



VOCATIONAL COURSE DESIGN & DELIVERY

And the influence of COVID-19






A CASE STUDY IN RAPID TRANSITION TO REMOTE LEARNING

Challenges and opportunities for
course design and delivery



COURSE OFFERING OVERVIEW

Certificate III Music Industry (Performance)	VET in Schools	Certificate III Music Industry (Sound Production)	 Bandung Indonesia Certificate in Advanced Audio Engineering Diploma of Music Industry Sound Production
Certificate IV Music Industry (Performance)	VET	Certificate IV Music Industry (Sound Production)	
Diploma of Music Industry (Performance)		Diploma of Music Industry Music Production	
Advanced Diploma Music Industry (Performance)		Advanced Diploma Music Industry (Sound Production)	
Bachelor of Music	HE	Bachelor of Songwriting & Music Production	

Creative, technical, vocational
 Key areas of focus - Live performance, composition, technology, production and events

CURRENT USE OF BLENDED DELIVERY TOOLS

Music Industry (Performance)

- Primarily face to face
- Moodle used as repository for learning materials
- File submission, assessment **for technology subjects only**
- **Substantial** paper based assessment

Music Industry (Sound Production)

- Primarily face to face
- Moodle used as repository for learning materials
- File submission, assessment and feedback for **all subjects**
- **No** paper based assessment

CAAE & Diploma of MI Sound Production

- Primarily face to face
- Moodle used as repository for learning materials
- File submission and assessment for **all subjects**
- **Some** paper based assessment

Moodle used for all subjects

PREPARATION FOR REMOTE DELIVERY

1. Delivery Analysis

- Traffic light analysis of all subjects and assessments across all courses
- **Green** = Can easily convert to online
- **Orange** = Can be delivered online with modification
- **Red** = Has components that require **specialist equipment** or **group assessment** on campus
- How many weeks can remote delivery could be sustained – what content is required
- What % of the course can remain online

COURSE DESIGN – SUBJECTS

Certificate IV in Music Industry
Sound Production

Industry

Pro Tools

Electronic
Music
Production

Studio
Production

Live Sound

Certificate IV in Music Industry
Performance

Industry

Keyboard

Music Tech

Band

Vocal group

Aural, Rhythm

Theory

Rhythm
Ensemble

Performance
Platform

COURSE DESIGN – SUBJECTS (TRAFFIC LIGHTS)

Certificate IV in Music Industry
Sound Production

Certificate IV in Music Industry
Performance

Industry

Industry

Pro Tools*

Electronic
Music
Production*

Keyboard*

Music Tech*

Band**

Vocal group

Studio
Production

Live Sound

Aural, Rhythm

Theory

Rhythm**
Ensemble

Performance**
Platform

Require specialist equipment

*Dependant on Software and hardware

** Modified group activity

PREPARATION FOR REMOTE DELIVERY

2. Delivery Modification

- Research, analysis, writing, software and theory based subjects not altered
- **Change delivery sequence** for other subjects - bring forward assessments that can be completed online
- **Prioritise completion of subjects** that can be completed online to make room for practical assessment when returning to campus
- **Focus on content delivery**, deferring assessment where this cannot be done online – Develop additional content / arrange guest lectures
- **Condense practical skill development** and assessment component

PREPARATION FOR REMOTE DELIVERY

3. Preparing Staff

- **Upskill staff**
- Trial technologies, experiment with settings and peripherals
- Develop security protocols for online delivery
- **Practice delivering online classes** to each other
- Add virtual class rooms to all Moodle sites
- Explore online collaboration and co-teaching
- Develop workflow for managing recorded material
- Develop online timetable*

