Packing the luggage
The Guides

Mercy Private Hospital
East Melbourne

Northern Health
Epping

Journey Security Transit Lounge


[http://study.australia.edu/la-trobe-university.html]
Places of interest...

Charles Darwin University

Menzies School of Health Research

Rural College Brahman Stud

Central Senior Secondary College
Travelling companions
http://www.electives.net/photos/hospitals/556/main.jpg
The Journey begins.......
Learning GPS

iStock photo:17479628
Tour Selection
Security
Interview
Orienteering
Transit Lounge
Learners and teachers as learners in the LLN Online Context

Llewella Cobbin & Anna Francis
NALLNAC Adelaide, 14-15 May 2015
Who is studying LLN Online at SWSi?

Case Study 1
• **ELLN learners** in Certificate II in Foundation English Language Skills

Case Study 2
• **VET trainers as learners** in the Certificate IV upgrade with TAELLN411 Address Adult Language, Literacy and Numeracy Skills

What does this mean for LLN Online learning in the future?

Case Study 3
• **LLN teachers** in the development of the Graduate Diploma of Adult LLN Practice, TAE80113
Case Study 1

ELLN learners
Cert II 10749
1. **Background**
   - Need for more flexible, benchmark learning opportunities
   - Smart and Skilled would require completions
   - Foundation Skills include computer literacy

2. **Personal experience**
   - Teacher observation – blended learning is wanted by SS
   - Students’ limited time for face to face learning

3. **Goals**
   - Increase SS motivation, course completions and satisfaction
   - Improve Language, Literacy & Computer skills
Development Stage

1. Consultation (SS, HTs, colleagues, Letters, Interviews, Informal chats)
2. Self educating (Moodle, TAEDEL501A)
3. Development of ONLINE course program
   – management – delivery – assessment
4. Development of learning materials and assessments
Implementation - 2013

- Trialing – Sem. 1
- Implementing – Sem. 2
  - Processes
  - Induction
  - Monitoring
  - Feedback
  - Evaluation

www.SWSi.tafensw.edu.au
Participants

- 40 students
- 3 groups @ 2 colleges: Padstow & Lidcombe

13 Students actively participating (2-5 times a week)

Class 3D1 Padstow
What were these learners doing?

- Homework ➔ Weekly TO DO LIST
- Reading & Listening Activities
- Self assessments ➔ Quizzes

- Read Instructions of what to do (sometimes two texts, so which one to do first)
- Download an activity with questions (e.g. Word Document, MP3)
- Answer questions (using Word Document or email or messaging)
- Upload answers to Moodle for Marking
- Checking teacher’s feedback and grading
Outcomes measured by Mixed Methodology

Quantitative
Survey 1 – mid-semester
  Compulsory (Bio-data & Capabilities & Student satisfaction)
Survey 2 – end-of-semester
  Student Satisfaction, LL Progress, Engagement with Online learning

Qualitative
• Success stories – Most Significant Change Technique (Mitchell and McKenna)
• Colleagues
• Observation
Findings from Surveys

**First survey** compulsory → 100% respondents. Most stated they had very low computer skills (2 on scale from 1-5)

**Second survey** anonymous
- 25% responded (10 students)
  - **All** respondents believed that they improved their reading, listening and computing skills
  - All indicated that reading activities were easily understood
  - 50% found Moodle instructions to be too difficult
Chinese, female, 40 yrs, HSC (3-4 times/wk)
Progress: into C3 (EFS)-2014 and C4 (EAP)-2015

Vietnamese, female, 48 yrs, 9Yrs (2-3 times/wk- course completed while overseas)
Progress: C2 10750 – 2014, C3 Hospitality 2015

Chinese, male, 60 yrs, HSC (erratic, 7 times or once)

• All commenced with some computer literacy (basic MSWord, some google search)
• All scored 100% in all Reading and Listening In-class Assessments, better than most learners
Key Findings

• Online learning helped them with improving **Reading** and **Listening** and **Computer skills**

• All were **ready** to do more learning Online → motivated and eager to study in holidays

• All were happy and confident → satisfied
Case Study 2

VET trainers
TAELLN411 upgrade
Goals:

• TAELLN411 unit upgrade for all SWSi trainers to meet anticipated national qualifications requirements as efficiently as possible

• Promote and give opportunity to develop SWSi eLearning capacity and trainers’ online training skills

• Monitor, evaluate and develop this Online course further for future commercial opportunity
Background

Why LLN Online?

SWSI Plan 2013-14
Meet customer needs through

New eLearning opportunity
TAELMN411 Moodle course

Commercial opportunities
- local and national

Sustainability - economic and environmental

Improved performance, capability and efficiency of organisation and staff

Responsiveness
- Increase number of electronic online learning programs offered
- Increase percentage of all unit enrolments in blended learning programs
- Increase number of staff engaged for the first time in innovative and online program development

SWSi eLearning Strategy 2014
Smart & Skilled
Development Stage

1. Short timeframe
   - shared development
   - initial pilot group December 2013

2. Coordinator appointed January 2014

3. 10 LLN teachers/eFacilitators selected
   - interest in and confidence in building online learning capacity
   - induction
   - collegial consultation
Course Forum

Course Glossary

Looking for a definition of a term used in this course? You might find it here.

