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# TAE50111 Diploma of Vocational Education and Training

## TAEDES502A Design and Develop Learning Resources

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## CONTENTS

<b>TAEDES502A Design and Develop Learning RESOURCES .....</b>	<b>4</b>
<i>What is a Quality Learning Resource? .....</i>	<i>5</i>
<b>Designing Learning Programs.....</b>	<b>6</b>
<i>The Fields of Workplace Learning .....</i>	<i>6</i>
<i>Situated Learning .....</i>	<i>7</i>
<i>E-Learning or Blended Learning .....</i>	<i>7</i>
<i>Simulation: Fast-track Learning .....</i>	<i>8</i>
<i>Informal Learning.....</i>	<i>9</i>
<i>Action Learning .....</i>	<i>9</i>
<i>Training or Learning? .....</i>	<i>10</i>
<i>Learning in the Workplace .....</i>	<i>10</i>
<b>An Inclusive Learning Culture .....</b>	<b>11</b>
<i>Learning Programs by Design.....</i>	<i>11</i>
<i>Purpose or objectives identified .....</i>	<i>12</i>
<i>Learner's Needs and Characteristics .....</i>	<i>12</i>
<i>Getting Started.....</i>	<i>12</i>
<i>The Follow-up Process .....</i>	<i>13</i>
<i>Characteristics of Learners .....</i>	<i>13</i>
<i>Learner Profiles.....</i>	<i>14</i>
<i>The Learning Context or Environment.....</i>	<i>14</i>
<i>Delivery Constraints and Risks .....</i>	<i>14</i>
<i>Identifying Risks.....</i>	<i>15</i>
<i>Structure the Learning Program.....</i>	<i>15</i>
<i>Sequencing information .....</i>	<i>15</i>
<i>Develop learning outcomes.....</i>	<i>16</i>
<i>Customisation.....</i>	<i>16</i>
<b>Delivery and Assessment Strategies.....</b>	<b>17</b>
<i>Delivery methods.....</i>	<i>17</i>
<i>Assessment strategies .....</i>	<i>18</i>
<i>Review the learning program.....</i>	<i>18</i>
<i>Final approval and implementation.....</i>	<i>19</i>
<i>Professionalism on the Job.....</i>	<i>19</i>
<i>Organisational learning.....</i>	<i>20</i>
<b>Reflection in the Learning Environment .....</b>	<b>21</b>
<i>Why reflect? .....</i>	<i>21</i>

## **TAEDES502A DESIGN AND DEVELOP LEARNING RESOURCES**

This Unit is related to TAEDES501A Design and Develop Learning Strategies and the learning theorists' resource guide. Together they examine the learning process and the design of learning programs.

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

### **Element 1 Research the learning resource requirements**

The performance criteria focus on the clarification of what the brief is and the type of learning resource required. The brief may include a client proposal, an identified gap in a learning product, market expectations, a tender or an internal organisational need. The teacher/trainer must research the target audience, their learning needs and the learning environment encountered for the resource to be relevant.

There is the need to gather, collate and analyse relevant existing information and identify any ethical and legal considerations.

The focus of the learning resource may include:

- A Training Package, traineeship, an accredited course, unit/s of competency, non-accredited course, a learning program.
- The type of learning resource may be a print-based or electronic, assessment resources aimed at candidates or assessors.

There is the need to write a development work plan to include:

- Timelines and milestones to be achieved
- Consultative processes
- Equipment and learning materials needed
- Industry information
- Possible risks and
- Organisational requirements.

### **Element 2 Design the learning resource and plan the content**

The performance criteria focus on the generation and consideration of a range of design options using various techniques for delivery, agreement on the type of learning resource for the client needs, and mapping out the proposed content.

### **Element 3     Develop the learning resource content**

The performance criteria focus on making sure the content and content specifications match the agreed design, constantly reviewing the work in progress, paying attention to clear, concise text appropriate for the intended audience, and using visuals that enhance and elaborate the text to make the resource relevant to client needs.

### **Element 4     Review learning resource prior to implementation**

The performance criteria focus on checking resource content for accuracy and relevance to client needs, checking text, format and visual design for clarity and focus, conducting an external review and gaining feedback and reviewing the final draft against the initial brief.

### **Element 5     Evaluate the design and development process**

The performance criteria focus on reviewing the design and development process against appropriate evaluation criteria, reflecting on the exercise to gain areas of improvement and documenting these improvements for future development of resources.

