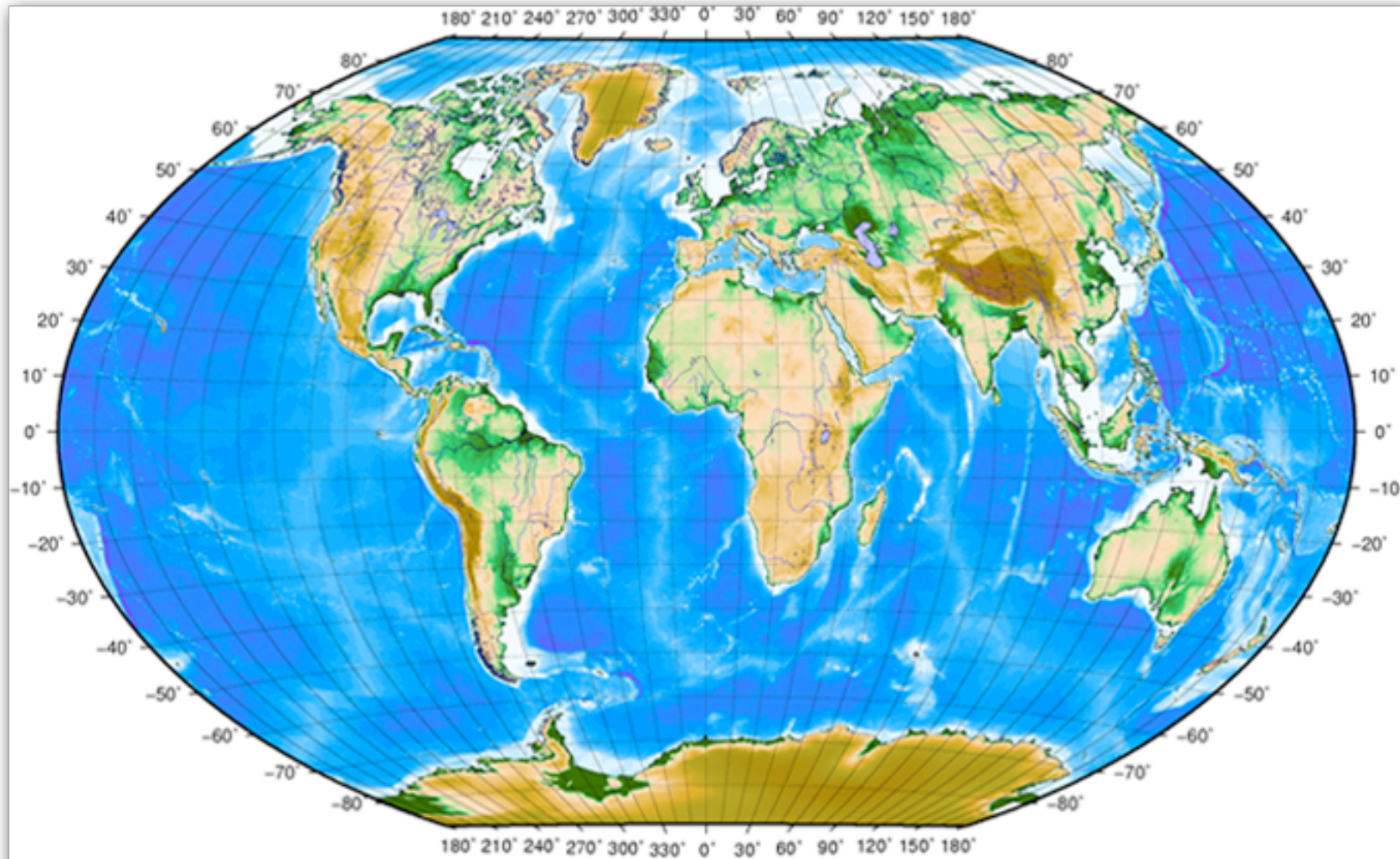


Developing learning resources

In this presentation we will discuss:

- the production cycle of a 'typical' online learning resource
- development tools and techniques
- roles and responsibilities of project team members
- examples of work.

Where in the world are you?



Who we are and what we do

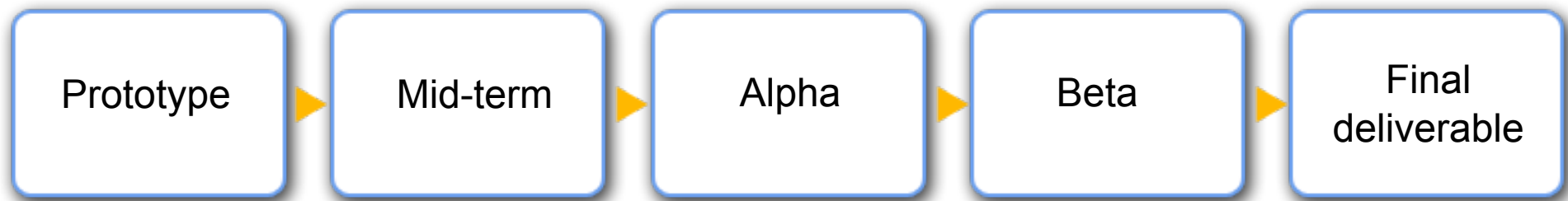
Learning Innovation and Development

- Resource development
- Curriculum development
- Organisational development

Roles and responsibilities of project team members

- Project coordinator
- Instructional designers
- Developers/Programmers
- Graphic artists
- Subject matter expert(s)
- Administration

A 'typical' production cycle of an online learning resource



Development tools and techniques - Scripts

<class title> [] []
Unit name: [] []
Key words: [] []

Document progress

Please update your part of this tracking table as you complete each stage.

	ID	2nd ID	Tech check	Admin read	MM developed	ID check on screen	ID check on screen	Admin on screen read
Name	[]	[]	[]	[]	[]	[]	[]	[]
Date	[]	[]	[]	[]	[]	[]	[]	[]

