

# Problem

Current resource suppliers in the VET business sector have learning materials that are not engaging students.

# Client



# Client need

Clients were Registered Training Organisations who wanted to enhance ways for their students to engage more.

# Role

Project Lead and Chief Designer

# Commitment

To disrupt the current modes of delivery style and create a learning methodology that incorporates more modern practices to gain a evolvement in understanding.



# The Process



## Understand

Interviewed Director of Studies and Chief Executives of Colleges. Main key points were lack of engaging resources for Business based qualifications that could stimulate the students. All resource suppliers created similar learning materials so lack of choice. This subsequently led to a “chalk and talk” delivery from trainers.



## Research

Researched Training package suppliers. The common thread amongst all were:

- Power Points for Trainers
- Trainer Workbook
- Student Workbook
- Assessment Resource for Trainer
- Student Assessment Resource



## Sketch

Mapped the current student journey for a single Unit of Competency. Applied Design Thinking principles, Agile Learning to develop class activities and Lean application to stimulate the students involvement

This was the core theory for the design

# The Process



## Design

The initial design involved taking the stages of Design Thinking and aligning them to the Elements in the Unit of Competency (UoC), Then developing activities within the UoC using an Agile approach for students to practice and apply and Adjusting Assessments so that students could use Lean application principles to gain competency.



## Implement

The design implementation had to be conducted in a live environment using a full unit of competency from a Business qualification.

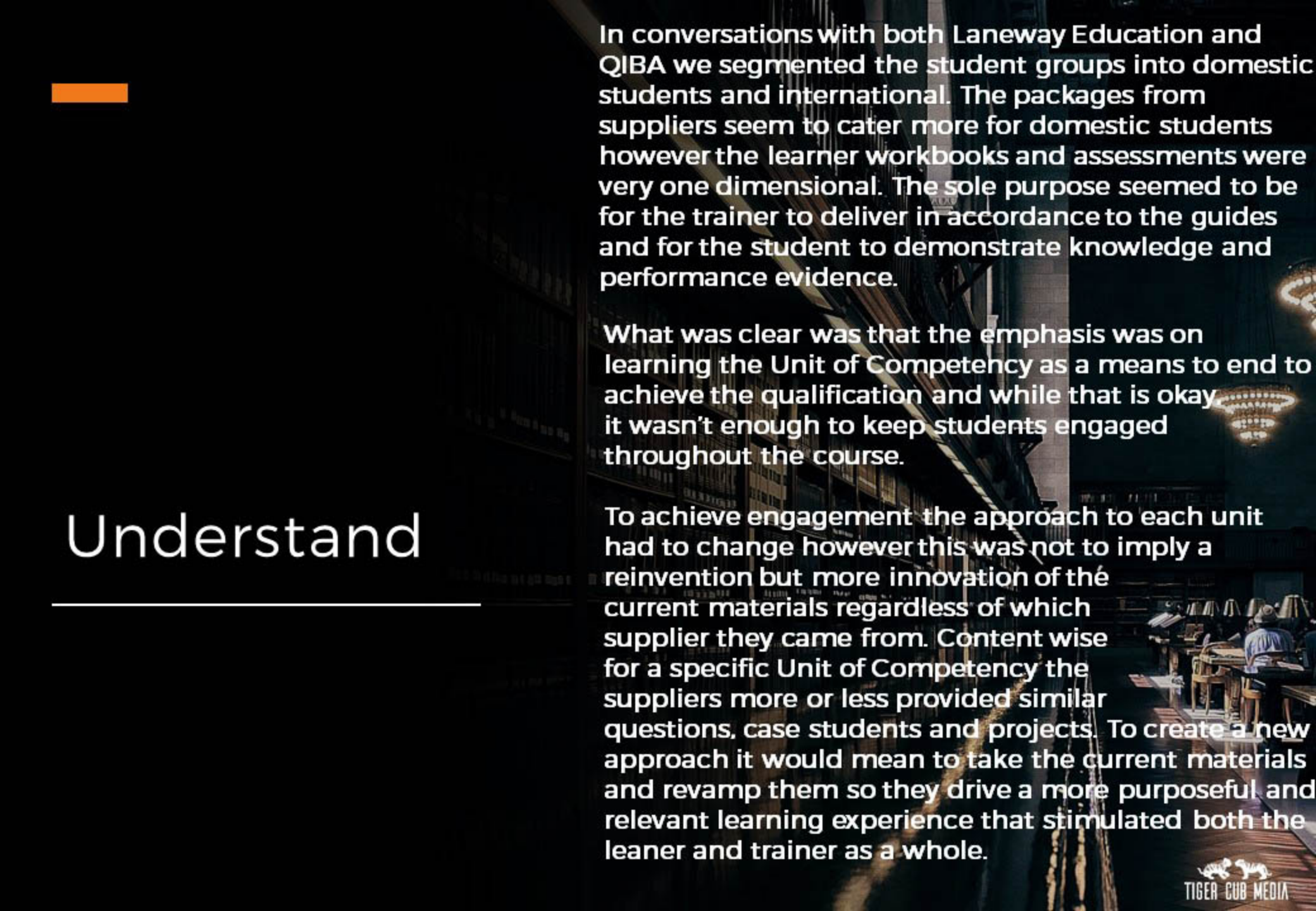


## Evaluate

The students gave feedback and the design was then adjusted and tweaked. The final result was packed into a learning methodology called:

