

DAY 1 : Professional Conversations 2009 Innovation Projects

The Framework's E-learning Innovations projects aim to embed e-learning into the national training system by supporting and enabling innovation in training design and delivery..

12:10pm

*The following are concurrent sessions. Please **SELECT ONE** from THIS time slot.*

1: Des Harms

SkillsTech Australia, partnered with Education Queensland

✚ VET in Schools development program

AUDITORIUM- NORTH
Level 5

The *VET in Schools development program* is a partnership between SkillsTech Australia and Education Queensland to provide vocational pathways for students in years 10, 11 and 12. The focus of the program in 2009 has been on the development of vocational pathways for the design industries and the water industry.

This presentation will look at two key projects developed under this program:

- CAD in Schools project - builds on the work undertaken by students in graphics classes in years 11 and 12 so that students can achieve a vocational qualification to prepare them for work in the engineering and construction design industries.
- Water catchments project - designed to capture the enthusiasm students have for the environment and the care of our natural resources and channel this to vocational outcomes in industry such as water quality testing and monitoring, catchment management and industry regulation.

2: Rick Whistler

Australian Agricultural College (AACC) partnered with, the Cotton Research and Development Corporation

✚ Enhanced agribusiness management

AUDITORIUM- SOUTH
Level 5

This project looked at developing learning objects to enable agribusiness producers, managers and supervisors (with an identified skills gap) to access education and training in the area of staff management practices and procedures.

The *Manage Staff* learning object from the Rural Industry training package was used to support the Australian cotton industry's myBMP system, which is established business management principles in the cotton industry to create environmental and productivity based sustainability practices. An associated self directed skills identification program was developed in parallel by the Tocal Agricultural College in NSW.

The learning and product development resulting from this project is being used to facilitate development of a broad range of learning objects to enable flexible delivery of Diploma level qualifications for the cotton industry. The project also assists in the development of AACC and an online presence for the delivery of accredited training to all agribusiness organisations across the geographical spread of rural and remote based industries.

During the development of this project industry procedures were included in the use of online technologies, such as webinars, to provide feedback and evaluation on the project modules. This client feedback was then used to refine the content and presentation of the modules.

3: Leanne Kruger and George Sommerville

Tropical North Institute of TAFE, partnered with Construction Skills Queensland and the Department of Queensland Transport

 **Build your future and get road ready**

NORTHERN SKYLINE ROOM
Level 6

Representatives from the Indigenous Lead Centre at Tropical North Queensland Institute of TAFE will discuss how they are addressing the needs of industry and Indigenous learners in rural and remote areas based on two projects:

- The Indigenous Lead Centre addressed the challenge of skills shortages in remote and regional areas with Indigenous communities and high levels of unemployment and welfare dependency. Through this project the Construction Skills Queensland website was enhanced with culturally inclusive information that targets Indigenous school learners, construction industry apprentices and community members.
- Get Road Ready is a website developed in collaboration with the Indigenous Driver Licensing Unit, Transport and Main Roads. This project supports Indigenous learners attaining a drivers licence by providing assistance in overcoming the many barriers they may face, including a participants' lack of personal ID, previous driving suspensions and disqualifications, outstanding fines, literacy issues, medical certificates, access to services and lack of accurate information.

4: Joshua Gowdy

 **Clinical case problems**

SOUTHERN SKYLINE ROOM
Level 6

Queensland Ambulance Service (QAS)

In addressing clinical case problems, the Queensland Ambulance's *School of Ambulance and Paramedic Studies* has enhanced the already existing online component of the *Diploma of Paramedical Science (Ambulance)* by replacing the current text-based case problems with flash-based objects to better simulate real world scenarios.

Six learning objects are being produced and embedded into the QAS' online collaborative space where they serve as stimulus for online learner discussion groups. Through this activity the QAS is looking to increase learners' levels of engagement with online learning and improve their perception of its value.

12:45 pm

*The following are concurrent sessions. Please **SELECT ONE** from THIS time slot.*

1: Professor David Ross

AUDITORIUM- NORTH
Level 5

 **Effective learning for Indigenous sport and recreation officers**

The Wise Academy Online Fitness with partners, Online Fitness / Lanstar / Qld PCYC

The goal of this project was to create a learning program for the PCYC for delivery both to sport and recreational officers, and to the Indigenous/non Indigenous youth community. In providing learners with support, this project dealt with the issues of regional and remote isolation and the associated restrictions on access to learning resources. The project also addressed its learner's lack of experience with study.

A simple nutrition course is now available for learners with four short lessons online complete with voiceover and PowerPoint presentations. Interactive, game style assessments monitor understanding and learning outcomes for this project. Trials with two school age groups show high interest and participation in this project. A toolkit of activities and suggested teaching aids

complement the program and ensure that the target market of PCYC Officers have additional support in delivering the content to youth and adult groups.

2: Tracie Regan

AUDITORIUM- SOUTH
Level 5

Model for embedding e-learning in rural and remote areas

Wide Bay Institute of TAFE

This project aimed to develop a model for embedding sustainable e-learning practices in rural and remote areas. A number of strategies were combined for this model and then tested in a series of pilots. These strategies included:

- a group of volunteer teachers delivering online to learners in target groups (the pilots)
- a program of skill development for volunteer teachers in relation to e-facilitation and use of learning management system (LMS) collaboration tools
- a network of mentors to coach the teachers in applying these skills and techniques with their pilot groups.