Client file 6

Demolition overview 11

Determine job specifications 11

Overview 11

Activity 13

Client file 13

Determine if a building permit is required 14

Overview 14

Activity 16

Provide advice on engaging a demolisher 18

Overview 18

Activity 19

Application Submission 20

Review the relevant regulations and acts 20

Overview 20

Activity 22

Seek demolition approval 24

Overview 24

Activity 25

Consult council departments 26

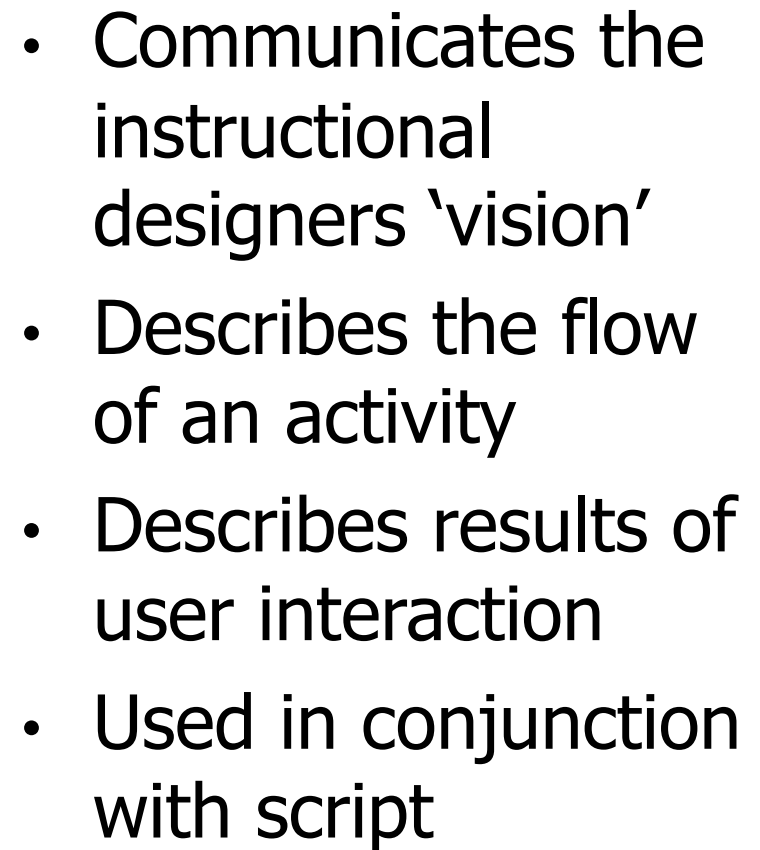
Overview 26

Activity 27

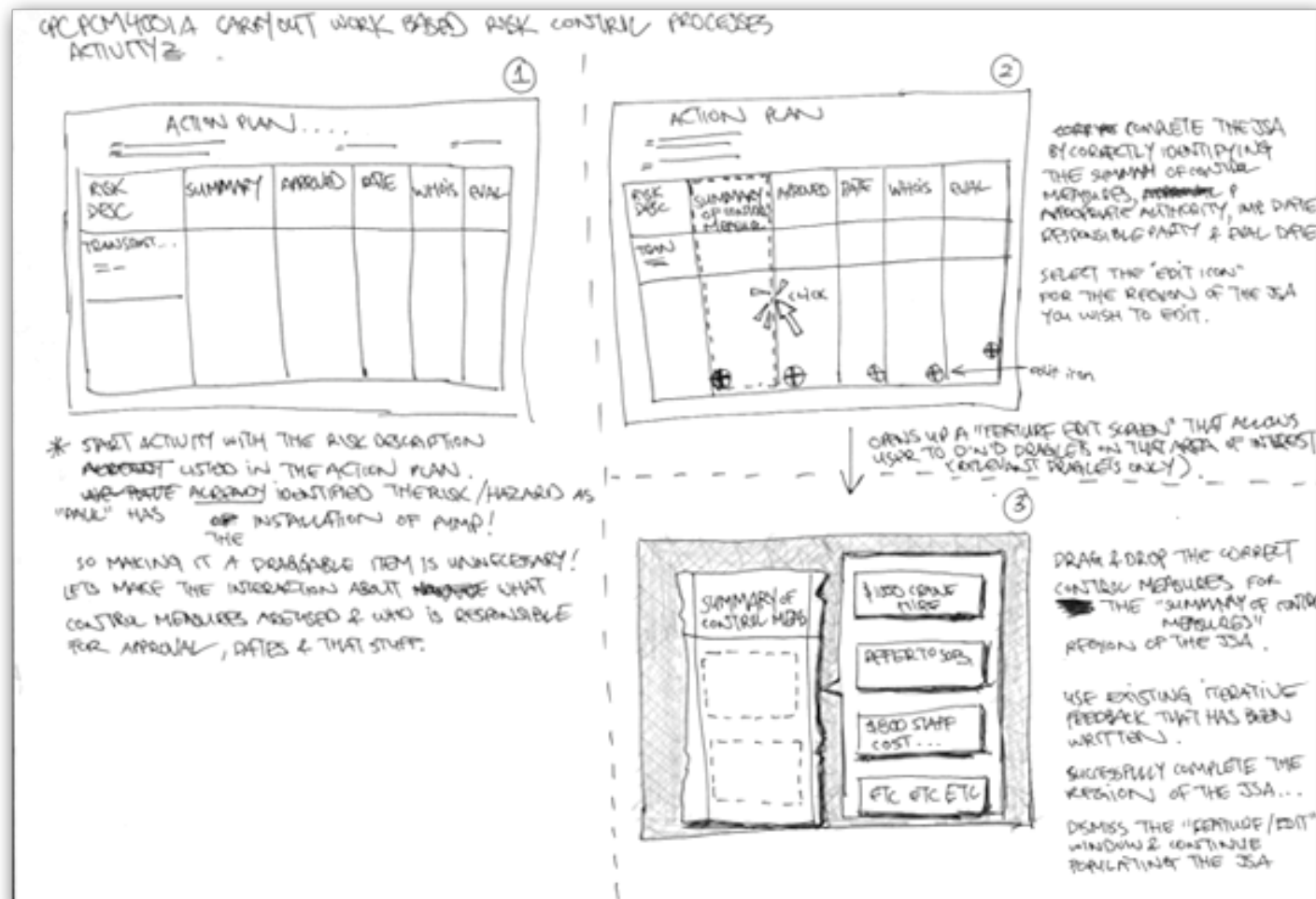
Submit the application 28

Overview 28

- Script written by instructional designers
- Contains resource content
- Describes resource structure
- Provides instructions to developer
- Used in conjunction with storyboards

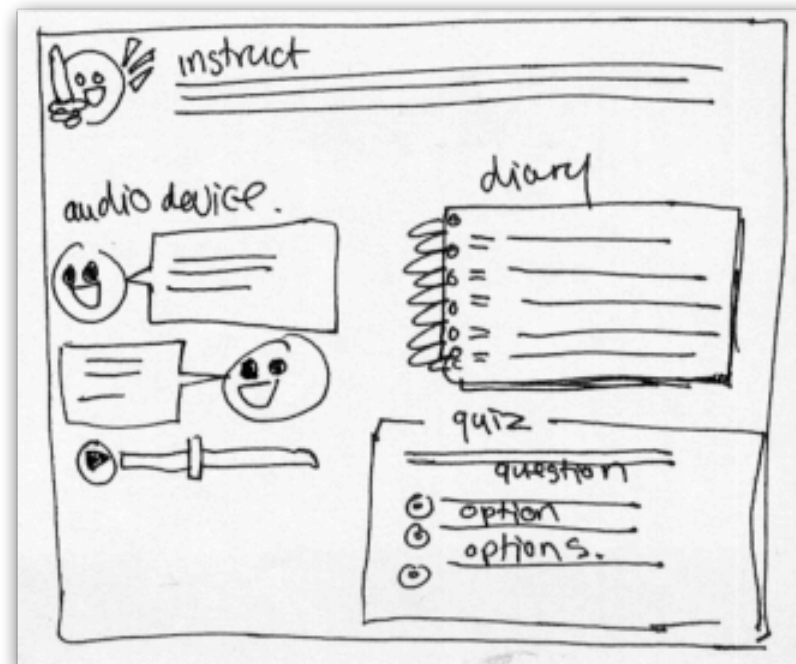


Development tools and techniques - Previs



Development tools and techniques – Simple previs

Simple screen previs



Development tools and techniques

What are some of the tools and techniques that **you** use to plan your work?

Using the area provided, list the tools and techniques that you use to plan your work.

Development tools and techniques - Research

- Email mailing lists
- Web searches
- Social media tools like Twitter

Here are two of my Twitter lists

http://twitter.com/rowan_peter/educationalists

http://twitter.com/rowan_peter/socialmedialist

Software

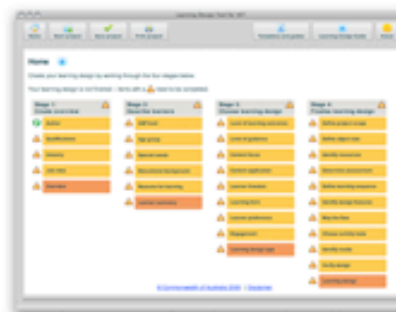
Development

- Flash
- Dreamweaver
- Photoshop
- Illustrator
- Premiere
- After Effects
- Acrobat
- Maya
- Office
- Reload
- Inhouse tools
- Instant messaging

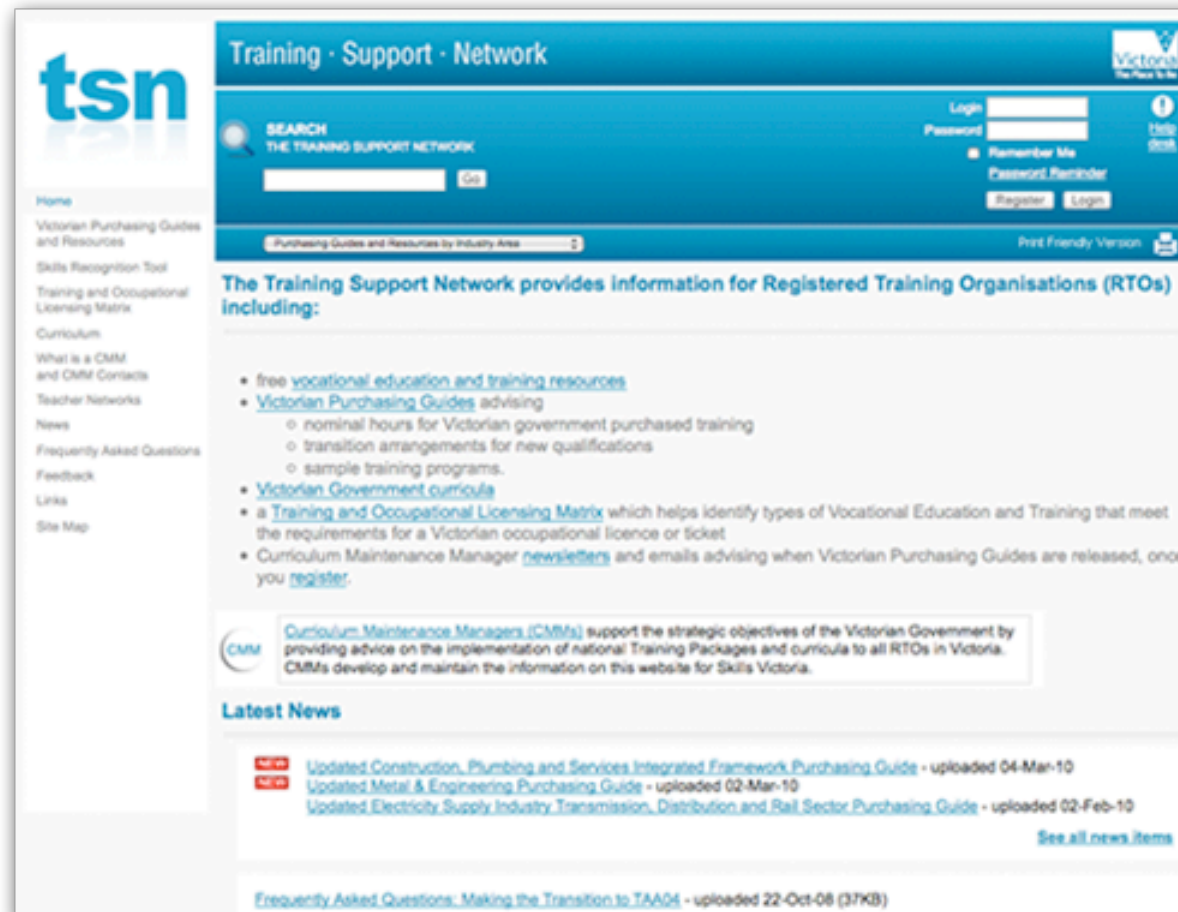
Delivery

- TAFE VC / Blackboard
- Moodle
- Respondus
- Wordpress
- Google docs

Examples of our work



Training Support Network (TSN)

