

**Australian Flexible Learning Framework**  
supporting e-learning opportunities

## AVETRA Conference

### E-learning National Initiatives

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## What is the Framework?

The Australian Flexible Learning Framework (Framework) is the national training system's e-learning strategy.

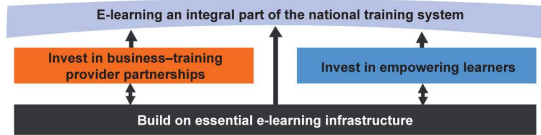
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## Goals of the Framework



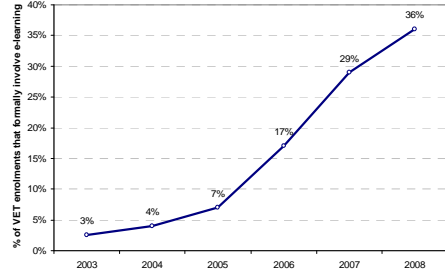
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## 36% of VET enrolments formally involve e-learning



Year	% of VET enrolments that formally involve e-learning
2003	3%
2004	4%
2005	7%
2006	17%
2007	29%
2008	36%

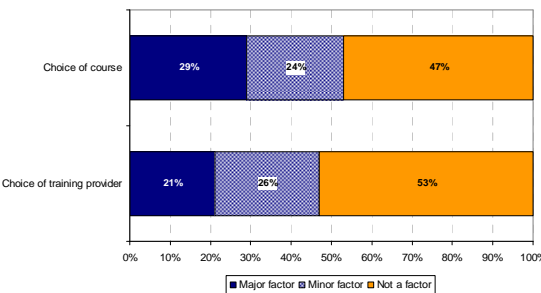
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## E-learning is a factor in students' training choices



Choice	Major factor	Minor factor	Not a factor
Choice of course	29%	24%	47%
Choice of training provider	21%	26%	53%

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62% of VET teachers/trainers say e-learning has improved their teaching practice.

44% of VET teachers/trainers have accessed materials in national e-learning repositories.

Female teachers/trainers are more likely to use e-learning than male teachers/trainers.

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## E-learning National Initiatives Research

Professor Victor Callan, University of Queensland Business School  
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Came to this project with:

Prior VET reports relevant to the current project on apprenticeships, non-completions, accelerated apprenticeships, generic skills, RPL and innovations in VET

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**For more information on the E-learning research:**  
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**Read the research reports:** [flexiblelearning.net.au/research](http://flexiblelearning.net.au/research)

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## Project outputs

- A literature review
- Completion of 21 interviews to build a picture of e-learning innovations that are addressing key national initiatives
- Development of three case studies of e-learning innovations in the VET sector
- Production of a final report on the Australian Flexible Learning Framework website

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## Aims

- To sample the experiences of individuals from across a wide range of States, industries and locations in how they are applying e-learning tools to incorporate more fully than in the past workplace learning experiences as evidence of competency
- Focus on trades and other areas of skills shortages
- RPL

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## Method and sample

- 21 telephone and face to face interviews in late 2008
- Those interviewed were Managing Directors of private providers, Managers of Innovation, Departmental Managers, Faculty and other Directors, Heads of School, E-learning support staff, Lecturers/teachers in Qld, NSW, Victoria, SA, WA and Tasmania

## Qualitative analysis

- Thematic analysis of interviews and notes
- Guided by key research questions


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### Literature review: Snapshot


- E-learning is about people and technology being used to support social interactions
- There is very little pure e-learning - rather e-learning is part of a blended learning experience where it is embedded into teaching, training and learning
- E-learning is at its best where it exists in contexts that encourage collaborative learning and interaction between many different groups of people (e.g. teachers, employers, apprentices) who accept the benefits of the integration of e-learning within other forms of delivery

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### Literature review: Snapshot

- The next generation of learning technologies and learning management systems will provide an even greater focus on the learning aspects of e-learning rather than on its delivery.
- Specifically, the learner will continue to grow in status as a co-contributor to learning, and not merely as an acquirer of knowledge
- The transition from the teacher as instructor to the teacher as coach will also continue at some pace

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### Overview

E learning developments in the bakery, and building and construction industries, in particular

Plumbing industry is an exemplar in how to explore what is required, and what is available around e-learning and other solutions to meetings skills shortages

RPL practice currently has limited use of the new technologies

E-portfolio adoption is growing, and there are some examples of e-portfolio applications to support skills recognition


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### Overview

Benefits - more flexibility, more on-the-job training, better training across multiple sites, more customisation and reduced travel or time away

Enablers- mind set of "give it a go". Being willing to collaborate and to share the e-learning resources being developed. Use of online community of fellow teachers. Access to e-learning consultants. Industries wanting change including the stainless steel industry, the gas industry, bakery franchises, and the building and construction industry

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### Cases

- State-wide initiatives - Transforming Trade Training TAFEWA
- Skills shortages in bakery apprentices (Hunter Institute)
- Skills shortages - building and construction (Blue Dog, Chisholm Institute, TAFESA)
- Skills shortages and plumbing industry (Fred Baltesch and his industry colleagues)

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### Transforming Trade Training TAFEWA

**Issues:** Skills shortages and more flexibility

**Responses:**

- Model has employer profile, foundation programme, trade specific induction programme, a number of work tasks in the workplace or training organisation, and individual learning plan
- Three day foundation program introduces the e-learning components, the development of an e-learning portfolio
- Apprentice completes evidence around work tasks that consist of one or more units of competence

**Lessons to date**

- Access to computers in the workplace in small businesses
- Too much information in e-portfolios and competition

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### Skills shortages of bakery apprentices


