

§ OARAS: Learning design template
To guide the planning, design, development and creation of a learning resources and activities to meet the occupational standards of a unit /module, relevant to a specific skill set.

Qualification, Unit / Skills: Skills for TVET Educators and Trainers, **Unit 4: CTVSD4 - Designing Activities**

Learning outcome: Design activities to support workplace learners to enhance learning outcomes for content and cohort.

Range: Evidence of minimum 3 learning activities identified and designed to align with workplace learning.

Performance criteria or evidence requirements:

- PC 1 Identify learning activities to enhance learning
- PC 2 Sequence tasks and activities to support learning outcomes
- PC 3 Design activities within the scope of the curriculum
- PC 4 Trial activities to ensure suitability for content and cohort
- PC 5 Review activities to ensure they meet objectives

Outcome (occupational standard, knowledge, skills, attitudes, competencies, learning outcomes)	Assessment (learner meeting the outcome by assessment or naturally occurring evidence at the workplace)	Resources (resources like video, readings, presentations, etc. needed for the learner to work with and learn)	Activities (description of activity(s) learner is engaged in including learning hours)	Support (learning support with the subject, concepts, or numeracy, literacy, ICT and/or study skills)
Identify and design activities to enhance learning and meet qualification outcomes in a workplace learning and online learning context.	<p>A practical assessment where the learner completes the activities section of the OARAS document and creates three activities relevant to the learning outcomes of their chosen project.</p> <p>The activities designed should demonstrate that the following has been undertaken:</p> <ul style="list-style-type: none"> ○ Identify current activities being undertaken in the 	<p>Textual information providing explanation of the possible activities to support learning might include (but not limited to): presentations, quiz, online forums, flash cards, games, case studies, etc. [C]</p> <p>Webpage links to online web 2.0 tools that can be used. [R]</p> <p>Example of completed OARAS documents. [NW]</p>	<p>Learners to follow the steps provided in the learning project.</p> <p>Step 1 – identify activities</p> <p>1.1 Review the Outcomes, Assessment and Resources previously identified in the OARAS for their project. [L – 30 min, I]</p> <p>1.2 Draft the activity section in the OARAS document for their project. [L – 90min, I]</p>	<p>Learning resources provided in the resources section of the course.</p> <p>Study and Technical Help forum for seeking and receiving technical, subject / concepts and study skills support.</p> <p>Peer and facilitator review in OERu forums</p>

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	<p>workplace. Are they suitable for workplace training?</p> <ul style="list-style-type: none"> ○ Embed the activities into your learning resources and session plan to scaffold the learning ○ Design three (3) learning activities from the list provided in the resources (or your own additions) to support learning outcomes ○ Undertake a peer review ○ Reflect and report on the peer review and explain the modifications you will make before implementing the activities. <p>Activities can be showcased in a Moodle sandpit area, link shared if they are a web 2.0 tool or shared in forum.</p>	<p>Textual information to include prompts on how to design each learning activity used, and videos on how to create the activities. [NW]</p> <p>Textual information explaining the process of trialling, how, what, why? [R]</p> <p>Textual. Why do we review. Process, post-delivery, continuous improvement. How that it is different to trailing. [R]</p>	<p>Step 2 – Sequence tasks</p> <p>2.1 Watch the videos and read the textual information about creating activities in Moodle and research different ways of presenting the activities [L – 3 hrs, I]</p> <p>2.2 Identify existing workplace activities or new online activities that fit within the curriculum. [L – 1 hr, I]</p> <p>Step 3 – Design activities</p> <p>3.1 Choose three (3) activities, a minimum of one workplace and one online, to design for their project course. [L – 30 mins, I]</p> <p>3.2 Design three (3) learning activities. [L – 3-6 hrs, I]</p> <p>Step 4 – Trial activities</p> <p>4.1 Create a review document [L – 1 hr, I]</p> <p>4.2 Request peer review by adding activity to discussion or asking a colleague to trial the activities. You may also ask your facilitator to review. [L – 1 hr, T – 1 hr, I/G]</p>	
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			<p>Step 5 – Review activities</p> <p>5.1 Based on the peer review reflect and report on what modifications you will make before implementation. [L – 1-2 hrs, I]</p> <p>5.2 Review and provide feedback to at least one peer. [L – 1 hr, G]</p> <p>Evidence of participation: Upload the OARAS document to the discussion forum.</p>	
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Appendix: Explanations

§ **Activities** (what learners do in order to learn and develop the skills required)
Number the activities to ensure everyone on the teaching team has shared understanding of the structure and flow of the sessions/ lessons.

For each activity record the following:

§ **L** = the number of hours you estimate it will take the learner to undertake and complete this activity

§ **T** = the number of hours you estimate it will take the tutor to facilitate this activity

§ **M** = the number of hours you estimate it will take the Master Craftsman to facilitate / supervise this activity

§ **I/G** = individual or a group activity

For example: L: 1hr, T: ½ hr, M: 1 hr, G

Resources

All of the resources in each learning resource section of the template should relate directly to a learning activity. Categorise your resources as follows:

[R] = Ready-to-go. These resources are already available (such as practical demonstrations, tools, OER, open texts, videos, instruction sheets, pictures and diagrams, etc.) and are suitable for the unit (consider technology availability, use and learner access).

[NW] = Need Work. These resources are available or nearly ready or possible to obtain but need more work before they are suitable for use (checklist needing images and illustrations to complement the text, tools that are possible to obtain but need to be hired, purchased, or agreed to be shared with others, etc).

[C] = Concept. Ideas for resources that still need to be developed. If you want to create a video of a practical demonstration, an interactive drag and drop or matching practice or assessment activity, a clickable checklist or diagram, a demonstration using 360 video, an interview with an expert, a digital assessment or quiz in Moodle, be sure to map these early in the design process because they might need more time and effort to be created.

Recommended to keep a design and teaching / training log.

Design Log (notes, plans, explanations)

Log ideas and rationale for learning design decisions following the learning design and development principles outlined in the qualification document.

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Teaching reflection Log (notes, reflections, suggestions)

Log reflections on things that go or don't go well from experience. Any suggestions for improvement or changes you have introduced while teaching the unit.

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