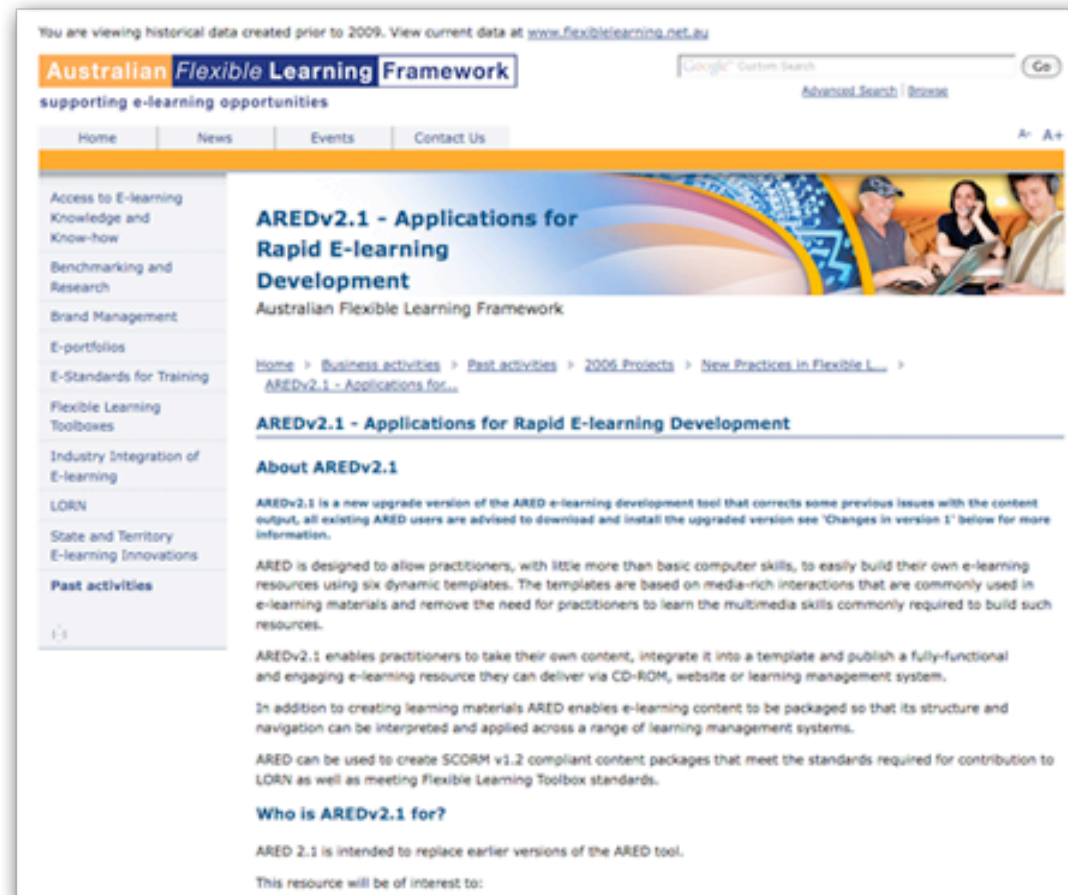


<http://trainingsupport.skills.vic.gov.au/default.cfm>

Examples of our work – Toolboxes

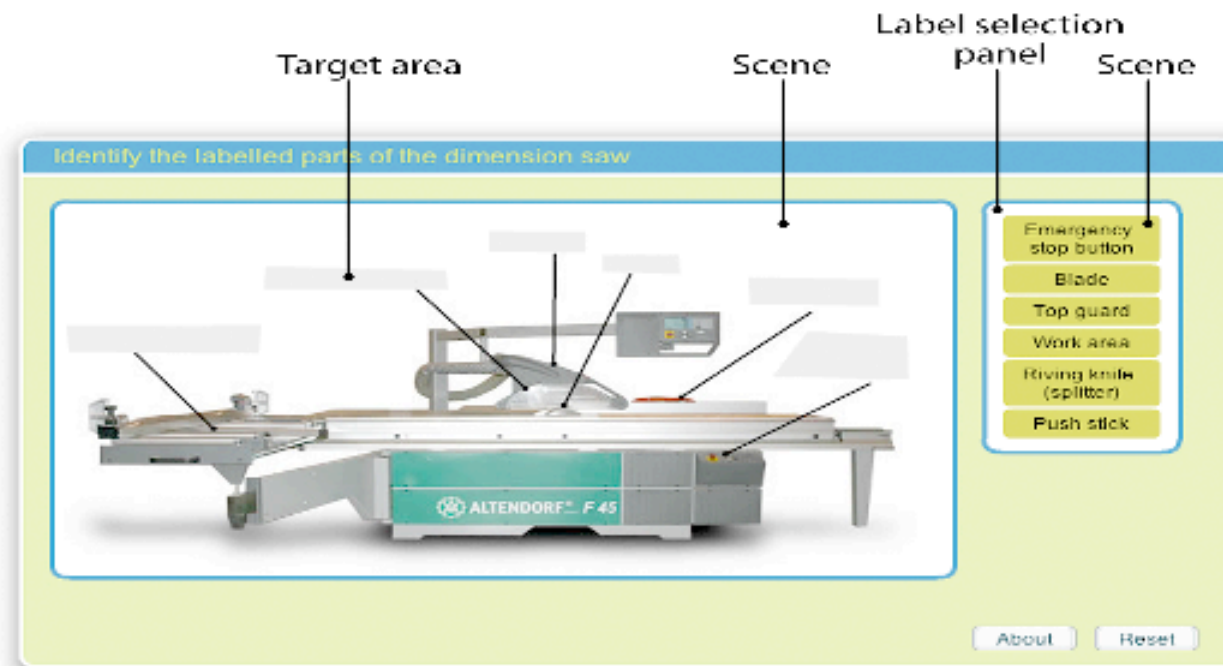


Applications for Rapid E-learning Development (ARED)



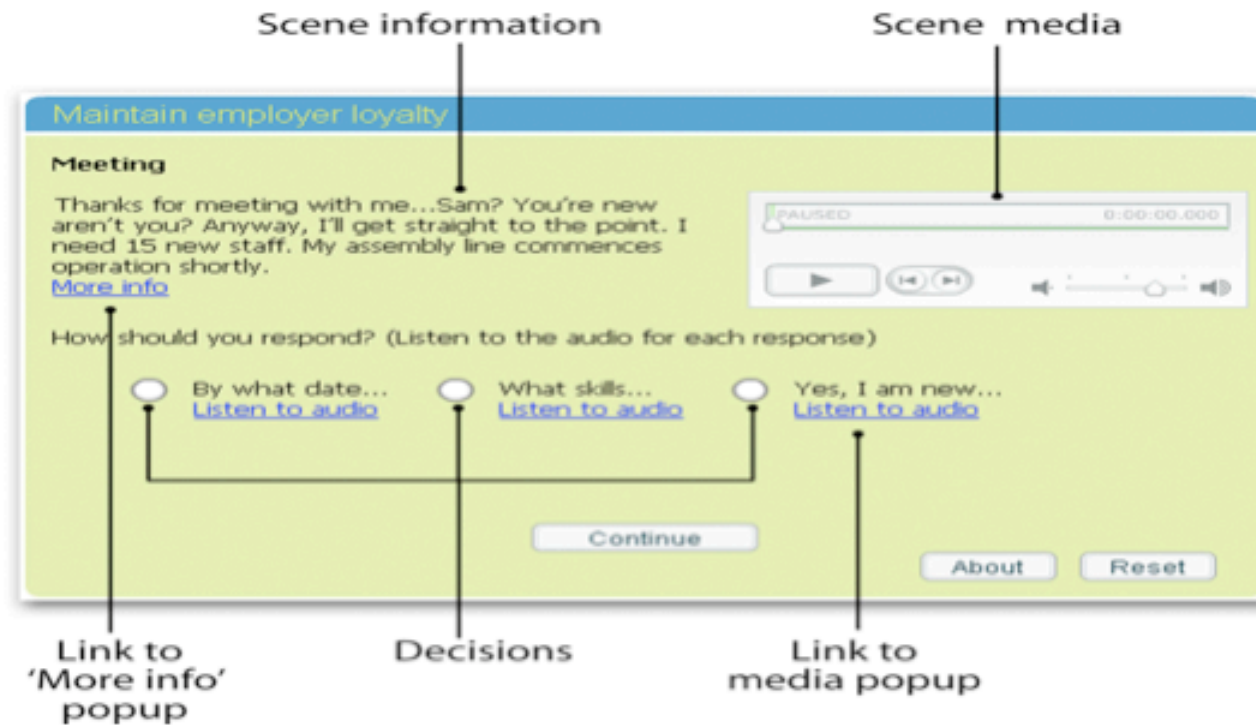
<http://pre2009.flexiblelearning.net.au/flx/go/home/projects/2006/newpractices2006/pid/369>

Applications for Rapid E-learning Development (ARED)



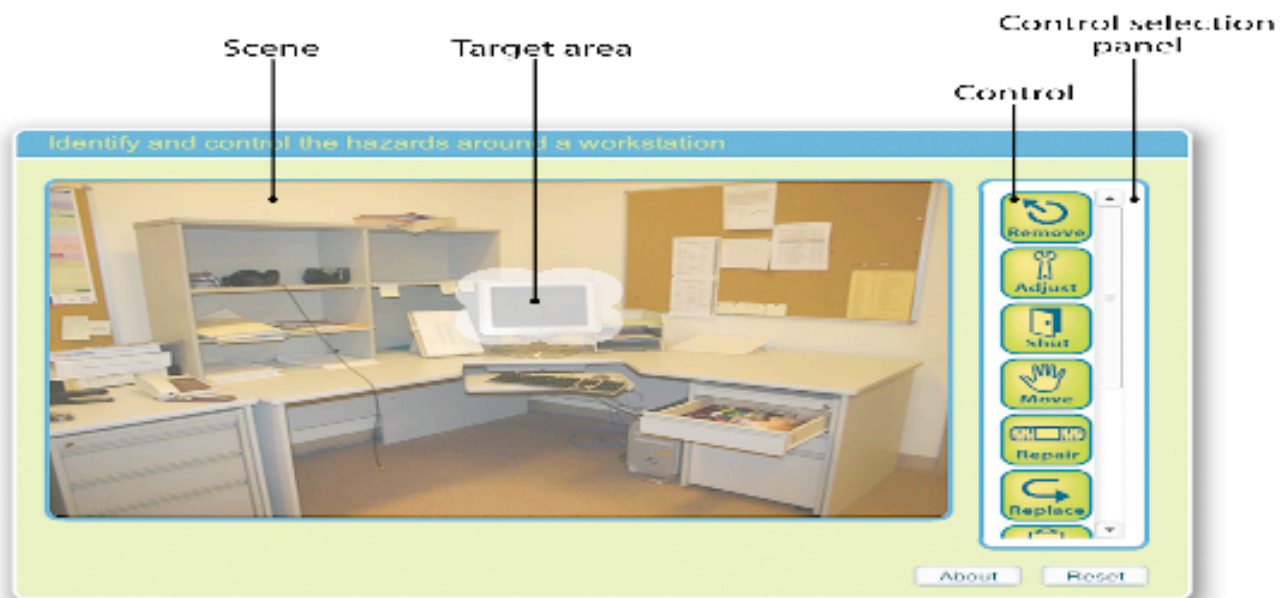
Label targets in a scene

Applications for Rapid E-learning Development (ARED)



