

TAFE QUEENSLAND

Menangani kesenjangan digital

Pendekatan untuk menangani kesenjangan literasi digital dan ketidaksetaraan aksesibilitas ke peluang pembelajaran daring

18 Agustus 2020

**Sam Crowe dan Robyn Cooper
TAFE Queensland
Centre for Learning and Teaching**



Selamat datang



Samantha Crowe
Pejabat Pengembangan
Profesi Pendidik



Robyn Cooper
Penasihat Senior



Konteks lebih luas

Kebutuhan kecakapan literasi digital

Literasi digital dan tenaga kerja terampil

Survei Literasi Digital TAFE Queensland Tahun 2019

Pelajaran yang dipetik

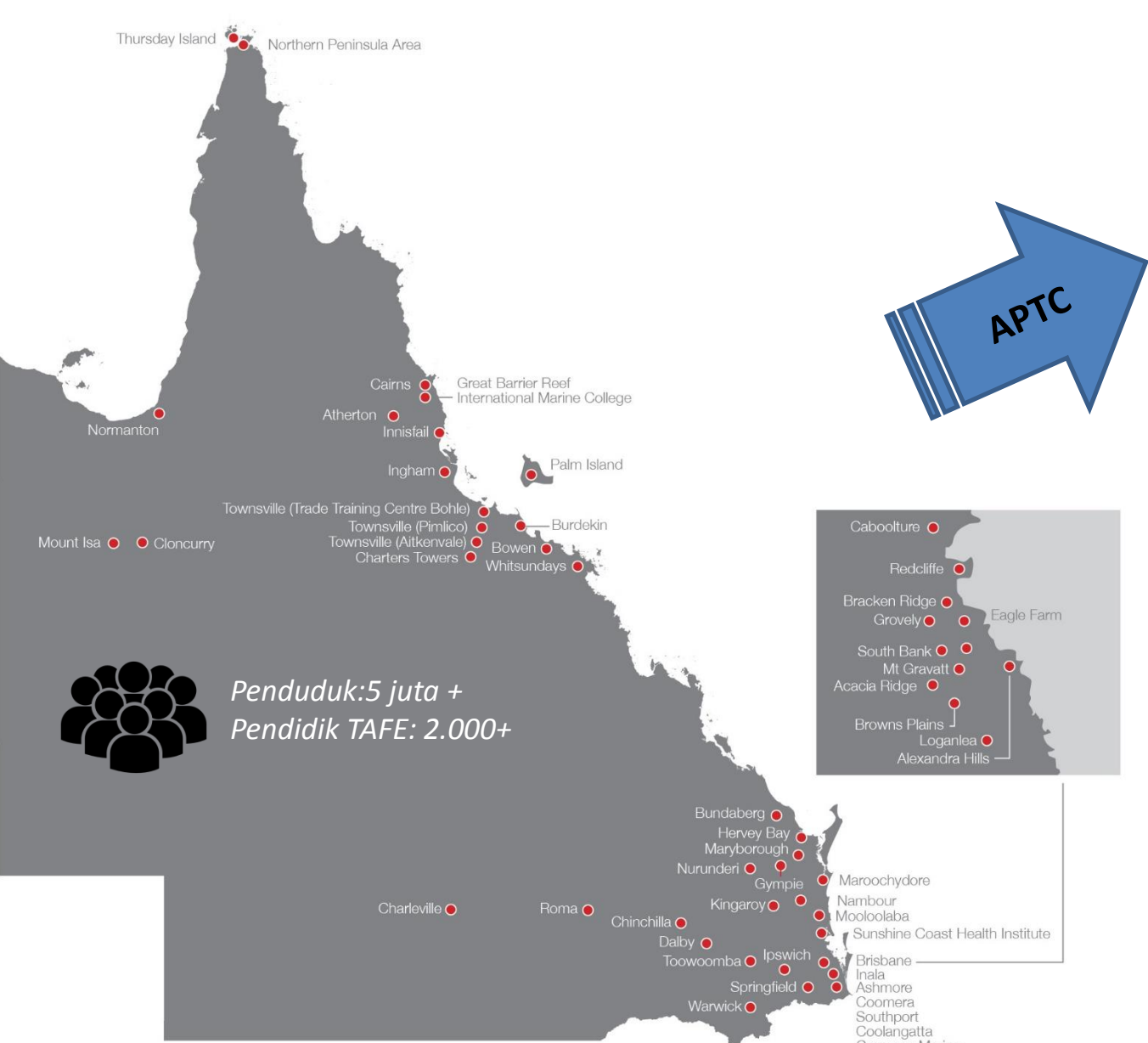
Pembelajaran profesi yang diberikan

Waktu diskusi



TAFE Queensland

Queensland: sekira 1,8 juta m2



Wilayah	Pendaftaran siswa khusus 1/1/2018-30/6/2020
Brisbane	38.381
East Coast	11.779
Gold Coast	15.975
North	14.569
Skills Tech	18.049
South West	12.095
Daring	10.706

