The VET@AMES LearnScope Project 2003

Flexible Learning Week 2004 Case Study

AMES

(Adult Multicultural Education Services)

Introduction:

VET@AMES LearnScope Project – 2003

This Case Study, undertaken 6 months after the completion of the 2003 LearnScope project, describes the project and explores the outcomes and emerging future directions. The Case Study covers:

The Challenge
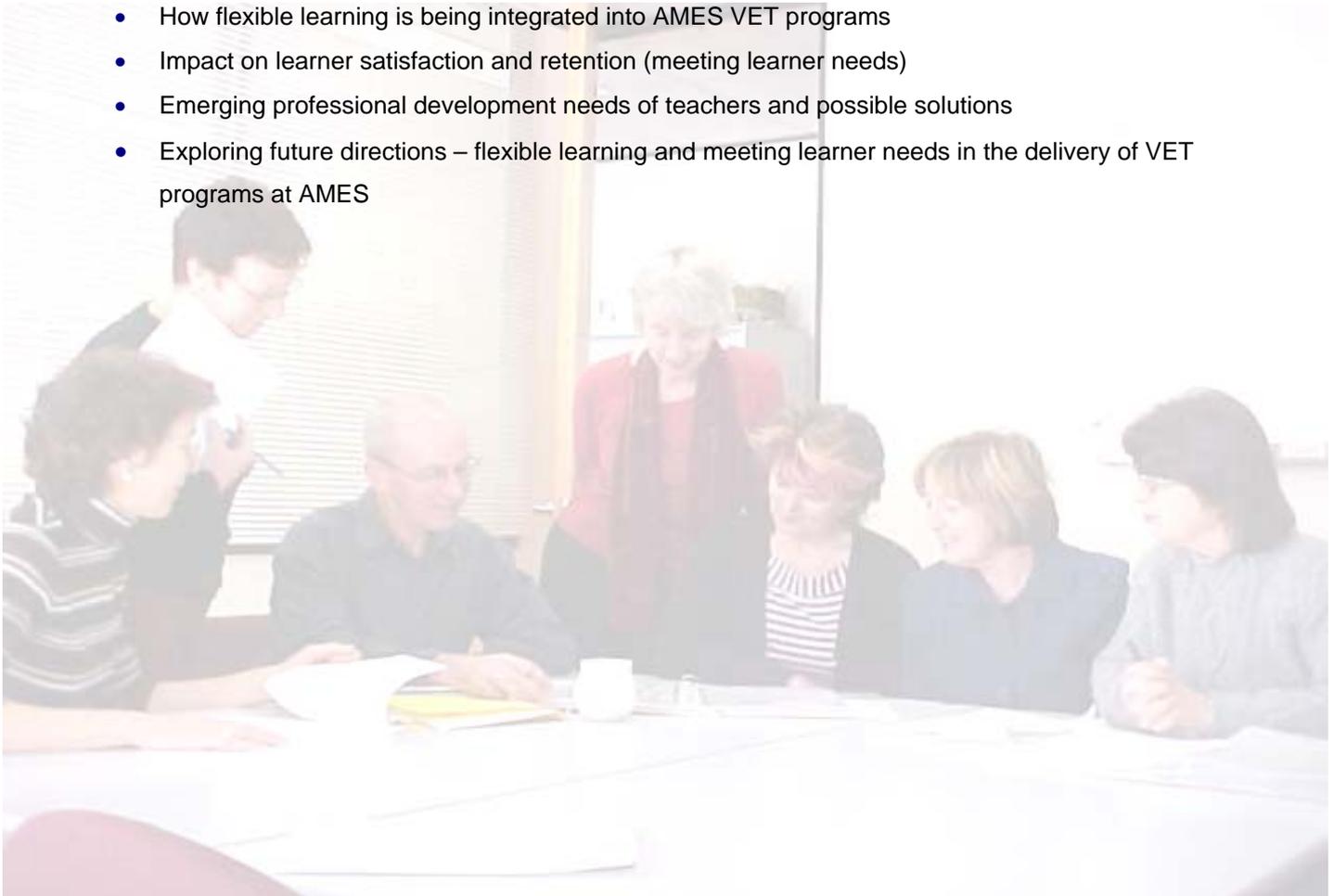- AMES Goals for Flexible Learning
- Research

The Solution
VET@AMES LearnScope Project 2003
- Challenges to designing and delivering the program
- Outcomes
- Resources
- Collaboration

Lessons learnt
Did it make a difference?
- How flexible learning is being integrated into AMES VET programs
- Impact on learner satisfaction and retention (meeting learner needs)
- Emerging professional development needs of teachers and possible solutions
- Exploring future directions – flexible learning and meeting learner needs in the delivery of VET programs at AMES

The Challenge

AMES Goals for Flexible Learning

AMES has been working towards client focused, flexible delivery of programs for several years and has made an organisational commitment to introducing new learning technologies as part of this strategy. AMES has taken an integrated approach to program delivery in a number of programs which are delivered via a combination of "in person, on paper and online" modes.