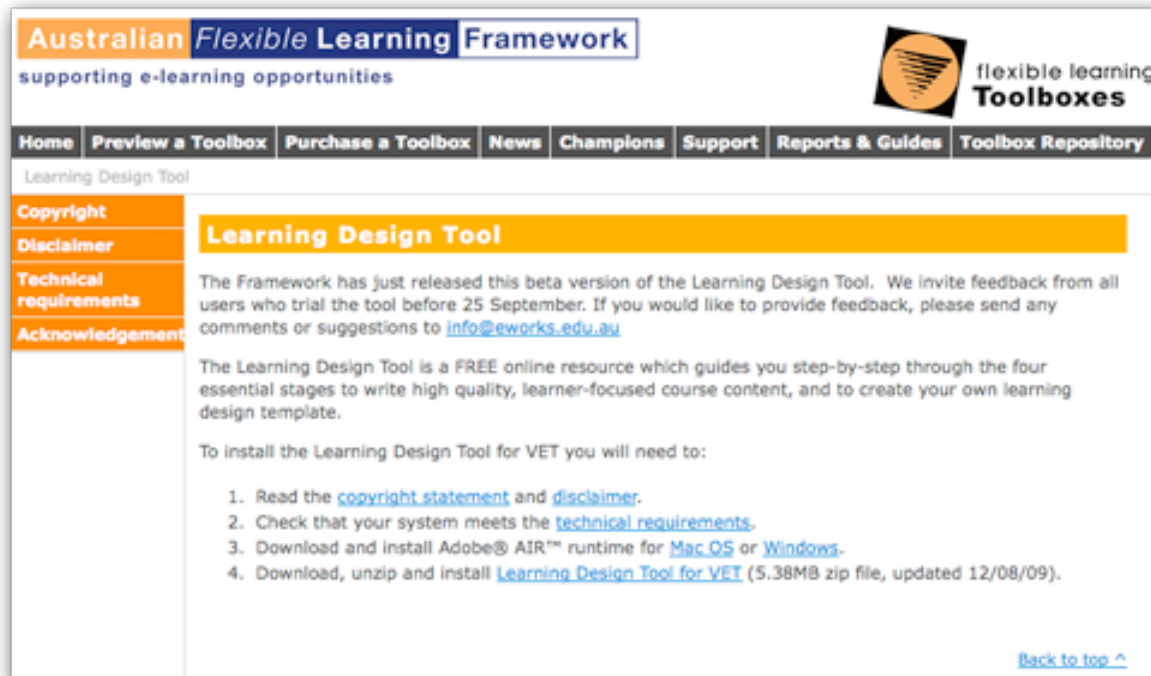
Decision tree

Applications for Rapid E-learning Development (ARED)



Apply control measures to targets in a scene

Learning Design Tool for VET



The screenshot shows the website for the Australian Flexible Learning Framework. The header includes the text "Australian Flexible Learning Framework" and "supporting e-learning opportunities". A navigation bar contains links: Home, Preview a Toolbox, Purchase a Toolbox, News, Champions, Support, Reports & Guides, and Toolbox Repository. The main content area is titled "Learning Design Tool" and features a sidebar with links for Copyright, Disclaimer, Technical requirements, and Acknowledgement. The main text describes the beta version of the Learning Design Tool, invites feedback, and provides installation instructions for VET.

Australian Flexible Learning Framework
supporting e-learning opportunities

flexible learning
Toolboxes

Home | Preview a Toolbox | Purchase a Toolbox | News | Champions | Support | Reports & Guides | Toolbox Repository

Learning Design Tool

Learning Design Tool

The Framework has just released this beta version of the Learning Design Tool. We invite feedback from all users who trial the tool before 25 September. If you would like to provide feedback, please send any comments or suggestions to info@eworks.edu.au

The Learning Design Tool is a FREE online resource which guides you step-by-step through the four essential stages to write high quality, learner-focused course content, and to create your own learning design template.

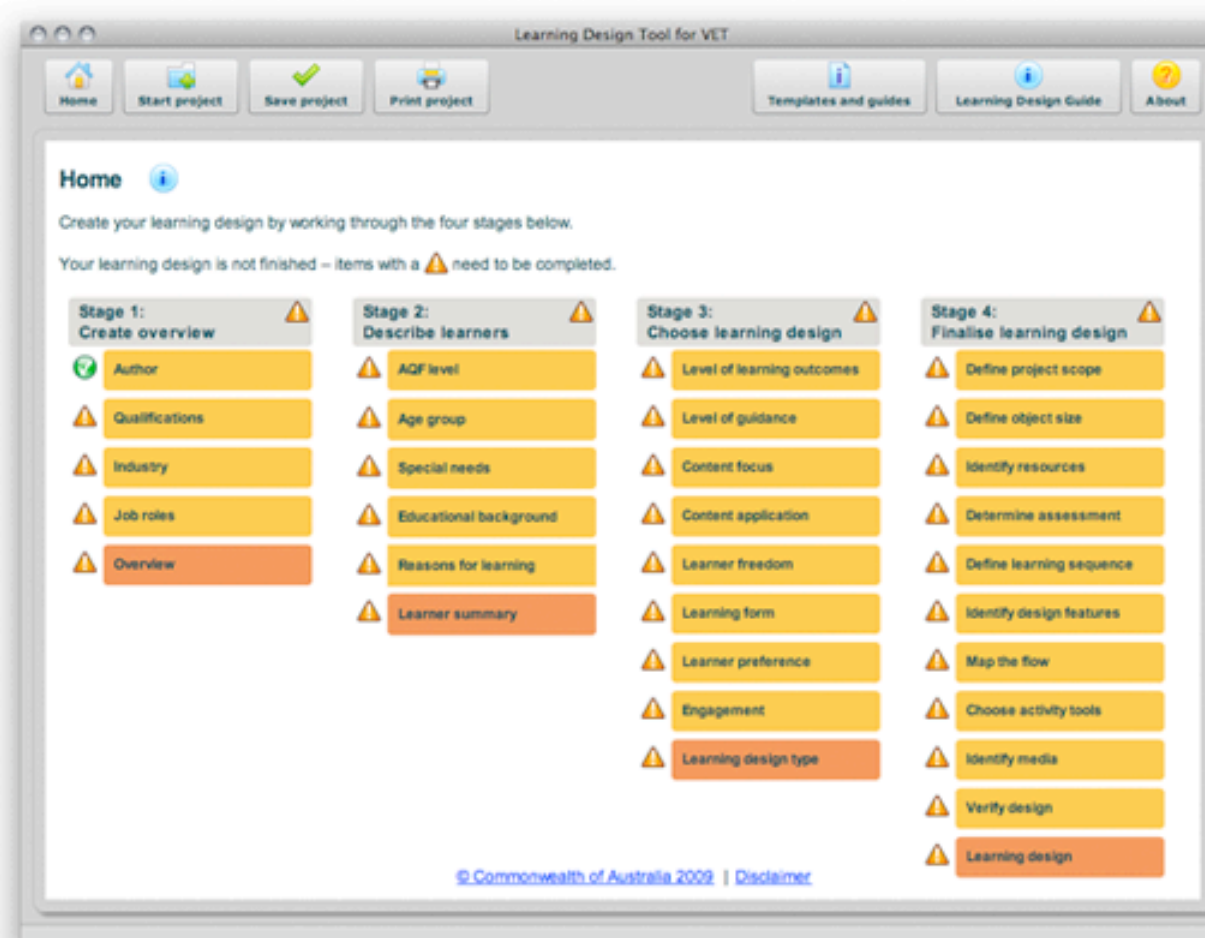
To install the Learning Design Tool for VET you will need to:

1. Read the [copyright statement](#) and [disclaimer](#).
2. Check that your system meets the [technical requirements](#).
3. Download and install Adobe® AIR™ runtime for [Mac OS](#) or [Windows](#).
4. Download, unzip and install [Learning Design Tool for VET](#) (5.38MB zip file, updated 12/08/09).

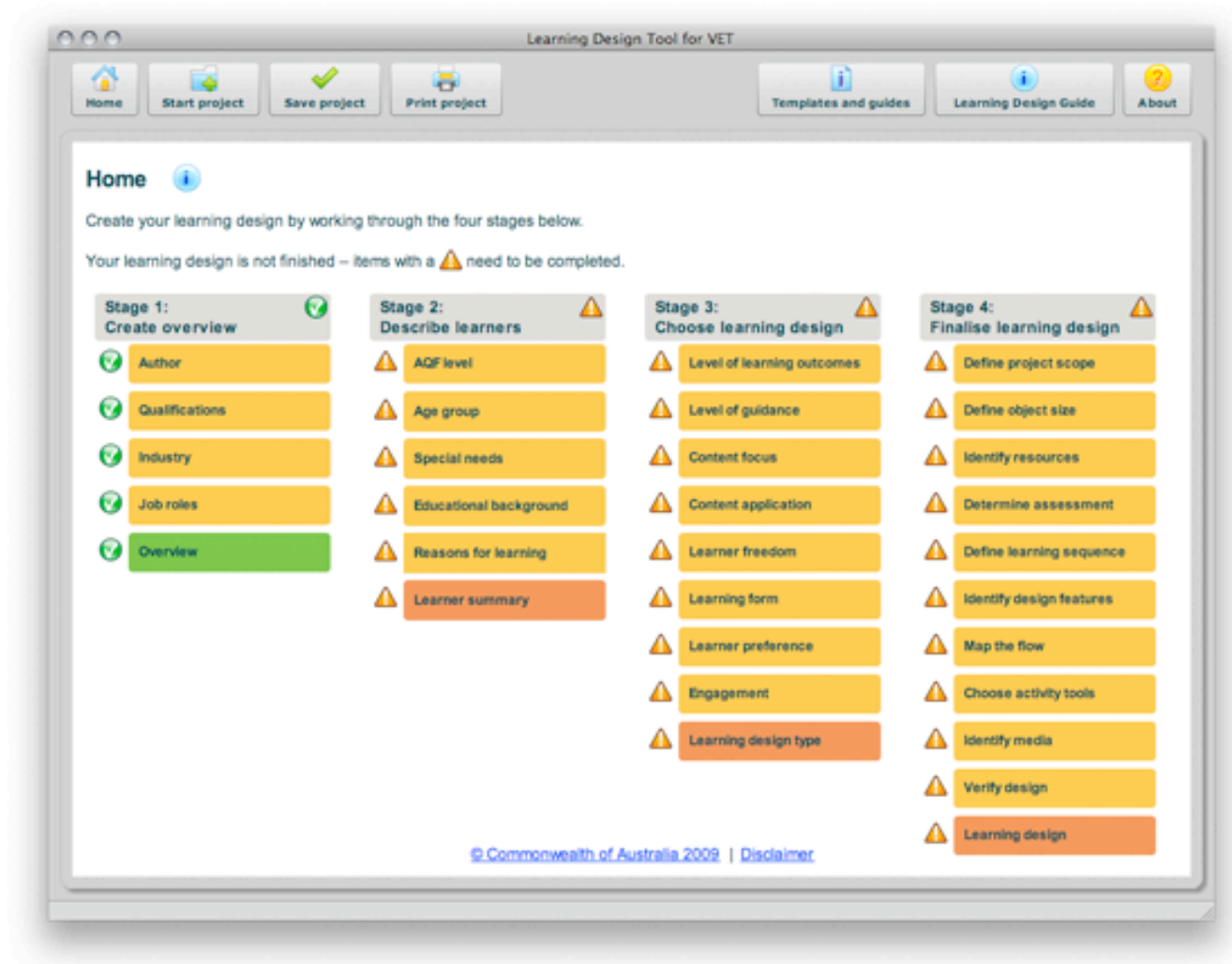
[Back to top ^](#)

