

Planning for Online Blended Delivery

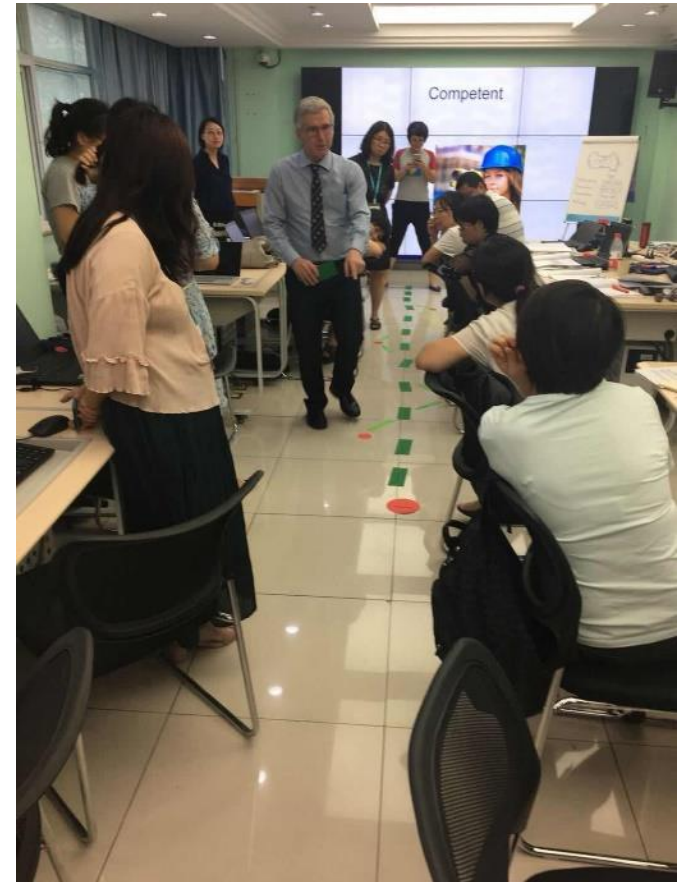
**Jan Matheson
Project Manager
International Skills Training**