## **What is a Quality Learning Resource?**

Most learning resource documents, guides, units of work and assessments have some common features.

They are in no particular order:

- A cover sheet stating title, organisation, logo, writers/editors and date of publication
- A statement on set of objectives of what the resource will achieve with students
- Structured subject content in sequential order, customised to client needs
- Activities for students working individually, in pairs or in a group
- Assessments where required
- An in-house design/format in line with other organisational documents to show ownership and consistency of visual design
- Case studies, role plays as applicable
- References to other sources
- PowerPoint presentations (optional).

A quality learning resource must have synergy with the learning strategy adopted for the teaching/training of learners and must be an integral part of a well designed learning program.

## DESIGNING LEARNING PROGRAMS

Within the VET sector, across many fields, practitioners devise and deliver a variety of learning programs, resources, strategies, projects, session plans-all to achieve designated learning outcomes for students.

However, under the banner of CBT (Competence based training) all is not well in the VET sector. Constructive criticism is emerging, highlighting in some instances the drawbacks to CBT and the delivery of VET courses.

Some criticisms include:

- CBT is a rigid system narrowly focused on work-related competencies
- Too much emphasis on rote learning and assessment methods
- No provision to further develop capabilities in the workplace
- The burden of administrative recording and reporting.

It is becoming apparent in training institutions that undue emphasis is being placed on compliance and audit processes to the detriment of learning programs. More and more templates are being created in quick fashion to expedite learning tasks usually preceded by boring PowerPoint presentations. While some templates - artificial in the making — are valuable for submitting work, they are in reality not learning tools. They are only a means to an end and yet they are also being used as part of assessment tools. Are we then sliding into the era of artificial learning with e-learning one of the culprits? And is there a need to take on blended learning?

While on the subject of facilitating learning in the workplace, for some years VET teachers have been accused of using a "tick and flick" approach in order to cope with heavy workloads. It is time that the education and training machinery, so devised, be relegated to second place and students be encouraged to engage in more creative learning processes. Not that VET teachers ignore the learning process, but management practices drive the learning process down so that political, economic and audit processes come first - an encroachment on teachers' professionalism.

Another criticism levelled at VET teachers is the method of adopting a "bare bones" approach to curriculum and delivery of VET courses. Most VET teachers would refute this criticism as an attack on their professionalism. Nonetheless it happens because of delivery constraints.

### The Fields of Workplace Learning

Workplace learning is described as the acquisition of knowledge and skills gained as individuals who participate in a variety of vocational tasks and activities supported and

guided by knowledgeable and skilled workers. Most workers learn their skills and acquire knowledge through

- experience in work situations
- just doing their job
- using a hands-on approach in the workforce
- listening and observing others in the workplace
- being encouraged to lead and manage in their daily work activities.

In particular it is the setting in which the learning takes place that adds value to the learning experience, and having interaction with experienced people. The setting in which learning takes place is one of the most important influences on the learning process and life-long learning.

## **Situated Learning**

Learning that takes place in a particular setting is known as situated learning, whether in the training workshop, in the field or in the office. The strength of learning in a particular setting such as the workplace is that the learning occurs where the real or live action is happening and the workers become involved immediately.

Taking learning out of the workplace and into institutions is a relatively recent development, and some critics point out the drawback to "indoor" learning such as the closed approach to real live situations. However, even with the focus on CBT, learning for some occupations is being taken out of the workplace and into TAFE institutions and universities. This is an attempt to provide a broader approach to learning and to come to grips with contemporary learning theory. Within learning institutions workers can be involved in building new knowledge and adding to existing knowledge and honing their conceptual and analytical skills.

## **E-Learning or Blended Learning**

From an economic point-of-view e-learning has cost benefits to a learning institution and some students revel in the option of doing their courses on-line. Some of the advantages of e-learning are:

- Access to learning programs 24 X 7
- Flexible learning by workers in their own time and place
- Access to learning materials via the internet and intranet facilities
- Access to the best authors of subject matter
- Working in isolation without facing the challenges of classroom interaction.

However, disadvantages of e-learning are now being documented, most notably the e-learning dropout rates. Some reasons for the high attrition rates are:

- Workers use the internet/intranet for instant answers, not learning through discovery
- No interaction with peers to stay in a course
- Having difficulty with technical problems/computer literacy
- Learners embrace e-learning for the wrong reasons, taking courses not suited to them
- Poor content of courses delivered on-line
- No regular mentoring program.