<http://toolboxes.flexiblelearning.net.au/ldt>

Learning Design Tool for VET – Step 1



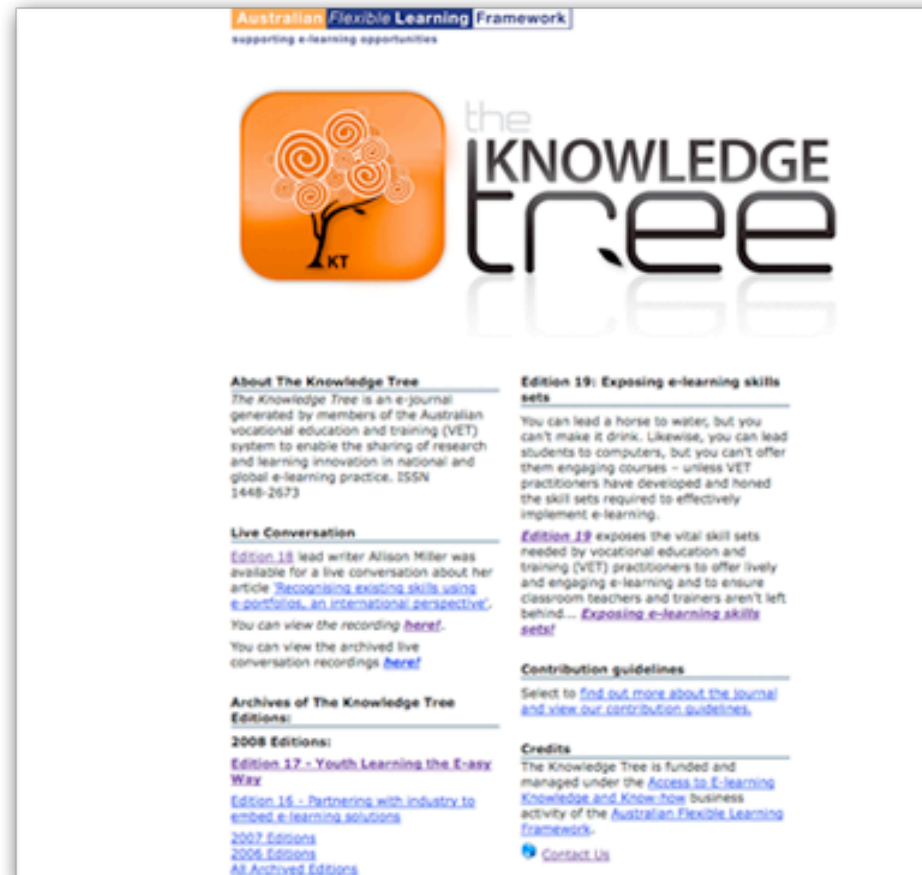
Learning Design Tool for VET – Step 1 - Detail



Learning Design Tool for VET – Detail – Welcome back



The Knowledge Tree



<http://kt.flexiblelearning.net.au>

The Knowledge Tree (Editions 16 and 17)



the KNOWLEDGE tree

An e-Journal of Learning Innovation
ISSN 1448-2673

Australian Flexible Learning Framework
supporting e-learning opportunities

Edition 16 & Edition 17

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News highlights

-  [Framework to help build e-learning momentum in Asia](#)
2/7/2009
-  [E-learning integral for trades training](#)
30/6/2009
-  [VET E-portfolios Showcase - call for presenters](#)
25/6/2009
-  [e-Gems webconference - Second Life scenarios, Sloodle and an outback community](#)
25/6/2009

Edition 17 editorial

Welcome to Edition 17 of The Knowledge Tree. This is our second edition since we upgraded our layout and navigation. We trust you enjoy our new look and our continued focus on provoking, fostering and capturing in-depth knowledge and debate on e-learning issues and innovative practices through a range of articles, interviews, case studies and forums.

In this edition we look at how industry and RTOs are using e-learning to inspire young learners. Some recurring questions that arise from these contributions:

- » What features of e-learning engage young/Gen Y learners?
- » Do educators make presumptions about the use of technologies with Gen Y learners?
- » How can educators handle the 'innovation tension' between being innovative with Web 2.0 technologies engaging young people, and access and duty of care issues?

In the peer reviewed lead article, 'Everything I need to learn: Engaging youth in online learning', Bill Wade of Charles Darwin University, NT writes about the contrasts between the boxed content of bygone correspondence-based distance education and the computer-mediated learning engaging young people today. Bill examines a number of key questions, including, 'What technologies really deliver to young people?' and, 'How do we move beyond the next best toy and become authentic innovators?'. Amongst other academic sources, Bill draws upon Danah Boyd's popular and thought-provoking article, 'Social Network Sites: Public, Private, or What?' from Edition 13 of The Knowledge Tree, and the Horizon Report (2008). He also incorporates observations from his involvement with the Mobilizethis series of youth and ICT-focused conferences.

Gary Sewell, Head Teacher of Baking, Hunter Institute in NSW, provides a case study on a successful partnership between Hunter Institute and the baking industry involving e-learning and the fast-tracking of apprentices. You can also view a presentation of Gary's on this partnership in a recording of 'Blended Baking', a web conferencing (Eliminate) session that was part of the 'e-Exemplars' mini-online conference of June 2008.

Edition 17: Youth learning the e-easy way

- » Edition 17 editorial
- » Article: Everything I Need to Learn - Engaging Youth in Online Learning
- » Article: A New Recipe for Learning - Blended Mobile Learning for the Baking Trades
- » Interview: Authentic e-learning - An Interview with Andrew Williamson
- » Interview: Virtual revolution - An Interview with Aaron Port
- » Panel Discussion: Perspectives on youth and e-learning

Right select (Save Target/Link As...) to download the Edition 17 print version. (PDF, 1.4MB)

Edition 16: Partnering with industry to embed e-learning solutions

- » Edition 16 editorial
- » Article: Facing the Future
- » Article: Steeling an Industry for E-learning
- » Interview: 2008 VISTA Conference
- » Interview: Industry perspectives on the pros and cons of e-learning

Right select (Save Target/Link As...) to download the Edition 16 print version. (PDF, 293KB)

The Knowledge Tree (Editions 18 and 19)

Australian Flexible Learning Framework

supporting e-learning opportunities

An e-Journal of Learning Innovation

ISSN 1448-2673



the KNOWLEDGE tree

EDITION 19 Exposing e-learning skills sets

EDITION 18 Putting the learner in the driver's seat

Edition 19: editorial

You can lead a horse to water, but you can't make it drink. Likewise, you can lead students to computers, but you can't offer them engaging courses – unless VET practitioners have developed and honed the skill sets required to effectively implement e-learning.

In this edition of *The Knowledge Tree* we expose the skill sets vital for VET practitioners to make lively, interesting, informative and educational e-learning. How do we support and acknowledge those who have these skills – and how do we ensure that otherwise effective classroom educators aren't left behind?

Wikis, tagging, increased use of online social networking – so much has changed, even in the past five years. Through a range of contributions, we get to the heart of what it will take for VET practitioners to meet their students ever-changing needs.

Internationally recognized futurist Elliott Masie was credited with co-inventing the term 'e-learning'. He offers a think-piece, *Defining the 'e' in e-learning*, in which he takes readers on a journey from e-learning's humble beginnings to current global practices and future possibilities. He explores how both teachers and learners require new skill sets, roles and adaptations.

Annie Fergusson, Benchmarking and Research Business Manager of the *Australian Flexible Learning Framework*, provides an *overview of what must happen* on a macro level if VET practitioners are to effectively update their skills to adapt to e-learning environments. She makes her points using recent VET research and the Framework's annual Benchmarking survey, which reports on the uptake and use of e-learning by training organisations, students and VET practitioners.

Results of the 2009 Benchmarking survey will be available from 16 October. As part of the 'e-Gems' series of synchronous online sessions, *The Knowledge Tree* will on Monday 19 October at 12:30 – 1:30 AEDST present a web-conferencing session analysing the results. Ian Phillips will be the presenter, supported by Annie Fergusson. For more details visit: <http://flexiblelearning.net.au/egems>

Cathy Moore is an international e-learning instructional designer, soon to tour Australia. In an *interview in this edition* she explains how we can 'dump the drone' of e-learning design and instead create engaging, memorable and lively e-learning.

In addition, we offer *several interviews with Australian e-learning practitioners* as they consider, among other issues, the differences between skills needed for face-to-face teaching and e-learning, the effective use of Web 2.0 tools, and 'the how' in acknowledging new skill sets. The interviewees are:


- » Michelle Potts (TAFE SA)

The Knowledge Tree 2009

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Edition 19: Exposing e-learning skills sets

- » [Edition 19: editorial](#)
- » [Think piece: Defining the 'e' in e-learning](#)
- » [Article: Relevant skills for e-learning](#)
- » [Interview: Lively e-learning - An interview with Cathy Moore](#)
- » [E-learning skill sets: Australian experts speak](#)
- » [Presentation: A hub for e-learning](#)

Right select (Save Target/Link As...) to download the *Edition 19 print version*. (PDF, 290KB)

The Knowledge Tree – Podcast repository

Australian Flexible Learning Framework
supporting e-learning opportunities



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KNOWLEDGE
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The Knowledge Tree podcast-only program
To satisfy the listening public, The Knowledge Tree provides a regular program on e-learning innovation. To catch each episode from thought leaders and practitioners around the globe subscribe to The Knowledge Tree Podcasts today.

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<http://kt.flexiblelearning.net.au/podcasts/feed-rss2>
Happy listening!

E-learning skill sets: Australian experts speak - An interview with Ben Stokes
Monday, October 12th, 2009



Ben is currently Managing Director of SAPOT Training organization and has a background in 'blue-collar' industries. He has extensive experience in dangerous occupations and is passionate about reducing workplace fatalities and accidents through appropriate training and education.