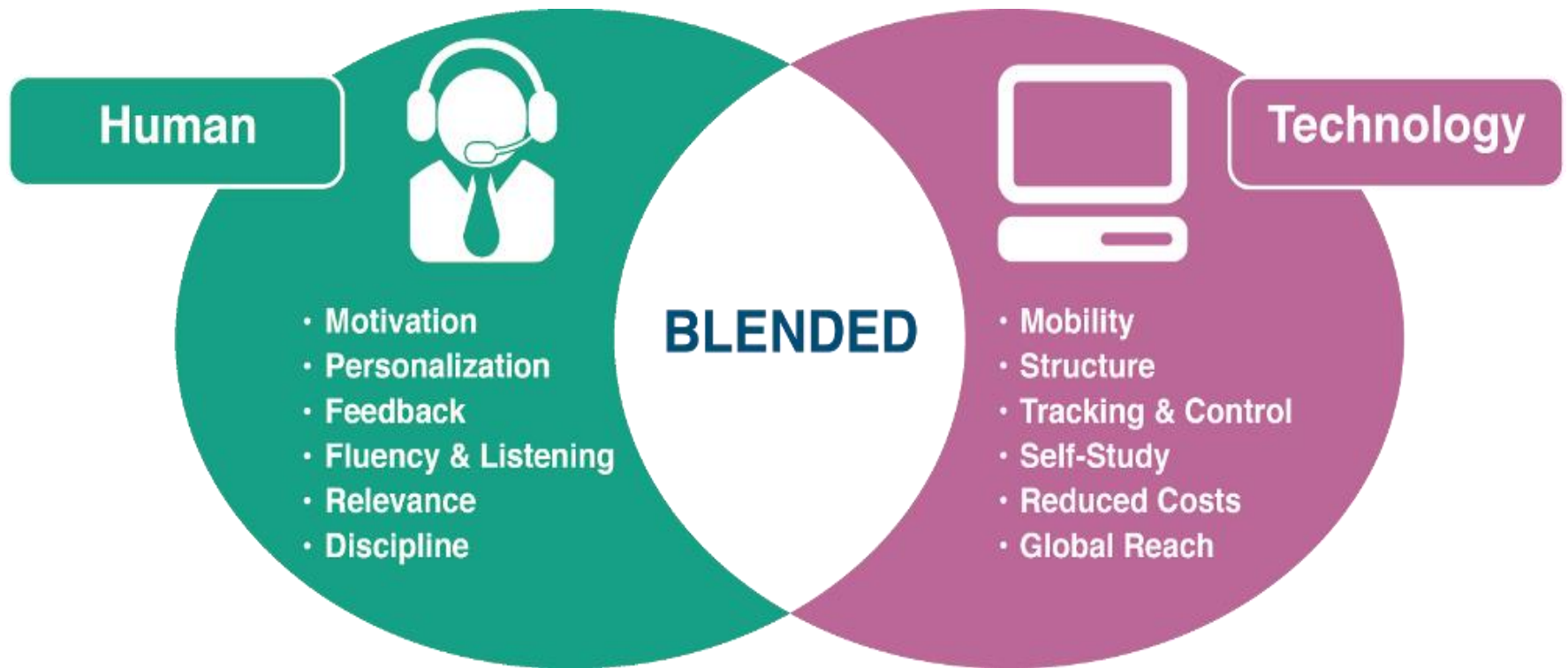
FROM THIS

TVET Trainer and Assessor

Student focused, participatory



TO THIS Overnight



<https://www.learncube.com/teach-english-online-using-blended-learning.html>

Transitioning to Online Blended Learning



Planning — Where to start



Structuring the session



Keep it active to engage learners



Reflection and feedback



Where to start?

- Develop a plan
- Map all content
- Review all resources

TVETC001 – TVET Trainer Course

Who	Video	Learning Guide Topic	Page No	Learning Guide Content	Introductory Modules	Assessment Workbook	Online Assessment
Jan	Trainer One	Getting Started			1 and 2		
Michael	Trainer Two	Introduction to CBT&A					
Clare	Trainer Three	1. Considerations when developing training programs	LG 1 4-8	1. Overview of process in developing a training program 2. Identifying and consulting with training program learners/clients 3. Developing the training program structure		TVET001 Task 1: Select and analyse a standard LG 1 pg 22 Task 2: Interpret and contextualise standard LG 1 pg 31 Task 3: Develop professional practice LG 1 pg 31	TVET001 15 Questions • Standards • TNA • Licensing • Contextualising • LLN in a standard • Reasonable adjustment • Organisation goals • Seeking feedback • Ethical behaviour
		1. Using standards when developing training programs	LG 1 15-30	1. Analysing and interpreting the Qualifications Framework 2. Analysing and interpreting standards 3. Contextualising standards when developing learning plans			
Clare	Trainer Four	1. Developing and documenting the learning plan content	LG 1 34-39	1. Develop the structure and content of the learning plan 2. Document the structure and content of the learning plan	3	TVET003 Task 1: Prepare for formative assessment LG 1 Pg 59 Task 2: Prepare a formative assessment plan LG 1 Pg 59	TVET003 18 Questions • LLN • Formative assessment • Assessment evidence • Assessment methods • Assessment tools • Conducting formative assessment
		1. Developing and reviewing learning resources/materials and formative assessments	LG 1 47-60	1. Learning resources and learning materials 2. Reviewing the suitability of learning materials 3. Designing formative assessments	4	Task 3: Review, develop and map formative assessment tools LG 1 Pg 59 Task 4: Conduct and evaluate formative assessment LG 2 Pg 74	
		1. Developing training programs to suit learner characteristics and learning needs	LG 1 62-72	1. Identifying individual and group needs and characteristics 2. Reasonable adjustment 3. Identifying and addressing learners' core Language, Literacy and Numeracy (LLN) requirements			
Clare	Trainer Five	1. Implementing and facilitating effective training programs	LG 2 5-23	1. Documenting and implementing session plans 2. Adult learning principles and learning styles 3. Learning methods and activities 4. Conducting formative assessments		TVET002 Task 1: Plan to deliver training LG 2 pg 21	

Structure Training for Effective Learning

Learning Program Plan

PROGRAM INTRODUCTION

PROGRAM BODY

Session 1 Introduction
Body
Conclusion

Session 2 Introduction
Body
Conclusion

Session 3 Introduction
Body
Conclusion

PROGRAM CONCLUSION



MELBOURNE
POLYTECHNIC

Structuring the session



Beginning – hook & learning intentions



Presentation



Guided practice



Application



Review and reflection



Beginning

1. Create a hook — get learner attention
2. Link to previous learning
3. State the outcome
4. Structure — give a picture of success



Presentation

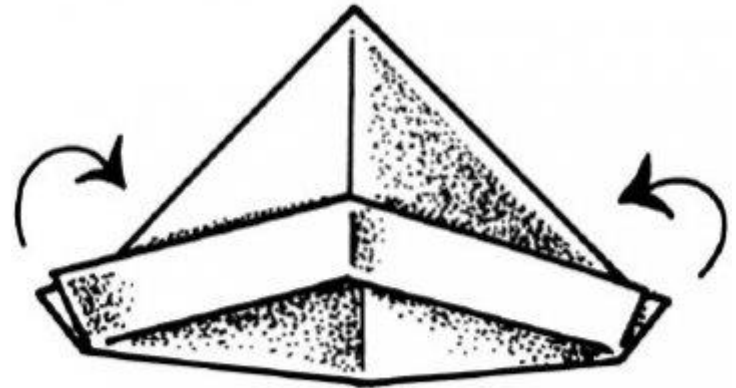
- Explain/Demonstrate:
- Give examples, handouts, etc
- Provide information multiple ways
 - Jigsaw
 - Think pair share
 - Mind map
 - Y chart
 - Carousel





