
TAE50111 Diploma of Vocational Education and Training

TAEDES501A Design and Develop Learning Strategies

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TAEDES501A DESIGN AND DEVELOP LEARNING STRATEGIES: FRAMEWORK

Training Packages, Accredited Courses, Meeting Client Needs

The TAE50111 Diploma of Vocational Education and Training course is offered through a Training Package which is a set of nationally endorsed standards and qualifications used to recognise and access the skills and knowledge participants need to perform effectively in the workplace.

Although Training Packages specify the skills and knowledge required to perform effectively in the workplace, they do not prescribe how participants should be trained. Therefore it is the responsibility of teachers, trainers, supervisors to develop *learning strategies* to accommodate learners and their circumstances in a variety of settings.

For this Unit, participants need to address the following *Elements and Performance Criteria* as specified in the Training Package.

Element 1 Determine the parameters of the learning strategy

The Performance Criteria focus on the purpose of the learning strategy, i.e. what is the learning strategy going to achieve? Who is the target group? How do we ascertain learning needs?

Choosing an appropriate option to meet the needs of the target group is essential. For instance, the *options* could be;

- Addressing each unit of competency separately unit by unit or clustering units in meaningful combinations, for example Learning Strategies can be clustered with Learning Resources and Evaluate a Training Program, forming an integrated learning framework
- Designing around work structures, work organisation and work activities
- Building from less complex to more complex tasks, skills, knowledge, learning objectives and outcomes.

Not all teachers or trainers deliver in the same learning manner, so it makes sense to consult with colleagues to confirm the right learning strategy for the target audience.

Element 2 Develop the framework for the learning strategy

The Performance Criteria focus on developing a learning strategy that reflects the requirements of the qualification.

Make the effort to analyse industry or organisational documentation to secure additional and supporting requirements. Participants come from various fields to complete the TAE50111 Diploma of Vocational Education and Training qualification, so keep in mind that workplace policies and procedures can be of value in delivering a positive learning strategy. Also worth considering are:

- Industry codes of practice, guidance notes, information on hazard and risk control
- Business and risk management strategies
- Job descriptions
- Regulatory requirements related to the job
- Outcomes, recommendations of training needs analyses (TNA's).

Do not overlook existing training or learner support materials, along with existing course information and curriculum and search for research documents that give some insight into learning design.

Use appropriate learning theories and instructional design principles to support your learning strategy.

Element 3 Devise the content and structure of the learning strategy

The Performance Criteria focus on the content to be addressed for this Unit, such that sequencing the content enables the learner to quickly attach themselves to the knowledge and skills required in incremental steps. The sequencing of content also helps to determine the overall timelines within operating constraints.

It is crucial to specify actual outcomes of the learning strategy to be achieved, otherwise participants will not work in a logical progression and gaps appear in their evidence.

Vital to all learning strategies is the delivery, taking into account the learning parameters, design framework and learning context. Learning and session plans may help some individual teachers and trainers, but unfortunately they have taken on the connotation of compliance-driven documents. Session plans are attempts to prejudge what might happen in the delivery of content, but have little value in learning strategies. It is not possible to forecast how client groups will react to content or strategy and sticking to an artificial session plan can lead to poor learning outcomes. A pragmatic approach is necessary in the delivery based on a session plan.

Learning strategies need flexibility and creativity along with learner group curiosity. The teacher/trainer holds the key to success – not a process-driven document.

Element 4 Review the learning strategy

The Performance Criteria focus on how to review learning strategies in collaboration with colleagues before and after implementation in a learning context. The teacher/trainer needs to include relevant and practical measures to identify difficulties in the learning strategy – and whether a quality document has been written in the first place. Once the measures have been adopted and carried out in a learning context, then recommendations and changes need to be addressed so that the review process has meaning and value? Teachers/trainers have to make modifications to the learning strategy as part of a continuous improvement process.

National Skills Standard council (NSSC)

Training Packages are endorsed by the National Skills Standard Council (NSSC), agreed to by State and Territory members for vocational education and training.

The endorsed components are:

- Qualifications Framework
- Assessment Guidelines
- Competency Standards.

