Gray Training

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EST 1987

PLAN AND DESIGN OUTCOMES-BASED LEARNING MATERIAL

Unit Standard 10299 outcomes 1 and 4

Investing time in planning and designing the learning materials for a course cuts development time by at least a third. It allows you to make informed decisions in advance, preventing costly reworking and redevelopment of material.

This workshop is aimed at the trainer, instructional designer or consultant who needs to develop outcomes-based learning material quickly and effectively.

On this workshop you master the skills of developing a detailed design matrix (or blueprint) for your course. The design matrix bridges the gap between unit standards analysis, occupational analysis (finding the relevant facts about your workplace needs) and development (creating the learning material). It ensures accurate and relevant material to meet your learners' needs.

This course is a pre-requisite for the Develop Outcomes-based learning materials workshop. It earns credits towards outcomes 1 - 4 of unit standard 10299 Design learning programmes and related learning material.
(NQF 6, 20 credits)

2018 Course dates

19 -20 February 2018

24 - 25 May 2018

Watch this space...

Contact:
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In-house courses available on request

R5250.00 excl. VAT
This includes:
Tuition, course material, light meals and refreshments, assessment against the standards, certification and registration with the ETDP SETA.

Plan and Design Outcomes-based material follows on from the Analysis and Assessment workshop.

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PLAN AND DESIGN OUTCOMES-BASED LEARNING

You'll exit the learning period with the skills to:

- Analyse your target group
- Develop a detailed design for an outcome-based learning intervention
- Evaluate your design against the organisation's needs

Methodology

The best learning occurs on this workshop when you are able to share ideas with your learning team. For this reason there is an effective blend of independent and team activities. The post course project continues the learning process, guiding you as you transfer your learning to your workplace, and providing you with your Portfolio of Evidence.

> " *The best learning design helps learners to seamlessly transfer their learning to the workplace.*
> Karen Gray "

After each of our workshops, delegates have three months to take the learning back to the workplace, apply it and complete a Portfolio of Evidence (PoE) for assessment. We offer coaching during this important period, guiding learners towards meeting the rigorous requirements of the unit standard.

When you have attended a Gray Training workshop and successfully completed your PoE, you can justifiably call yourself competent.

Learning modules and outcomes

1. Define the learners' needs
   - Develop a learner profile

2. Investigate the need for training materials
   - Justify the scope of learning material development

3. Structure the learning material into lessons
   - Unpack the content into lessons
   - Select a theme

4. Set aims and outcomes
   - Distinguish between aims, outcomes and learning outcomes.
   - Set aims and outcomes for each lesson.

5. Select training methods and activities
   - Select appropriate method(s) for each lesson
   - Map activities and resources

6. Estimate the development time
   - Use the formula to calculate development time

7. Co-ordinate the development process
   - Project map the development process

8. Copyright law and the developer
   - Explore the impact of copyright law upon the instructional designer