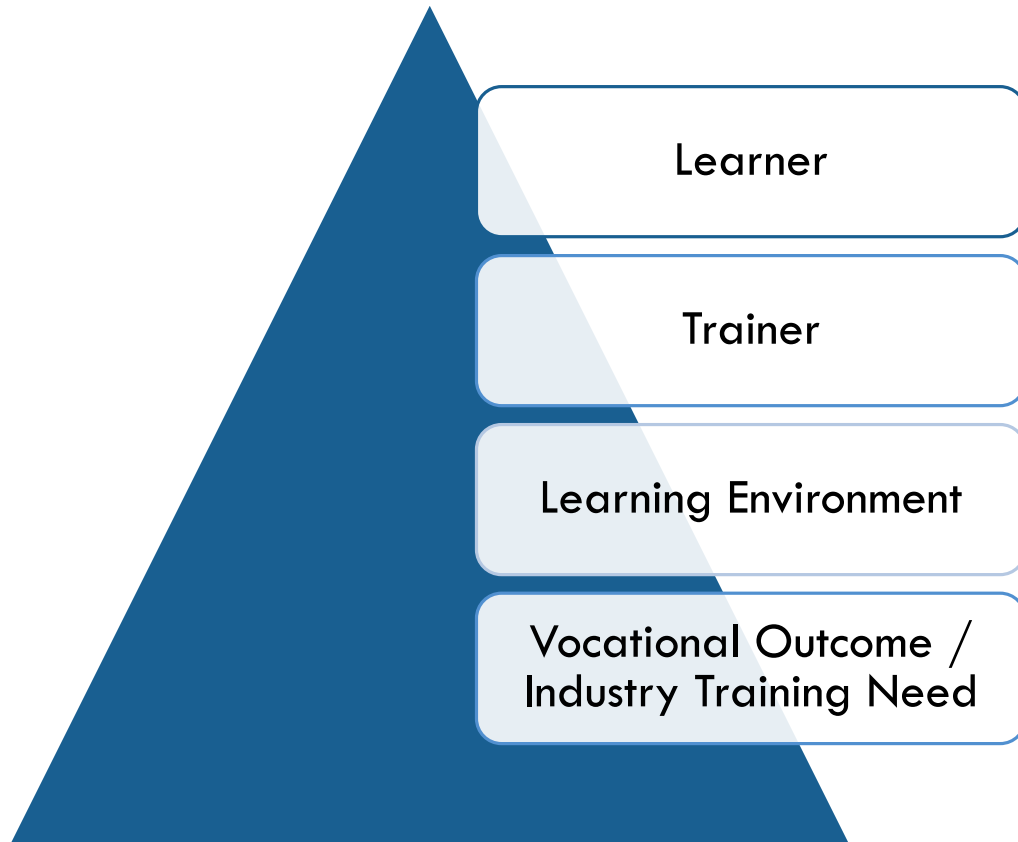
PREPARATION FOR REMOTE DELIVERY

4. Preparing Students

- **Assess barriers to learning at home** - issue student resource survey via Moodle
- **Orient students** to Zoom in computer labs
- Prepare temporary Music Production Software licenses
- Issue resources (keyboards, microphones, soundcards)
- Provide on campus space to learn where study at home was not an option

DRIVERS OF COURSE DESIGN

Changes, challenges, solutions and supports



CHALLENGES



Learner

Trainer

Access to technology

Digital literacy

Ability to learn online

Engaging students in online environment

Home learning / teaching environment

Supporting children's remote learning

Loss of job / income of spouse / partner

SUPPORTS AND SOLUTIONS



Learner

Orientation

- Address barriers to remote learning
- Induct into online learning expectations
- Technology provision / support

Modified learning program / materials

- Videos – Recording of lessons
- Shorter more engaging classes – 1on1 support

Additional supports

- LLN Support / Library / Counselling
- Increased communication from teacher
- On campus where home is not an option

SUPPORTS AND SOLUTIONS



Trainer

Professional Development

- Online delivery
- Zoom, Moodle, Teams
- Video editing and file management

Provision of technology and technical support

Additional time to develop resources and new skills

Industry Guest lecturers

Modify timetable to assist remote teaching

CHALLENGES



Learning Environment

Technology

- Reliability
- Accessibility
- Access / Cost

Ability to focus and assimilate information in online environment

Accessibility considerations

Physical distancing in training spaces

Group participation

Workplace learning

SUPPORTS AND SOLUTIONS



Learning Environment

Free / Cheap Technology options

Provide technology to ensure reliable access or stipulate minimum requirements for study