Total = 121.554



Garis besar konteks lebih luas



Sistem Diklat Vokasi akan perlu mengantisipasi masa depan, menjawab tantangan dan memanfaatkan peluang yang hadir melalui teknologi seluler.

NCVER

Research & Statistics

RTO Hub

Home > Research & Statistics > Publications



Skills for a global future

By Anna Payton, Genevieve Knight
Discussion paper
8 August 2018
978-1-925717-23-5

Description Download Related items

Kemajuan teknologi sangat berdampak pada setiap bagian kehidupan kita.

Tantangannya adalah

- ❖ Bersikap proaktif dan menjawab teknologi baru dan laju kemajuan
- ❖ Pendidik perlu mengkonseptualisasi ulang peran mereka
- ❖ Pedagogi untuk melibatkan peserta didik di garis depan perencanaan pendidikan



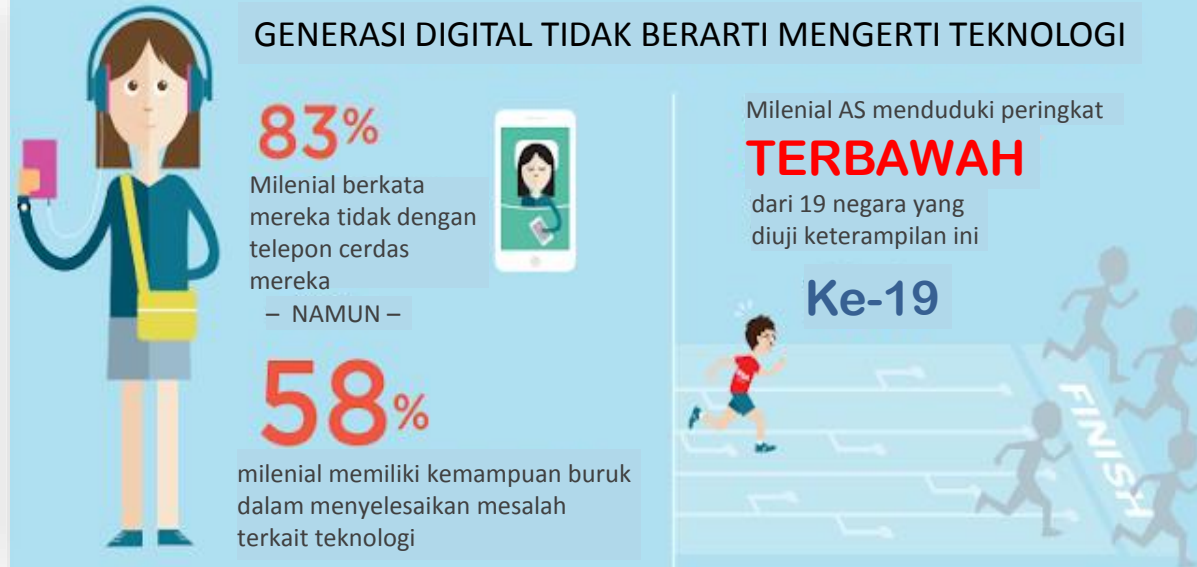
Garis besar konteks lebih luas

LITERASI DIGITAL



Source: <https://www.studysmartwithchris.com/wp-content/uploads/2016/02/digital-literacy-criteria-8.png>