Feedback group thoughts and ideas.

We would love to hear about what you like, dislike (or maybe even love) about this course. We are working to finalise the course to roll out to the Institute and your thoughts and ideas are appreciated.

TEACHER TEAM NOTES

Start Here

1: Adult LLN in Australia

2: Identify LLN Requirements

3: Use LLN Indicator Tools

4: Customise Resources

5: Evidence of LLN Support

6: Where to now?
Implementation

10 further pilot groups began from February 2014

Timeframe ONE semester

eLearning process - each learner group had
  – 2 hour face-to-face induction session to
  – eFacilitation
  – Evaluation

Monitoring and evaluation process
  – Online communication - Facilitators via Teacher Forum (155 entries),
  – Teacher support resources online (115 entries)
  – Follow-up meeting after course start, email or telephone
  – Reflect and act upon learner feedback
Participants

305 teacher learners across all vocational areas in 11 Groups

Pilot course duration: Semester 1 2014, extended until August, Semester

Findings - Quantitative

1. Course completion rate: 182 or 60%
2. How many views... participation rates

<table>
<thead>
<tr>
<th>1: Adult LLN in Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Language, Literacy and Numeracy in Australia</td>
</tr>
<tr>
<td>564 -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2: Identify LLN Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment - Identify LLN Requirements - Complete ACSF Table</td>
</tr>
<tr>
<td>4402 -</td>
</tr>
<tr>
<td>The Australian Core Skills Framework (ACSF) Explanation</td>
</tr>
<tr>
<td>381 -</td>
</tr>
<tr>
<td>Australian Core Skills Framework (ACSF) Dept of Industry Link</td>
</tr>
<tr>
<td>86 -</td>
</tr>
<tr>
<td>Identifying the Language, Literacy and Numeracy requirements</td>
</tr>
<tr>
<td>244 -</td>
</tr>
</tbody>
</table>
3. Learner Initial Computer Skills Check
245 responses – self perspective: good to high level technology access, participation and skills

- 73% prior Online course
- 90% regular access to computers & internet
- 95% confident searching internet, use email
- 53% consider themselves very experienced working with computers
- 64% find when asked to use new technologies an exciting challenge
4. Mid-course feedback

Are you getting feedback from your facilitator in a timely manner?
- Yes: ____________________________ 100%
- No: ____________________________ 0%

Are you receiving assistance when required?
- Yes: ____________________________ 92%
- Not as often as I would like: 8%

Do you find Moodle easy to navigate?
- Yes: ____________________________ 75%
- No: ____________________________ 25%

Do you participate in the Moodle Forums?
- Yes: ____________________________ 42%
- No: ____________________________ 58%

Have you found engaging with your peers valuable for your learning in the course?
- Yes: ____________________________ 67%
- No: ____________________________ 33%

Do you need any assistance with any of the technologies we are using?
- No: ____________________________ 100%
5. End of course feedback

45 RESPONSES

Strongly agree or agree

69% course was easy to navigate
93% course was relevant to their work
78% sufficient breadth and depth of information
78% course materials available in a format that suited learner
80% range of online resources helped to do activities
76% Course Forum and feedback was useful
88% facilitator provided effective guidance and feedback
87% course encouraged interaction with facilitator and other students
73% workload was manageable
78% studying online encouraged me to manage my own learning
78% would recommend this course to others
Findings - Qualitative

Learners - Positive

- I will use my learning to improve my use of Moodle Assessments and resources accessible in one place
- Facilitator helpful and offered feedback efficiently
- Break down and clarity of tasks, structure of course done well
- Submission of assessments straightforward
- Delivery met my needs and helped me improve my online learning skills
- Able to follow the process easily
- Impressed by responsiveness and helpfulness of facilitator/coordinator
- Initial orientation very clear
Moodle needs to be easier to navigate - the novice Moodle user
Not user-friendly
Less content on each page – some unnecessary information
Lack of clear path in Moodle course – knowing where you left off last time
More time because of teachers’ workload
Time and availability to focus on depth course had to offer
More face to face elements
Facilitators - Feedback

Enjoyed learning the Online process
Flexible nature of marking
Improved own Online skills

Colleagues and iTOL supportive & vital – problem solving, ideas, benchmarking

External factors such as stressful nature of TAFE 2014, heavy workload on learners, lack of motivation

Lack of technology confidence & capacity by some learners – extra load on facilitation

Limited time allocation for effective monitoring, assessing & accurate feedback
Both case studies indicate:

Learners AND teachers as learners

• **Share** many of the same **issues** when undertaking LLN Online learning
• **Are diverse** in their LLN and entry Online skills
• **Develop** Online **skills** at varying rates and with varying motivation
• Demonstrate similar **completion** outcomes
Challenges & Limitations for LLN Learners and teachers as learners