In 2003 one focus was the upskilling of teachers to deliver a growing VET program in Children's Services and Aged Care Work. These VET programs are significant for NESB clients. Employment opportunities for NESB people trained in the Aged Care and Children's Services industries will increase as Australia's population is ageing rapidly with a consequential increase in demand on health and aged care services. The profile of Victorians accessing such services is now much more diverse than at any time in the past, yet NESB learners currently have low participation rates in these VET courses. Appropriately trained aged care workers whose language and cultural skills match the profile of the people accessing services and facilities will be an asset to the industry.

AMES is attempting to address the issue of low participation in VET training by people from NESB in a number of ways. Offering programs which allow maximum flexibility in terms of access and delivery is one way of addressing this issue. Participants in Aged Care and Children's Services courses require increased flexibility as many of them are women balancing home and family duties with study and on the job work experience. The particular VET teachers targeted for flexible teaching and learning skills development are working in these areas of VET delivery.

The teachers themselves require high level skills and knowledge in this area so that AMES can offer quality programs to learners who will participate in VET training until qualified.
AMES has provided some entry-level computer skills development training to staff in the past. A more focused curriculum based approach (for example, using Toolboxes and other VET resources) is now required to achieve the outcomes desired and to ensure optimum use is made of all the resources now available for flexible course delivery, communication with learners and for meeting learner needs.

Gladys Torres with learners

Research

In 2003 AMES conducted a research project for the Australian Flexible Learning Framework - *From Content to Construction: Investigating teacher readiness in the uptake of collaborative online techniques – the teacher | technology | time interface.* The findings of the research confirm that teachers working with NESB learners see online and computer-mediated teaching and learning as having many benefits for learners. However, the findings show that there is still a significant need for professional development in this area.

"The survey data confirms that online collaboration on a local and global level, and the use of the tools and platforms that make this possible – is not a mainstream activity in ESL in Australia. Although there is a small and possibly growing group of teachers out there using online collaborative tools in creative and innovative ways, it is still the minority. The survey reveals that there are some significant barriers to overcome. There is a strong perception amongst teachers (57%) that their students do not have the skills to collaborate online, and teachers themselves feel that teaching online requires a significant level of technical expertise (84%). They also feel (88%) that in order for them to be effective online, they need to know more about how to facilitate online learning.

However, some positive trends are emerging. Sixty-six (66%) of teachers surveyed indicated that they were convinced of the benefits of online collaboration in ESL teaching. Some online tools such as email have become ubiquitous, and as teachers and students become more familiar with this relatively "low tech" tool, the ways in which it will be used to support language delivery will grow if adequate support mechanisms are in place. Teachers (73%) feel that email and other forms of online communication have made them more accessible than in the traditional face-to-face classroom, and 93% agree or strongly agree that the online environment can be motivating for students. There is also a strong agreement (89%) that computer based activities and online in particular can be liberating for shy and quiet students, and that the asynchronous nature of some online tools benefit learners in allowing time for processing information (93%). They also feel (71%) that issues of safety, confidentiality and trust would not stop them from introducing their students to a global online environment."

"1. Data gathered in the online survey indicates that the equity group in this particular research project engage in very specific VET modules and training packages. Case study interviews confirm that these can be integrated into a curriculum that incorporates both online tools and language outcome (as in the case of IT). Further research is needed into which training packages (or units of training packages) are being delivered to Equity groups – what level of Professional Development is required to make these accessible to the target groups looking at:

a) content and specifically the extent to which current toolboxes and other training package materials need to be "unpacked' for specific equity audiences and

(b) building in practical examples of the integration of collaborative tools for that will enhance student learning and increase outcomes for teachers and students working within these training packages."

From Content to Construction: Investigating teacher readiness in the uptake of collaborative online techniques – the teacher | technology | time interface: Rose, J; Cholewka, S (© [2003] Australian National Training Authority)

Australian *Flexible* **Learning Framework**
Supporting Flexible Learning Opportunities

Solution

VET@AMES LearnScope Project 2003

What the project achieved

The project involved teachers involved in VET delivery at AMES. The teachers were working with primarily Community Services courses – Children's Service and Aged Care Services. Others in the group were delivering IT and Business units. The project was supported by the Flexible Delivery Representative at AMES, the VET Manager and one of the Education Managers.

Aim

The project focused on three LearnScope Project Focus Areas:

- building relevant foundation skills and understandings of flexible delivery
- applying and evaluating e-learning options and approaches to delivery of services
- exploring new and innovative ways of teaching and managing learners in a flexible learning environment

The aim of the project was to develop and consolidate the skills and knowledge needed to support flexible delivery and flexible learning in the delivery of VET courses to students from non-English speaking backgrounds. Professional development for this group of teachers needed to be closely linked to practice and their immediate VET delivery imperatives.

The project aimed to:

- provide teachers with ICT skills for flexible delivery (as required)
- encourage teachers to evaluate the potential of the Children's Services and Aged Care Services Toolboxes to meet the needs of their particular learner groups
- provide supported opportunities for the teachers to use the Toolboxes and other online tools in their current course delivery
- provide these VET teachers with skills to access and participate in professional networks of practitioners involved in flexible delivery of similar programs with similar client groups.

The original aims and objectives of the project were extended slightly in response to feedback from participants at the first meeting. The original aim was to provide teachers with enabling ICT skills. However, most participants in the project were keen to undertake and gain accreditation for the complete short course - ICT Skills for Teachers VIC 21335. Therefore it was decided to customise and deliver the entire course and give participants the opportunity to achieve an accredited outcome if they chose to complete the assignments associated with the workshop content.

