

## Step 5: Determine the design (type 1, 2 or 3)

### *Example – Part 1: Profile the target audience*

#### **Target learners**

The Certificate II in Transport and Logistics (Warehousing and Storage) is mainly undertaken by those seeking an entry level qualification to work in the Transport and Logistics Industry.

Learners:

- are predominantly adult males aged in their late teens to late twenties
- vary in their levels of computer literacy
- may have other LLN needs.

#### **Engagement strategies**

To address the needs of the target learners the Transport and Logistics Toolbox must engage learners through activities that:

- are active and 'hands on'
- are simple to use and practical
- are realistic, work-based situations
- consist of short and focused activities with real-life applications
- are set in a simulated work environment
- engage the learner visually, drawing on warehousing and storage metaphors
- use language that is simple and common to those employed in the Transport and Logistics Industry.
- allow for portability of skills, and the practice of these skills in different workplace settings.

## Example

Prepared by:	XXX
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Brief description of learning object:	Covers the management of shed milking routines including milk harvesting, schedules, recording and working in accordance with safe work practices and industry and supplier quality assurance practices and procedures.

## SECTION 1: DESIGN OVERVIEW

QUALIFICATION/COURSE:	RTE40103 Certificate IV in Agriculture
UNIT/S OF COMPETENCY	RTE4112A: Manage milking shed routines
KEY ELEMENT/S	Element 2 Manage shed milking routines

1.1 Choose 5 words that describe the industry context in which these learners work (or will work).

- Regulated
- Customer-focussed (in relation to quality assurance companies)
- Progressive
- High-tech
- Business-like/production-oriented/focussed

Be as descriptive as possible, for example; fast-paced, regulated, dynamic, production-line, competitive, customer-focused, mechanical, artistic, risky etc)

1.2 Name 5 key tasks that the learner does (or would be doing) in their job role

- Management of asset, herd-health, staff, finances
- Supervision of staff
- Recording information and operating a computer/internet to do required reporting and recording
- Forecasting
- Networking – going to seminars and updating skills, exchanging skills

When you have completed the rest of this planner, check back to your responses in (1.1) and (1.2) to ensure that you can effectively incorporate both the contextual elements and the task elements in your design.

## SECTION 2: LEARNER OVERVIEW

Try to give a 'general' picture of this learner group.

2.1 What AQF level is this training?	✓
Non-accredited	
1	
2	
3	
4	✓
5 or higher	
Other:	

2.2 Typical age group	✓	Notes
Under 15	✓	
16 - 24	✓	
Mature-aged (25+)	✓	
2.3 Special considerations and/or needs	✓	Notes
Language, literacy		Spelling could be a problem
Numeracy		
Other:		IT skills may be at very basic level. Need training in frontline management.
2.4 Educational background	✓	Notes
Less than year 10		
Completed to year 10		
To year 12		
TAFE qualification (certificate/diploma etc)	✓	Most will have completed Level 3. Some come from family farm and will have RPL for level 1, 2 and 3 qualifications. Many will be share-farming and have a herd of their own (and therefore a share in the takings).
University degree		
No formal education but industry experienced		
Other:		

<i>2.5 Current status</i>	✓	Notes
Working in industry relevant to this study	✓	Learners have to be working and have to have supervision responsibilities.
Not working in industry relevant to this study		
Other:		
<i>2.6 Reason for training</i>	✓	Notes
To gain employment in chosen field		
Required by industry (eg regulatory requirement)		
Career and/or professional development	✓	
Career progression	✓	
Other:	✓	Want to own their own property

## ***Example – Part 2: Select an appropriate design***

### **SECTION 3: LEARNING DESIGN FRAMEWORK**

#### **a. Level of learning outcome:**

<i>3.1 On completion of this training, learners should..</i>	✓
Have a familiarity of a body knowledge ; be aware of the what/when/whom	✓
Have an ability to successfully to apply some given processes and procedures	✓
Be able to apply their knowledge to routine situations	✓
Understand things – ie realise the why/how	✓
Be able to apply their understanding to every-day situations	✓
Be aware of the relationship between the 'what' and the 'how'	✓
Have acquired a full and thorough understanding of the what/when/whom etc	✓
Be able to apply their knowledge to new and novel situations	✓
Be able to use their knowledge and understanding to solve problems and identify solutions	✓

