

§ 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 3: CTVSD3** - Developing resources

Learning outcome – Design and develop learning resources to support learning outcomes

Range: Evidence of minimum 3 designed and developed resources for your learner cohort.

Performance criteria or evidence requirements:

- PC 1 Understand resources and their purpose in supporting learning outcomes and engaging the learner
- PC 2 Identify resources appropriate to build required knowledge and skills
- PC 3 Design resources appropriate to the learner cohort and method of delivery
- PC 4 Develop resources

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)
Design and develop learning resources to support learning outcomes.	<p>Kahoot Quiz – types of resources [C]</p> <p>Identify three (3) types of resources to be included in your course to support your identified learner cohort. Complete R section of OARAS.</p> <p>Design three (3) different resources to support the learning of your course</p>	<p>Text – types of resources, how to choose resources, how they support learning. [C]</p> <p>Text – understanding knowledge, purpose and message, finding existing resources, web 2.0 tools that can be used. [C]</p> <p>Text - Understanding who we are designing for,</p>	<p>Watch the video Review support material Reflect on own learning style Complete the VARK assessment</p> <p>[L:1hr T:2hr M:1hr I]</p> <p>Kahoot Quiz – types of resources [L 15m I]</p> <p>Refer to OARAS document for your course and investigate and select three (3) appropriate</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>content with your identified learner cohort.</p> <p>Develop the content for three (3) different resources to support the learning of your course content with your identified learner cohort.</p>	<p>designing content as a resource to support learners, choosing the right type or resource for the message and cohort, different platforms that can be used. Learning style information – andragogy (Knowles). [C]</p> <p>Text: Pitch, tone and language, chunking and scaffolding, sequencing and wayfinding, storyboarding. [C]</p> <p>Videos: [R] Knowles adult learning theory, andragogy. Where to find existing resources. Creative commons licencing. Editing and publishing on YouTube.</p>	<p>learning resources to support your cohort. Identifying images and citation.</p> <p>[L:1hr T:1.5hr I/G]</p> <p>Design your learning resources using a storyboard approach.</p> <p>[L:2hr T:1hr I/G]</p> <p>Develop your learning resources for inclusion in your OARAS and course.</p> <p>[L: 3h T:1hr I/G]</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.