Another modification was made in response to initial negotiation with the group. Participants were particularly keen to network and share resources and teaching ideas with colleagues within AMES rather than with external networks of practitioners. Provision was made for this networking and sharing within the structured workshops as well as through the communication hub.

Project action plan

Key Dates	Action	Person(s) Responsible
July	**Initial setup meeting** * Individual skills/needs audit • Collaborative customisation of the project based on skills audit outcomes • Series of workshops negotiated with project members.	TerryTaylor Josie Rose
September	**Workshop 1 *** **ICT Skills for Teachers - VIC 21335** Developing enabling ICT and online skills for flexible delivery **Toolboxes** Navigating Sharing resources	Josie Rose Terry Taylor
October	**Workshop 2 *** **ICT Skills for Teachers - VIC 21335** Developing enabling ICT and online skills for flexible delivery **Toolboxes** Researching & evaluating Toolboxes and other web-based resources. Incorporating these into teaching & learning resources	Josie Rose Terry Taylor
November	**Workshop 3 *** **ICT Skills for Teachers - VIC 21335** Customising a TAFE VC module **Toolboxes** Sharing resources Customising	Josie Rose Terry Taylor
July-November	On-going mentoring and support	Josie Rose Terry Taylor
November	Completion	

* See attached agendas for more detail.

Challenges to designing and delivering the program

The initial challenge was to design a program which would respond to the varied needs and skill levels of the participants. This was addressed at the first meeting where participants completed a skills audit (attached) and Flexways, a professional development planning tool. Further negotiations with the group were informed by this skills analysis.

Other challenges were of a more logistic nature and included:

• changes to VET courses delivery and staffing mid year (put back project start date)

• time availability of teachers to participate in meetings/workshops

However strong commitment on the part of both teachers and managers helped to overcome these difficulties.

The availability of replacement costs for teachers – ongoing, casual and sessional – was a major factor in the success of the project. Without this support funding many of the teachers would not have been able to attend the workshops.

Outcomes

ICT Skills for Teachers VIC 21335:
- The accredited short course was customised to focus on the specific ICT skills needs of the participants.
- As well as acquiring basic e-learning and teaching skills, participants in the project developed ICT-enabled learning and teaching resources for immediate use in delivery.

Toolbox evaluation and uptake:
- Relevant Toolboxes and other web-based and multimedia resources were explored by participants.
- The project provided supported opportunities for teachers with a wide range of experience with and knowledge of working with Toolboxes and other e-learning resources to share ideas for meeting learner needs and incorporating these resources into their current course delivery.

Community of practitioners:
- The project meetings and workshops were successful in developing a real sense of community and support within the group. Participants particularly valued the opportunity to engage in F2F networking with peers delivering in the same VET areas. Outside of the project this group has limited opportunity to share ideas and resources.
- A communication hub set up specifically for the project provided an additional avenue for peer and mentor support and a place for sharing resources such as useful websites.

Teaching and Learning Outcomes
By the end of the 2003 LearnScope professional development project participants had:
- undertaken the accredited short course *ICT Skills for Teachers VIC 21335*
- developed relevant skills and knowledge for flexible delivery, including the ability to incorporate Toolboxes, TAFE VC modules and other online resources into program delivery
- developed the skills and knowledge to apply innovative approaches to teaching and managing their particular VET courses
- developed critical evaluative skills regarding flexible delivery options in relation to meeting learner needs in future course delivery
- established on-going access to a broader range of practitioners and resources via whole-of-organisation networks established during the project
- gained knowledge of and access to the VLC
- developed a better understanding of the Australian Flexible Learning Framework and its products and services.

Resources

The resources used and modified for the project included:

The VLC & Flexways

ICT Skills for Teachers VIC 21335 – accredited short course

> online modules (TAFE VC) modified for project participants
>
> print manuals with electronic support files

Communication hub – VET@AMES

> discussion forums
>
> web-based resources

Toolboxes

> Children's Services
>
> Aged Care Services
>
> Retail Operations

Mentors

> LearnScope facilitator
>
> Project management team
>
> Peer mentors

Reframing the Future forums @ AMES

> Overview of the VET system and ANTA's new national strategy
>
> Generic and employability skills
>
> Training Packages
>
> Toolboxes and other online resources

Collaboration

Multi-site collaboration: the project involved VET teachers from 5 sites across 4 AMES Regions.

Flexible Learning Week activities and Conference: project team participated in Flexible Learning Week activities and some team members were supported to attend the Flexible Learning Conference.

Collaboration with other LearnScope projects: the VET@AMES team collaborated with the Southern Westernport ACE LearnScope team. The project manager and facilitator also met and held discussions with other LearnScope managers.

The VLC site: participants received supported introduction to discussions so as to promote ongoing participation. At the conclusion of the project participants were encouraged to continue to access the VLC site.

Additional to the actual LearnScope project the project manager and facilitator liaised with other ACE LearnScope managers to design and deliver workshops for the TAFE frontiers PD program.

Lessons learnt

Did it make a difference?