GENERASI DIGITAL TIDAK BERARTI MENGETRI TEKNOLOGI



Source: Change the Equation @ <https://twitter.com/changeequation?lang=en>



PENGUNJUNG

Masuk – mengerjakan tugas - keluar

Pengguna Web

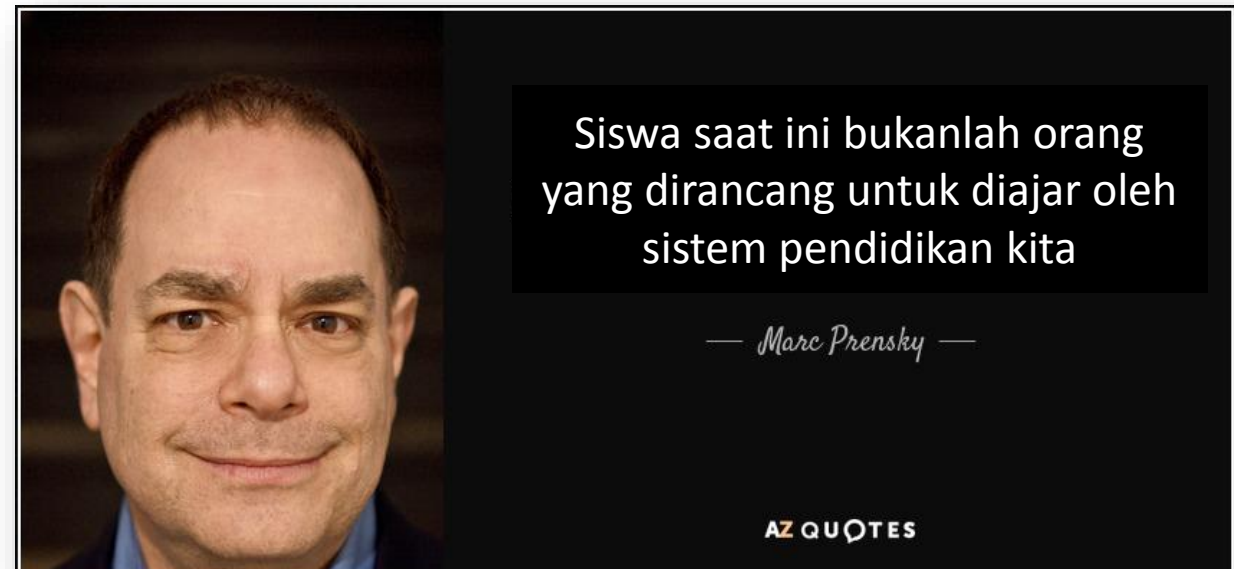


WARGA

Menetapkan dan mengembangkan kehadiran daring mereka

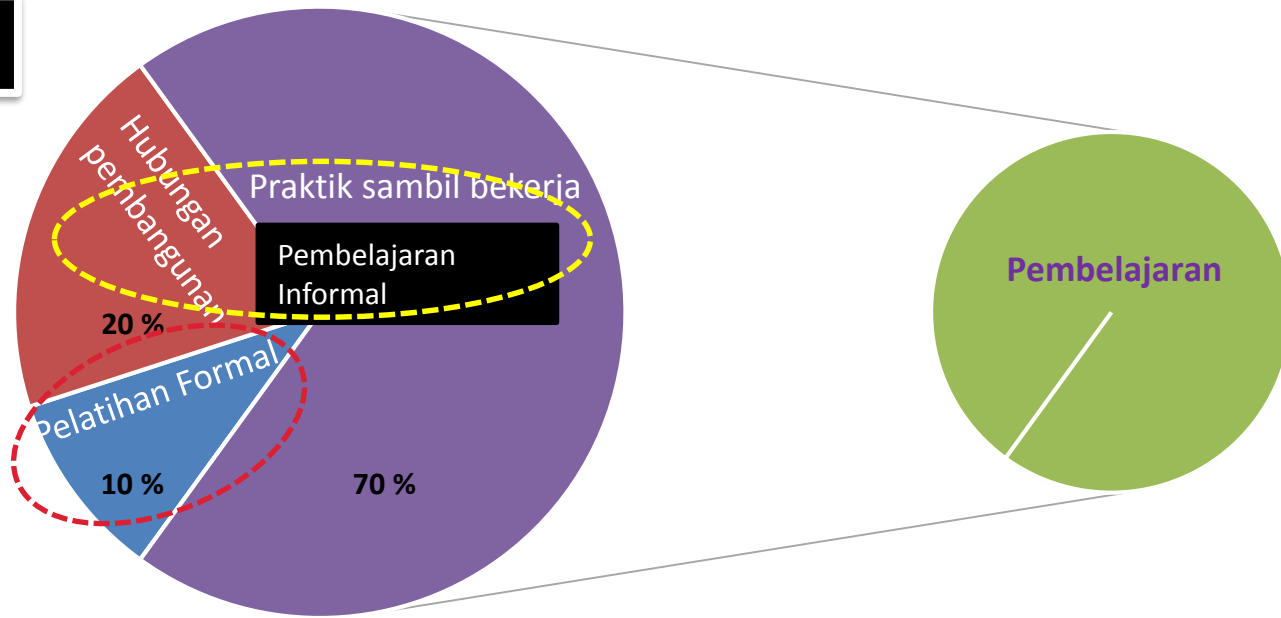
Anggota Web

Source: Cardiff University, 2014



Garis besar konteks lebih luas

70-20-10



Bagaimana Anda mempelajari cara melaksanakan pekerjaan Anda?

Seperti apa pembelajaran informal di tempat kerja Anda?

POTRET TEMUAN SURVEI - PENDIDIK

