

# **Vocational Teacher Continuing Professional Development – Effective Blended Learning strategies.**

**Annemaree Gibson & Tania Teese  
Teaching and Learning Enhancement  
Box Hill Institute**

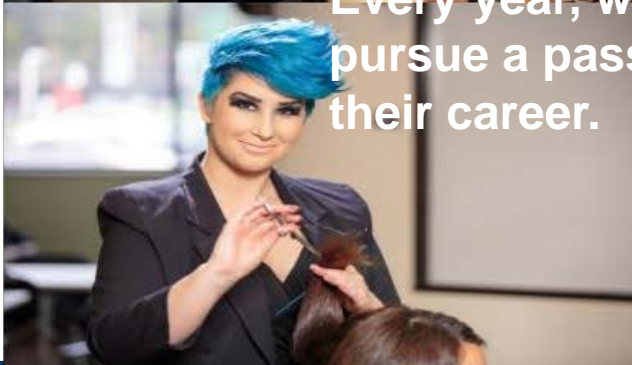


**1000 Teachers teaching qualifications ranging from certificates I to IV, diplomas, advanced diplomas, associate, bachelor and master degrees.**





Every year, we help between 40,000 and 60,000 students pursue a passion, develop their potential, and kick-start their career.



# Teaching and Learning Enhancement team

- **Tania Teese - Manager, Teaching and Learning Enhancement**
- **Annemaree Gibson - Teaching and Learning Specialist**
- **Amanda Wallace - Teaching and Learning Specialist**

# TLE Team Goals

- **Improve the student learning experience at BHIG**
- **Improve Teacher performance**
- **Provide professional development to Teachers**
- **Remain agile to address special projects or identified issues as they arise**

# Teacher Credential Upgrade (TCU)

**On the 7<sup>th</sup> of July, Assistant Minister for Vocational Education and Skills, Australia, Karen Andrews, announced new requirements to boost the credentials of those providing training and assessments in the VET sector.**

**Skills Ministers agreed that trainers and assessors who do not hold the relevant units would have until 1 April 2019 to meet the new credential requirements. This was later extended to 1 July 2019.**

## **Byrka's five Blended Learning strategies.**

- 1. deliver content, optimise learner time and reduce costs**
- 2. multiple options, synchronously and asynchronously**
- 3. varied social interaction that meets different needs and learning styles**
- 4. online resources, collaborative learning**
- 5. Offers additional, carefully designed, and varied learning materials, available at any time and place**

**(Byrka, 2017, p. 222)**

# Education Management Action Research (E.M.A.R)



**Teacher Credential Upgrade – Four Cycle**

**Education Management Action Research  
Model (Coghlan & Brannick, 2001)**



# TABLE 1: TCU SPIRAL RESEARCH CYCLES

Cycle	Action Planning (Strategies)	Action taking (Resources)	Action evaluation	Time-frame
1	<p>Framework. LMS. Remote learning. Quality systems. Building capacity. Business needs</p>	<p>LMS Echo360. Contextualisation. Tier delivery Remote learning strategies Human resources Assessment writing Quality systems Cooperative approach</p>	<p>Qualitative. Self-report. Observations.</p>	<p>Aug-Nov 2017</p>

**TABLE 1: TCU SPIRAL RESEARCH  
CYCLES CONT.**

Cycle	Action Planning (Strategies)	Action taking (Resources)	Action evaluation	Time-frame
2	Consistent Language. Transnational delivery. Faculty champions. Quality systems.	Phase 1 course commencement. Learning shells duplicated. Exemplars.	Qualitative. Self-report. Observations. Transnational evaluation of feedback. Completed student Interviews.	Nov 17-Feb 18

**TABLE 1: TCU SPIRAL RESEARCH  
CYCLES CONT.**

Cycle	Action Planning (Strategies)	Action taking (Resources)	Action evaluation	Time-frame
3	Review and re- design. Digital literacy support.	Assessment task instructions. Version 2. (V2) Exemplars V2. Digital helpdesk and support services.	Qualitative. Self-report. Observations. Assessment task validations. Continuous improvement (C.I).	Feb – August 2018

**TABLE 1: TCU SPIRAL RESEARCH  
CYCLES CONT.**

Cycle	Action Planning (Strategies)	Action taking (Resources)	Action evaluation	Time-frame
4	Reluctant learners. Remote learners. Results. Reflection. Documentation.	Last chance program. Remote learner program. Results/Awards.	Qualitative. Self-report. Observations. C.I.	August 2018- April 2019

# Results - How did we measure our effect?

## **Quantitatively:**

- Moodle Learning analytics
- Number of completions

## **Qualitatively:**

- Survey Monkey - Research conducted within Institute
- Feedback from students



# TCU Blended Learning Model

The following aspects of the model were designed to drive development of workplace skills.

- All participants were required to engage with Student Web (Moodle).
- All assessments utilised BHIG quality documents and processes to create usable products

# Identifying Assumed Knowledge

- Ability to open, save and edit Microsoft word documents
- Ability to cut and paste into quality templates
- Ability to use version control
- Ability to save documents in different folders and retrieve them at a later time
- Ability to locate policies, procedures and quality systems to access templates for assessment
- Ability to use Student Web to submit assessment and access learning material
- Ability to arrange a meeting and collate required documents
- Ability to manage a process such as validation
- Knowledge of competency based training and assessment

# Benefits of Micro credentials

- Formalises the micro learning
- Occurs “just in time” to remove barriers to progress
- Value and reward staff
- Motivation for some participants
- Support success in the mainstream programs
- Update and maintain currency
- Course design is agile

## Is Micro learning the key?

- Offers the opportunity to design the content and organize the learning process in small units and steps, having a structure created by the learners' requirements.
- Provides “fairy light” moments to support learners navigate learning frameworks



# Conclusion

Is Micro learning the key to effective blended models of Distance Education ?





Questions?