#### **b. Level of guidance:**

<i>3.2 With these learners, the trainer usually needs to:</i>	✓
Provide high levels of support and structure to the learners	
Provide a detailed learning program that all learners follow	
Provide plentiful feedback to help learners see how they are progressing	✓
Provide ample opportunity for learners to practice and develop their capabilities	
Provide examples and cases that the learners can learn from Note: Case study examples are good. Tasks that involve looking at other circumstances and discussing/comparing how things are done	✓
Provide feedback that can guide and inform learners' choices	✓
Enable learners to choose some of the activities they will to learn from	✓
Provide tasks that require learners to plan their own pathways through	
Allow learners to seek guidance ad assistance from others in the workplace	✓

Notes: They will all be working on dairy farms. They are highly motivated learners. They learn by doing.

### c. Content Focus.

3.3 The content for this learning object is mostly about:	✓
Descriptions, terms, facts and other forms of important information Correct terminology important	✓
Policies and procedures – the ‘rules’ for things	✓
Practices and techniques – the ‘how’ things are done	✓
Developing learners’ capability to do some thing(s) effectively and to required standards HR skills a big gap	✓
Developing learners’ understanding of concepts – the reasoning, logical and/or theory behind things – ie the ‘why’	✓
Being able to make informed decisions to apply knowledge	✓
Understanding the consequences of actions, constraints, opportunities, limits, risks etc There are stringent guidelines, codes of practice, regulations both state and industry	✓
Analysing and/or interpreting information to form an outcome	✓
Being able to think independently and creatively	✓

### d. Content application:

3.4 What are learners expected to be able to do with the knowledge the gain from this learning object	✓
To arrive at a yes/no answer (eg; Is this a safety hazard?)	
Being aware of basic information required for the job role (eg what function a piece of equipment performs)	
Operate under a level of supervision, according to policy/procedure to follow instructions in order to complete a task Generally no, but could possibly apply to share farmers	
Able to consider options and decide on the best course of action	✓
Use judgement to evaluate one or more options or outcomes to arrive at the best solution	✓
Under a reasonable level of supervision, but with some autonomy	
Applying the new skills/knowledge for problem-solving or finding solutions	✓
Use the new skills/knowledge to improve practice	✓
Develop new or innovative products or practices	✓
With minimal supervision, responsible for their own productivity and outcome/s	✓

### e. Learner freedom.

3.5 Which of the following describe the scope and extent of choice and discretion you expect students would be able to make and benefit from in relation to their learning:	✓
There s a set amount of important information that needs to be shown and highlighted to the learners <b>Could be done with links to web – 'Cowtime'</b>	✓
When applying the knowledge in this module, there will be typically be only one right way to do this	
Tasks need to be provided to assist students to digest the information they are given	
There will usually be a number of ways the knowledge and information can be applied	✓
Learners need to learn to choose and select information when applying and using it	✓
There's large amounts of information from which learners need to glean what is relevant	✓
Learners need to know how to find and use information rather than simply remember it	✓
Learners need to be able to tell when they have made the right decisions and arrived at reasonable outcomes	✓
There are many different ways for learners to learn in this unit and they have to learn to make choices	

### f. Learning form.

3.6 The types of activity most effective for this group would involve:	✓
Doing something several times, in a variety of ways	✓
Repeatedly doing something in the exact same way to meet a standard/procedure	✓
Structured tasks that increase familiarity and awareness	✓
Open-ended tasks with variables to decide from and work with	✓
Tasks where learners need to make choices from a range of options <b>These people have to be the decision-makers</b>	✓
Tasks which can be done in several ways with more than one solution	✓
Tasks with a clear endpoint but lacking in structure and form	✓
Tasks requiring a level of judgement and subjectivity	✓
Tasks requiring some creativity and innovative thinking	✓

### g. Learner preference.

<i>3.7 In general, these learners respond best to:</i>	✓
Following structured activities and presentations	✓
Being told and shown things	✓
Taking things in small parts eg. a 'chunk' at a time	✓
Suggestion from content expert: giving a set of notes as a powerpoint presentation so they can start to digest the notes	
Finding things out for themselves	
Talking and discussing with others to develop their understanding	✓
Being guided and informed by others rather than working totally alone	
Making use of their existing knowledge and expertise	✓
Working with workplace and relevant cases and tasks that are of practical value and use	✓
Being to plan things for themselves without too much input from instructors	✓
Activities such as: 'We want you to produce this much milk with these resources'	