⬇️ AUDIO MP3

Filed in Edition 19 Podcast | Permalink | Comments (0)

E-learning skill sets: Australian experts speak - An interview with Michelle Potts
Monday, October 12th, 2009



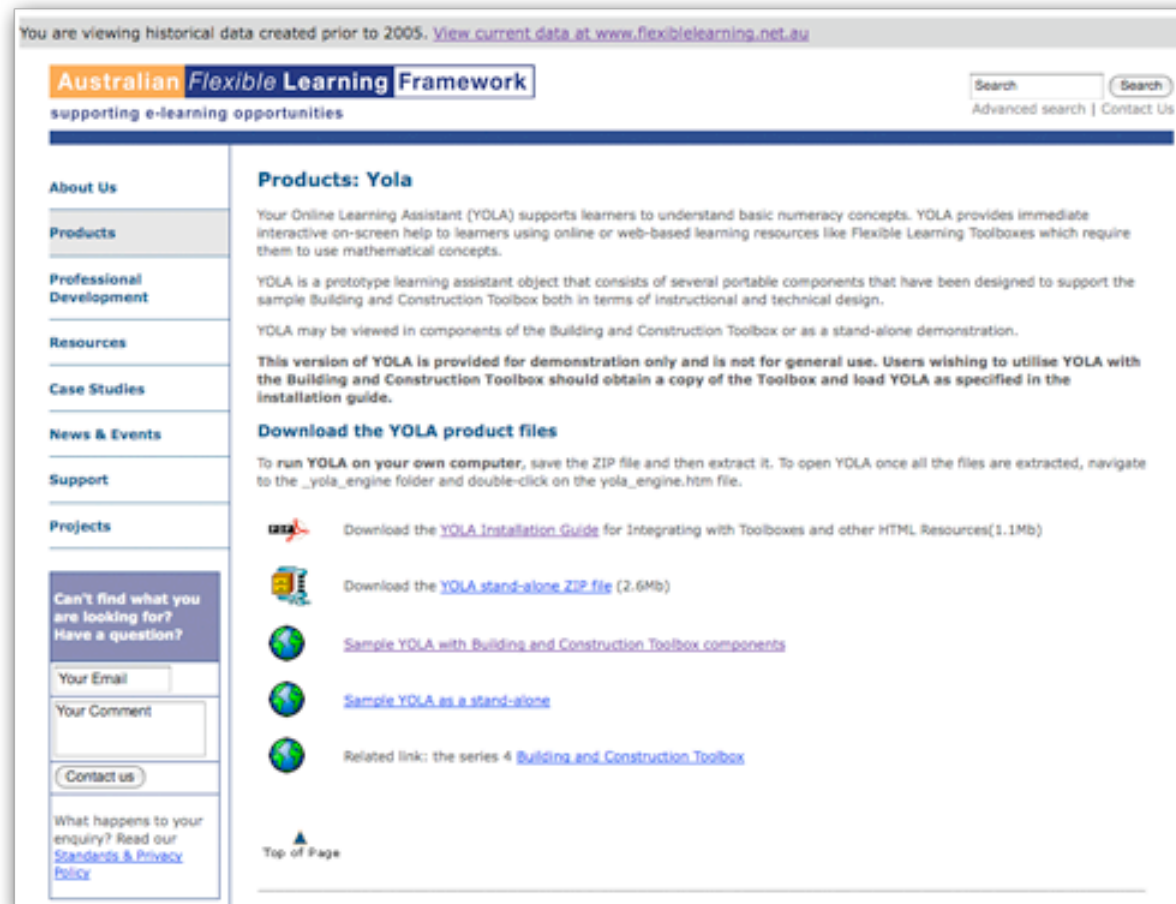
Michelle is the Educational Manager for Vocational Preparation and Equity at TAFE SA. She is currently involved with the Innovations Project 'E-ffective Communication - Virtually Anywhere', which aims to embed e-learning into the Women's Education program.

⬇️ AUDIO MP3

Filed in Edition 19 Podcast | Permalink | Comments (0)

<http://kt.flexiblelearning.net.au/podcasts>

Your Online Learning Assistant (YOLA)



<http://pre2005.flexiblelearning.net.au/products/yola.htm>

Your Online Learning Assistant (YOLA) - Detail

The screenshot displays the YOLA interface, which includes a sidebar with a 'Measuring' section and a main content area with a 'Measuring' simulation.

Measuring (Sidebar):

Measuring

When you use a ruler or measuring tape to measure a length, you need to be able to interpret the measurement it shows.

There is not enough space to number every marking along a ruler or tape, so they are often numbered in groups of 10.

If a length you are measuring does not land on a numbered mark, you must count the extra marks and add that number to the value of the last numbered mark.

[Try the sample quiz below or learn more about measuring here.](#)

How long is the block?

☐ 1004 mm ☐ 1450 mm

☐ 1045 mm ☐ 1405 mm

Measuring (Main Content):

About this demonstration

For the purposes of this demonstration, the following support materials have been chosen to demonstrate the use of YOLA's support materials.

YOLA offers help at any time specific support materials, or to access the support materials help from YOLA's support materials.

In the support materials, learn how to use the support materials.

The support materials are designed to help you learn how to use the support materials.

'See it' demonstrates the use of the support materials.

'Do it' then tests the learner's understanding of the support materials.

In this way, YOLA aims to provide a learning experience that is both interactive and informative.

Measuring Simulation:

See it **Do it**

Measuring

Try cutting the timber to length.

To work in millimetres or centimetres click the buttons on the right.

Click and drag the tape to measure the required length of timber. The white line shows where your cut will be made.

Required length: 387 mm

Click 'Cut' when you are ready.

The Learning Federation



<http://www.thelearningfederation.edu.au>

The Learning Federation – Meaning in context

Meaning in context: literal and ironic

Words and images can be used for their literal meaning, or they can be used to mean something different.

We're going to explore literal and ironic language in different contexts.

Start →

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[Conditions of use](#) (This item contains non-TLJF content)

The Learning Federation – Meaning in context - Bedroom




The Learning Federation – Meaning in context - Literal

What is literal language?

Literal language uses words for their generally accepted, actual meanings.

For example, saying 'That was a great result!' to someone who scored well on a test.

There is no double meaning – the words mean exactly what they say.



'That was a great result!'

more about literal and ironic meaning. New items will be available each time you come back.

Next

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Teachers Embedding E-learning Solutions (TEES)



Nursery Live!



The screenshot shows the Australian Flexible Learning Framework website. The header includes the logo "Australian Flexible Learning Framework" with the tagline "supporting e-learning opportunities". Navigation links for "Home", "Site Map", and "Contact Us" are present, along with a search bar. A left sidebar contains a menu with "About the Framework", "Products & Services", "Resources", "News & Events", "Community", and "Projects". The main content area is titled "Products and Services: NurseryLive!". It features an "About" section describing NurseryLive! as an interactive 2D and 3D computer-based simulation of a horticultural nursery, used for learning about managing nursery plants, pests, and diseases. It includes links for a "Sample NurseryLive! E-learning Simulator" and a "Download Viewer". Below this is a "How it can help you" section explaining that the simulation is used for learning about pest and disease treatment and is designed for a blended learning model. The final section, "Who is it for", states that the product is primarily for Certificate III in Horticulture trainers.

Australian Flexible Learning Framework
supporting e-learning opportunities

Home | Site Map | Contact Us | Search

About the Framework

Products & Services

Resources

News & Events

Community

Projects

Products and Services: NurseryLive!

About

NurseryLive! is an interactive 2D and 3D computer based simulation of a horticultural nursery. Learners interact with the software in order to manage particular aspects of the nursery. NurseryLive! enables learners to demonstrate their understanding in three horticultural competencies (maintaining nursery plants, controlling pests and diseases, and selecting chemicals and biological agents) in the Certificate of Horticulture, levels II and III.

[Sample NurseryLive! E-learning Simulator](#)
Viewing NurseryLive! requires Shockwave ([Download Viewer](#))

How it can help you

NurseryLive! provides an interactive, engaging and fun way to learn about the treatment of pests and diseases. Trainers can use the simulation in conjunction with the real nursery environment to provide examples, start discussions or create an exploratory learning experience.

The NurseryLive! resource is designed to be used in a blended learning delivery model in conjunction with other supporting resources. NurseryLive! comes with a Trainer's Guide and Learner's Guide and should be used with teacher/trainer facilitation for best results.

Who is it for

This product was designed primarily for Certificate III in Horticulture trainers preparing learners for a live simulation environment or a new nursery workplace.