This case study investigates the impact of the project some months after the professional development program has been completed. The focus group, consisting of teachers involved in the 2003 LearnScope project, looked out:

- how flexible learning is being integrated into AMES VET programs
- impact on learner satisfaction and retention (meeting learner needs)
- emerging professional development needs of teachers and possible solutions
- exploring future directions – flexible learning and meeting learner needs in the delivery of VET programs at AMES

The specific learner cohort addressed in this case study are learners from Non-English Speaking Backgrounds (NESB) accessing Children's Services and Aged Care Services VET courses.

1. How flexible learning is being integrated into AMES VET programs

**In terms of 'flexible delivery', what are teachers doing?**

Using TAFE VC

Background
TAFE VC is no longer an 'innovation'. However for a large number of teachers involved with VET courses and language and literacy learners, online teaching and learning is still unfamiliar and difficult territory. AMES teachers in general have been at the forefront of adopting new and emerging learning technologies. Computer Assisted Language Learning (CALL) programs have been an integrated part of mainstream language and literacy programs for over two decades now, and IT classes and courses have long been delivered as part of AMES programs.
However, many of the developments in online resources, for example the TAFE VC and Toolboxes, are not designed for language and literacy learners. This has implications in terms of uptake and teacher engagement with these resources and delivery options.

The 'early adopters' in AMES have been enthusiastic in exploring the possibilities of online teaching and learning. This small group of teachers has developed online resources customised for NESB learners and provides ongoing support and encouragement for other teachers. The majority, however, is slow to engage with this means of teaching and learning. There are many reasons for this; not the most insignificant being the amount of time required to create, or customise, resources for language and literacy learners in VET.

www.valuebasedmanagement.net

Rogers Adoption / Innovation Curve

AMES & TAFE VC
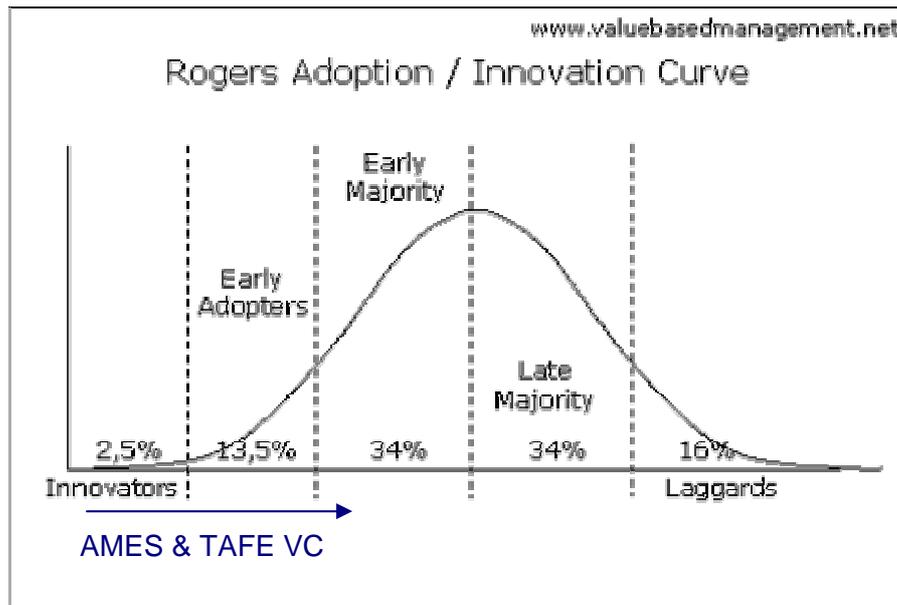
What teachers are doing

The 'innovators' and 'early adopters' in AMES are creating TAFE VC courses specifically for their learner cohort and using Communication Hubs to support collaborative learning projects across geographically dispersed sites. While this is still a minority of teachers, through professional develop projects such as LearnScope and Reframing the Future, and internal professional development programs, knowledge is increasing and teachers are becoming keen to develop their skills further.

LearnScope

Focus group teachers report finding access to TAFE VC courses is unnecessarily complex for language and literacy learners. However, through the LearnScope project and the expanded ICT Professional Development program currently being delivered across AMES, there is an increased awareness of TAFE VC courses and their potential value to VET teachers and learners in AMES.

At this stage most teachers are not so interested in creating their own courses but would like to be able to access content from courses which they could then download and customise for their specific learner groups.

Teachers are keen for further professional development in using TAFE VC. Despite the amount of professional development that has already been offered there is still a need for basic orientation to the portal, the navigation and search functionality, and finding and requesting courses. This reinforces the point that professional development is an on-going process, not a "one off" event.

Information sharing – networks

Teachers reported that the LearnScope project provided a valuable opportunity to consolidate and extend internal networks.

The AMES VET Teachers Network is currently very active and provides support through the VET Coordinators, network meetings and guest speakers. The LearnScope project provided additional time and resources for teachers to network, share ideas and resources and extend existing professional relationships.

Australian *Flexible* **Learning Framework**

Supporting Flexible Learning Opportunities

As VET delivery at AMES is an important but relatively small part of program delivery, there are no VET "Departments". Depending on what courses are being delivered in a region, teachers may find themselves the sole staff member working in a particular VET area. This means that networks within AMES, and external to the organisation are critical as support mechanisms.

The focus group, and members of the LearnScope project in general, see extending external professional networks as one means of gaining more support and keeping in touch with developments in their specific field.

