit consists of one or more tasks. Resources are suggested and/or provided to assist the learner to complete the projects required. You can organise additional exercises such as discussions and chat sessions, and this Trainer's Guide provides many suggestions for enhancing the learning experience through collaborative work. The learning activities are designed to develop the following key skill areas required for competency in training and assessment practice:

communication skills	time management skills
organisational skills	literacy and language skills
problem solving skills	observation skills
technology skills	research and evaluation skills
proofreading and editing skills	collaboration skills
planning skills	problem solving skills
read and interpret a range of documentation	analysis and interpretation skills

Things you need to know about this Toolbox before you start

The purpose of this Toolbox is to support flexible delivery of the new e-learning elective units as part of the TAA Certificate IV and/or Diploma in Training and Assessment qualification. It requires you to supplement the content with practical tasks and workplace contexts.

Because of the practical nature of training and assessment in the VTE context, not all competencies are covered by the projects for each unit. The projects are designed to cover as many of the core competencies of the unit and the underpinning skills/knowledge required as possible. You'll find a matrix for each unit in this Trainer's Guide, which will show you which competencies are/are not covered by the project, so that you can develop strategies for the supplementary delivery required. We have also provided suggested activities for this within the unit details section of this guide.

For the purpose of the Toolbox, we have had to design each unit as a "stand alone" component, that is; there is no scaffolding from one unit to the next – even within a stream such as delivery or learning design. Therefore, each unit presumes that the learner has not completed any other units within the course. If you are delivering a whole stream, or the whole set of units or even more than one unit from the course, you will need to consider whether the competencies covered in one unit/project address those missing in the project for another. Many of the competencies within individual units are duplicated in others, particularly with units from the same stream, and may therefore be covered by the Toolbox content in another project.

The Toolbox is not designed as an assessment tool, but may be used as support material for your assessment process. The projects are in most cases quite substantial and challenging, and when successfully completed will provide evidence of the learner's progress towards competency in relation to many of the required outcomes for the unit. Further assessment requirements to supplement the Toolbox content are the RTOs responsibility, in accordance with AQTF standards and requirements for competency-based assessment. The matrix mentioned earlier will help you to identify areas within each unit that are not covered by the project, so that you can develop your assessment strategy accordingly.

Terminology used throughout the Toolbox was chosen through consultation with RTOs nationally, and the Industry Skills Council, and is consistent with the TAA Training Package and the glossary/definitions document that supports it. It may not, however, align with the terminology used within your own RTO. Should you wish to change any terminology to suit your own context, a global search/replace through the Toolbox is the easiest way to do this, however please consider that such a change may create inconsistencies between the language/terminology used in the competency standard/s and that of the Toolbox content. All documentation templates have been developed in line with current AQTF standards and guidelines.

In summary, it might help you to think of the Toolbox as a resource – which is what it is designed to be. It will not teach the whole course for you, nor will it assess the units for you. It will, however, provide a sound foundation in the core competencies, skills, knowledge and attitude required of a VTE trainer/assessor at the Certificate IV or Diploma level, and provide learners with opportunities to familiarise themselves with and practice using the skills, knowledge and techniques covered in the competencies. Your challenge is to add to the substantial content and activities offered by the Toolbox to provide your learners with a full learning experience.

Tools required

Users will need a computer (PC or Mac equivalent) with the following software and hardware:

- Microsoft® Internet Explorer 5 or higher
- or Netscape® Navigator 6 or higher
- Macromedia® Flash® 5 player* or higher (<http://www.macromedia.com/downloads/>)
- Adobe® Acrobat® Reader® 4* or higher (<http://www.adobe.com/products/acrobat/readstep2.html>)
- Apple® Quicktime® Movie Player (<http://www.apple.com/quicktime/download>)
- Microsoft® Word and Excel
- A sound card and speakers (for audio, although text alternatives are provided for those without audio capabilities).

This information is available within the Toolbox (from both the “introduction” screen and via the “BEFORE YOU BEGIN” button on the Toolbox home page), and we recommend that you ensure learners have checked that their computer equipment meets these requirements before commencing use of the Toolbox.

NOTE: The Toolbox will immediately detect if a user does not have the required plug-ins and provide directions to specific web sites.

Facilitation requirements

Because trainer focused instructions are not included in the content of this Toolbox, you will need to develop a strategy for communicating with your learners and providing direction to the activities.