Provide technical support

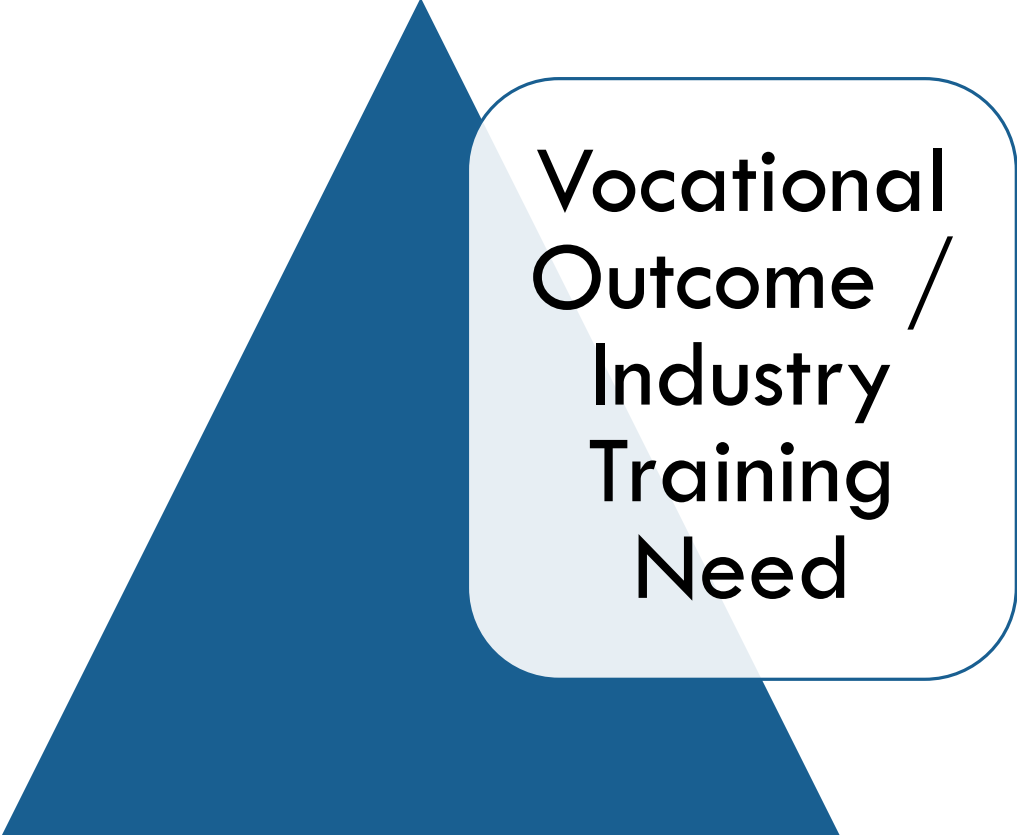
Pre record / Record lessons for student to review

Accessibility assessment of Moodle content

Modify training spaces

Simulation where real work environment is not possible (music venues are closed!)

CHANGES AND CHALLENGES



Vocational
Outcome /
Industry
Training
Need


Some industries have been significantly disrupted and already changing their training needs