So how do we ensure e-learning works for workers keen to do courses on-line? Some rules are:

- make managers accountable for the completion of e-learning courses
- provide accreditation/certification so that workers can build their CVs
- set time limits so that workers keep on schedule to submit assessments
- track performance and let workers know regularly that they are succeeding in their studies
- make sure content is relevant
- provide incentives such as awards and recognition for work completed
- create a social dimension to e-learning such as social networking via blogs, Facebook and Wikis
- launch a communications campaign to raise awareness of the benefits of e-learning.

Finally, it is important to stress that e-learning is not a panacea to learning per se but only a means of learning on-line for those who choose to do so. Unfortunately some institutions do not give workers the option to attend class and have face-to-face contact and they miss out on blended learning.

Technology is an implied part of e-learning and in addition to the tools for creating e-learning itself, there are other learning and performance tools that can be utilised to give e-learning the criticality and the credibility it needs to gain better results.

### **Simulation: Fast-track Learning**

Simulation is the latest in the armoury of learning delivery techniques, as it has significant benefits for workers wanting theoretical and practical skills quickly. Simulation technology is accelerating training and professional development by transforming the capacity for knowledge to be absorbed and the time required to do so.

The use of simulation has been recognised for decades in teaching critical skills to pilots, air traffic controllers and others requiring rapid and outstanding decision-making skills.

The notion that a presenter is a person who stands in front of a group, pushes out a few PowerPoints for an hour and expects the information to be readily recalled later is



increasingly being discredited by practitioners. Simulation or fast-tracking may be a better alternative to PowerPoint presentations.

## **Informal Learning**

Informal learning has long been recognised as a natural way to gain knowledge and skills in the workplace. Informal learning occurs outside the formal education system. It happens when workers develop their personal and employment skills and knowledge through:

- participating in work including paid employment, non-paid work, work in the home, work experience, voluntary activities and community activities that have meaningful outcomes
- engaging in community projects and programs
- pursuing activities and interests as individuals or in groups
- engaging in learning activities outside of a course, such as discussion groups, meetings and workshops within a community
- taking part in non-recognised, but planned and structural programs such as short courses.

One method of assessment is based on the notion of "learning gain". Learning gain is the difference in the personal and employment capability that a learner holds at the start as compared with the completion of a learning activity or series of activities.

## **Action Learning**

Action learning can occur in the workplace, focused on specific work issues, involving teamwork, self-discovery, problem-solving and respect for opinions expressed. To succeed, action learning must have cohesion in a group structure, much listening and reflection.

Action learning is a process which brings colleagues together to work on projects based on real issues in the workplace and to make significant improvement while simultaneously enhancing their own skills. The learning is learner-driven and individual development is as important as finding the solution to the problem. In some respects action learning is the opposite of some staff meetings where personalities and personal agendas make for a confused and unproductive outcome.

Action learning involves the questioning and reflective processes in Action Learning Sets where Set leaders listen, discern and make sure Set members have a voice.

## Training or Learning?

Within organisations that adopt CBT (competency based training) approaches, there has been an emphasis on the learning process rather than the training process. This has caused a great deal of argument over where the focus should be, for the benefit of students.

Policy makers and governments have used the concept of training or vocational education at the *macro level*, as have industries, organisations and enterprises. Learning has been used at the *micro level* in preparing learning experiences for learners. The two terms are not in conflict but are different parts of the same process. What is becoming evident is a third term *compliance* in the workplace and trainers are experiencing too much educational machinery to the detriment of training and learning. Accountability is at the heart of educational machinery despite policy makers and governments saying it is a high priority on the trainer's calendar.

Training accountability is a process driven by governments, industry and professional bodies. It requires training to demonstrate its results. To be accountable, trainers need to know that their training works - and be able to prove it. This is called *validation* and return on investment.

Training can be an effective management tool if training staff have the appropriate skills and knowledge to facilitate the required skills and knowledge in the workforce.

## Learning in the Workplace

Developing workplace expertise is an individual journey, during which learning is progressively constructed - layer upon layer, experience upon experience. As no two people can experience events in exactly the same way, knowledge becomes unique to an individual. This means that one person's knowledge is not entirely transferable to another. During the process of learning the learner will interpret information in the light of their own experience, and learners will form their own understanding.