Guided practice

- **I do it normal**
 - Trainer demonstration
- **I do it slow**
 - Step-by-step demonstration
- **You do it with me**
 - Guided practice
- **Now off you go**
 - Independent practice - Application





Application

1. Apply:

Case studies, question & answer, activities

2. Check for understanding:

Recap key points, check readiness for assessment

3. Feedback:

True/False, Voting, Traffic lights

Kahoot

Assessment

- Video
- Break out rooms
- Project
- Online assessment
- Online observation
- Simulation
- Verbal questioning
- Written questioning
- Project
- Case study





Review and reflection

1. Outcome

2. Reflection

ie What have we learnt – 3 – 2 – 1?

- **Three** things I learned today
- **Two** things I found interesting
- **One** question I still have

3. Future





International Skills Training

- 3 hr session of face to face delivery via Zoom
- 2 hr session Q&A/Mentoring via Zoom

Blended Learning Timetable

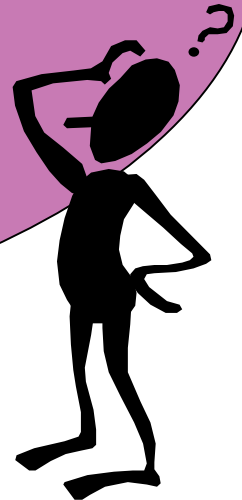
TVETC001		Week One		Week Two		Week Three	
Friday - 9am to 12pm* On-line Zoom Session Welcome and introduction Review pre-course material Log onto VETASSESS TVET001 – Introduction to CBT TVET001 – Use vocational standards	Independent Study TVET001 – Identify learner needs TVET001 – Develop professional practice TVET001 online assessment TVET001 Complete & submit Assessment Workbook Task 1, 2 & 3	Friday - 9am to 12pm* On-line Zoom Session TVET002 – Prepare to deliver training TVET002 – Identify learning and delivery styles TVET002 - WHS	Independent Study TVET002 online assessment TVET002 Complete Assessment Workbook Task 1, 2 & 3	Friday - 9am to 12pm* On-line Zoom Session TVET003 – CBA, Formative & Summative assessment TVET003 – Develop an assessment plan TVET003 – Develop formative assessment tasks	Independent Study TVET002 & TVET003 Combined assessment <i>Submit a video as evidence</i> Deliver 20 minute training session Conduct formative assessment Gather learner feedback TVET002 & TVET003 Complete & submit Assessment Workbooks TVET003 online assessment		
	Tuesday - 10am to 12pm* On-line Zoom Session Q&A and Mentoring		Tuesday - 10am to 12pm* On-line Zoom Session Q&A/Mentoring		Tuesday -10am to 12pm* On-line Zoom Session Q&A/Mentoring		
TVETC002		Week Four		Week Five		Week Six	
Friday - 9am to 12pm* On-line Zoom Session Review and introduction TVET011 – CBA assessment tools TVET011 – Support the learner TVET011 – Quality evidence	Independent Study TVET011 – Assessment process TVET011 Role Play – <i>Submit a video as evidence</i> Conduct CBA TVET011 online assessment TVET011 Complete & submit assessment book	Friday - 9am to 12pm* On-line Zoom Session TVET012 – Intro to validation TVET012- Prepare for validation meeting	Independent Study TVET012 – Role play – <i>Submit a video as evidence</i> Validation session TVET012 online assessment Complete & submit assessment book	Friday - 9am to 12pm* On-line Zoom Session TVET013 – The RESK process TVET013 – Prepare for a RESK assessment	Independent Study TVET013 Role play – <i>Submit a video as evidence</i> Conduct RESK assessment TVET013 Complete & submit assessment book Final Resubmissions TVET013 Online test Complete feedback form Certificates		
	Tuesday - 10am to 12pm* On-line Zoom Session Q&A/Mentoring		Tuesday - 10am to 12pm* On-line Zoom Session Q&A/Mentoring		Tuesday - 10am to 12pm* On-line Zoom Session Q&A/Mentoring		



Be brave — you can do it

- Be creative
- Make it practical, it's not easy
- Not everything can be done online
- If students don't have computers, maybe use learning centres, paper based work or phones
- Need to give one on one personalized support
- We don't need to know everything before we begin

**Wishing doesn't make things
happen — planning and action
make things happen**



**Plans are the rudders that
guide us towards
our objectives**





**Remember the days we
delivered at school?**



Terima Kasih

Any Questions?