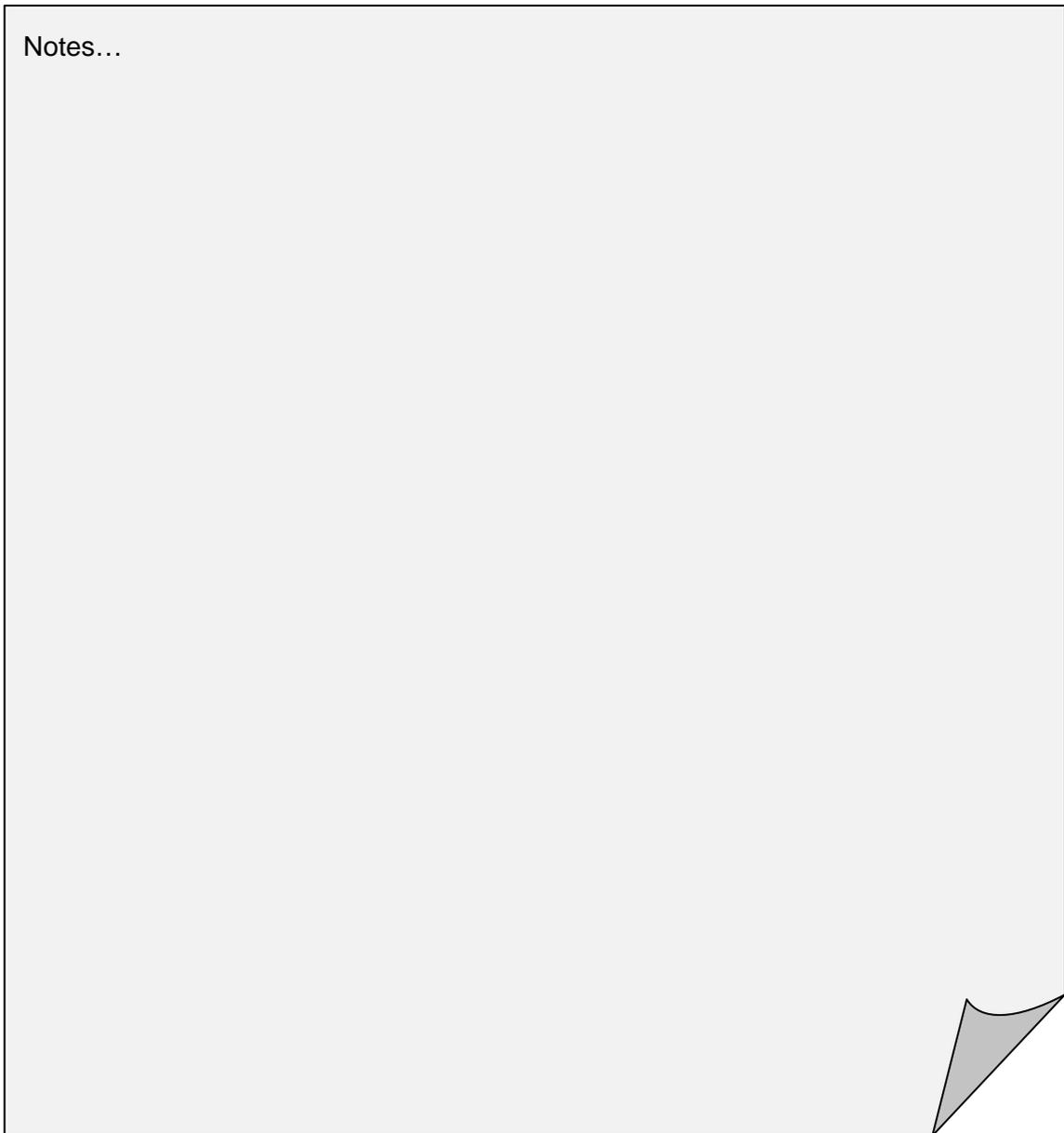
We recommend that you read through the relevant section in this guide and preview the Toolbox content before commencing delivery of each unit of competency so that you can prepare and schedule these events.

Assessment requirements

We have aimed, wherever possible, to cover as many competencies as we could in the project for each unit. In this guide, a matrix is provided that shows which performance criteria are/are not covered explicitly in the project, ie; are not comprehensively applied by the learner in the process of completing the task.