Using/creating ICT related resources

The *ICT Skills for Teachers* short course looks at integrating ICT applications and online resources into teaching and learning. Participants reported that the format – in person, in print and online – of the PD worked well for them. The face-to-face workshops provided the support that some participants needed and the print resources were "very relevant and a good source of later reference." The TAFE VC course provided additional support resources and access to assignments as well as communication tools. Teachers involved in the project are now creating interactive PowerPoint and Word resources for teaching and learning. One of the teachers who had a high level of ICT skill before joining the project commented that it "gave me a sense of integration that I didn't have".

Toolboxes

The Children's Services Toolbox is the Toolbox resource being most used and customised by skilled teachers. Customisation most commonly involves 'picking out the bits' that are useful for the learners. Teachers had an opportunity to explore the Toolbox during the project – the most experienced sharing their knowledge and practice with the group.

There was a great deal of interest in the Aged Care Services Toolbox. However, the current version is difficult to install and use and therefore a source of frustration for teachers. The new Series 6 Toolbox under development may provide some resources suitable for language and literacy learners.

'Blended delivery"

Most delivery is face-to-face and workplace based. One teacher in the focus group also has four courses on TAFE VC and a Communication Hub which she is using to facilitate collaborative learning across two different sites. This type of learning activity is being encouraged in AMES and more and more teachers are interested in exploring the possibilities of online "flexible' delivery. Professional Development projects such as LearnScope and the *ICT Skills for Teachers* short course are not only developing skills, but also raising awareness of what range of delivery options may meet the needs of learners and teachers.

2. Impact on learner satisfaction and retention (meeting learner needs)

Teachers report that the skills and knowledge gained or consolidated during the LearnScope project have helped them to meet some of the specific needs of the learners.

The Children's Services Toolbox, in particular is being used to orient newly arrived migrants to the Australia workplace. Using the Toolbox, learners can work:

- in their own time
- at their own pace
- on their own or
- with a teacher.

TAFE VC Communication Hubs are being used to provide flexible and collaborative options for learners. One teacher has described how she used the hub to communication with and direct learners when she had been called off-site.

Other teachers are using ICT applications such as PowerPoint and interactive Word documents to create more interesting and engaging learning resources. Learners are also keen to acquire these skills themselves and teachers are now skilled enough to be able to teach these applications.

3. Emerging professional development needs of teachers and possible solutions

Networking: Trends and directions in VET
For providers such as AMES VET is an important if small part of the program. The VET program allows us to provide supported pathways to mainstream VET courses and/or employment for our language and literacy learners. Keeping abreast of changes and development in the wider VET sector is crucial for the teachers and coordinators in the program. The LearnScope project was an opportunity for teachers to expand their awareness of professional networks, associations and relevant conferences.

A number of VET managers, coordinators and staff are supported by the organisation to attend professional development conferences and forums. Feedback from teachers who attended the 2004 VISTA conference emphasized the value of both the informal and formal networking and professional development that such conferences provide. Attendance at these conferences also ensures that teachers are aware of the broader national picture. They provide confirmation of directions and initiatives and engender new ideas for effective and flexible delivery.

Skills development: Professional development in flexible delivery
Professional development is an on-going process. Feedback from participants in the LearnScope project confirms that skills, particularly ICT skills, need to be constantly updated.

As new teaching and learning situations develop, skills need to be 're-discovered'.

Good professional development resources - print-based, multimedia and online – are a valued source of reference for teachers. Teachers involved in the LearnScope project give the *ICT Skills for Teachers* manual and online support resources as an example of resources they can come back to as and when they need them. For one teacher – *"It's now time to come back to what we learned earlier – with the notes."*

4. Exploring future directions – flexible learning and meeting learner needs in the delivery of VET programs at AMES

AMES has made an organisational commitment to introducing new learning technologies as part of its client focused, flexible delivery strategy.

Up-skilling teachers, providing specialist e-learning advice and support and providing adequate learning technologies are all part of the strategy.

ICT Skills for Teachers - 21335 VIC
The LearnScope project was an opportunity to provide a professional development program customised specifically for teachers in VET. The extremely positive response to this PD has, in part, led to the design and delivery of an organisation-wide ICT professional development program for teachers in 2004.

E-learning support
One AMES centre has been identified as an action research site for the investigation of models and strategies for using "e-learning spaces" with a range of learners. Teachers at the site are supported by an e-learning mentor and are participating in the ICT Skills professional development program. After evaluation, 'best practice' models and strategies for flexible learning will be rolled out across AMES education programs.

Traineeships model: Education Traineeships – Certificate III in Education – 21173VIC
The AMES Education Traineeship Program provides people from NESB backgrounds with access to integrated work and learning experiences. The trainees are placed within the organisation and work with learners who are primarily recently arrived migrants and refugees enrolled in a range of English language and VET programs. Many of these learners are among the identified "disadvantaged groups" within the VET system – NESB adults; poor English language and, in some cases, literacy and numeracy skills; refugees; and the unemployed.   In many cases trainees themselves have faced these barriers and are still aiming, through their traineeships, to achieve successful employment outcomes.

The AMES approach to education traineeships capitalises on the bilingual and bi-cultural skills of trainees by utilizing their skills with learners who likewise are of NESB backgrounds. This approach has positive outcomes for both the trainees and the learners, providing not only opportunities for bilingual support to learners but also role models for learners in the contexts of VET, employment, and community participation.