The non-endorsed components are:

- Learning Strategy
- Assessment Materials
- Professional Development Materials.

Accredited Courses

An accredited course is a nationally recognised and developed course to meet training needs not met by Training Packages. An accredited course by an RTO can include Training Package units where possible. If none are suitable, course developers can write their own. For some accredited courses units from more than one Training Package can form a new qualification.

Value of the TAE50111 Diploma of Vocational Education and Training

For TAE50111 Diploma of Vocational Education and Training a teacher/trainer with this qualification should be able to:

- Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- Analyse and plan approaches to technical problems or management requirements

- Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- Evaluate information using it to forecast for planning or research purposes
- Take responsibility for own outputs in relation to broad quantity and quality parameters
- Take limited responsibility for the achievement of group outcomes.

Skills Sets

Learning design and strategies are linked to Skill Sets defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which meet an industry need. Teachers/trainers can offer Skill Sets to a variety of organisations to help them upskill or lead to a full qualification.

Competency Based Training (CBT)

It is imperative that teachers/trainers/supervisors/resource writers and policy makers take a closer look at what CBT offers for the workplace. While the VET sector deals in competency based outcomes and skills, there are issues about CBT that need closer scrutiny. With CBT, participants are told what to study and assessment is extremely resource intensive with assessors ticking off competencies rather than exercising professional judgment as to whether a participant can demonstrate the requisite knowledge and skill in a workplace setting. This has led to the criticism that TAFE courses are 'tick and flick' in nature.

What seems to be missing is creativity, flexibility, curiosity and adaptability which have significant value in learning design.

The early strengths of CBT system with focus on workplace verification has given way to a system where competency is tied to qualification based upon layered assessment processes which is administratively burdensome for teachers/trainers and administrative staff.

The cry of one-size-fits-all model of CBT is still heard among thinkers in higher education. From some perspectives current CBT is process-focussed, purely competency based and focusses on past solutions with little provision to accommodate innovative solutions to address an increasingly complex workplace environment. There is also a significant reliance on rote learning and assessment methods which do not afford deep and long term learning. Unfortunately with intrusive quality audits, artificial outcomes seem to be the norm with little attention to the learning.

For teachers/trainers in the 21st century the issues to consider in a learning environment are:

- What is the purpose of the training offered?
- What is the desired learning outcome?
- Who is the target audience?
- What is their role in their organisation?
- How will learning design achieve results?
- Have I the right learning strategy?

Employability Skills

For Training Packages to work emphasis on employability skills is a must so that employers know participants have the capabilities to work efficiently and effectively. Employability skills focus on:

- Communication skills
- problem-solving skills
- initiative and enterprise skills
- technology skills
- planning and organisational skills
- learning skills and
- self-management skills.

Contextualising

Contextualising is an activity undertaken by teachers/trainers to make units of competency relevant and meaningful to learners. This activity involves incorporating industry/enterprise work practices into the teaching/training and learning process. Contextualisation enables endorsed units of competency to be adjusted/adapted to reflect the immediate context in which the units are to be used.

Contextualising for what end!

1. Contextualising provides the opportunity to address the individual needs of learners
2. Contextualising makes learning more meaningful
3. According to adult learning principles, people learn best when the learning is immediately identified as relevant. It is relevant to learners when the learning activities are based on concrete examples or actual work activities
4. Contextualising motivates learners to continue with their learning program when they can easily imagine the world of work and comprehend the relevance of their learning activities
5. The use of work-related examples and activities leads to learners reflecting on how this applies to their own work practice and supports the transfer of learning
6. Contextualising provides the opportunity for teachers to address the needs of industry for a workforce with specific enterprise skills and knowledge, as well as developing workers who can think, adapt and be innovative
7. Contextualising is required by and supported in the implementation of Training Package qualifications.

[illegible]

Contextualising: a four-step approach

The following steps provide a guide to contextualising in your particular field. However, contextualising is not always a clear step-by-step process. After all, we are dealing with human behaviour constantly in our teaching/training.