<http://pre2005.flexiblelearning.net.au/productsandservices/nursery.htm>

Nursery Live! – The Greenhouse



Nursery Live! – Monitor the seedlings in the greenhouse



Nursery Live! – Monitor the seedlings in the open area



Nursery Live! – Monitor the seedlings in the open area

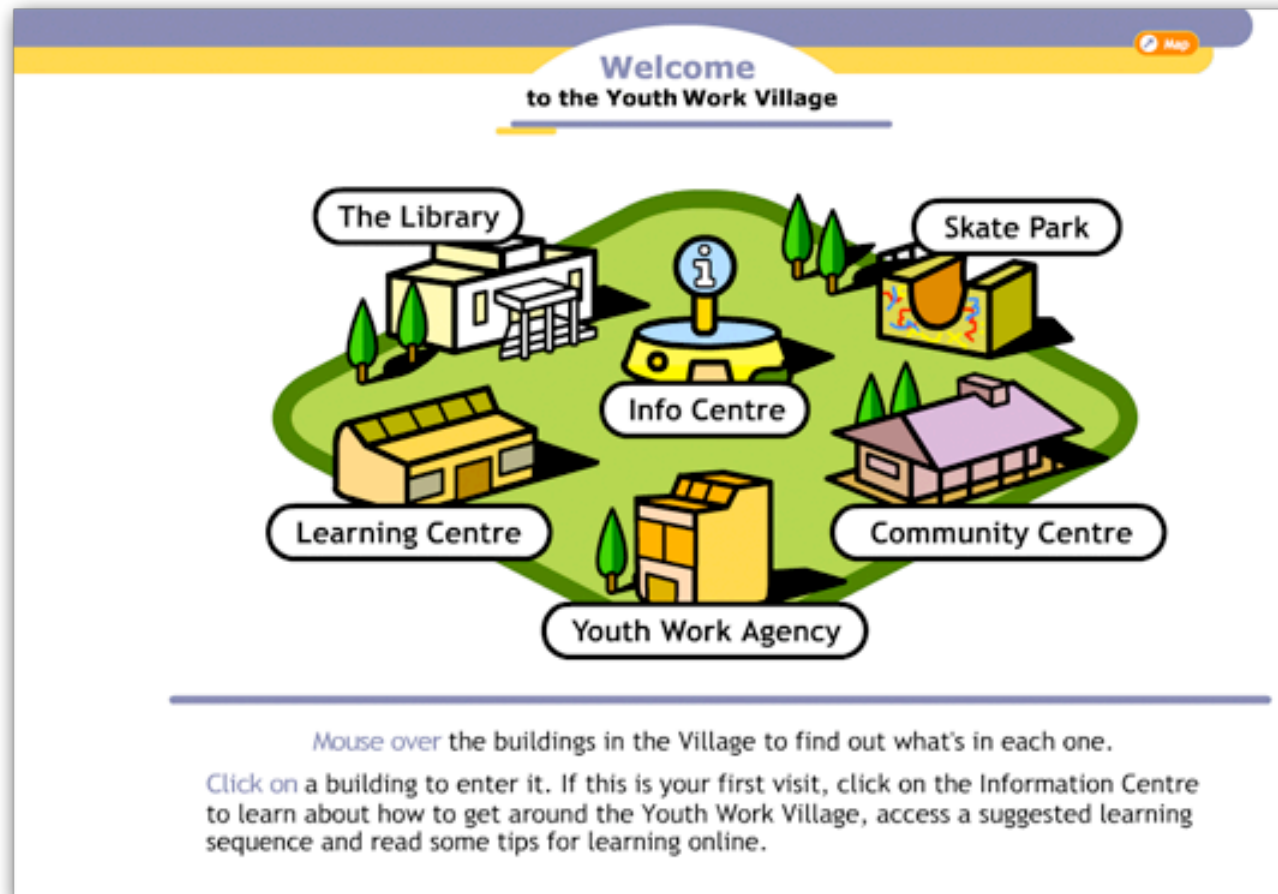


Toolboxes – AOD



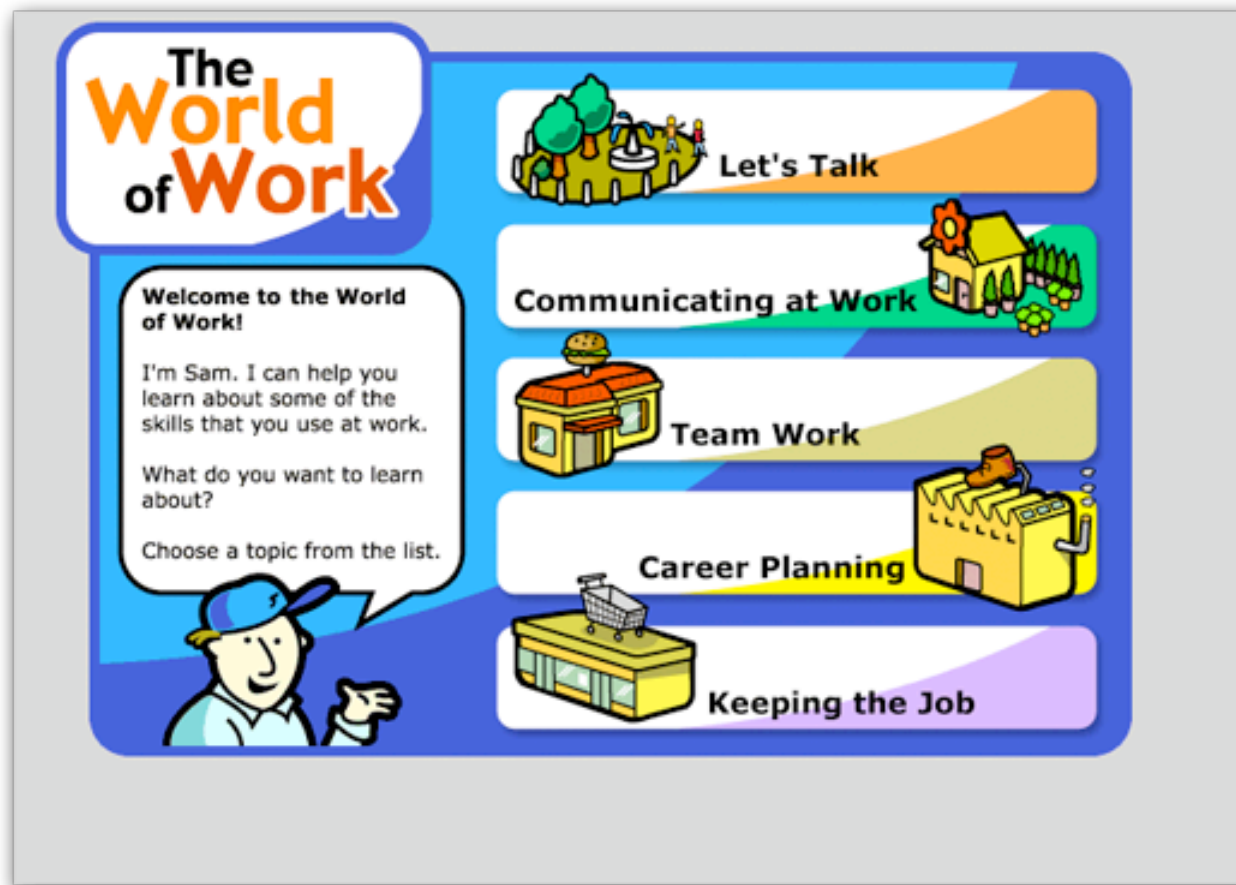
<http://toolboxes.flexiblelearning.net.au/demosites/series2/205v2/index.htm>

Toolboxes – In detail



<http://toolboxes.flexiblelearning.net.au/demosites/series3/301/home.htm>

Toolboxes – WOW



<http://toolboxes.flexiblelearning.net.au/series4/420.htm>

Toolboxes – B & C



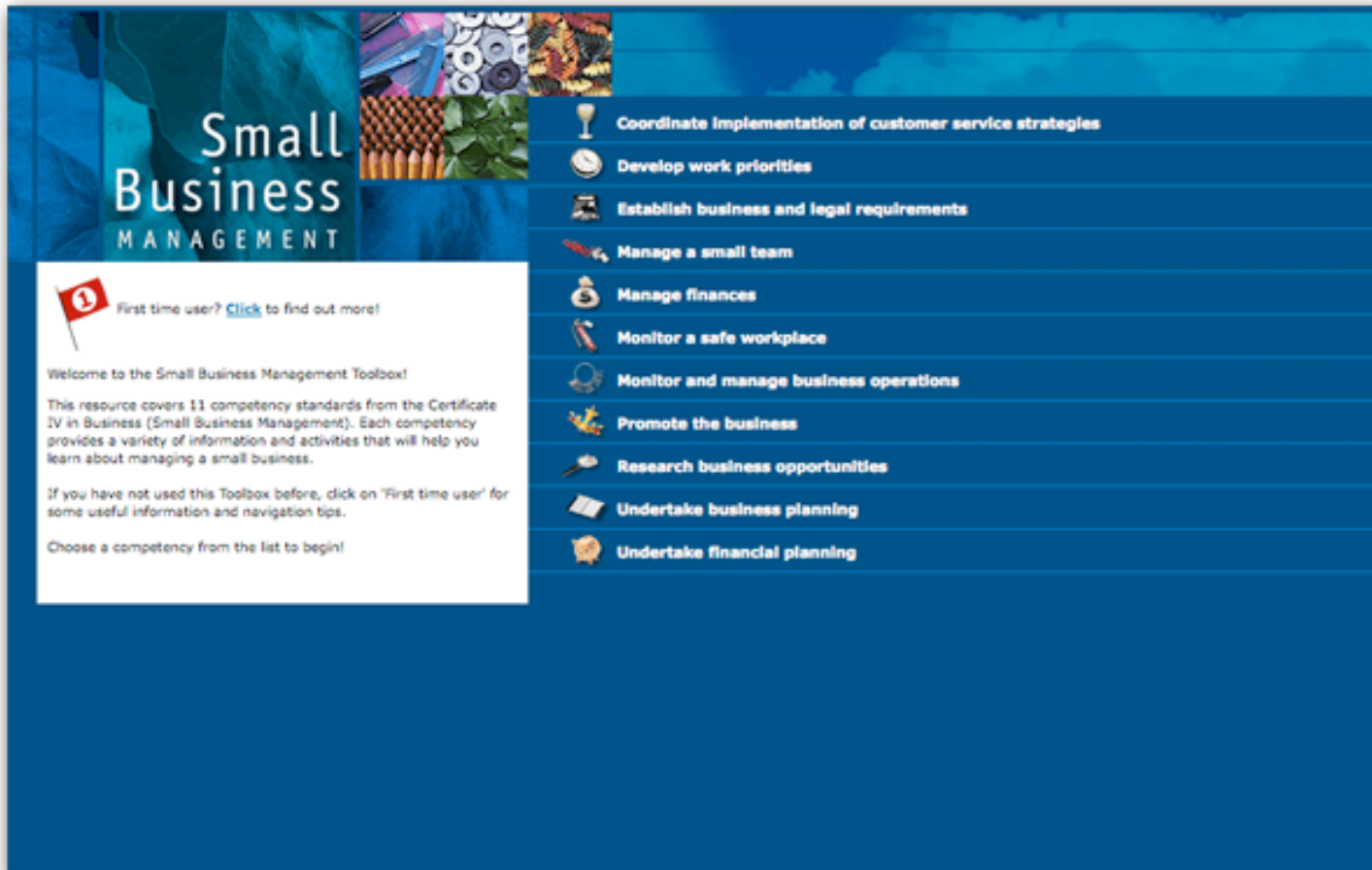
<http://toolboxes.flexiblelearning.net.au/series4/401.htm>

Toolboxes – Building skills



<http://toolboxes.flexiblelearning.net.au/demosites/series5/517/default.htm>

Toolboxes – Small Business



<http://toolboxes.flexiblelearning.net.au/demosites/series5/504/index.htm>

Toolboxes – Infection control

The screenshot displays a web application titled "INFECTION CONTROL" with a logo of three red spheres. A navigation bar at the top includes links: Home, All learning resources, Policies and procedures, Glossary, Links, and Communicate. A help icon and the text "Need help choosing who to work with?" are also present.

