


TAEDEL502 Provide advanced facilitation practice

TAE50116 Diploma of Vocational Education and Training
Week 7, 2019

Version May 2019

1

TAEDEL502 Elements of competency




1. Extend facilitation practices
2. Prepare for complex environments
3. Prepare for learners with complex needs
4. Develop learner independence
5. Reflect on, and improve practice

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2

TAEDEL502 Assessment tasks

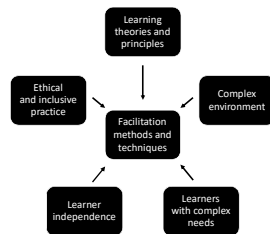


Assessment	Assessment title	Deliverables
Task 1	Learning theories and principles	Report (Word document)
Task 2	Complex environments	Report (Word document)
Task 3	Learners with complex needs	Report (Word document)
Task 4	Ethical practice in VET	30-minute presentation and discussion PowerPoint slides, attendance sheet, feedback forms
Task 5	Contextualisation	Report (Word document)
Task 6	Evidence of currency	Report (Word document) Attachments (certified copies of qualifications and testamurs)
Task 7	Facilitation practice improvement plan	Report (Word document) Attachments (attendance sheet, feedback forms, observation form) Third Party Verification Form
Practicum	Practicum Log Book	Practicum Log Book

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3

Overview of the TADEL502 unit



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4

Learning theories



- Behavioural learning theory
- Information processing theory
- Cognitive learning theory
- Constructivism learning theory
- Experiential learning theory
- Learning style theory

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5

Three theorists



Robert Gagné



Malcolm Knowles



David Kolb

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6

Robert Gagné



- American educational psychologist
- Born 1916, died 2002
- Pioneered the science of instruction during World War II

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7

Gagné 9-events of instruction



Gain attention	Present stimulus	Provide feedback
State learning objective	Provide learning guidance	Assess performance
Stimulate recall of prior learning	Elicit performance	Enhance retention and transfer

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8

Malcolm Knowles



- American adult educator
- Born 1913, died 1997
- Famous for applying the theory of **andragogy** (adult learning)

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9

Assumptions about adult learners



1. Adults need to know why they need to learn something
2. Adults like self-direction
3. Adults come to training with experience
4. Adults want training to be relevant to them
5. Adults learn best when they can immediately apply what they are learning to real-life situations
6. Adults learn best when motivated

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10

Self-directed learning



- A guide for learners and teachers
- Learning resources
 - Climate setting and relationship building
 - Diagnosing learning needs
 - Formulating objectives
 - Using learning strategies and resources
 - Evaluation

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11

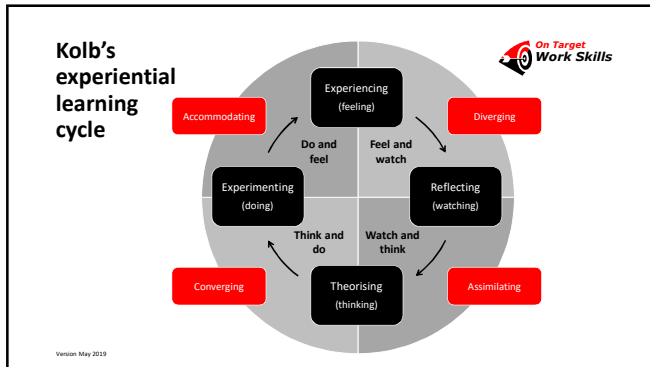
David Kolb



- Born 1939
- American educational theorist
- Known for his experiential learning cycle and associated learning styles

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12



13

Further research

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14

TAEDEL502 Knowledge

- Learning theories
- Delivery modes
- Facilitation techniques
- Code of practice or ethics
- Contextualisation

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15



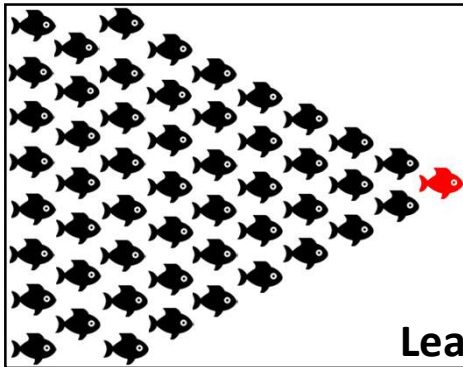
Final question

What has been the one most important thing you have learnt from today's training session?

 Alan Maguire

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16



Leadership

17