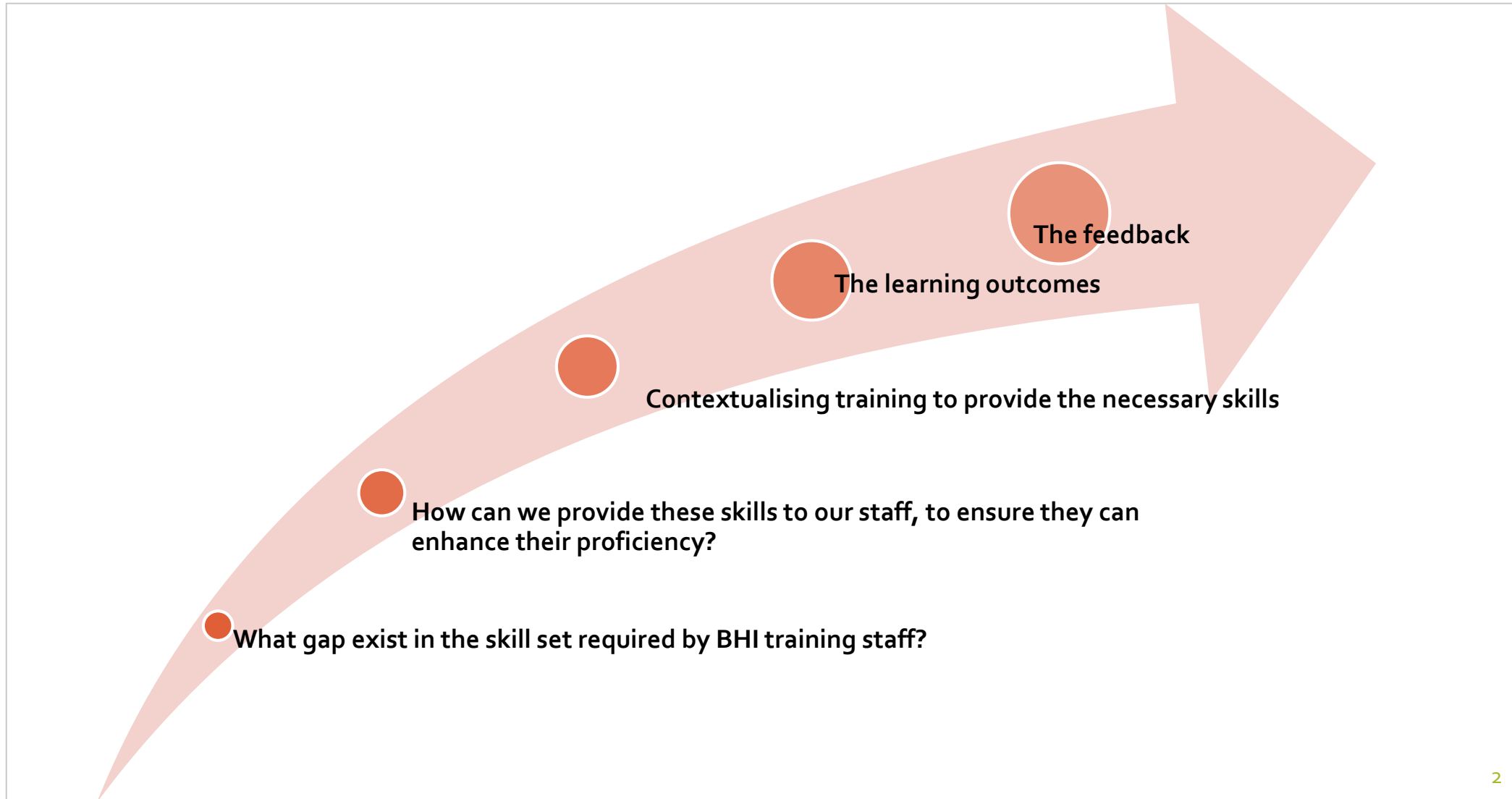


Increased Productivity Through Contextualised Training

- BHIG
- Teaching and Learning Enhancement Team
 - Dr Chris Ho

AVETRA 2017 conference

The Journey



Definitions

Productivity

- A measure of the efficiency of a person, in converting inputs into useful outputs.
- How much a person can get done.

Contextualisation

- Putting language items (learning activities) into a meaningful and real context rather than being treated as isolated items:
- <https://www.teachingenglish.org.uk/article/contextualisation>
- Contextualization attempts to give real learning value to meet the learners needs.

Identified Gaps

- Assessment tools need improvements
- Unit plans need improvements
- Evidence of participation inadequate
- Not knowing where or who to seek support from
- Not knowing how to access quality documentations
- Not knowing who to seek advice from, for the issues they faced
- No real comprehension of the Learning Management System

Skills Needed

- Creating engaging and interactive assessment and learning materials that are in line with the unit of competence
- Mapping the assessment tools to ensure compliance and transparency
- Creating unit plans which can be used interchangeably between training staff
- Creating assessment marking guides and instructions for assessors
- Carrying out a validation process and continuous improvement records
- Knowing how to utilize the Learning Management system

Contextualised Training

- Using the Box Hill Institute Quality System (BQS) for all quality documentations used in the training program
- Using Box Hill Institute's Moodle platform for all training delivery and assessment submissions
- All assessments are based on the real work training staff carried out in their daily tasks
- Facilitates knowledge & skills transfer - knowledge and skills gained are transferred to their own training centers and into their teaching roles
- Creation of real online tasks for the units in which they train

Learning Outcomes

- Ability to create their own unit plans
- Ability to create assessments and evaluate existing assessments according the ASQA standards
- Ability to access up to date quality documents:
 - Validation report templates
 - Unit plans
 - Assessment cover sheets
- Ability to contact the appropriate departments for help
- Improve sustainability and increase efficiency through use of online tools and resources
- Ability to show evidence of participation in minutes, instead of hours hunting for hard copies

Unplanned Outcomes

- New staff able to access BHI internal systems and departments
Staff Web
 - Teaching Innovations
 - Facilities
 - People and Culture
 - Student Web
 - Celcat
 - BQS (Box Hill Quality System)

Individual Feedback

- Using the Inductive Data reduction (IDR) process we were able to reduce the interviews transcripts into the following themes.
- Main Themes:

| Teaching Staff | Administrative Staff |
|--|--|
| Ability to apply learning | Time saving – reduces need to introduce the new staff to different systems available |
| Enhanced understanding of the RPL processes, class room management, online teaching and learning | Improvements in work quality |
| Enhanced understanding of the BHI systems and networks | Enhanced understanding of training role requirements |
| Feeling better supported and valued within the institution | Overall efficiency gained and staff satisfaction |

Moving Forward

- Implement learnt strategies into future training delivery
- Create further workshops for more individualistic support
- Keep the learning **REAL** in the BHIG context

Thank you for participating in this presentation.

- *Feedbacks and Questions are most welcome*