Many workplaces used for training are unable to accommodate student learning

Uncertain what industries will look like post-COVID

Uncertain what support governments will provide to some industry sectors

SUPPORTS AND SOLUTIONS

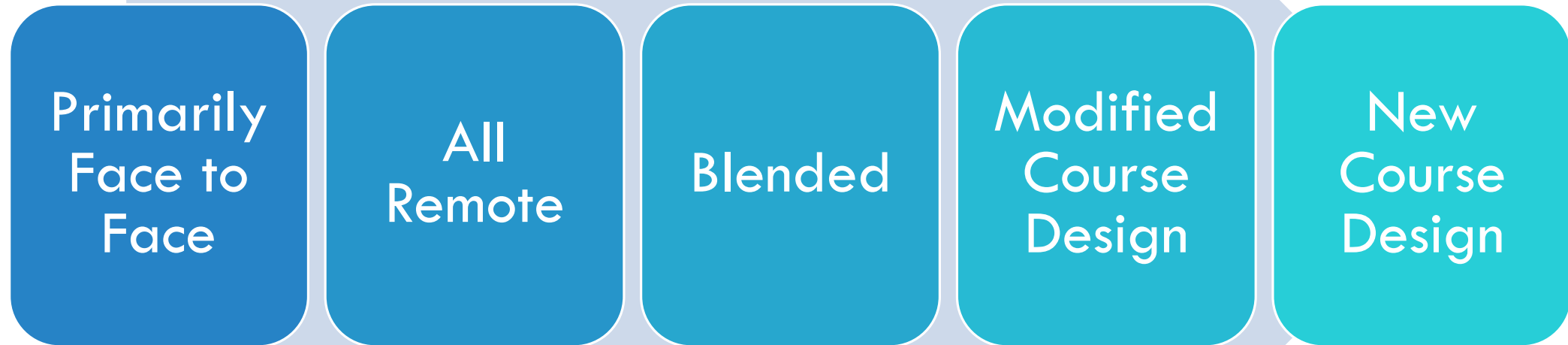


Vocational
Outcome /
Industry
Training
Need

Work closely with industry sectors to follow emerging trends and lobby governments for support

E.g. Live events transition to live streaming and industry bodies development of live event guidelines.

COURSE DESIGN EVOLUTION



ONLINE COURSE DESIGN EVOLUTION

Existing Course

Certificate IV in Music Industry
Sound Production

Industry

Pro Tools

Electronic Music Production

Studio Production

Live Sound

Existing Course

Certificate IV in Music Industry
Performance

Industry

Keyboard

Music Tech

Band

Vocal group

Aural, Rhythm

Theory

Rhythm Ensemble

Performance Platform
Instrument lessons

New Course

Certificate IV in Music Industry
(Online)