### h. Engagement.

<i>Choose one or more of the groups of words below that best describe the skills and capabilities you hope your learners to achieve in relation to the content they're learning</i>	✓
Define, recognise, relate, repeat	
Describe, identify, locate, recognise	
Demonstrate, illustrate, sketch, write	
Choose, interpret, operate, practice, schedule	✓
Analyse, categorise, appraise, criticise, question	✓
Calculate, contrast, experiment, test	✓
Arrange, assemble, collect, construct	
Design, compose, plan, write	✓
Develop, compose, formulate, prepare, set up	
Appraise, assess, compare, choose, estimate	✓
Judge, predict, select, value	✓
Argue, defend, support, evaluate	



## SECTION 4: CHOOSING THE LEARNING DESIGN

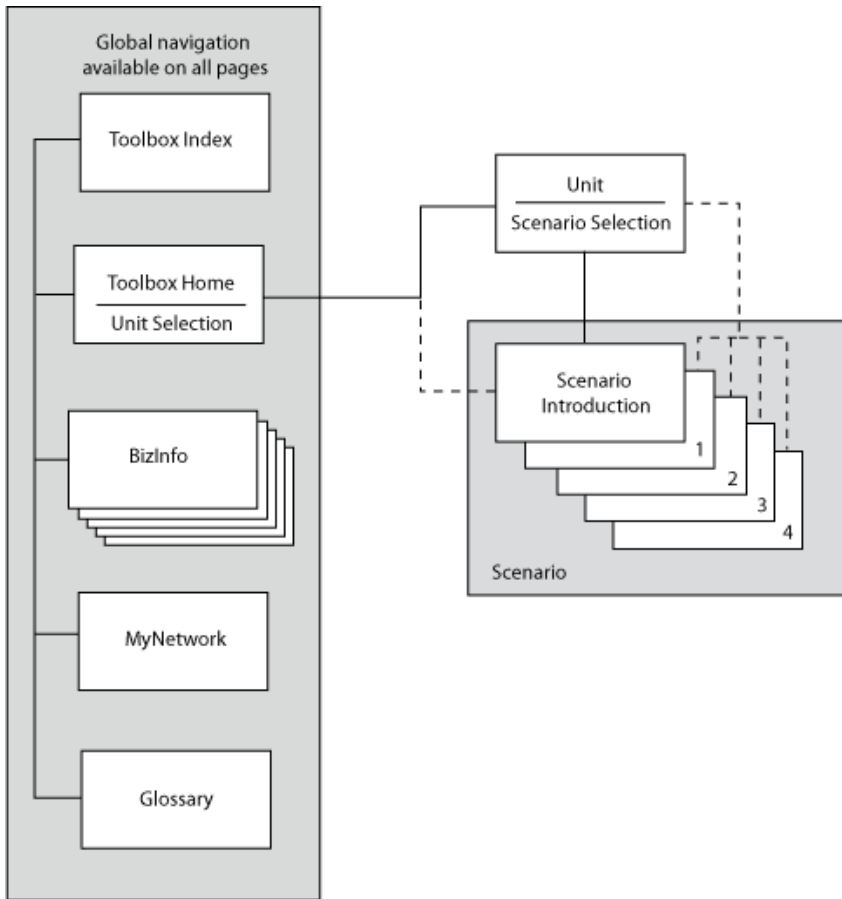
Now review the ticks that you placed in the previous tables. For each of the variables, transfer your total number of ticks into the table below. The shading of the box you've ticked tells you which learning design type corresponds with the question.

Shading	Learning Design
	Type 1 – Task-Directed
	Type 2 – Task-Guided
	Type 3 – Task-Autonomy

	1	2	3
Level of outcome	3	3	3
Level of guidance	1	2	2
Content focus	3	3	3
Content application	0	2	4
Learner freedom	2	2	2
Learning form	3	3	3
Learner preference	3	1	3
Engagement	2	2	2
TOTALS	17	18	22

The total number of 1/2/3 ticks that you have across the eight variables should give you a clear direction as to which of the learning design types is going to be most appropriate for your object.

### Example – Part 3: Macro planning



This example is taken from the Series 11 *Microbusiness Toolbox*. It shows the flowcharting of the early planning stages where the designer determines how the learning resource will be broken up, the coverage of elements and the learning sequence that will be followed throughout.