*Source: Dianne Lawlor and Michael Tovey, Training in Australia [2010]*

## AN INCLUSIVE LEARNING CULTURE

For an organisation to flourish in a positive working environment, it is imperative that managers and staff embrace and promote an inclusive learning culture. Unfortunately some employees are excluded in the learning process, due mainly to hierarchical structures and poor leadership. This leads to apathy, poor performance, marginalisation and stress in some keen employees who want to achieve.

Employees have a sense of belonging, i.e. wanted and valued, when they feel included rather than excluded from learning experiences and decision-making. Managers do not seek to exclude employees on a conscious level, but more consultation and dialogue would make for an inclusive learning culture.

An inclusive learning culture in an organisation is one that:

- values and respects differences in people
- promotes learning in the workplace
- supports all employees in participating in learning opportunities, not just compulsory professional development now evident in many organisations
- explores the benefits of learning on the job
- recognises and rewards learning in a complex work environment
- provides opportunities to develop the generic skills of all staff, not just the selected few! ...
- offers several pathways to staff in achieving their learning goals, and
- believes in individual growth and a non-stressful environment.

*Ref: Learner Guide ANTA (2004) p.20*

### Learning Programs by Design

A learning program is a live document that spells out:

- the purpose or learning objective to the program, i.e. what is to be learned
- the gathering of information of the learner's needs and characteristics
- the details of the competencies or other benchmarks to be achieved
- what resources are required and at what level
- the nominated delivery and assessment strategies
- the kind of learning experiences offered to students.

## Purpose or objectives identified

The purpose or objective of work-based learning includes:

- a need to develop workplace competence
- the introduction of new technology or service
- new organisational direction or workplace change
- the opportunity to learn or acquire new knowledge
- addressing identified skills gaps/deficits
- an opportunity for personal development e.g. time management leadership of a team to complete a project.

## Learner's Needs and Characteristics

A vital step in designing and developing a learner's program is to identify and empathise with who you will be training - the human interface. This is one of the downsides of e-learning. The needs of your learners will directly influence the content of the learning program and their characteristics will impact on how you will deliver the training. Unfortunately some trainers pay little heed to who is in front of them and use "icebreakers" to get the learning program going.

Getting to know students by name and understanding their current role in the VET sector is the first priority, not "icebreakers". Students also have to get to know you as a trainer, so you need to be forthcoming as well. Some trainers fail to give of themselves. Reciprocity - the art of exchange - is the key to getting started.

## Getting Started

Trainers in their first workshop need to have an open conversation with their students - as simple as having a "chit chat" - with the aim of building a bond and trust for the duration of the course. It is also imperative not only to have a close working relationship with students but also to ascertain early those who may struggle. Regular mentoring with students is required until results are finalised.

Having a clear understanding of the training needs of students is essential before training commences. The value of training in the workplace is directly related to the objectives of the learning program. The needs of your learners' may include:

- a new or changed job role
- new or changed work procedures or work skills
- generic skills
- management and leadership skills
- personal development such as writing skills.

It is important to establish how much knowledge they already have; what skills and experience they have at what level; and most critically what their attitudes to training are. Keeping in touch is the crucial factor in workplace learning, and not rely on endless emails.

## **The Follow-up Process**

Inevitably the learning program has to be seen as a successful venture; otherwise workers drift off, give up or struggle. The trainer/facilitator must put in place a follow-up process whereby workers know from day one that you are their anchor, driving force and partner in the learning process. On the surface this may seem straight-forward - some phone calls, emails, contact on-line, discussion threads etc.

However if the trainer/facilitator puts himself/herself in the worker's shoes, a different scenario emerges needing an intervention phase to ensure that a successful venture comes to fruition. Unfortunately a hiatus appears between trainer and worker because no follow-up process happens. Some managers frown on too many face-to-face visits, seeing it as unproductive in the workplace, yet expect perfect results. To get the results, the follow-up process must:

- have an inbuilt antenna by the trainer sensing urgent attention for the strugglers
- offer extra face-to-face contact
- provide extra training resources
- maintain a watching brief on all workers during the course
- record the contact on a database
- demonstrate leadership on the part of the trainer/facilitator.

## **Characteristics of Learners**

The learning capability and capacity of learners vary according to their education and outlook. Forming a partnership with each learner is a necessity to give them the confidence to achieve their optimum level. That is what reciprocity is all about!

