

CHCEDS321A**Use an e-learning management system****Description**

This unit describes the skills and knowledge required to use an e-learning management system that supports self-directed e-learning within the context of a pre-arranged course or program

The unit also involves putting into place support mechanisms to assist a student to optimise the effectiveness of e-learning processes

Employability Skills

This unit contains Employability Skills

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Use of an e-learning management system may apply to being a direct user or acting as support person to a student

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

ELEMENT**PERFORMANCE CRITERIA**

1. Prepare to support e-learning

- 1.1 Identify and access organisation's resources to enable e-learning
- 1.2 Identify and access resources to support students using an *e-learning management system* in accordance with organisation requirements
- 1.3 Ensure organisation processes and procedures for managing e-learning are in place

2. Preview e-learning management system

- 2.1 Test organisation's *e-learning management system* to ensure completion of an on-line course is possible
 - 2.2 Check effectiveness of functions of *e-learning management system*, including email to on-line cohort, discussion boards, downloading of materials and management of work
 - 2.3 Identify issues impacting on the effectiveness of an *e-learning management system* and identify changes to enhance its application
 - 2.4 Access sufficient information to meet the needs of the research brief
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ELEMENT	PERFORMANCE CRITERIA
3. Implement e-learning support	<p>3.1 Confirm learning outcomes with students and teachers and establish access to e-learning technology and materials in accordance with individual needs and the e-learning strategy</p> <p>3.2 Assist students through identified <i>support mechanisms</i> and manage <i>contingencies</i> in accordance with organisation standards</p> <p>3.3 Use learning management system to track e-learning progress and outcomes in accordance with the learning strategy and privacy requirements</p>
4. Review e-learning	<p>3.1 Review the e-learning program in terms of its applicability to the student's needs and the organisation's capacity to support the process</p> <p>3.2 Obtain feedback from students about their level of satisfaction with e-learning against <i>set criteria</i></p> <p>3.3 Gather feedback from <i>other stakeholders</i> on the use of the e-learning management system and e-learning approaches generally</p> <p>3.4 Use feedback to identify areas for follow up or improvement and document recommended changes in accordance with organisation requirements</p>

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Relevant legislation from all levels of government that affects the operation of an educational institution, especially in regard to occupational health and safety (OHS), child protection/duty of care, equal opportunity, industrial relations and anti-discrimination
- Operation of the internet
- Core management requirements of e-learning systems
- Basic knowledge of the learning process

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Effectively use an e-learning management system
- Apply understanding of the desired learning outcomes for students
- Manage contingencies to the benefit of learners
- Evaluate effectiveness of system and provide feedback

ELEMENT**PERFORMANCE CRITERIA**

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Use computer technology
- Communicate effectively with both students and supervisors (teachers)
- Obtain and apply feedback from learners and stakeholders
- Apply literacy skills to document use of e-learning management system and record feedback
- Apply numeracy skills for managing the use of the e-learning management system
- Relate to students from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Apply problem solving processes effectively for differing hardware / software profiles and manage associated contingencies

RANGE STATEMENT

E-learning management system may include:

- E-learning platforms that use either proprietary or open-source coding
- Systems such as: Claroline, Janison, Moodle, Blackboard, Webct
- Applications that enable the social constructionist approaches to e-learning

Legislation, codes and national standards relevant to the workplace may include:

- Educational legislation
- Award and enterprise agreements
- National, State/territory legislative requirements especially in regard to OHS
- Industry codes of practice
- Copyright laws
- Anti-discrimination legislation
- Privacy legislation

Support mechanisms may include:

- Online teacher / facilitator / mentor
- Site based coach / tutor / aide
- Site or virtual peer group / students
- Technical experts / help desk
- Print-based materials such as instructions, user manuals, etc.

Contingencies may include:

- Technology failure such as computer, broadband access and software malfunctions
 - Inadequate e-learning course content or instruction
 - Difficulty of e-learning course content
 - Insufficient dedicated time available
 - Problems with site timetabling
 - Differing hardware / software profiles than recommended standards
 - Lack of contact with e-learning delivery teacher
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ELEMENT**PERFORMANCE CRITERIA**

Set criteria may include:

- Course content
- Course structure
- Presentation styles
- Technologies
- Team outcomes (site based support personnel and delivery team)
- Personal outcomes (student)
- Organisation outcomes

Other stakeholders may include:

- Organised groups
- School management
- Other teachers at the receiving site
- Other team members at the delivering site
- Community members
- Support services, e.g. network administrators
- Students
- Parents