Wherever possible, the performance criteria are applied within the Toolbox context rather than a “real” VTE setting, and in most cases the learner is able to “see” the competency being applied by an OLS staff member, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VTE context will be required before competency can be demonstrated for the purpose of this assessment.

Notes...



About this Trainer’s Guide

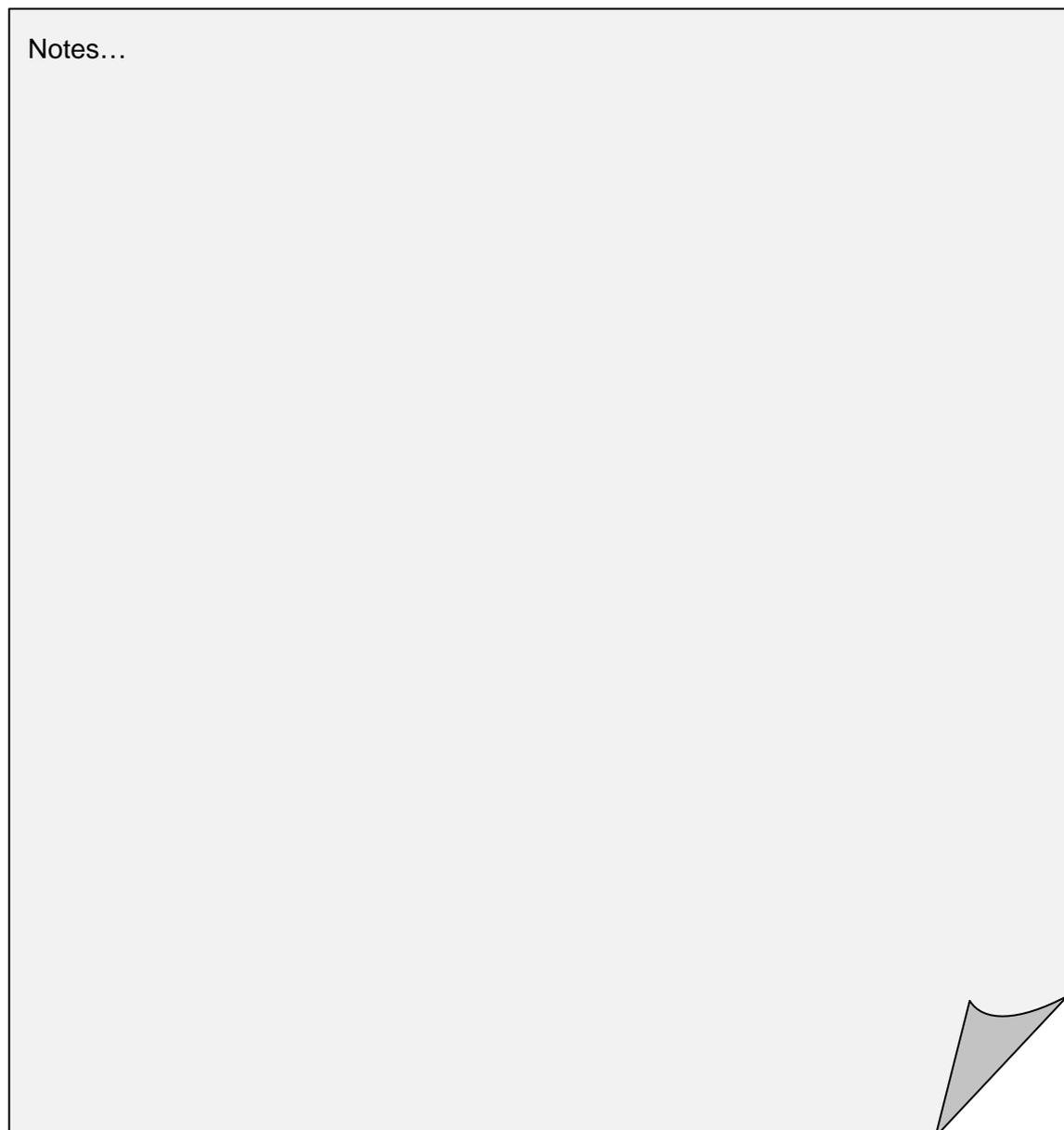
This guide has been developed to assist and support your delivery. It explains all the activities the Toolbox contains, and offers suggested customisation and delivery strategies that will provide you with the opportunity to maximise the learning experience for your learner/s and take full advantage of the collaborative learning environment that can be achieved through facilitated discussions and information sharing amongst a group of learners.