1. Be familiar with your cluster/s of competency, i.e. examine the elements and performance criteria, use the range statements and employability skills
2. Get to know your learners, i.e. take time to gather information about your learner group, identify the gaps in knowledge and skills, learn about their work experience, and find out their preferred learning style
3. Take account of the learning setting, i.e. make sure the learning setting is used to your advantage in traditional classrooms, and in field work using where applicable, case studies in the learning location. Make use of the organisation's policies and procedures and actual working conditions
4. Develop learning activities, i.e. have some understanding of the particular learners and how they cope with their learning setting and contextualise the units of competency to be delivered.



Task 2

The Learner Profile

As an exercise consider a particular group of learners you are working with now or in recent times. Complete the Learner Profile below.

Training Package Qualification used

Age span of group of learners

Gender mix of group/class

Cultural Background of learners

Educational background of learners

Language, literacy and numeracy levels

Work experience

Previous learning experience

Physical ability

Specific skill needs required

Specific knowledge needs

Learning Strategies: Adult Learning

In order that relevant, meaningful, measurable and vital learning strategies are developed and implemented in a learning environment, the following four principles of adult learning should be considered:

1. Learners need to have control over their learning and must take an active role in how they want to learn, otherwise complacency, low morale and lack of motivation sets in
2. Learning must be experiential in nature, such that what is offered to them is authentic and not contrived, and learners need to draw on their own experiences
3. Learning is a co-operative venture such that learners need to interact with each other and be respectful to learners' ideas, problems and have a voice in the learning environment

4. Learning is reflective in nature so that learners have the opportunity to debate and challenge ideas and have time to absorb new knowledge and skills.

Learning Strategy: what is it?

There are various definitions on what an actual learning strategy is in a learning environment. For some critics, it is the overall learning plan used to contextualise units of competency; for others the term is used to describe the particular method that a teacher/trainer would use to facilitate the learning process; others say it is more comprehensive, such as planned methods and techniques for facilitating and enhancing learning; some critics equate learning strategies with learning styles, e.g. visual/verbal; more specifically a learning strategy is a person's approach to learning and using information; others talk of learning or instructional strategies that determine the approach for achieving the learning objectives, including learner activities, assessment and learning styles.

However, no single learning strategy is a panacea. It is important to use a *blended* approach. Learning strategies must be tied to the needs and interest of learners to enhance their learning.

Learning Strategies in Operation

VET practitioners develop and implement a variety of actual learning strategies as they go about the business of teaching/training in various learning settings. Various approaches, methods, techniques are used to impart knowledge and skills. Working in groups or pairs can be valuable in the learning process.

Brainstorming is a common learning strategy whereby learners are asked to recall what they know about a subject by generating terms and ideas related to it. In brainstorming learners are encouraged to stretch what they know by forming creative connections between prior knowledge and new possibilities.

Another active learning strategy is a *front-on approach* where the teacher/trainer directs questions at the beginning of the class or workshop to learners individually. Although challenging this approach immediately engages the learners in discussion on the topic and lets them know their views are worthwhile. The feedback on such an approach is valuable to the teacher/trainer who gains some insight into the knowledge of the learners in the class, workshop or field.

The *activity approach* is well used in the learning strategy as learners carry out selected tasks either individually or in pairs, so interaction becomes a positive component in the learning environment.

LEARNING STYLES AND STRATEGIES

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Active and Reflective Learners

- Active learners tend to retain and understand information best by doing something active with it--discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.
- "Let's try it out and see how it works" is an active learner's phrase; "Let's think it through first" is the reflective learner's response.
- Active learners tend to like group work more than reflective learners, who prefer working alone.
- Sitting through lectures without getting to do anything physical but take notes is hard for both learning types, but particularly hard for active learners.

Everybody is active sometimes and reflective sometimes. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If you always act before reflecting you can jump into things prematurely and get into trouble, while if you spend too much time reflecting you may never get anything done.

How can active learners help themselves?

If you are an active learner in a class that allows little or no class time for discussion or problem-solving activities, you should try to compensate for these lacks when you study. Study in a group in which the members take turns explaining different topics to each other. Work with others to guess what you will be asked on the next test and figure out how you will answer. You will always retain information better if you find ways to do something with it.

