



# Blended Learning Certificate III in Plumbing

**Presented by Noel Roney**

# Issues with Traditional Training in Trades

- Training 1 day per week or 1 week per month tends to be rigid and inflexible
- “Catch up” is difficult and geared towards pre determined timetables
- It offers no alternatives for employers in scheduling
- It offers no incentives to Apprentices willing to work harder or wanting to fast track their training
- Difficult to integrate RPL and onsite assessment

# The Solution - Blended Learning

- Swinburne staff attended a PD Day in August 2005 in Melbourne
- Guest Speaker Tim Harrieds from Logan TAFE Qld
- Tim presented “Logan Model” of Flexible Delivery
- October 2005 Swinburne Team visit Logan for a “first hand look” and feasibility study
- We can do it, “Possibly Better” was the consensus



# Industry Consultation

- Survey the client base in Industry
- What are their needs as a client when it comes to training ?
- What reporting procedures and activity do they require ?
- Will they support these changes ?



# Planning Strategies

- Identify the correct environment: Are modifications required ?
- Is the infrastructure able to support the required technology ? WebCT now BlackBoard
- Collect all the current available learning resources
- Select the most suitable competency as a pilot or trial
- Engage the “E-Learning Experts”



# Start up Processes

- Identify the target group
- 3<sup>rd</sup> year Apprentice's were targeted, as a more mature group and most likely to want to or need to fast track
- Identify delivery strategy to suit online computer based delivery
  - Theory and practice quizzes
  - Formative assessments
  - Web links
  - Video's
  - Powerpoint presentations



# WebCT *now BlackBoard* Modules

- Competencies are unpacked and theory components grouped
- Underpinning knowledge is tested progressively using various testing methods and quizzes
- Knowledge assessments are accessed only when 90% is achieved in the practice quizzes via the use of selective release
- On completion of the knowledge assessments access is given to JSA's and when satisfactorily completed practical assessments become available

# Practical Assessments

- Most practical assessments are completed as individual tasks
- JSAs are required to access the practical work area
- The performance criteria is marked off against a check list
- When competent this is entered into the WebCT now BlackBoard gradebook and a final grade is achieved



# Tracking: Attendance & Progress

- Access data base used for electronic recording of attendance via student card barcodes.
- Attendance times are pre-booked via the department administration office.
- Employer details are also recorded into the data base including email addresses.
- Reports of attendance times and patterns are automatically generated quarterly or on request
- SMS communication system is established



# Issues

- Internet distraction when possible
  - *Proxy Server with White List*
  - *Monitor student computers*
- Students managing their own time effectively
  - *Progress report from Blackboard (Sumo Reports)*
- Employer abuse of flexible attendance
  - *Progressive attendance report shows students lacking regular attendance: employer and student sent text message.*
  - *Case management by teachers*

# Student & Employer Benefits

- Individual learner centred
- Fast tracking is achievable
- Students with injuries preventing them from working can complete theory components whilst recovering
- Off campus access available online
- Employer flexibility in programming
- Greater information stream for employers
- Enhances onsite assessment & RPL

The End  
Thankyou for your attention