Case Study 1 Employability Skills and the Pre-accredited Quality Framework Workshop

Definition

Blended Delivery
In the context of e-learning, blended learning is a mix of teaching methods usually involving a component of online, self-paced, learning and a component of face-to-face instructor led learning.
There are many potential variations of blended learning.
Pre-accredited training focuses on a learner-centred approach and blended learning provides a range of activities and resources which address this. The range of technologies available allow for collaborative group work and individual study which address various learning styles and develop employability skills.
These case studies illustrate some of these variations in the context of pre-accredited training.

Case Study 1
This case study describes a blend of Technology Enabled Learning Centre delivery supported by Face-to-Face instruction and focuses on the e-skills used to plan, organise, deliver and report the workshop.

Employability Skills and the Pre-accredited Quality Framework
The Workshop
Teams working on two projects funded by ACFE Board capacity and innovation grants, joined to provide a technology enabled, personal development opportunity to Learn Local staff in the South Eastern and Gippsland regions of Victoria.
The teams working collaborated with TELC champions from Chisholm Institute, Dandenong and Federation Training, Morwell and Bairnsdale, to facilitate the workshop. Participants were invited to attend the workshop at one of the three campuses.
The workshop was facilitated at Dandenong and delivered to Morwell and Bairnsdale via Technology Enabled Learning Centres (TELC) at these centres. This technology allowed interaction between all the participants and facilitators at the three campuses.
The workshop was led by Marie Baird from CAE and focused on employability skills and their application in the pre-accredited quality framework and targeted those responsible for the delivery of pre-accredited courses.
Marie was assisted by facilitators at Dandenong, Morwell and Bairnsdale. A trial run of the workshop was conducted to familiarise facilitators with the Technology Enabled Learning Centres, fine tune the facilitation and to identify any potential problems.

For more information on the projects and the workshop:
Gippsland Connect http://gippslandlearnandconnect.acfe.vic.edu.au/TELC+in+SE+Region
180 Degrees of Reflection
http://180degreesofreflection.acfe.vic.edu.au/Employability+Skills+TELC+Workshop

E-skills used to deliver this Workshop
Facilitators

The primary tools used to communicate and collaborate in planning and debriefing this workshop were email, Microsoft Lync and telephone.

Marie created a slide show which included a précis of main points and instructions for learning activities. Marie shared digital copies of the slide show, handouts and a running sheet via email. These files were then stored in a shared Drop Box (https://www.dropbox.com/) folder to be printed and provided to participants at each campus.

Registrations were collected through Survey Monkey (https://www.surveymonkey.com/) and confirmation of registration and details of the event were completed by email. Queries were addressed via telephone and email.

Documents including promotional flyers, attendance sheets, feedback forms and photo consent forms were created in MS Word and some were saved in PDF format for publication and emailing. Campus maps were obtained from the various campuses in JPEG format and saved as PDF files and forwarded to participants via email.

MS Power Point was used to create a certificate of participation and this was shared in a Drop Box folder, printed and provided to the participants at the end of the workshop. Some of these documents were scanned and saved as PDF files and all documents were stored and shared in DropBox as a record of the event and for reporting.

Facilitators at each campus recorded photographs and videos of activities. These were published in wikis (Wikispace) along with information about the workshop.

The Technology Enabled Learning Centres were provided by the TAFE sector. These are comprised of one or two large screen smart televisions, video cameras and microphones which are placed within the training room to maximise audio participation.

The microphones and screen are managed via a remote control. Microphones can be muted and video cameras can be positioned so they focus on individual speakers. The connection occurs by video-conferencing software and relies on a stable internet connection.

Buchan Neighbourhood Centre, Learn Local organisation, provided:
- Printing and photocopying facilities
- Email account
- Phone

Learner

Participants required access to the Internet to the register for the work shop and an email account to receive confirmation and other details such as parking permits and campus maps.

Telephone numbers were provided to address any queries with the expectation that participants could access a telephone.

Conclusion

Basic e-skills were used to plan, organise, implement and access this work shop with more advanced skills used to report the workshop. Collaboration with the TAFE sector provided access to dedicated TELC centres however alternative technologies will, potentially, deliver similar outcomes.

Feedback from participants indicated that this blended method of delivery was successful in providing a collaborative learning experience over an extended geographical area.

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