How can reflective learners help themselves?

If you are a reflective learner in a class that allows little or no class time for thinking about new information, you should try to compensate for this lack when you study. Don't simply read or memorize the material; stop periodically to review what you have read and to think of possible questions or applications. You might find it helpful to write

short summaries of readings or class notes in your own words. Doing so may take extra time but will enable you to retain the material more effectively.

Sensing and Intuitive Learners

- Sensing learners tend to like learning facts; intuitive learners often prefer discovering possibilities and relationships.
- Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition. Sensors are more likely than intuitors to resent being tested on material that has not been explicitly covered in class.
- Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.
- Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.
- Sensors don't like courses that have no apparent connection to the real world; intuitors don't like "plug-and-chug" courses that involve a lot of memorization and routine calculations.

Everybody is sensing sometimes and intuitive sometimes. Your preference for one or the other may be strong, moderate, or mild. To be effective as a learner and problem solver, you need to be able to function both ways. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work; if you overemphasize sensing, you may rely too much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

How can sensing learners help themselves?

Sensors remember and understand information best if they can see how it connects to the real world. If you are in a class where most of the material is abstract and theoretical, you may have difficulty. Ask your instructor for specific examples of concepts and procedures, and find out how the concepts apply in practice. If the teacher does not provide enough specifics, try to find some in your course text or other references or by brainstorming with friends or classmates.

How can intuitive learners help themselves?

Many college lecture classes are aimed at intuitors. However, if you are an intutor and you happen to be in a class that deals primarily with memorization and rote substitution in formulas, you may have trouble with boredom. Ask your instructor for interpretations or theories that link the facts, or try to find the connections yourself. You may also be prone to careless mistakes on tests because you are impatient with details and don't like

repetition (as in checking your completed solutions). Take time to read the entire question before you start answering and be sure to check your results

Visual and Verbal Learners

Visual learners remember best what they see--pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners get more out of words--written and spoken explanations. Everyone learns more when information is presented both visually and verbally.

In most college classes very little visual information is presented: students mainly listen to lectures and read material written on chalkboards and in textbooks and handouts. Unfortunately, most people are visual learners, which means that most students do not get nearly as much as they would if more visual presentation were used in class. Good learners are capable of processing information presented either visually or verbally.

How can visual learners help themselves?

If you are a visual learner, try to find diagrams, sketches, schematics, photographs, flow charts, or any other visual representation of course material that is predominantly verbal. Ask your instructor, consult reference books, and see if any videotapes or CD-ROM displays of the course material are available. Prepare a concept map by listing key points, enclosing them in boxes or circles, and drawing lines with arrows between concepts to show connections. Colour-code your notes with a highlighter so that everything relating to one topic is the same colour.

How can verbal learners help themselves?

Write summaries or outlines of course material in your own words. Working in groups can be particularly effective: you gain understanding of material by hearing classmates' explanations and you learn even more when you do the explaining.

Sequential and Global Learners

- Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."
- Sequential learners tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

Many people who read this description may conclude incorrectly that they are global, since everyone has experienced bewilderment followed by a sudden flash of understanding. What makes you global or not is what happens before the light bulb goes on. Sequential learners may not fully understand the material but they can nevertheless do something with it (like solve the homework problems or pass the test) since the pieces they have absorbed are logically connected. Strongly global learners who lack good sequential thinking abilities, on the other hand, may have serious difficulties until they have the big picture. Even after they have it, they may be fuzzy about the details of the subject, while sequential learners may know a lot about specific aspects of a subject but may have trouble relating them to different aspects of the same subject or to different subjects.

How can sequential learners help themselves?

Most college courses are taught in a sequential manner. However, if you are a sequential learner and you have an instructor who jumps around from topic to topic or skips steps, you may have difficulty following and remembering. Ask the instructor to fill in the skipped steps, or fill them in yourself by consulting references. When you are studying, take the time to outline the lecture material for yourself in logical order. In the long run doing so will save you time. You might also try to strengthen your global thinking skills by relating each new topic you study to things you already know. The more you can do so, the deeper your understanding of the topic is likely to be.