The delivery strategies detailed in this guide are by no means exhaustive – we encourage you to use your creativity to develop additional meaningful learning experiences for your learners.

The Toolbox can ‘stand alone’ and serve as a self-paced learning tool with minimum input from you, however this may not be the most effective delivery strategy and the learner will not be able to cover all the required competencies with the Toolbox content alone. Your role is critical in ensuring a positive learning experience.

Each unit is also intended as a ‘stand alone’, however, there is a distinct relationship between units ‘TAADES503A – Research and design e-learning resources’ and ‘TAADES504A – Develop and evaluate e-learning resources’ that would allow partnering in their delivery. A learner undertaking both of these units would develop working knowledge of the full design and development process.

Notes...

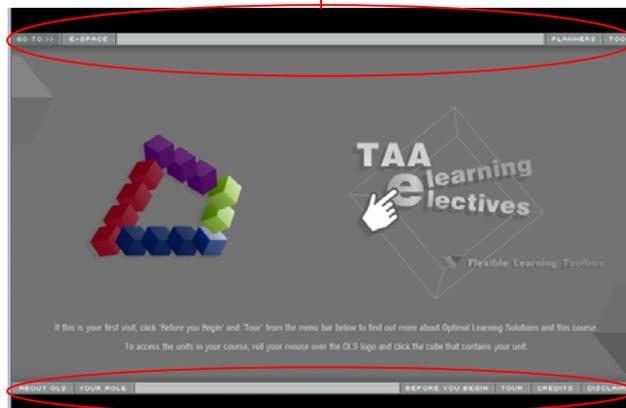


Organising structure and key features of the Toolbox

Home Page (Optimal Learning Solutions) – top menu bar

<p>E-space</p> <p>Contains guides, content, resources, documents, templates, web links and activities to support the units.</p>	<p>Planners</p> <p>Details (and provides links to) all the resources and information within the Toolbox that supports the project for each unit.</p>	<p>Tools</p> <p>Contains a Toolbox-wide search facility, as well as pages for the RTO to add communication tools such as email and discussions.</p>
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KEY RESOURCE AREA



Home Page (Optimal Learning Solutions) – lower menu bar

<p>About OLS</p> <p>Contains information about OLS, their trainers/assessors and their philosophy and learning approach.</p>	<p>Your Role</p> <p>Contains information about the role of the learner in the Toolbox context.</p>	<p>Before you begin</p> <p>Contains information about the software, hardware and plug-ins needed for this Toolbox.</p>
<p>Tour</p> <p>Provides a comprehensive and interactive guide to the Toolbox for first-time users.</p>	<p>Credits</p> <p>Details the development team, contributing organisations and other acknowledgments.</p>	<p>Disclaimer</p> <p>Provides disclaimer and copyright information.</p>

Tools and resources provided

Learners and online mentors are strongly encouraged to work through the tour (accessible from the home page) before beginning any of the activities in the Toolbox.

The tour covers:

- Overview of the Toolbox, its structure and key features, and how to navigate around the areas.
- Working through a unit – how each unit is structured and an overview of the design features.
- Using the Project Planner – explains how this feature works and the support that's available through its use.
- e-space – outlines the features of this area and the resources it contains.
- Personalising your Toolbox experience – provides guidance and suggested options for different learning needs.
- Summary – summarises the tour, and provides a link to a version of the tour that can be easily printed and kept for future reference.

Key Resource areas

The following resources are accessible from both the top menu bar on the Toolbox home page, or via the menu bar at the top left-hand corner of any key resource area within the Toolbox, as pictured below:



Above: the menu bar of the key resource area.

Above: the buttons on the Toolbox home page.

e-space

The e-space is where the core content and supporting resources for the three e-learning elective units reside. Learners meet the various staff within the OLS e-team and learn about their roles in the design and development process. Learners also have the chance to meet Beth, the OLS e-facilitator, the main focus here being on e-learning facilitation.

Should further learning be required to enable the learner to complete a project, they can visit the e-sources section to access Quick Guides, In Focus Magazine, documents, and weblinks. Also available to learners are a series of activities in the e-tivities section and a fully searchable glossary.

Please take a few minutes to explore the e-space and familiarise yourself with the resources and information that are available there.