Industry

Electronic Music Production

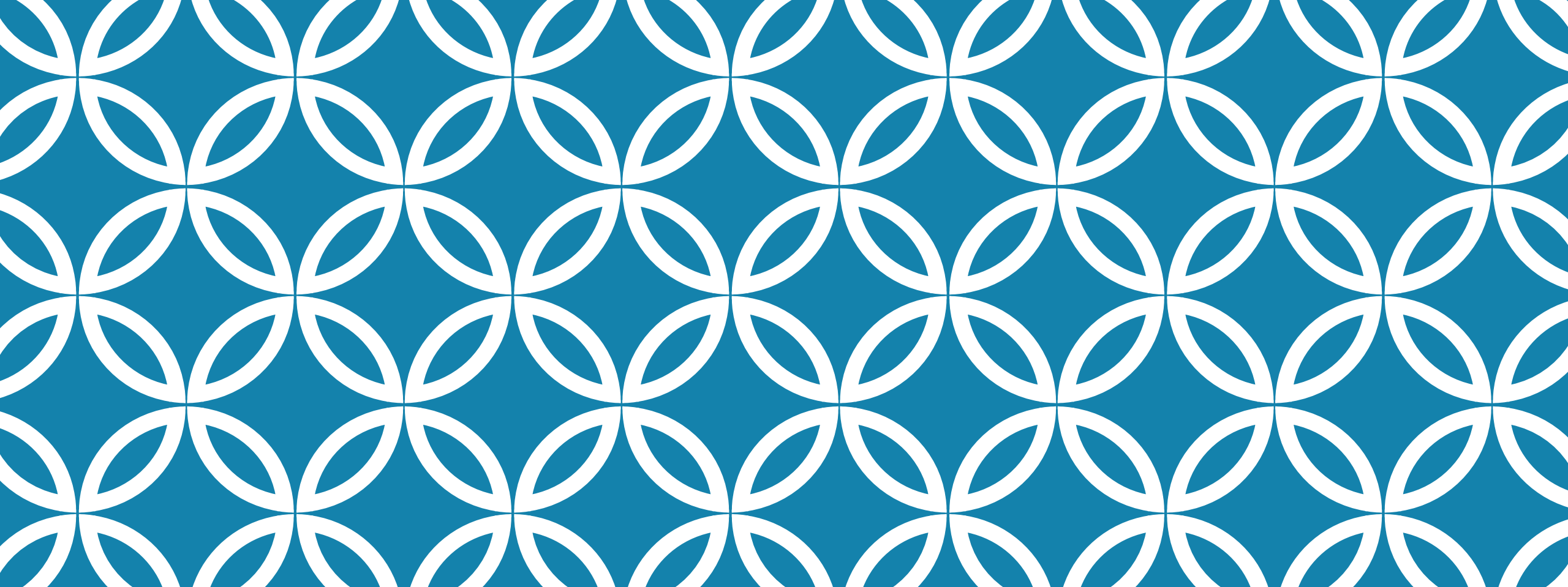
Keyboard

Songwriting Solo Performance

Instrument Lessons

Aural, Rhythm

Theory



PLANNING FOR CONTINUITY

Anticipating disruption

A COMPLEX CHALLENGE

Some students are anxious and reluctant to travel to campus

If staff or students have symptoms of illness they cannot attend the campus, but are well enough to teach, or learn.

Students and staff may need to be isolated whilst testing for COVID19

Restrictions fluctuate

Educators are put in a position where they are trying to facilitate both face-to-face and remote learning simultaneously.

SOME CONTINUITY MEASURES

Learning Materials

- Prepare online lessons for absence or illness
- Pre-record material
- Record all lessons for access at another time
- Prepare structured self-directed learning

Learning program structure and environment

- Combined campus timetable and Co-Teaching
- Dual Mode Delivery – Simultaneous, real-time face-to-face and Remote learning

COMBINED CAMPUS TIME TABLE

Classes delivered at both campuses to different cohorts were combined in a **common virtual class room** with these benefits:

- Reduce duplication of delivery (same content delivered twice) providing teachers additional time to prepare engaging online content
- Ensure continuity of teaching in case of illness, or other challenges mentioned
- Compensate for increased teaching required for on campus practical assessments with smaller student groups
- Enable collaboration and co-teaching across student cohorts

CO-TEACHING IN ZOOM

Teaching in Zoom is like trying to fly a plane whilst delivering a lesson to 20 others trying to fly their plane!

Primary teacher

- Delivers majority of class content

Support teacher

- Engages via chat, monitor waiting room, monitor student participation, cues learning material, provides links to support material, troubleshoots audio (mute/ unmute students!)

Use Break out rooms to:

- Stream students into similar skill, or learning need areas to be supported by appropriate teacher
- Provide individual support to students (technical / learning support)