How can global learners help themselves?

If you are a global learner, it can be helpful for you to realize that you need the big picture of a subject before you can master details. If your instructor plunges directly into new topics without bothering to explain how they relate to what you already know, it can cause problems for you. Fortunately, there are steps you can take that may help you get the big picture more rapidly. Before you begin to study the first section of a chapter in a text, skim through the entire chapter to get an overview. Doing so may be time-consuming initially but it may save you from going over and over individual parts later. Instead of spending a short time on every subject every night, you might find it more productive to immerse yourself in individual subjects for large blocks. Try to relate the subject to things you already know, either by asking the instructor to help you see connections or by consulting references. Above all, don't lose faith in yourself; you will eventually understand the new material, and once you do your understanding of how it connects to other topics and disciplines may enable you to apply it in ways that most sequential thinkers would never dream of.

LEARNING STYLES TEST

This test is to find out something about your preferred learning method. Research on the left/right brain differences and also on learning personality differences suggest that each person has a preferred way to receive and communicate information. Choose the answer that best explains your preference and mark the letter (V, R, A, or K). If only a single answer does not match your perception, please indicate the second or third choices.

- 1. You are about to give directions to a person. She is staying in a hotel in town and wants to visit your house. She has a rental car. Would you:**
 - V. draw a map on paper?
 - R. write down the directions (without a map?)
 - A. tell her the directions?
 - K. collect her from the hotel in your car?

- 2. You are staying in a hotel and have a rental car. You would like to visit a friend whose address/location you do not know. Would you like them to:**
 - V. draw you a map?
 - R. write down the directions (without a map?)
 - A. tell you directions?
 - K. collect you from the hotel in their car?

- 3. You have just received a copy of your itinerary for a world trip. This is of interest to your friend. Would you:**
 - A. call her immediately and tell her about it?
 - R. send her a copy of the printed itinerary?
 - V. show her a map of the world?

- 4. You are going to cook a dessert as a special treat for your family. Do you:**
 - K. cook something familiar without the need for instructions?
 - V. thumb through a cookbook looking for ideas from the pictures?
 - R. refer to a specific cookbook where there is a good recipe?
 - A. ask for advice from others?

- K. drive them to a national park?
V. show them slides and photographs?
R. give them a book on national parks?
A. give them a talk on national parks?

- A. a friend talking about it?
- K. listening to it?
- R. reading the details about it?
- V. its distinctive, upscale appearance?

- V. visual clues-pictures, diagrams, charts?
R. written instructions?
A. listening to somebody explain it?
K. doing it?

- A. Pictionary? R. Scrabble? K. Charades?

- K. ask a friend to show you?
R. read the manual which comes with the program?
A. telephone a friend and ask questions about it?

- R. look it up in a dictionary?
V. see the word in your mind and choose the best way it looks?
A. sound it out?
K. write both versions down?

11. Apart from price, what would most influence your decision to buy a particular textbook?

- K. using a friend's copy?
- R. skimming parts of it?
- A. a friend talking about it?
- V. it looks OK?

12. A new movie has arrived in town. What would most influence your decision to go or not go?

- A. friends talking about it?
- R. you read a review about it?
- V. You saw a preview of it?

13. Do you prefer a lecturer/teacher who likes to use:

- R. handouts and/or a textbook?
- V. flow diagrams, charts, slides?
- K. field trips, labs, practical sessions?
- A. discussion, guest speakers?

Now go back and count how many V's, A's, R's, and K's you circled. Whichever letter you have circled most indicates your preferred learning style. If you have a "tie" or two letters are about equal you probably have more than one preferred learning style.

You have been identified as a Visual Learner. Follow these simple tips to assist you in learning more efficiently.

In class you should:

- underline
- use different colours
- use symbols, charts, arrangements on a page

When studying you should:

- use the "In Class" method
- reconstruct images in different ways
- redraw pages from memory
- replace words with symbols and initials

During exams you should:

- recall the pictures of the pages
- draw, use diagrams where appropriate
- practice turning visuals back into words

You have been identified as an Aural Learner. Follow these simple tips to assist you in learning more efficiently.