Some characteristics of learners may include:

- language and/or literacy needs
- motivation for learning and learning style
- previous experience with the content
- previous learning experiences
- level and breadth of work experience
- special needs - age, gender, physical and emotional abilities
- different socio-economic and cultural backgrounds.

## **Learner Profiles**

Right from the outset trainers need to come to terms with learner profiles, i.e. who they are, their current role, their knowledge, experience, status and standing within their organisation. Only then can effective learning programs be delivered that:

- engage the learners
- address skills and knowledge gaps
- can be directed at an appropriate level
- can cater for the different needs, expectations and characteristics of the learners
- can be delivered in the right context.

## **The Learning Context or Environment**

You need to examine the specific learning context or environment before any meaningful learning can take place.

The learning context may influence the design of the training program, so consider the following:

- the learning environment - positive or negative factors, delivery constraints and risks
- resource needs for learners and
- implementation requirements.

Also in the mix is the type of industry in which learners operate and the culture of the industry; the time allowed for training; management expectations; people to be involved and reporting requirements.

There are also OH&S implications, as follows:

- workplace OH&S policies and procedures
- ensuring work practices, routines and proposed changes do not pose a risk to the learners and others
- reporting requirements for hazards and incidents
- safe use and maintenance of relevant equipment, and
- emergency procedures.

## **Delivery Constraints and Risks**

The learning environment and organisational context may provide a number of constraints that could impact on your delivery. These may include:

- limited access to industry or workplace experts
- difficulty in accessing the workplace during peak times

- cost of training
- time limits
- learner availability, and
- scheduling difficulties.

## Identifying Risks

You need to consider any potential training risks to which the learners may be exposed. Potential risks could be generated by:

- inappropriate and aggressive behaviour
- inadequate equipment, technology or resources
- occupational health and safety issues
- inability to meet individual learner needs.

## Structure the Learning Program

In order to structure the content of the learning program and the delivery strategies you will need to consider:

- sequencing information
- developing learning objectives
- customizing content and
- delivery.

## Sequencing information

The learning program should follow a logical progression of information.

A work role will usually involve a number of tasks and requires certain skills and knowledge to be applied across a range of tasks.

Learning can be arranged in a number of ways:

- around themes
- based on workplace practice
- interests, aspirations and prior knowledge of learners
- a problem and/or inquiry basis
- availability of resources.

Once you have grouped and sequenced your information, you can arrange the training into separate sessions.

## Develop learning outcomes

Learning outcomes are clear statements of what the learner will achieve by undertaking the training. The learning objectives should clearly state the skills, knowledge and attributes to be gained from the learning program. They should be based on the identified benchmarks.

Learning programs contain two levels of learning outcomes:

- Learning program outcomes - the outcomes for the overall course or program
- Sessions learning outcome - the outcomes for each individual session or module.

Learning outcomes must meet three criteria:

- They must be observable. Can you actually see or observe the progress of the learner?
- They must be measurable. Can you measure the output or progress of the learner?
- They must be written using language that is clear and cannot be subject to ambiguity or misinterpretation.

## Customisation

Customisation or contextualizing is the process of modifying or arranging your material in a manner that will suit the needs of individual learners.

Customising training content may include:

- reference to organisational or industry terminology
- application of organisational and legislative requirements
- reference to tools, equipment and technology used in an organisation or industry sector, examples of work outcomes required in the workplace
- focus on site hazards and locations relevant to a particular organisation or industry.



## **DELIVERY AND ASSESSMENT STRATEGIES**

### **Delivery methods**

When planning your learning program it is useful to consider a range of delivery methods. Using different training methods:

- adds variety to teaching and learning
- caters for all learning styles
- incorporates adult learning principles, language, literacy, numeracy and employability skills
- allows integration of skills and knowledge.

Delivery methods for your program may include:

- on the job training (in the workplace)
- face-to-face delivery
- online delivery
- distance learning
- mentoring
- simulated workplace applications
- a combination of two or more of the above methods, i.e. blended delivery.

## Assessment strategies

Common types of assessment methods include:

- questioning
- observation
- demonstrations
- simulations and role plays
- samples of work
- written test skills recognition.