**Issues:** Block release; small enterprises; casual employees

**Responses:** Gary Sewell and his team - Bakers Delight and Tip Top - also fast tracking the Certificate III course into one year

- Regional students use on-the-job experience to reduce time away
- A mix of tools - movies, video games, photostories, blogs for use with assessments, text to explain the processes behind bread making, accessed through computers, laptops, personal digital assistants (PDAs) or mobile phones
- Also the strong use of regular forums and chat rooms to back up the learning

**Lessons to date**

- Value of incorporating high quality materials and detailed industry knowledge

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### Skills shortages - building and construction


**Issues:** 60% outside SE Qld, travel costs, recognise work based learning

**Responses: Blue Dog Qld**

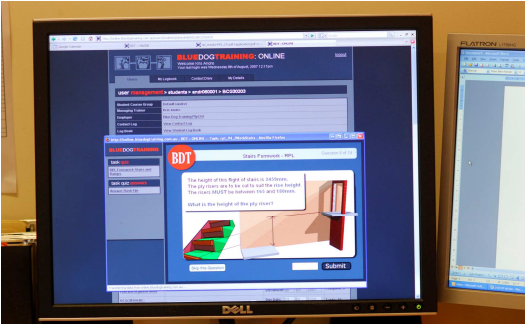
- Use generic learning and assessment that are customised to suit the individual's learning style, working environment and employer needs
- E learning tools allow more self-paced and self-directed learning, while each learner is assigned a course trainer for support
- Use online bite-sized 'chunks of learning' that require 10 to 30 min.


**Lessons to date**

- A commitment to the needs of the apprentice and the employer
- People do not fully understand what effective e-learning looks like
- Must continually develop and modify systems and strategies to ensure their resources are transparent, valid, engaging and used in the most appropriate context

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### Chisholm Institute of TAFE


**Issues:** skills shortages, supervisor reports as evidence were often not completed or poor quality

**Responses:** Rodger Carroll and his team

- Use of mobile phones to support onsite delivery and record assessment
- Use a Moblog, which is similar to a blog or journal but accessible via mobile devices or computers
- Textamerica platform for picture and video postings, digital sound files and short text postings, and a comment platform where learners and facilitators respond to or add comments to a posting

**Lessons to date**

- Teachers better allocated
- Learners and employers are benefiting by some fast tracking
- Completion rates are higher especially in the VET in schools programs

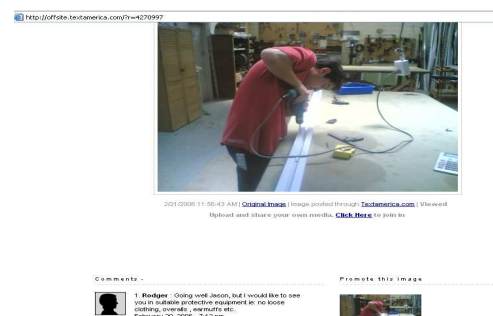
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## TAFESA

**Issues:** skills shortages, contestability

**Responses:** Glyn Milhench and his team

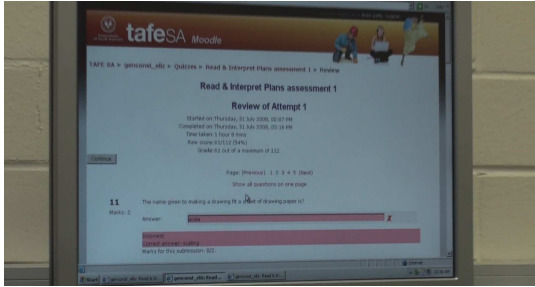
- Moodle with pre-vocational training and Certificate III carpentry apprentices
- Students record and edit own videos and podcasts, and use YouTube and Google Video to upload and share information
- Provided flash drives to enable downloading of material and add in movies and digital photographs from building sites
- Many apprentices using the online material from home and work, and cutting down on their time at college


**Lessons to date:**

- Not to think of the end product but to add and to adapt as you go
- Increasing interest of employers
- Students keep a better record of what they are doing and learning

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## The plumbing industry's response to skills shortages

**Issues:** Skills shortages; greater specialisation in delivering the Certificate III in Plumbing which requires apprentices to be exposed to a wider range of industry experiences

**Responses:**

- More blended forms of training
- 2008 review reports show a willingness to investigate within and outside Australia new ways to deliver training to plumbers
- Looking at examples in New Zealand and in Australia including TAFE Tasmania and TAFE NSW around the QTI m-player as a practical tool to assist with workplace assessment
- Use of standard safety glasses with a camera attached to the bridge of the glasses
- Redesign of classrooms to bring in computers, new work areas

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## Three case studies in detail


1. Glyn Milhench - Using Moodle within carpentry training - The building and furnishing section at TAFESA
2. Chisholm Institute's Mobile Learning and Assessment Project - Blended Delivery at Chisholm Institute
3. Blue Dog Training: Apprentice training on-line

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## RPL and e-portfolios


- RPL progress is slow
- Significant professional development activity around RPL
- Victoria Skills Store shop fronts
- The Mitsubishi automotive plant closure by TAFESA and Workforce Blueprint
- GippsTAFE doing some RPL interviews on-line, together with the use of the on-line Competency Navigator
- Note difficulties around managing evidence that is not electronic
- E-portfolio adoption is growing
- Evidence using videos taken by mobiles, cameras or special glasses as well as by emails, e-documents and other forms of evidence
- Chisholm Institute trialling use of on-line unit that introduces new students to WebCT and RPL, and their e-portfolios

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## Workshop questions

1. Share how your organisation or industry is using e-learning to respond better to skills shortages, or the need for the greater recognition of prior learning or related initiatives
2. What lessons are being learned for future developments around e-learning?
3. Reports back from the tables

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