In class you should:

- attend lectures and tutorials
- discuss topics with students
- explain new ideas to other people
- use a tape recorder
- describe overheads, pictures, and visuals to somebody that was not there.
- leave space in notes for later recall

When studying you should:

- understand you may take poor notes because you prefer to listen
- expand your notes
- put summarized notes on tape and listen
- read summarized notes out loud
- explain notes to another Aural person

During exams you should:

- listen to your voices and write them down
- speak your answers
- practise writing answers to old exam questions.

You have been identified as a Reading/Writing Learner. Follow these simple tips to assist you in learning more efficiently.

In class you should:

- use list, heading
- use dictionary and definitions
- use handouts and textbooks
- read
- use lecture notes

When studying you should:

- write out the words again and again
- reread notes silently
- rewrite ideas into other words
- organize diagrams into statements

During exams you should:

- practice with multiple choice questions
- write out lists
- write paragraphs, beginnings, endings

You have been identified as a Kinaesthetic Learner. Follow these simple tips to assist you in learning more efficiently.

In class you should:

- use all of your senses
- go to lab, take field trips
- use trial and error methods
- listen to real life examples
- use hands-on approach

when studying you should:

- understand you may take notes poorly due to topics not seeming relevant
- put examples in note summaries
- use pictures and photos to illustrate
- talk about notes with another Kinaesthetic person

During exams you should:

- write practice answers
- role-play the exam situation in your room.

SESSION PLANS/LEARNING PLANS

A. Introduction: Thinkers at Work

A common and sometimes mandatory procedure in workplace training is to write/devise a session/learning plan in advance of delivering a workshop or class lesson. For some teachers/trainers such a document is essential to complete a successful outcome, especially new or inexperienced teachers.

Unfortunately, mainly due to audit purposes, Session Plans are taking on a compliance mode, leaving aside what their real purpose is in the first place. For experienced teachers/trainers, Session Plans are not needed, as a professional approach is taken in the delivery, including meaningful learning strategies.

Session Plans are, after all, only an indication that content will be delivered in a certain manner. It is not the Session Plan per se that will give teachers/trainers/instructors/consultants a positive learning outcome. What is missing is the target audience, who will react accordingly to the delivery regardless of what the Session Plan says. The question is how much structure do we do in advance of the delivery? Are we in the era of artificial education and training? Are we forgetting that the learning experience belongs to the teachers/trainers interacting with a target group? Are we becoming obsessed with compliance-driven documents to the detriment of learners? Whatever, the professional judgement to use or not use a Session Plan rests with the teachers/trainers, not the auditors!

B. Creating the Session Plan

Learning outcomes of this segment

This segment, creating a session plan, provides a guide to enable you to:

- List the advantages of using a session plan
- Write a session plan
- Identify timing
- Link the session plan to learning outcomes and assessment criteria.

Key concepts

The need for a plan

A session plan is an essential foundation for the promotion of learning. Without a plan, structure could become disjointed and learning outcomes may not be achieved.

Write a clear plan

Use a proven procedure in clarifying and preparing the plan. Document and format the plan clearly.

Time

Allow enough time to prepare an adequate plan. Carefully plan the segment times of the session.

Advantages of a session plan

A session plan is like a road map. It reminds you where you want to go and how to get there. Here are some of the basic advantages of using a session plan.

A session plan:

- Relates the session to the learning outcomes and assessment criteria
- Reminds us of the content of the session, helping us to keep on course
- Reminds you of the techniques you have identified to use in the session, e.g. presentation and assessment methods
- Shows you where to 'pick up' and continue the session (if you have deviated from the planned session)
- Helps you to 'time' the session (and to finish on time)
- Indicates the aids you need to present a particular point (and when you need them)
- Identifies the resources required to present the session
- Provides information for the correct sequencing of the course

How to write a session plan

You begin work on the session plan only after you have identified the learning outcomes and assessment criteria (or relevant Elements of Competence and Performance Criteria) or, where these have not been identified, writing outcomes for the particular session.