Consider the following list of items that may be covered in an induction program.

superannuation	OHS
social club	time sheets
sick leave	holiday leave
Christmas party	departmental meetings
reporting lines	organisational structure
organisational vision	strategic plan
grievance procedure	policy and procedures
code of conduct	Friday night happy hour
access and equity	evacuation procedures
ordering stationery	personal presentation requirements

The above items could be grouped as follows:

<b>Human resources/payroll:</b>	<b>Organisational information:</b>
superannuation	organisational vision
sick leave	reporting lines
time sheets	organisational structure
holiday leave	strategic plan
<b>Occupational Health and Safety:</b>	<b>Departmental information:</b>
OHS	departmental meetings
evacuation procedures	ordering stationery
<b>Organisational policies &amp; procedures:</b>	<b>Social activities:</b>
grievance procedure	social club
policy and procedures	Christmas party
code of conduct	Friday night happy hour
access and equity	
personal presentation requirements	

## Review the learning program

Once you have developed a learning program, it is time to review the draft with key stakeholders and, if required, make revisions prior to implementation. It is important for quality purposes to document this review.

Review the learning program to ensure it:

- meets the needs and expectations of the learners
- achieves required outcomes
- includes content that is relevant and logical
- includes appropriate and effective assessment
- effectively addresses equity needs
- identifies risk areas and contingencies.

Key stakeholders may include:

- managers, employers, supervisors, team leaders
- learners and employees
- technical and subject experts
- government regulatory bodies
- industry, union, employee representatives
- employer bodies
- training providers, human resource departments
- training and/or assessment partners
- trainers, facilitators, assessors.

## **Final approval and implementation**

Once adjustments are made, you need to gain final approval for the learning program. Depending on your workplace environment, this may be a:

- program manager
- manager
- training co-ordinator or
- human resources manager.

You are now in a good position to implement your learning program, confident that your planning is thorough and meets the identified needs of the learners.

## **Professionalism on the Job**

Surprisingly the notion of a workplace learning environment has only been in focus as a priority in organisations since the 1980s. Prior to that time learning did occur on the job with new staff learning from the "old hands" or line managers. Interestingly the wisdom and accumulated knowledge was eagerly accepted by the staff as they came to respect the "elders" of the organisation. Unfortunately, although knowledge is still passed on,

the wisdom not so much, due to the obsessive nature of policy makers who continue to emphasise compliance and adherence to masses of procedures and some have opportunity to pass on their wisdom, but at what price?

In the 21st century, the age of the "knowledge economy" is with us and organisations continue to grapple with the volume of information generated by all employers and employees.

## **Organisational learning**

Bob Garrett, a leading thinker and commentator on learning organisations says,

*the idea of organisational learning is both the biggest break-through in business and management thinking of the last few decades and is, more importantly sustainable. I argue that the development of conscious organisational learning is crucial to the survival and development of our enterprises and of our civil society. It is not another management fad...*

*Garrott, Bob, The Learning Organisation, [2000: p 4]*

Garratt is a protagonist for an on-going and relevant professional development in all organisations, as maintaining a high level of workplace learning must be priority to management. Garratt also reminds us about the follies of corporate management in the 1980s-1990s saying,

*Constant economic pressure has decimated managerial jobs over the last two decades. In the short term this has often proved cost-effective but many organisations are now finding that after just two or three years there is a longer term cost to pay. They have also thrown out their experience base the corporate memory-with those managers and workers; leaving a less capable organisation at a time when growing organisational adaptiveness is needed. Down-sizing and "right-sizing" are leading in many cases to organisational capsizing ...*

## REFLECTION IN THE LEARNING ENVIRONMENT

### Why reflect?

Reflecting on theory and practice is important in education and training courses. The need to think reflectively improves your ability to read critically and analyse course materials, ideas, and completed practical work. As you write you clarify your own understanding. The process of thinking and writing reflectively helps you to lay philosophical foundations for your training career.

The reflective process helps you:

- explore issues and ideas that are important for you in training
- react to the text or situation by agreeing or disagreeing and explaining why
- discuss links between the ideas on a topic to the work of more than one writer
- consider workshop training or field work and the necessary responses
- develop a personal philosophy of teaching practice.

Reflective writing is the link between you and your training. Your facilitator/mentor plans the training and offers selected reading to further your knowledge base. Reflect on what happened in the workshop, and what you learnt to assist your teaching practice, rather than making a judgement on how the facilitator or teacher performed.

In reflective writing you should consider the context as well as your personal comments on theories and practice.