- **low computer literacy** *(mismatched self--perception)*
- **low independent learning skills** *(not able to read and follow instructions / unable to self direct)*
- **lack of time**
- Facilitators’ **allocation** *(researching and preparing, explaining, supporting, assessing, mentoring in LLN (added role), monitoring, evaluating, communicating, actual hours – cost)*
- Teachers as learners’ **motivation** *(don’t see the need, external factors especially in climate of change and uncertain future)*
Case Study 3

LLN teachers
TAE80113 Graduate Diploma of Adult LLN Practice
iTEL Project – Role based design training model
Participatory Research 2014

Goal:

*Rapid production of prototype Online course based on team leader working cooperatively with team members and fully mentored by iTEL to assign roles, train, immediately apply skills and take responsibility together in analysis, design and development of Graduate Diploma Moodle course*
Course development

1. Collaboration - iTEL and LLN experts
2. Team leader and 6 team members
3. Process driven – templates, flipped classroom, monitoring, evaluation
4. Assessment tools, incl. interactive, formative
5. Learning materials, incl. own
6. Timeframe – initial 8 weeks, report and proposal for further support
7. Qualitative reflection interviews - Initial, during and after
Feedback - Qualitative

Increased skills - Online design, communication

Continuous evaluative & re-evaluative processes

Enthusiasm for this & future projects

Role modelling, expertise, partnerships
Benefits and implications

• Overarching plan of action
• Consistent process
• Fully funded
• Centrally driven and supported by expert iTEL staff
• Collaborations of team members across faculties - sharing the load, delineated roles according to skills and learning needs
• LLN Teachers as learners
• Prior knowledge and experience built upon – further capacity
• Practical, achievable goals and timeframes – rapid development
• Involvement of experts
What have we learnt and what to consider ?......
<table>
<thead>
<tr>
<th>Helpful Strengths</th>
<th>Harmful Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way of the future</td>
<td>Cost</td>
</tr>
<tr>
<td>Take on a challenge</td>
<td>Time</td>
</tr>
<tr>
<td>Maintain jobs</td>
<td>Mixed skill levels</td>
</tr>
<tr>
<td>Exciting opportunities</td>
<td>Mixed support levels</td>
</tr>
<tr>
<td>Better opportunities to pool resources and teachers</td>
<td>Real feasibility</td>
</tr>
<tr>
<td></td>
<td>Inconsistency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial viability</td>
<td>Weakest learners/teachers will not participate</td>
</tr>
<tr>
<td>Improved staff/ organisational capacity</td>
<td>Lack of funding</td>
</tr>
<tr>
<td>Flexible delivery</td>
<td>Indecision</td>
</tr>
<tr>
<td>Better meet needs of particular learners</td>
<td>External threat to jobs</td>
</tr>
</tbody>
</table>

www.SWSi.tafensw.edu.au
LLN Online courses should be considered with implications:

For Learners
For Teachers
For TAFE
LLN Online courses provide LLN Learners and Teachers with:

- Flexibility
- Variety
- Quality
- Employability Skills
- Currency
- Authenticity

- Currency (Pedagogical shift) and Capabilities
- Quality and standardisation of Online LLN Bank of resources
- Flexibility of delivery
- Quick contextualisation for specific VET courses

WARNING! Does ‘one size fit all’?
LLN Online courses provide TAFE with:

- Readiness to customise courses to support:
  - VET delivery mapped to the specific skills set needed by industry, businesses, community
  - Catered provisions of LLN support in community, in the workplace (WELL), ensuring EEO and Access for the most disadvantaged and remote communities
- Capable staff
- Quality assurance and compliancy with ASQA
- Innovation - flexible delivery (including blended learning and flipped classrooms) enabling completion of qualifications
Recommendations

• Teachers develop courses together → ACSF benchmarking & validity, community of practice
• Standardising design templates → replicable, sustainable
• Monitoring and evaluation processes developed systematically → replicable, sustainable
• Realistic timeframes → flexibility, individual and faculty needs
• Recognition and support of course development → SWSi strategic plan, SWSi policy
• iTel support vital → consistency, skills and knowledge base
• Online learning → motivation and computer literacy of staff capabilities
• Development of follow up Moodle Online courses → “Skills Set” course Online
• Longer term commercial planning
Future Research Questions

1. What are the pre-requisite learning and computer skills for successful LLN Online learning?

2. What time allocation needs to be considered as best for effective Online delivery to promote continual improvement of course facilitation and development?

3. Does Online LLN learning promote the learners to further vocational/educational Online experiences?

4. In large organisations, how is it best to develop replicable LLN Online courses for rapid development including commercial?

5. What monitoring and evaluation systems are appropriate to ensure validity, replicability, authenticity and continuous improvement of LLN online courses?
Thank you for listening.

References:


iTEL, 2013, ‘Role based design’ model for collaboration on Moodle courses, South Western Sydney institute of TAFE, Bankstown, Australia

Mitchell, J., McKenna, S, Most significant change technique and the national training system: Core ideas, *Reframing the Future*, 2008, NCVER


Parker, S. 2014. ‘Role Based Design An evaluation of a ‘schediogogical’ (ski.dio.gogical) approach for developing systemic eLearning capacity by leading and facilitating agile co-design processes’, International Journal of Instructional Technology and Distance Learning, vol. 11, no. 8, pp. 3-28.