Step 1: Identify Learning Outcomes and Assessment Criteria

Where Learning Outcomes and Assessment Criteria have been written, these must be identified prior to commencing the session plan. Where they are not available, then outcomes for the session must be developed which link the session to the course outcomes. These outcomes should begin with appropriate action verbs to show what the participants should be able to achieve at the end of the session.

Step 2: Arrange the content

You need to arrange the content in logical order, so that participants can easily assimilate it. This logical order could be achieved by:

- Identifying the participants' current knowledge
- Presenting new information in easily 'digested' steps
- Moving from the 'known' to the 'unknown'
- Identifying criteria to confirm that learning has occurred
- Present a little and present it well. Select a relatively small unit of information and present it so that participants will understand it and can apply it.

Step 3: Identify resources

You need to identify resources, such as:

- Instructor/participant ratio
- Venue
- Training aids
- Reference material.

Step 4: Select training techniques

You need to decide which training technique (telling, questioning, discussing, role playing) is best for demonstrating or illustrating each point within each logical step.

Step 5: Develop an introduction and conclusion

An introduction leads the participants into the session and sets the scene for the passing of information. It is also an opportunity to give a summary of the objective/s of the session and inform the participants of how and when they will be assessed.

The conclusion gives the instructor an opportunity to recap on the main points of the session and to assess the level of understanding that the participants have achieved during the session.

Step 6: Estimate time

You need to estimate the time required for each segment of the session. Check that the sum of these segment times does not exceed the total time allowed for the session.

A Guide to necessary Preparation Time

Session plans are vital and we should allow adequate preparation time for their development. (Refer to the 3 'rough' Session Preparation Time Guides which follow.)

A GUIDE TO PREPARATION TIME		
GUIDE 1	<ul style="list-style-type: none"> When the session outcomes are clear When you are familiar with the content When the training techniques to be used are standard When you have not prepared or conducted the session before 	Allow a minimum of 2 preparation time units to 1 instructional session time unit
GUIDE 2	<ul style="list-style-type: none"> If you have run the session before, and It does not require a major reworking 	Allow a ratio of 1 preparation time unit to 1 instructional session time unit (or perhaps even less)
GUIDE 3	When an instructor has to 'start from scratch' with respect to: <ul style="list-style-type: none"> learning outcomes content techniques 	A ratio of 10 time units to 1 would not be uncommon (and 20 to 1; or 30 to 1, occasionally, could be necessary)

Checklist: how to write a session plan

- ☒ Have I identified the learning outcomes?
- ☒ Does the session develop in a logical order
- ☒ Have I specified the appropriate training techniques and resources?
- ☒ Are my time estimates realistic?
- ☒ Have I included a detailed Introduction and Conclusion?
- ☒ Is the Session Plan a complete guide to the purpose, content, resources and techniques of the session?
- ☒ Would another instructor be able to run this session successfully at short notice on the basis of this plan?

Summary

A session plan is like a road map. It reminds you where you want to go and how to get there. You could use the 6-Step Procedure to formulate your plan, and in order to document your plan, you should develop a consistent layout. Session Plans are also useful for planning time. A basic rule of thumb is that any teacher/trainer (comfortable with the content), who is given the Session Plan, should be able to use it to deliver the session successfully.

How to organize a session plan

Introduction

A session plan should have a layout that aims at completeness and clarity, so that if the normal teacher/trainer were unavailable, another could substitute for him or her at short notice, and need no more guidance than the session plan to run the session successfully. You need to express the main points succinctly in the plan, and not include unrealistic times and impractical techniques. Use the Session Plan template to document your Session Plan.

Completing a session plan

A Session Plan consists of 2 parts. The first part is a cover sheet which links the session information to the overall course design. In this manner, the session outcomes are based upon the Learning Outcomes and Assessment Criteria, or identified outcomes towards which the course is directed.

The second part consists of information relating to the delivery of the session. This part gives a logical guide to teachers/trainers on how the session will be structured and delivered.