The model is being evaluated with a view to expanding this approach to other areas of VET, for example Aged Care Services.

Key messages

The VET@AMES LearnScope Project highlighted the:

- need for organisational level commitment to supporting flexible ICT-enabled delivery

- significance of management buy-in and support in ensuring successful and effective professional development programs

- need for on-going PD for teachers to develop the high level of skills and knowledge needed for quality flexible program delivery

- importance of providing opportunities for developing / extending internal and external networks

- benefits of raising teachers' awareness of the broader national agenda for flexible delivery

- need to be aware that many online resources, for example the TAFE VC and Toolboxes, need to be customised for language and literacy learners

- significant amount of time required to create or customise resources for language and literacy learners in VET
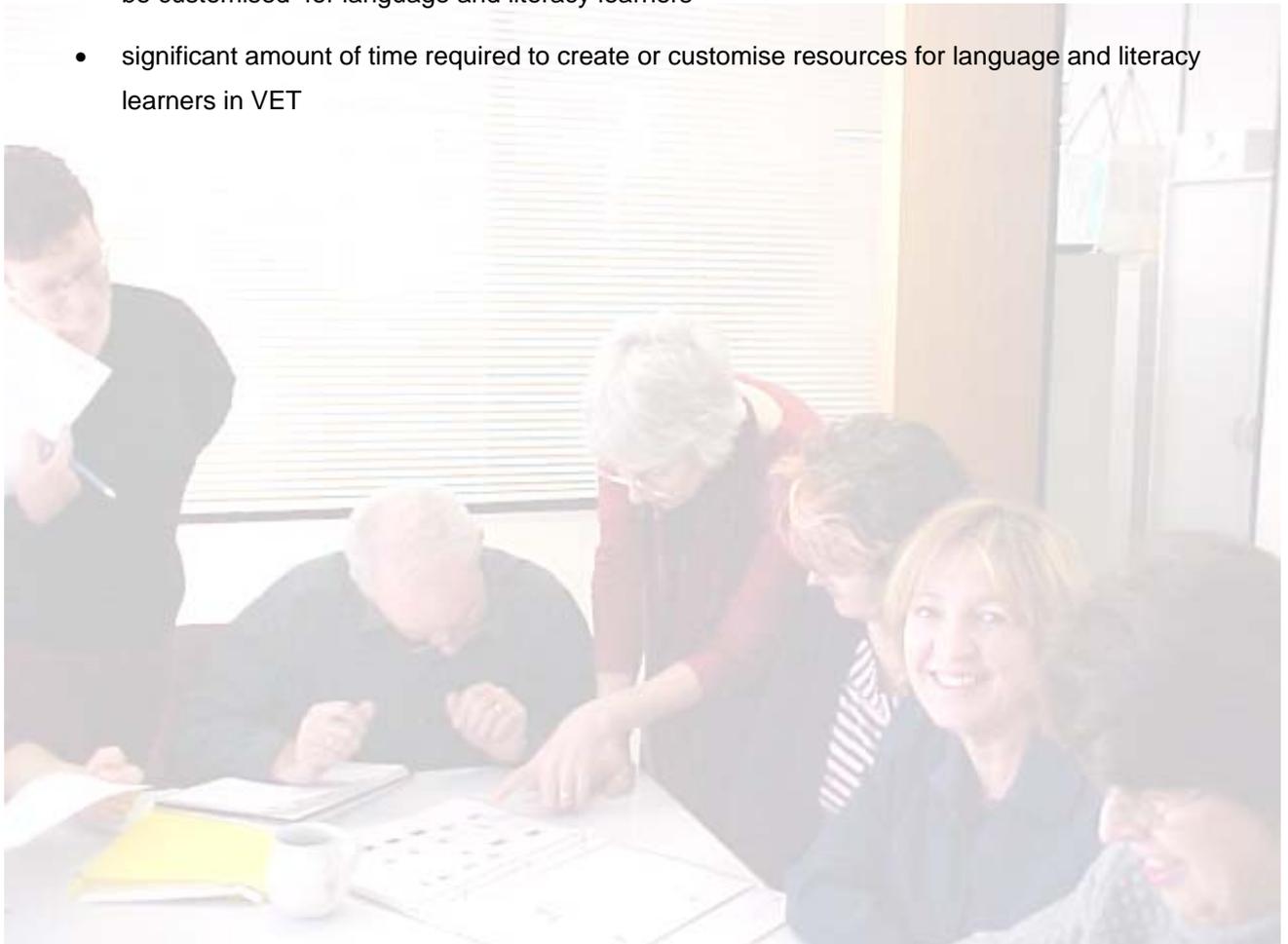
Organisational profile

AMES (Adult Multicultural Education Services)

AMES is an Adult Education Institution under the Victorian *Adult Community and Further Education (ACFE) 1991 Act*. AMES was formally established in 1951 and is Australia's largest provider of English language programs. AMES is governed by a board, which reports to the Victorian Minister for Education and Training within the Office of Training and Tertiary Education. AMES has built a strong reputation within Australia and internationally as a provider of innovative and responsive educational and employment services to people from culturally and linguistically diverse backgrounds. AMES work focuses on its vision of 'Full participation for all in a cohesive and diverse society' and its programs aim to make possible personal, social and economic participation by migrants and refugees in Australia. AMES is continually working to ensure access to mainstream opportunities in education and employment for all.