This session will describe the highs and lows of the learning process experienced by all of the participants, and the development path taken during the life of the project, including some unexpected outcomes.

3: Julie Woodlock

No one size fits all!

NORTHERN SKYLINE ROOM
Level 6

Barrier Reef Institute of TAFE with industry partners for each area of study and Wide Bay Institute of TAFE

No one size fits all is a deliberate attempt to encourage innovation through e-learning design at Barrier Reef Institute of TAFE. The institute is examining their own industries and learners and building learning models that captivate the type of workers they want to produce *and* instil grounded theories into real live practice.

With learners and industry in mind, the institute has developed learning designs that combine the old learning modes with new ones. Adaptability of resources from offline to online, easy access, choice and flexibility have all been key factors in the development of resources.

4: Elaine Rae

AussieHost: Bridging the gap

SOUTHERN SKYLINE ROOM
Level 6

Australian Institute of Management with partner, Queensland Tourism Industry Council

This project involves the production of an e-learning resource to bridge the gap between an industry recognised training program, AussieHost and a national training framework (specifically the Tourism, Hospitality and Events Training Package). This project provides participants with a pathway to *Certificate I in Hospitality* and *Certificate II in Tourism*.

The resource covers the unit of competency, *Work with Colleagues and Customers*. It includes text, interactive components, graphics and assessment and provides learners with an easy to use tool which they can use in their own time. The assessment takes the form of multiple choice, true or false and drop and drag items. Assessment is presented throughout to reinforce learning, and at the completion of the module to determine retention of learning.

DAY 2 : Professional Conversations 2008 Innovation Projects

The Framework's E-learning Innovations projects aim to embed e-learning into the national training system by supporting and enabling innovation in training design and delivery..

10:30AM

*The following are concurrent sessions. Please **SELECT ONE** from THIS time slot.*

1: Tracie Regan

Wide Bay Institute of TAFE, partnered with SunWater

AUDITORIUM- NORTH
Level 5

E-coaching in the workplace

How much support do workplace learners need to effectively learn online and progress through long-term study?

Wide Bay Institute of TAFE used their [2008 Queensland E-learning Innovations](#) funding and support to discuss this issue with industry, employers and learners, and develop a program which provided exactly the right level of learner workplace support.

They found that workplace learners are strongly influenced by their social and cultural surroundings and that these influences can have a big, and sometimes negative, impact on their learning outcomes.

To minimise this impact, Wide Bay developed an **E-coaching in the Workplace** program, which online trainers used as part of their initial induction with learners and their workplace coaches to promote the importance of a positive learning culture and to facilitate e-learning. The program outlined clear strategies to help workplace coaches support their learners.

The online trainers also worked closely with first-time learners and their onsite supervisors to help them understand the learning material and ensure that the workplace provided an environment conducive to learning. They used phone, instant messaging and online chat sessions in their one-to-one contact with learners, which helped to increase learner participation and the 'learning experience', boosting the overall success of their e-learning programs.

2: Francis Kneebone

Scripture Union QLD, partnered with Stop21

AUDITORIUM- SOUTH
Level 5

E-listen: Where are they now?

The challenges this RTO faced are largely centred on the distance of their learners from their training staff, and the need to deliver largely practical skills in an online environment. Scripture Union QLD's journey into new media has been part of the solution to this 'tyranny of distance'.

Their 2008 E-learning Innovations project involved the development of a learning tool for active listening skills, called *e-listen*. The learning objects created have not replaced face-to-face training, but have allowed even more of the core skills to be taught over time.

This workshop will discuss the issues surrounding embedding new media, such as flash tools, presentation plug-ins and social media, and demonstrate the strategic use of learning objects in the learning space.

3: Andrew Smith and John Clark

NORTHERN SKYLINE ROOM
Level 6

Charter Towers School of Distance Education

Certificate III in Business – an e-learning challenge

This project sought to fully contextualise the *Certificate III in Business (Legal Administration)* Flexible Learning Toolbox to support the implementation of *BSB30107 – Certificate III in Business*. The tools used to complete the task included a range of freely available software applications including the Framework's ARED resource.

The project was supported by a reference group drawn from six organisations from Queensland, South Australia and Victoria. The role of the reference group was to undertake quality assurance, provide content direction, and to act as live trial sites for the developing product.

A key challenge of the project was to support delivery personnel in transitioning from a linear course structure to a highly integrated e-learning package. The project outcome is an engaging learning scenario which has demonstrated higher learner engagement levels and a growing body of interest from organisations across Australia.

4: Assoc. Prof Thiru Aravinthan

NORTHERN 'NETWORKING ROOM'
Level 5

University of Southern Queensland (USQ), partnered with the Plastic and Rubber Technical Education Centre (PARTEC)

Fibre Composites Online

The application of fibre composites has been being widely adopted in the aerospace and marine industries and is an emerging application for civil infrastructures. With different types of manufacturing processes being used for each specific application, one of the major issues in training technicians is the lack of training resources that cover the wide range of manufacturing processes.

To fulfil the need for such learning resources, PARTEC and USQ have developed a set of multimedia resources on fibre composite manufacturing and testing within their facilities. These resources are made available through the e-learning management systems at USQ where more than 15 students were enrolled in 2009. The partnership between PARTEC, USQ and the Queensland Government brought together complementary skills and expertise to meet the need of the fibre composite industry in Queensland and Australia.