Part 1: Lesson Plan Approach

Session No.	A course comprises of a number of sessions in a logical sequence. This number merely lists that session in relation to the others, e.g. 1/10, 2/10, 3/10 etc
Name	Name given to the session, e.g. Statutory Powers, Safety Precautions, etc
Outcomes for session	what you expect to achieve as a result of this session
Unit of Competency	Identifies the Unit of Competency this session supports. If there are no units of competency, then mark – Nil
Hr:M No	Enter the course number if listed on the HR:M system. This identifies the course that the session comes from
Learning Outcomes	List Learning Outcome numbers that this session supports where they exist. If none, then mark – Nil
Assessment Criteria	As per Learning Outcomes
Time allotted	Total time for session delivery
Delivery method	Main delivery method used for this session. (Other delivery methods will be listed as appropriate in Part 2, e.g. lecture, discussion, etc)
Other related sessions	Those sessions with direct links to this session (at least the preceding and following sessions)
Standard references	Main reference source/s for session information
Pre-session preparation	List requirements to be completed prior to commencement of the session, e.g. re-set computer practice files, rehearse actors for scenarios, etc
Additional information	Any pertinent information in relation to this session, e.g. same session applies to a number of courses; variations in delivery for different groups; where parts of the session may be split over an extended period; priority of delivery and pre-requisite sessions

Part 2: Lesson Plan Layout

The session plan has 4 columns with the following headings:

TIME	METHOD	MAIN POINTS/SPECIFIC REFERENCES	DETAILS

The usefulness of your Session Plan largely would be determined by how well you have filled-out the columns. The following points are suggestions that, perhaps, could make your Session Plan more useful.

Entries in the time column

Enter the estimated time for each segment of the session.

Entries in the method column

The Method Column is used to specify how you intend to 'get your material across' to participants. Examples of common entries in the Method column could be:

- Discussion – alongside 'discussion' you would note points to discuss in the details column
- Question/s – alongside 'question/s' you could enter (in the Details Column) the actual question/s
- Student Examples – because participants might not supply satisfactory examples during the session, you could (during the preparation stage) draft some acceptable examples to help keep the presentation on track, and alongside Student Examples enter those 'ideal' examples in the Details Column
- Activity – you would list every activity and instructional technique that you plan to use in the session at the appropriate line in the method column and enter the details regarding a particular activity, alongside it, in the details column.

Some instructors use capitals, italics, bold, underlining, or different coloured inks to highlight questions, activities, etc.

Entries in the main points/specific reference column

In this column you would list the main topic areas you will be covering and the specific references for each of these topics. These topic areas would then be covered in the details column. The reference should be specific to page/chapter to identify the authority properly for that particular point.

Entries in the details column

In the details column, you would include the detailed points of what is to be demonstrated or explained in the session. If you had written and become familiar with your session plan, you would expect that, during the presentation, your use of the details column would be infrequent.

The details column is a reserve memory bank for the teacher/trainer, and a thorough guide to anyone else who would have to use your session plan.

WORK SCHEDULES

Unlike Session Plans, the preparation of a work schedule is not prescriptive in nature but focused on broad parameters of the learning process, i.e. taking a 'big picture' approach rather than a narrow approach. It is open-ended, practical in style, flexible and less restrictive than a Session Plan. There is an element of predicting what will happen in a Session Plan, whereas in a Work Schedule preparation of all factors is the keynote. With a work schedule there is an opportunity to change direction, introduce new ideas and cater for a variety of learning styles of a target audience. There is room to move. There is also room for originality, curiosity and creativity. By comparison, in a session plan all is locked up, including timeframes.

Work Schedule: Options to move!

TEACHER/TRAINER NAME	
Course delivered	
Topic/Theme to be delivered	
Content to be addressed	
Learning Strategy in place	
Location/Venue	
Target audience identified	
Benefits/outcomes to be achieved	
Resources selected	
Assessments	



Task 3

Learning Styles

Complete the following activity

Determine and describe your own learning style.

Based on your own learning style what facilitation and assessment strategies would assist your learning?

Facilitation strategies

Assessment strategies

Select a peer with a different learning style than your own. Describe your peer's learning style.

Based on the peer's learning style what facilitation and assessment strategies would assist peer's learning?

Facilitation strategies

Assessment strategies