Participants in this Case Study

LearnScope Project Manager	**Terry Taylor** Coordinator - Professional Development and Training, Research & Learning Innovation Unit, AMES
LearnScope Facilitator	**Jose Rose** Lead flexible delivery trainer/facilitator
LearnScope Participants	VET teachers from across a number of AMES delivery sites Thanks specifically to: **Geraldine Wigg** **Pam McKean** **Gladys Torres** **Lee Reynolds**

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Australian *Flexible* **Learning Framework**
Supporting Flexible Learning Opportunities

Appendix

LearnScope Project Meetings

LearnScope Project Meeting 1 – Program outline

LearnScope Project Meeting 2 – Program outline

LearnScope Project Meeting 3 – Program outline

LearnScope Project Meeting 4 – Program outline

ICT Skills for Teachers 21335VIC

Skills audit

Module 1: Using Technology

Module 2: Managing and Communicating Online

Module 3: Incorporating ICT

LearnScope Workshop - 2003

LEARNSCOPE PROJECT
SETUP MEETING

Date: **Thursday 31st July 2003**

Time: 1.00 pm – 4:30 pm

Venue: Flagstaff, 4th Floor Computer Room

12:30	Coffee and Sandwiches	
1:00pm – 1:30pm	**Project Overview:** • Aims and focus of this LearnScope project **Information items:** • LearnScope • Toolboxes • Flexways	Terry Taylor Josie Rose
1:30pm – 2:30pm	**ICT skills/needs audit:** • Information and Communication Technology (ICT) Skills for Teachers VIC 21335 *Accredited outcome* • Skills audits: Where you're at, what skills you need *(Checklist will be circulated prior to meeting)* **Team Plan:** • Flexways - part 1	Terry Taylor Josie Rose
2:30pm – 2:45	**Coffee**	
2:45pm – 3:45pm	**Team Plan:** • Flexways - part 2 • Toolboxes – Child Care and Aged Care, etc *Survey of current knowledge and usage in groups* • Collaborative customisation of the project *ICT Skills* *Toolboxes* • Online Community of Practice sharing issues, ideas, resources and support *TAFE VC Communication Hub*	Josie Rose Terry Taylor
3:45pm – 4:00pm	**Housekeeping** • Meeting dates, times and locations • Replacement costs • Flexible Learning Conference, Car Rally, etc	Terry Taylor All

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LEARNSCOPE PROJECT
MEETING 2

Date: **Monday 1st September 2003**

Time: 9:00 am – 12:00
                3:00 pm – 5:00 pm

Venue: Flagstaff, 2nd Floor Computer Room

9:00 – 9:15	Welcome Business arising from Meeting 1	Terry Taylor Josie Rose
9:15 – 11:00	**ICT Skills for Teachers** • PowerPoint	Terry Taylor
11:00 – 11:15	**Coffee Break**	
11:15 – 12:00	**ICT Skills for Teachers** • Using Technology Digital cameras Optimising graphics Sound files	Josie Rose
12:00 – 3:00	Lunch Break/Networking	
3:00 – 4:00	**TAFE VC (with prizes!)** • ICT modules – assignment & self study • VET@AMES • Car Rally	Josie Rose
4:00 – 5:00	**Toolboxes** • Navigation • Sharing resources • Customising	Josie Rose

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LEARNSCOPE PROJECT
MEETING 3

Date: **Thursday 9th October 2003**

Time: 9:00 am – 4:00 pm

Venue: Flagstaff, 4th Floor, Small Business Computer Room

9:00 – 9:15	Welcome Business arising from Meeting 2	Terry Taylor Josie Rose

9:15 – 11:00	**ICT Skills for Teachers (Module 1)**
	• Interactive Word documents as teaching resources
	    o hyperlinks
	    o comments
	    o footnotes
	    o inserting graphics and photos
	
	    o inserting tables
	    o bullets and lists
	
	Bring a Word document you are using, or planning to use with your class (on your floppy disk). You can work with this, and have an enhanced teaching resource to take away from the session.
		Terry Taylor

11:00 – 11:15	**Coffee Break**	

11:15 – 12:30	**ICT Skills for Teachers (Module 3)**
	• Incorporating ICT
	    o advanced web searches
	    o website evaluation
		Josie Rose

12:30 – 1:15	Lunch Break/Networking	

1:15 – 4:00	**Incorporating ICT into teaching resources**
	    o Toolboxes & other VET resources
	    o websites
	    o PowerPoint
	    o interactive Word documents
	Create teaching resources, lesson plans or activities to take away with you – while completing your assignment!
	
