Step 10: Validate the design

Example

Summary of feedback provided by learners and reviewers – Timber Toolbox (12.05)

Question	Feedback
Start up / first impressions	Simple and well organised.
What are your first impressions of the program?	Straightforward, with enough detail to understand the competencies covered.
Does the Toolbox explain its relevance to learners? Does it answer the student's question, "What's in it for me?"	Yes, provided on the Introduction page of each unit.
Visuals	**Feedback**
Are the visuals clear and uncluttered?	Yes
Are the visuals appealing to the target audience?	Yes
Are the visuals realistic for the industry context?	Yes – many of the learners involved in the trialling process were the subjects of the photos and slideshows throughout the Toolbox. Several of the industry experts involved in the reviews had their companies featured in the photos.
Do the visuals include people from different cultures, ages and genders?	Yes
Learning objectives	**Feedback**
Do you understand what you are supposed to learn?	Yes, all laid out in the 'Your job' page of each unit.
Is the presentation of content made interesting with a variety of media or through an engaging treatment?	Yes
Activities	**Feedback**
Referring to the activity you used, were you clear about what you had to do and why? If no, how could we have explained it better?	Yes. Some activities were unclear to particular learners in their early draft versions, but these were modified based on learners' and reviewers' feedback.
Was there a variety of activities, i.e. multiple choice, drag and drop, problem solving? If no, what would you like to see more of?	Yes
Are learners given adequate opportunity for practice?	Yes
Is there an active role for learners to solve problems, role plays to move from simple for more complex learning which involve the elements presented earlier on in the learning program?	Yes
Are there opportunities for social learning with built in contact with teacher and other learners/colleagues/supervisors that collaborate using Web 2 social networking technologies	Yes. These opportunities have been built into the Toolbox, and described in the Teacher Guide. However, the extent to which workplace trainers actively encourage their students to use them is not known. The timber industry has been slow to embrace e-learning, and trainers are still coming to grips with the wide array of networking opportunities available.

Do the activities provide for interactivity that build in key interactions to ensure the learner manipulates, reflects on and assimilates new information into their existing knowledge.	Yes
Are the activities designed to check that learning has taken place as stated in the learning outcomes?	Yes, interactive exercises have built-in feedback responses, and other learning activities include group discussions on key performance criteria.
Is the strategy for assessment or competency adequately explained?	Yes, detailed explanations are provided in the unit guides.
Resources	**Feedback**
Does the information in the resources adequately support the learner to do the activities	Yes, there are many Word and PDF resources provided throughout the Toolbox.
Is the amount of learning content given to the learner adequate?	Yes, more than enough. Two of the TAFE teachers felt that there was too much information on particular topics. However, the general consensus was that the information was presented in manageable chunks, and learners would not be confused by the volume of material available, because the structure of the resource allowed them to work through it in an orderly way. It is also entirely appropriate for learners to skim over areas that are not directly relevant to their particular jobs, and concentrate more on the areas that relate more closely to their own workplaces.
Does the content reflect current industry practice?	Yes
Industry context	**Feedback**
Is the content relevant to the unit of competency (including the elements, performance criteria, range of variables and required skills and knowledge as per the evidence guide)?	Yes, this aspect of the resource was checked in detail by Giselle Mawer, the QA consultant, and was approved by the reviewers.
Do the activities link back to a realistic workplace/job? For example, is the activity situated in context?	Yes, this is a central feature of the resource.
Is the language and content used appropriate for the target audience (including those with language, literacy and numeracy challenges) at the particular certificate level?	Yes, the literacy skills of the learners was a major consideration during the development of the content, and the learning material was trialled with several learners with lower than average literacy skills.
Does the Toolbox provide adequate external links to industry relevant sites. If not please detail.	Yes, links are provided to many industry and government-related sites.
RPL	**Feedback**
Is there an opportunity for learners to apply for RPL expressway	Yes
Employability skills	**Feedback**
Which Employability Skills are covered	All employability skills are covered. These are detailed individually in the separate unit guides.
Guides	**Feedback**
Does the Learner guide (if available) adequately support the learner?	There is no separate Learner guide.
Does the Teacher guide adequately support the teacher?	Yes