DUAL MODE DELIVERY

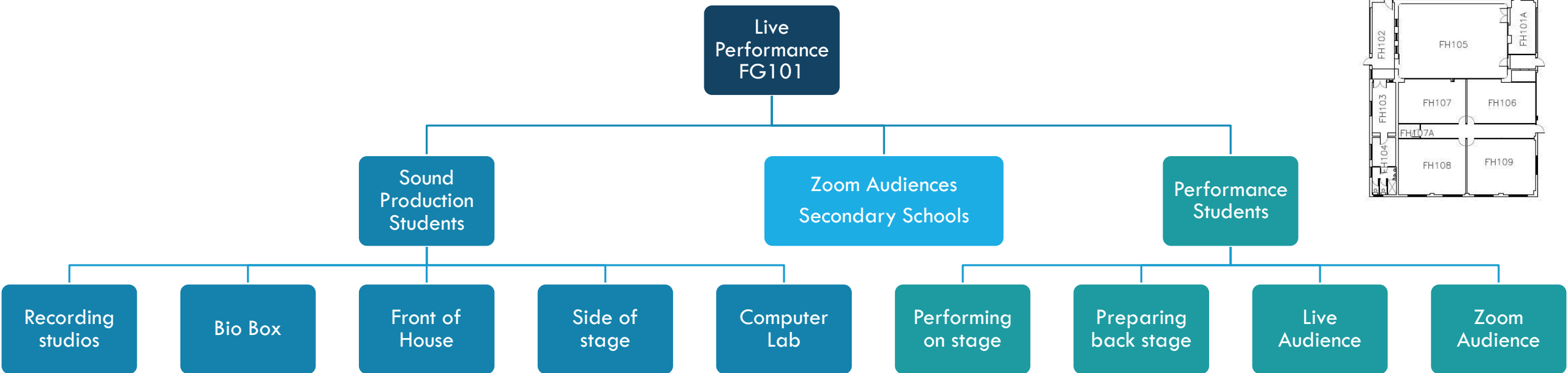
Conferencing & Integrated AV systems



Real time student participation from home or campus

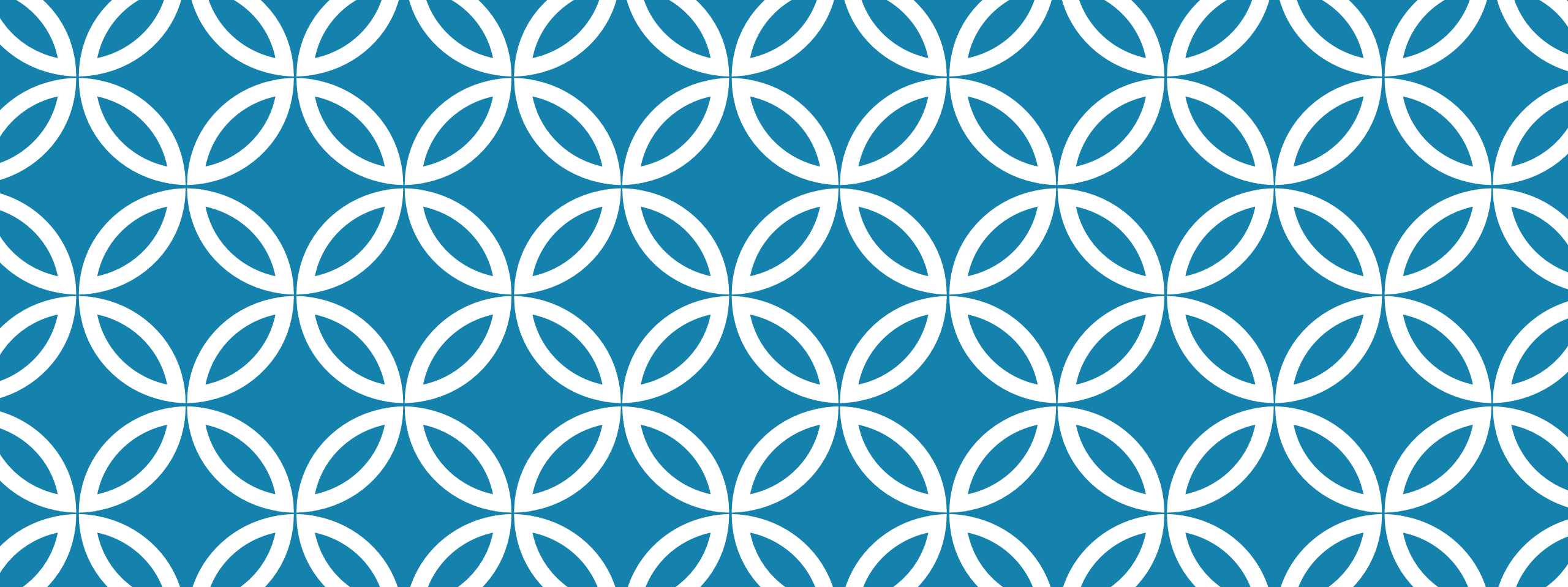
DUAL MODE DELIVERY

Remote and large group, socially distanced learning



Students and Teachers remote and on campus / Secondary and Tertiary

Multiple locations across Victoria via Zoom / Multiple rooms across campus via Digital Audio Networks



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TERIMA KASIH