The main content area instructs users to "Choose someone to work with by matching your role with one of the jobs described below." It features three profile cards, each designed to look like a spiral-bound notepad:

- Chris**: A Health Care Worker. Description: "Chris has worked in various roles in a range of health care settings, including hospitals, clinics, aged care facilities, allied health settings and pathology labs." Button: "Work with Chris".
- Kim**: A Health Care Worker in an office practice. Description: "Kim has worked in clinics and consulting rooms in health related areas. The work in some of these areas has involved the use of sterilisers to reprocess instruments and equipment." Button: "Work with Kim".
- Kerry**: A Health Care Worker Supervisor. Description: "Kerry has worked as a supervisor in various health care settings, and is responsible for implementing and monitoring infection control policies and procedures." Button: "Work with Kerry".

http://toolboxes.flexiblelearning.net.au/demosites/series7/702/content/menu_sc_all.htm

Toolboxes – Furnishing



<http://toolboxes.flexiblelearning.net.au/demosites/series8/802/index.htm>

Toolboxes – Employment consultant skills

The screenshot shows a web application titled "JobFill total employment solutions" and "EmploymentConsultantSkills". It features a "Diary index" section with a central image of a black diary labeled "DIARY". To the left of the diary, a welcome message and instructions are provided. To the right, a list of tasks is organized by day of the week (MON, TUE, WED, THU, FRI).

JobFill
total employment solutions

EmploymentConsultantSkills

home

Diary index > intranet support resources

Diary index

Welcome to the JobFill Employment Service where you will be working as an employment consultant.

Use the diary to navigate through your daily appointments. Each day represents a different competency. Click on a tab to select the competency you want to work on.

DIARY

MON TUE WED THU FRI

- MON: CHCES403A - Develop and monitor employment plans
- TUE: BSBCMN403A - Establish business networks
- WED: BSBMKG406A - Build client relationships (Build relationships with employers)
- THU: CHCES404A - Promote clients to employers (Promote job seekers to employers)
- FRI: BSBCMN409A - Promote products and services (Delivery of employment services)

<http://toolboxes.flexiblelearning.net.au/demosites/series9/903/index.htm>

Toolboxes – BuildRight

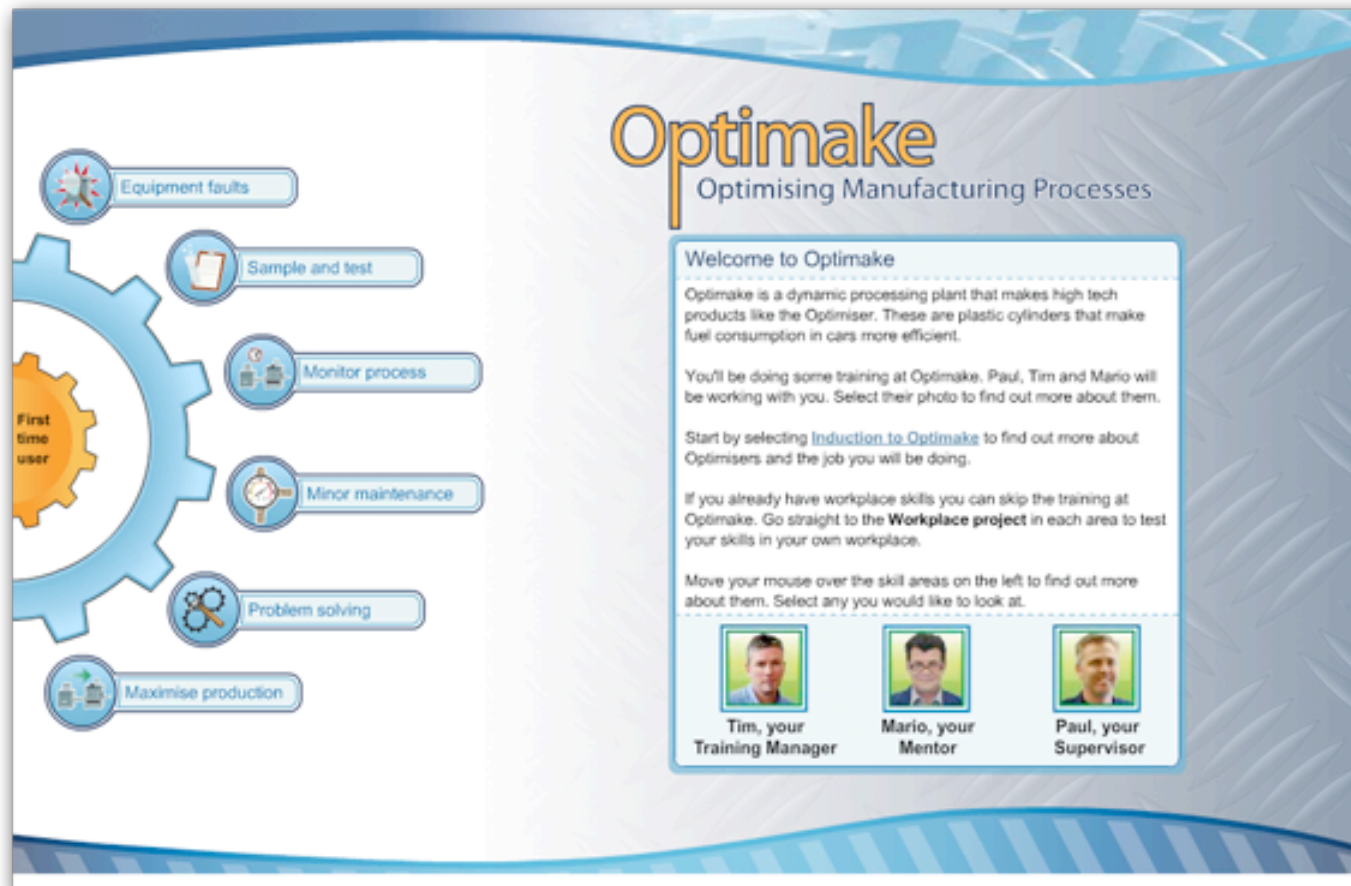
BuildRight
Scheduling, Planning & Structural Principles

BCGBC4007A Plan building or construction work	BCGBC4005A Produce labour and material schedules for ordering	BCGBC4010A Apply structural principles to residential low-rise constructions	 First time user
---	---	--	---

[Text menu](#)

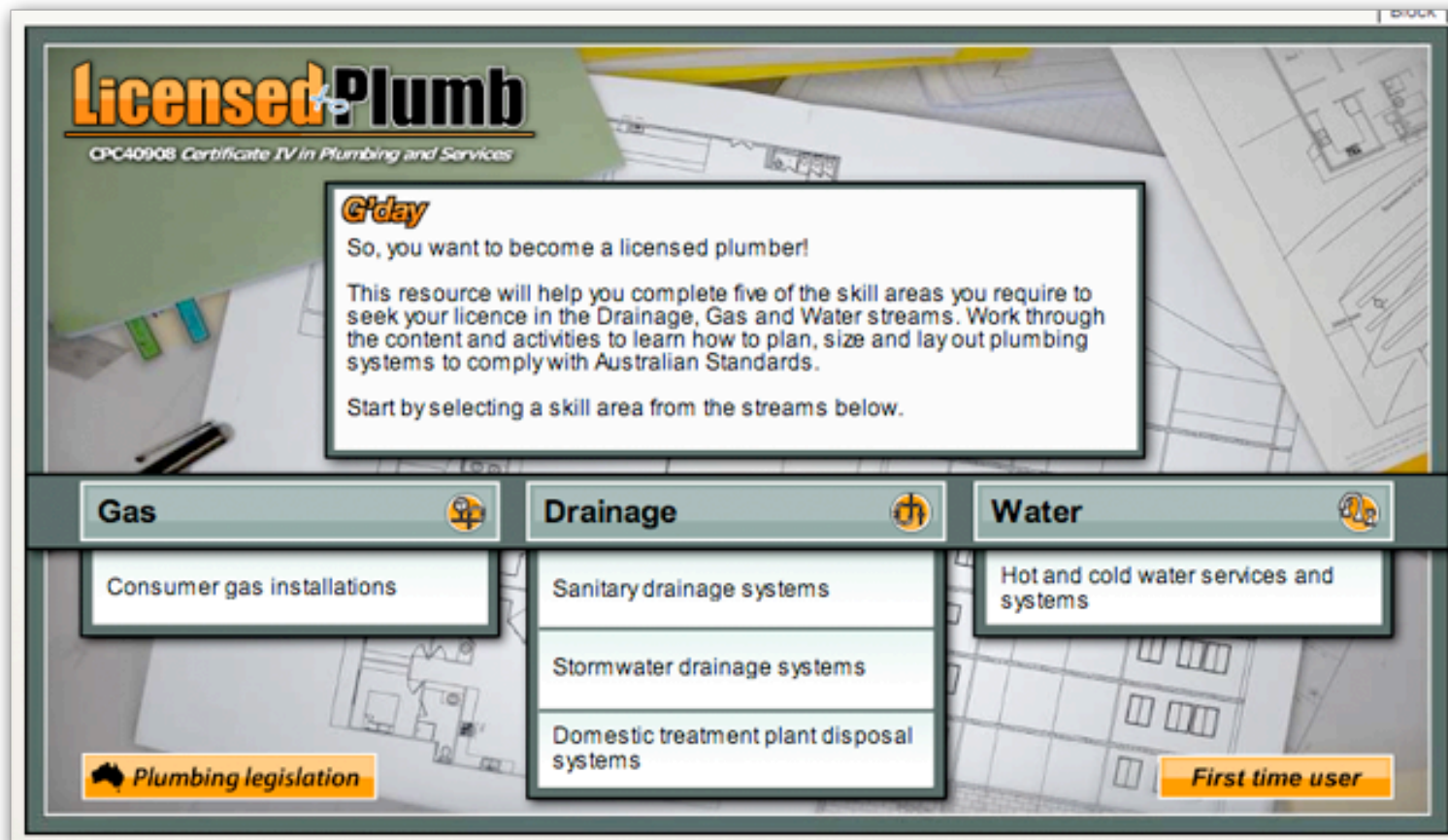
http://toolboxes.flexiblelearning.net.au/demosites/series10/10_01/content/home.htm

Toolboxes – Optimake



http://www.htd.holmesglen.vic.edu.au/review/toolbox_11_optimake/alpha/content/home.htm

Toolboxes – Licensed to plumb



http://www.htd.holmesglen.vic.edu.au/review/toolbox_12_final/index.htm