Planners

Lists the resources needed for each individual project within the Toolbox. Accessing the planners via this button provides you with direct links to the Project Planner for each unit, which is an alternative navigation route that would be quicker than going via the OLS logo/unit pathway.

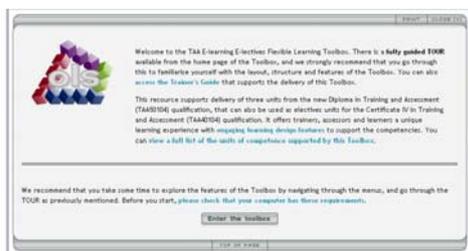
Tools

Here you'll find a Toolbox-wide search facility, as well as placeholders for any collaborative communication tools such as discussions, chat and email, that you may like to use to facilitate your delivery of the Toolbox.

Customisation methods

NOTE: we recommend that you retain the original files in their CD format so that you always have an original copy of the Toolbox as a backup. We also recommend that you check the license details of your Toolbox, to ensure that any customisation you undertake does not contravene the conditions of that license.

The Toolbox ‘Welcome’ screen (*index.htm*)



This page is HTML and can be easily modified. It serves primarily as a “hello” and introduction page, but also as a preparatory screen as it contains information relating to the requirements for the user’s computer.

Some RTOs choose to delete this page, which means that the Toolbox home page will be the first screen users see. If you choose this option (ie; to delete the introduction page), please be aware that learners who do not have the necessary plug-ins installed on their computer (eg Macromedia® Flash®) will be presented with an alert screen that advises them to download the Flash player as pictured below.



Above: the Flash version of the home page.



Above: the “no Flash” alert screen.

The Toolbox home page (*default.htm*)

The home page and all its elements are within a Flash movie and can only be altered using Flash. Changes made to the home page may also need to be reflected elsewhere, since the items on this page are linked with other pages throughout the Toolbox. It is not anticipated that this page will require customisation, unless you wish to remove an object or add an additional feature, and changes to this page require some expertise in the use of Flash. The technical guide (*technical_g.doc*) has detailed instructions to assist in making complex customisations of this nature.

Please note that the content in all the pages accessible via the lower menu bar (About OLS, Your Role etc), with the exception of TOUR, are simple HTML and can be easily modified.

Tour

The tour is built in Flash, but the text content can be easily customised by accessing the file *tour.xml* from the *toolbox\tour\media* folder.

If you wish to change any of the graphics and/or format of the tour, you can access the source files for the Flash movies, however this is not recommended unless you have expertise in the use of Flash. The technical guide (*technical_g.doc*) has detailed instructions to assist in making complex customisations of this nature.

The unit introduction page/s and project page

The unit introduction and project pages (accessed by clicking a cube on the OLS logo from the home page) are Flash movies. You can alter the text in each of these sections by locating and modifying the text within the relevant .xml file, but we do not recommend undertaking any changes more complex than that unless you are experienced with using Flash, simply because each unit contains many separate elements and linked pages and some expertise is required to ensure that any modifications do not affect the functionality of the entire unit.

The technical guide (technical_g) has detailed instructions to assist in making complex customisations of this nature.

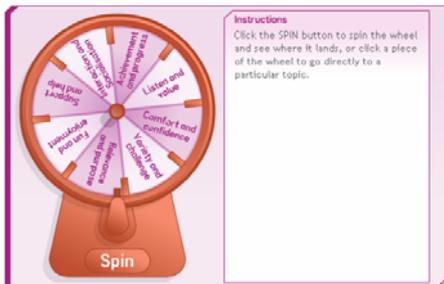


e-space

The navigation and menus for each of these resources areas is Flash®-based and can only be altered using Macromedia® Flash®. We recommend that you seek technical assistance before attempting any changes to the navigation and/or menus, as their design is quite complex.

All content pages within these areas are in HTML format, making them easy to modify. The only exception is the glossary - please refer to the technical guide (technical_g.doc) for instructions on modifying the glossary content.

The interactive elements on some pages, however, are built in Flash and will therefore require you to modify the source file and/or the .xml file that corresponds with each interaction should you want to make any changes. For example, if you wanted to modify the interaction on the page “How do I keep online learners motivated” from Beth McIntosh’s Q&A pages within the e-facilitator area:



Above: the page in Beth’s Q&A section, with the “spin the wheel” interaction.

To modify this interaction, you would need to locate:

motivated.xml (the text used), and
the original source files for the interaction.