### EVALUATION CHECKLIST: REVIEW

BEFORE YOU ATTEMPT TASK 1, IT WOULD BE VALUABLE TO CHECK THE EFFECTIVENESS OF ONE YOUR EXISTING LEARNING/TEACHING RESOURCES AGAINST THE FOLLOWING CRITERIA:

	Yes	No
HAS THE TARGET AUDIENCE BEEN IDENTIFIED?	<input type="checkbox"/>	<input type="checkbox"/>
IS THE MATERIAL APPROPRIATE TO THE TARGET GROUP?	<input type="checkbox"/>	<input type="checkbox"/>
IS THE MATERIAL APPROPRIATELY STRUCTURED?	<input type="checkbox"/>	<input type="checkbox"/>
IS THE MATERIAL EASY TO READ AND WELL-WRITTEN?	<input type="checkbox"/>	<input type="checkbox"/>
IS INDUSTRY SPECIFIC TERMINOLOGY EXPLAINED?	<input type="checkbox"/>	<input type="checkbox"/>
IS THE RESOURCE EASY TO USE AND MOVE AROUND?	<input type="checkbox"/>	<input type="checkbox"/>
IS THE MATERIAL INTERESTING?	<input type="checkbox"/>	<input type="checkbox"/>
IS THE MATERIAL BASED ON RELEVANT LEARNING EXPERIENCE?	<input type="checkbox"/>	<input type="checkbox"/>
IS THERE A VARIETY OF TASKS?	<input type="checkbox"/>	<input type="checkbox"/>
ARE THE TASKS AUTHENTIC?	<input type="checkbox"/>	<input type="checkbox"/>
DOES THE MATERIAL ENCOURAGE A TRANSFER OF LEARNING?	<input type="checkbox"/>	<input type="checkbox"/>
DOES THE RESOURCE MEET TRAINING PACKAGE GUIDELINES WHERE APPLICABLE?	<input type="checkbox"/>	<input type="checkbox"/>
DOES THE RESOURCE MEET POLICY AND PROCEDURAL GUIDELINES WHERE APPLICABLE?	<input type="checkbox"/>	<input type="checkbox"/>
DOES IT MATCH WITH THE OUTCOMES OF A UNIT OF COMPETENCY OR SUBJECT REQUIREMENTS?	<input type="checkbox"/>	<input type="checkbox"/>
DOES THE MATERIAL CREATE A PATHWAY FOR LEARNING?	<input type="checkbox"/>	<input type="checkbox"/>



## Task 1

## Learning Resource

Choose an existing learning resource that you have used or may use in a learning program. Evaluate the quality of the resource against the features of good practice resources shown in the following checklist.

NAME			
ORGANISATION			
RESOURCE USED			
DO THE RESOURCES	YES	NO	COMMENTS
TARGET CONTENT, LANGUAGE AND LEARNING APPROACHES TO MEET THE NEEDS OF THE USER	<input type="checkbox"/>	<input type="checkbox"/>	
PROVIDE INFORMATION, GUIDELINES AND ACTIVITIES TO MOTIVATE THE LEARNER TO ACHIEVE THE REQUIRED COMPETENCIES?	<input type="checkbox"/>	<input type="checkbox"/>	
ALLOW THE TRAINER TO CUSTOMIZE MATERIALS WHERE APPROPRIATE TO MEET THE NEEDS OF PARTICULAR CONTEXTS OR LEARNERS?	<input type="checkbox"/>	<input type="checkbox"/>	
HAVE CLEAR STRUCTURE AND ORGANIZATION?	<input type="checkbox"/>	<input type="checkbox"/>	
ENSURE ASSESSMENT REQUIREMENTS ARE KNOWN AND ATTAINABLE?	<input type="checkbox"/>	<input type="checkbox"/>	
INCLUDE THE MOST RECENT VERSION OF ACTIVITY SHEETS, CASE STUDIES, WORKSHEETS, ROLE PLAYS, SCENARIOS, ASSIGNMENTS AND ASSESSMENT RESOURCES?	<input type="checkbox"/>	<input type="checkbox"/>	
MATCH THE LATEST VERSION OF THE COMPETENCY STANDARDS OR COURSE MODULES?	<input type="checkbox"/>	<input type="checkbox"/>	
MEET THE REQUIREMENTS OF THE MOST RECENT VERSION OF THE TRAINING PACKAGE OR ACCREDITED COURSE?	<input type="checkbox"/>	<input type="checkbox"/>	

Source: Pearson