	(and a parallel group for those interested)
	
	ICDL (International Computer Driver's Licence)
	    o Accessing and using the ICDL
		Terry Taylor
		Josie Rose

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LEARNSCOPE PROJECT
MEETING 4

Date: Tuesday 18th November 2003

Time: 9:00 am – 4:00 pm

Venue: Flagstaff, 4th Floor, Small Business Computer Room

9:00 – 9:30	Welcome Business arising from Meeting 3	Terry Taylor Josie Rose

9:30 – 11:00	**ICT Skills for Teachers (Module 2)**
	• Managing and Communicating Online
	Customising a TAFE VC module
	    o assignment setting
	    o calendar entries
	    o discussion forum
	    o uploading files
	
	Bring a Word document, a PowerPoint file or some photos you are using, or planning to use with your class (on your floppy disk). You can upload these, and have an enhanced teaching resource to take away from the session.
		Josie Rose
		Terry Taylor

11:00 – 11:15	**Coffee Break**	
11:15 – 12:30	**ICT Skills for Teachers (Module 2) (cont)**	Josie Rose Terry Taylor
12:30 – 1:15	**Lunch Break/Networking**	

1:15 – 4:00	**ICT Skills for Teachers (Module 2) (cont.)**
	• Managing and Communicating Online
	Customising a TAFE VC module
	    o grading assignments
	    o adding an Organiser Page
	    o adding a Single Page
	
	Review and evaluation of project
	• Review of resources developed during the project
	Come prepared to do a bit of 'show and tell'
	• VET@AMES Hub – 2004
	• "Your Future, Your Choice" - what next?
		Terry Taylor
		Josie Rose

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Module 1: Using Technology

Use this guide for your 1–4 ratings:
1 = no experience, need training
2 = very basic skills, need training
3 = OK but some gaps, might need training
4 = competent

File management	My skill level now			
• Use Windows Explorer to manage files and folders	1	2	3	4
• Backup files	1	2	3	4
• Use Virus protection software	1	2	3	4

Installing software	My skill level now			
• Download and install plugins	1	2	3	4
• Install software	1	2	3	4

Capturing and optimising images and sounds	My skill level now			
• Use a scanner	1	2	3	4
• Use a digital camera	1	2	3	4
• Optimise graphics – different file types; image size and resolution	1	2	3	4
• Create audio files to use in Word and PowerPoint	1	2	3	4

Creating a Word document	My skill level now			
• Create a Word document in Outline View	1	2	3	4
• Insert graphics and charts or tables	1	2	3	4
• Create links within the document and to websites	1	2	3	4
• Add footnotes, comments and a table of contents	1	2	3	4
• Format and edit a document for printing	1	2	3	4

Creating a PowerPoint presentation	My skill level now			
• Convert an Word document to a presentation	1	2	3	4
• Format and edit slide layout	1	2	3	4
• Add transition effects	1	2	3	4
• Insert graphics, sound files and video	1	2	3	4
• Create links to websites	1	2	3	4

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Module 2: Managing and Communicating Online

Use this guide for your 1–4 ratings:
1 = no experience, need training
2 = very basic skills, need training
3 = OK but some gaps, might need training
4 = competent

WebCT	My skill level now			
• Navigate the WebCT environment	1	2	3	4
• Use different Homepage views	1	2	3	4

Preparing to deliver online	My skill level now			
• Use the WebCT Designer Map	1	2	3	4
• Add individual students to courses	1	2	3	4
• Add the instructor's name to a course	1	2	3	4
• Add calendar listings	1	2	3	4
• Customise assignments and assignment settings	1	2	3	4
• Access and grade assignments	1	2	3	4
• Track students	1	2	3	4

Facilitating learning	My skill level now			
• Set up and manage online discussions	1	2	3	4
• Manage chat sessions	1	2	3	4
• Use TAFE VC mail	1	2	3	4
• Add an Organiser Page and a Single Page to a course	1	2	3	4
• Add content to an Organiser Page	1	2	3	4

Managing Files	My skill level now			
• Access WebCT file management	1	2	3	4
• Create sub-folders	1	2	3	4
• Upload files to WebCT file management	1	2	3	4
• Add a file to a page in a course	1	2	3	4

Managing Courses	My skill level now			
• Create a backup of a course	1	2	3	4
• Download a backup	1	2	3	4
• Upload and restore a backup	1	2	3	4

Module 3: Incorporating ICT

Use this guide for your 1–4 ratings:
1 = no experience, need training
2 = very basic skills, need training
3 = OK but some gaps, might need training
4 = competent

Research and evaluation	My skill level now			
• Search for relevant online resources effectively	1	2	3	4
• Critically evaluate online resources	1	2	3	4

Different learning styles	My skill level now			
• Recognise a range of different learning styles	1	2	3	4
• Identify different learning styles in a group of learners	1	2	3	4
• Respond to access and equity issues	1	2	3	4

Using ICT to support learners	My skill level now			
• Evaluate the most appropriate delivery mode/s	1	2	3	4
• Identify appropriate teaching methodologies	1	2	3	4
• Develop ICT supported resources – using Word	1	2	3	4
• Develop ICT supported resources – using PowerPoint	1	2	3	4
• Develop ICT supported resources – online	1	2	3	4

The role of the teacher	My skill level now			
• Respond to access and equity issues	1	2	3	4
• Identify appropriate teaching methodologies	1	2	3	4
• Design course delivery – face-to-face, print and online elements	1	2	3	4
• Develop ICT supported resources	1	2	3	4
• Provide support for online course components	1	2	3	4
• Manage online communication	1	2	3	4
• Manage student records online	1	2	3	4

Thank you for completing this skills audit. Please bring it with you to the first meeting.
It will help us to help you develop an individual PD plan for this project.

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