These instructions apply to changing the text in any Flash elements throughout the content pages of the Toolbox – simply locate the relevant .xml files in the directory structure if you want to change the text.

The following directions will be helpful if you have trouble locating the file/s you need:

```
<script type="text/javascript" language="JavaScript1.2">
<!--
AC_RunFlContentX (
    "movie", "media/motivated",
    "quality", "high",
    "src", "media/motivated",
    "FlashVars", "datafile=media/motivated.xml",
    "width", "545",
    "height", "350",
    "name", "motivated",
    "id", "motivated" );
//-->
</script>
```

Above: the HTML source code, showing the name of the .xml file highlighted.

Right-click on the page concerned and choose the “View Source” option. In the HTML code, you’ll find the name of the .xml file that you need.

You can then search the Toolbox directory for the required file.

Please note that making changes to the actual interaction itself, such as modifying colours or images used, or the interaction’s functionality, will require some expertise in the use of Flash. Additionally, the interactions are not all built in the same way, so the process for changing the actual interaction and/or its functionality, however, differs according to the design of the interaction, so we recommend you seek technical assistance with this.

Graphics/photos

This Toolbox incorporates many photos and images that you may wish to replace to suit your own delivery context. Simply locate the relevant image file (eg; 'sally.jpg') in the HTML code and then replace it with your own image. Some technical ability is required to ensure that the replacement photo or image is "web" ready.

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Above: the name of the image to be replaced.

Above: a content page from e-team, with a .jpg image to be replaced.

Remember also that any alt tag/s associated with the replaced image may require changing.

Customising the Toolbox for single unit delivery

If you only want to offer one or two units from the Toolbox, or limit access to certain units and/or streams, you can simply disable the links to the units that you do not wish learners to access.

The cube representing that unit will still be visible on the unit menu screen but it will not be selectable by the user. The user is made aware of this by the text that pops up when they roll their mouse over the cube. The word Unavailable will appear in brackets after the unit name.

However, to perform this change you will need to amend an .xml file, and also amend other components that are associated with the unit menu, which requires a level of technical know-how. Full instructions are provided in the technical guide (technical_g.doc) that's included on your Toolbox CD.

About the e-learning electives

TAADEL501A - Facilitate e-learning

(Delivery and Facilitation stream)

Unit Descriptor: This unit specifies the competency required to facilitate learning delivered via electronic media.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VTE setting, or are covered superficially within the project scenario. In most cases, the learner is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VTE context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are not explicitly covered within the project.

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

Element	Performance Criteria	
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

Element	Performance Criteria	
	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

Summary of activity

There is one project in this unit, as presented below.

For this project, Beth has asked you to choose a program which you consider appropriate for delivery in an e-learning environment. This can be either a program that you are already delivering or one that you would like to deliver in an e-learning mode.

This project requires you to complete tasks associated with the following four steps in facilitating e-learning:

- establish the e-learning environment
- introduce e-learning
- guide and facilitate e-learning
- monitor and review e-learning.

Through the Project Planner, the learner is invited to take part in the full development of the e-learning environment, completing a program profile in order to establish the environment and designing an effective induction into this environment. Further to these tasks, the learner will develop three e-learning activities and learn the skills to facilitate these activities in their e-learning environment.

Alternative approaches and suggested collaboration activities

Develop a variety of e-learning activities that can be delivered in a face-to-face or blended learning situation. Many e-tivities that are designed for online delivery can be modified for use in class or group situations.

In groups, conduct role-playing situations where participants are given a role that includes names, personal details, agendas etc and conduct a “live” chat, with a nominated group member as the facilitator. Alternate these roles amongst the group.

Discuss amongst the group what specific considerations should be taken into account in designing e-tivities. This can be related to such issues as learner access to technology (“these particular users are distance learners without up-to-date technology”), learner characteristics (“the users are predominantly adult learners with great variance in e-learning experience”) and suitability for e-learning delivery (“the activity would be best delivered face-to-face/online/print”). Compile these considerations and distribute amongst the group as a checklist.

Conduct a peer-review session, where learners observe, review and discuss each other’s facilitation skills during delivery of an e-learning product.

After taking part in the two e-tivities ‘Shadowing Marcia – effective chat’ and ‘Managing Space and Silence’, rather than have learners post their reflections and analysis in the player’s log, conduct an open discussion about their experiences and thoughts amongst the group.