### The EKE Method

Engagement  
Knowledge  
Evolution



In conversations with both Laneway Education and QIBA we segmented the student groups into domestic students and international. The packages from suppliers seem to cater more for domestic students however the learner workbooks and assessments were very one dimensional. The sole purpose seemed to be for the trainer to deliver in accordance to the guides and for the student to demonstrate knowledge and performance evidence.

What was clear was that the emphasis was on learning the Unit of Competency as a means to end to achieve the qualification and while that is okay it wasn't enough to keep students engaged throughout the course.

To achieve engagement the approach to each unit had to change however this was not to imply a reinvention but more innovation of the current materials regardless of which supplier they came from. Content wise for a specific Unit of Competency the suppliers more or less provided similar questions, case studies and projects. To create a new approach it would mean to take the current materials and revamp them so they drive a more purposeful and relevant learning experience that stimulated both the learner and trainer as a whole.

# Understand

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# Research



Conducted extensive research on several suppliers:



**COMPLIANT**  
LEARNING RESOURCES

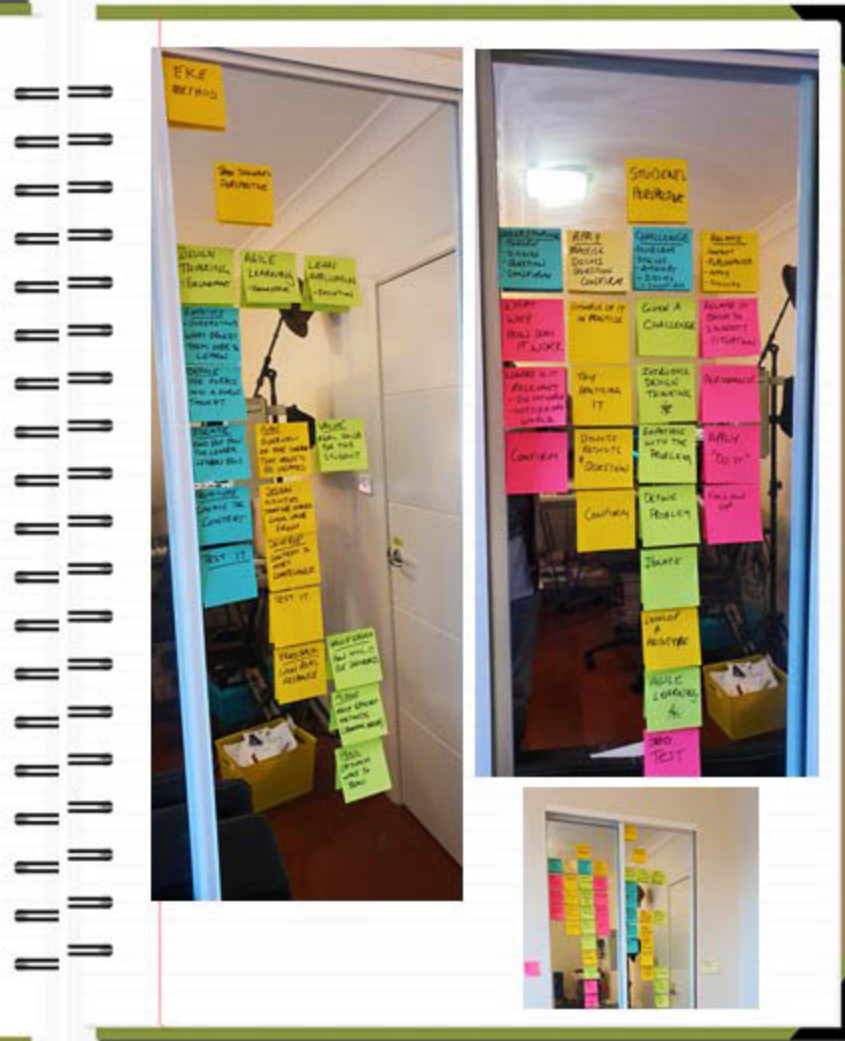
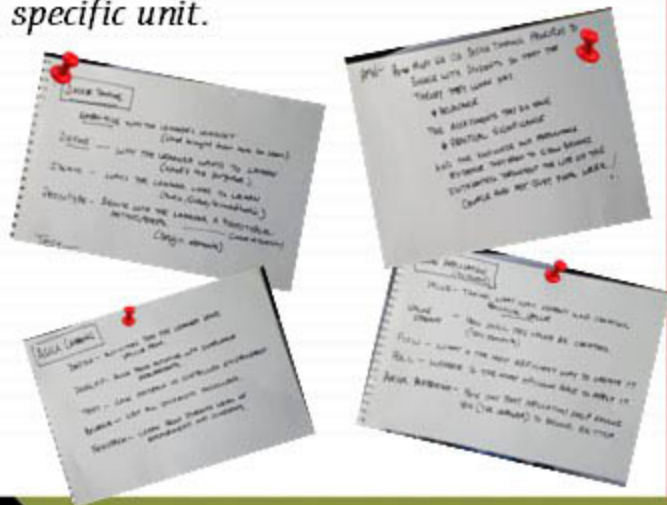