Notes:

TAADES503A - Research and design e-learning resources

(Learning Design stream)

Unit Descriptor: This unit specifies the competency required to research the requirements for e-learning resources and to design resources based on that research.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VTE setting, or are covered superficially within the project scenario. In most cases, the learner is able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VTE context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are not explicitly covered within the project.

Element	Performance Criteria	
1. Research and interpret the e-learning resource requirements	1.1	The brief, focus and type of e-learning resource is clarified with the client
	1.2	The likely target audience/s and the e-learning environment is researched
	1.3	The characteristics of the learners/end users are identified and their suitability for e-learning is evaluated
	1.4	Existing information which may be relevant is investigated and analysed
	1.5	Training Package and/or other relevant criteria are read, interpreted and analysed to determine suitability for e-learning delivery and assessment solutions and the outcomes of this analysis is clarified with the client
	1.6	Ethical and legal considerations are identified and acted upon
2. Generate options for e-learning resource	2.1	Standards and guidelines relevant to the design and development of e-learning resources are identified and clarified
	2.2	Competency standards or other relevant criteria are interpreted to generate and conceptualise design ideas in conjunction with other people
	2.3	Principles of instructional design, other design techniques and learning theory are applied in

Element	Performance Criteria	
		proposing and selecting suitable ideas for the e-learning resource
	2.4	Possible constraints are identified and considered in developing design options
	2.5	Materials for the trainer/facilitator are identified and documented
	2.6	A preferred design concept is selected and justified as meeting the client requirements
3. Create the design concept	3.1	Critical feedback is sought from relevant persons and is interpreted to modify and improve the design concept, as required
	3.2	Collaborative arrangements to finalise the design concept are established, where appropriate
	3.3	Sample content is developed which reflects the demonstrated application of e-learning instructional design principles and contains appropriate e-learning activities
	3.4	The design demonstrates flexibility of application with contingency pathways integrated and described in the concept
	3.5	Learner, trainer/facilitator support mechanisms are built into the design
	3.6	A representation of the e-learning resource is created
4. Finalise the e-learning design concept	4.1	The design concept is reviewed in conjunction with relevant persons
	4.2	The review process addresses relevant criteria to ensure relevance to the product and learner needs
	4.3	The design concept is adjusted where required and finalised

Element	Performance Criteria	
	4.4	The design concept is approved by the client

Summary of activity

There is one project in this unit, as presented below.

For this project, Andrew has asked you to research, create and evaluate a design concept for an e-learning resource for your own use or for use by an internal or external client. This project will require you to cover the following four criteria:

- research and interpret the e-learning resource requirements
- generate options for an e-learning resource
- create the design concept
- finalise the e-learning concept.

Through the Project Planner, the learner is required to create an outline of such elements as learning styles, competency standards and e-learning technologies available. The second stage sees the refining of the outlines and the selection of an appropriate design concept, based on sound instructional design principles. The final stages involve creating the design concept and finalising it through review and feedback.

Alternative approaches and suggested collaboration activities

Within the group, nominate a number of topics and encourage the learners to research existing content related to these. Discuss such issues as copyright in using existing content.

Divide the group into small teams and give each team a particular topic. Allow the group to discuss a variety of delivery methods for that topic (for example, facilitated online discussion, DVD-based, Microsoft® PowerPoint® presentation etc), select their best three suggestions and then present to the class via a discussion board, including justification and reasoning for their decisions.

In small groups, create a fictitious client and identify their need for a particular educational interaction within an e-learning context. The groups will be required to develop a brief design concept for this interaction. This task includes discussing the design concept format within the group and then the construction of the actual design concept. The groups will nominate a spokesperson and then pass their design concept to another group who will review it for clarity, instructional design principles, quality assurance etc. Each spokesperson for the reviewing group will then take general feedback in the form of improvements and commendations to the designing group.

Discuss the various needs and learning styles of a range of learner demographics (adult learners, 15-19 year olds, Indigenous learners etc) and how they would impact on designing an e-learning resource. Summarise the responses and points raised and then use this information to devise a number of strategies amongst the class that would cater to the various learner demographics.

TAADES504A - Develop and evaluate e-learning resources

(Learning Design stream)

Unit Descriptor: This unit specifies the competency required to develop and evaluate e-learning resources based on an agreed design concept.

The related performance criteria are detailed in the following table. Please note that some of the competencies are applied within the Toolbox context rather than a “real” VTE setting, or are covered superficially within the project scenario. In most cases, the learners are able to “see” the competency being applied by an OLS trainer/assessor, or read about how the competency applies to the scenario, but may not be able to actually undertake the competency themselves during completion of the project. Therefore, further evidence from the learner’s own VTE context will be required before competency can be demonstrated.

Performance criteria that are shaded grey are covered at a basic level within the content. Evidence gathered to satisfy these criteria may need to be from a “real life” context.

Element	Performance Criteria	
Elements define the critical outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Italicised terms are elaborated in the Range Statement.	
Participate in the development process	1.1	Individuals who can contribute expertise to the e-learning resource development are identified and proposed to the project manager
	1.2	Own role in developing the e-learning resource is identified and agreed with the project manager including responsibilities for client liaison, where relevant
	1.3	Roles of each team member and their contribution to developing the e-learning resource are clarified through team discussions
	1.4	A collaborative work ethic with team members is demonstrated throughout the development process
	1.5	Appropriate documentation is maintained throughout the development process
Develop the e-learning resource prototype in conjunction with others	2.1	The design concept and any relevant standards or guidelines are read, interpreted and clarified

Element	Performance Criteria	
	2.2	The identified target audience and their learning needs and characteristics are identified or confirmed using information from the design phase
	2.3	The technical parameters and technological requirements are discussed with team members throughout development phase
	2.4	Learning expertise is applied to write or present the learning content for the prototype in accordance with the quality requirements of the design concept
	2.5	Technical and/or content issues are raised with relevant persons immediately they arise and collaborative approaches are used to resolve them
Trial and evaluate the e-learning resource prototype	3.1	Tools which specify relevant criteria for trialling and evaluation are developed in collaboration with others
	3.2	Trial sites/audiences/users are identified, confirmed and the trialling/evaluation process is undertaken in collaboration with others
	3.3	Feedback and results from the evaluation are documented and analysed to determine any changes or improvements relating to own areas/s of development responsibility
	3.4	Identified modifications are made and the prototype is finalised in collaboration with others
Collaborate in developing the full e-learning resource	4.1	Designated responsibilities in developing the e-learning resource are carried out and any milestones, budgets and timelines are met
	4.2	Other members of the project team are supported in fully developing and completing their designated components of the resource
	4.3	The completed e-learning resource is evaluated through a collaborative process with team members against criteria, standards and guidelines

Summary of activity

There is one project for this unit, as presented below:

As part of your on going professional development, you have been invited to work collaboratively as part of a design and development team to develop and evaluate an e-learning resource. You can choose the content you wish to develop and the kind of e-learning you support in line with the needs of your own learners. For this project, you'll need to:

- take an active role in the development of an e-learning resource, working collaboratively with others within a design and development team environment
- develop the e-learning resource prototype
- trial and evaluate your e-learning resource and utilise the feedback to change and/or improve your e-learning resource, and
- collaborate in developing the e-learning resource.

The project involves the learner taking part in a design and development team, researching the roles involved and the collaboration between each. Further to this, the learner begins the development of their e-learning prototype in accordance with technical parameters and requirements as well as the learning needs and characteristics of their target audience. The final stages involve testing the prototype and developing the final resource according to agreed standards and guidelines. This also includes meeting project milestones, budgets and timelines.

Alternative approaches and suggested collaboration activities

Allocate small groups and designate each group one of the three e-learning units within this Toolbox. Allocate 15 – 20 minutes and allow the groups to go through the unit and evaluate it on a variety of criteria including ease of use, quality of content, functionality, instructional design principles and overall aesthetic. Discuss each group's findings.

Within small groups, designate each member the role of a design and development team specialist (team leader, developer, instructional designer etc). Each member should then explain what their role within the project is and indicate who they interact with on a frequent, regular and not-so-often basis. Further to this, tasks within a project can be named and group members are then to indicate who would be responsible for them.

Take an existing design concept and allow groups to draw up technical parameters and technical needs for the prototype to be constructed from it. This will include such elements as software technologies used to develop the product, possible formats used within the prototype (XML, HTML, Macromedia® Flash® etc), the parameters that need to be adhered to (PC and/or Macintosh® delivery, hardware specifications etc) and technology needed to implement the final prototype (CD or DVD burning software, FTP software for uploading to the Internet etc.)

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