All presented complete and very thorough learning materials, from the student perspective they all provided a learner workbook that echoed the trainer's PowerPoint slides. The Assessment guides were very theory based and the Assessment trainer guides acted more like a compliance document.

What was lacking was a basis for innovation or room to think innovatively to boost engagement again the emphasis seemed to be more meeting compliance and less on student purpose and uptake. Interviewed students from Colleges and highlighted that the main concern with the current learning materials as not relatable with very generic activities.

# Sketch

*Before jumping into design a set of criteria had to be developed so that the elements of Design Thinking, Agile Learning and Lean Application had an alignment to the Student environment. While this would not be an exact match it would give stimulus to innovate so the elements of Design Thinking, Agile and Lean could be applied without having to re-write the theory of any specific unit.*





The design process was broken down into steps.

Then the design thinking steps were added in context to the content.

### Design Thinking

- Discovery
- Definition
- Ideate
- Prototype
- Test

# Design Stage 1



1. A Unit of Competency is chosen - BSBINN502 Build and sustain an innovative work environment
2. Break down the Elements and Performance Criteria
3. Take each Element and create a sequence of WHAT, WHY, HOW, WHERE and RELEVANCE to the learner type questions to gain an **Discovery/Understanding** and **Definition** of the principles.
4. Follow this with a Trainer assisted activity that asks the students to **Ideate** how the principle could be used in the real world in a classroom discussion and debate.
5. The Students are then given a simulated problem to apply the principle they have learnt, as a group activity, but not trainer assisted. They then present the class with their **Prototype** solution and **Test** it through class discussion supporting their rationale. The purpose is for them to be challenged and open to improvement.
6. Reflection sessions are conducted to consolidate the learning, this is a ongoing process.



The next stage is called "The Challenge."

This is when Agile learning principles are used.

#### Agile steps

- Plan
- Design
- Develop
- Test in class
- Release
- Feedback

## Design Stage 2



1. Next each student is given a REAL WORLD problem that relates to the principles they are free to work individually but encouraged to work in groups. They need to develop a solution with clear rationale, documentation and visuals.
2. They begin by developing a **PLAN** and then through their own group discussions **DESIGN** a solution.
3. Next they **DEVELOP** a Minimum Viable Solution MVS or Minimum Viable Product whichever is required.
4. This is then put to the **TEST** in class and they will be challenged as to how their solution is received.
5. When they have made all adjustments it is **RELEASED** to the Trainer
6. Trainer then provides **FEEDBACK**





The final stage is called "Relate"

This is when Lean learning principles are used.

#### Lean steps

- Value
- Value Stream
- Flow
- Pull
- Perfection

## Design Stage 3



1. The final stage is called Relate, in this stage the Student is given the Assessment for the Unit of Competency and talked through how to approach the solution.
2. They first need to establish how the principles they have learnt will actually give **VALUE** to the problem presented in the assessment.
3. Next they need to look at the **VALUE STREAM** of their solution, that is, what steps they will need to take to bring their solution to light given the problems the assessment has presented. How they will overcome the barriers etc.
4. They then need to establish a clear **FLOW** of that solution can be maintained and cost effective
5. They are then given some simulated customer response which they then have to use as a **PULL** strategy to show how they will change their offering based on what the customer has asked.
6. They are finally asked to do a forward strategy on how they will seek **PERFECTION** in the development of their solution.

# Implement

The implementation was conducted within a live classroom setting. The Unit of Competency chosen was BSBINN502 Build and sustain an innovative work environment.

Although the students were given the original learner materials a contextualised format using the EKE method was delivered by the Trainer.



The result from the students enjoyed the Unit so much so that they requested to tweak their classroom activities even when it wasn't required. They engaged and collaborated much more as observed by the Director Of Academic Studies.



# Evaluate

The best form of evaluation was the student response and 100% pass rate of their Assessments. Further to this was that the EKE method met the Knowledge and Performance criteria and the content created could be mapped back to the marking criteria.

The colleges adopted this method for their Business based units. The EKE established itself is an alternate way to deliver using Design Thinking, Agile and Lean. Although it was not an exact correlation the adjusted method demonstrated that the students were more engaged and could gain competency in the units of study with motivation.

The final axiom is that Engagement needs to be established first before Knowledge can be imparted, and most importantly it has to be practical and relevant for the learner to Evolve.