TAFE Queensland mengakui bahwa keterampilan literasi digital penting untuk setiap orang

Bagaimana cara membangun keterampilan literasi digital pendidik kita secara efektif merupakan tantangan

ahli dan pemula

pengadopsi awal dan penentang

tekanan waktu dan beban kerja besar

terlalu dasar/terlalu maju/tidak relevan

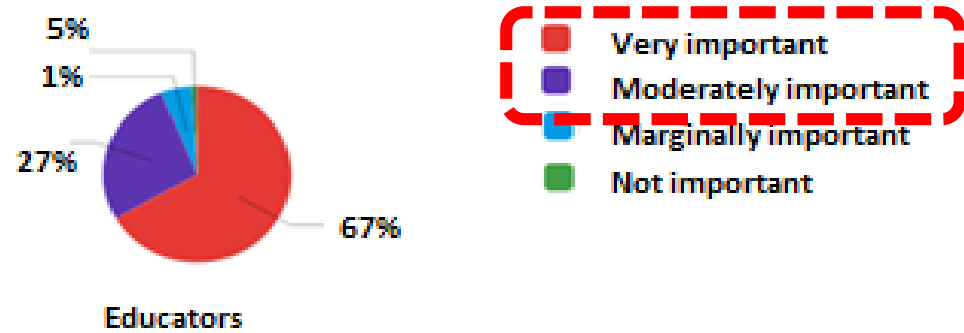


- gunakan teknologi;
- evaluasi secara kritis
- kurasi
- kerjasama dan berpartisipasi
- kelola identitas daring Anda
- jangan hanya mengonsumsi



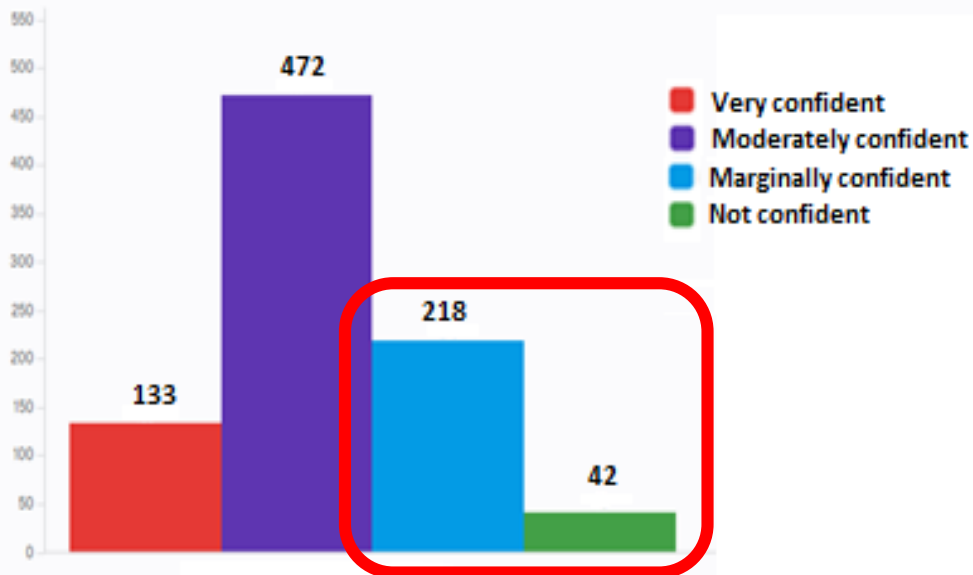
Pemeliharaan literasi digital

Importance of developing/maintaining DL skills



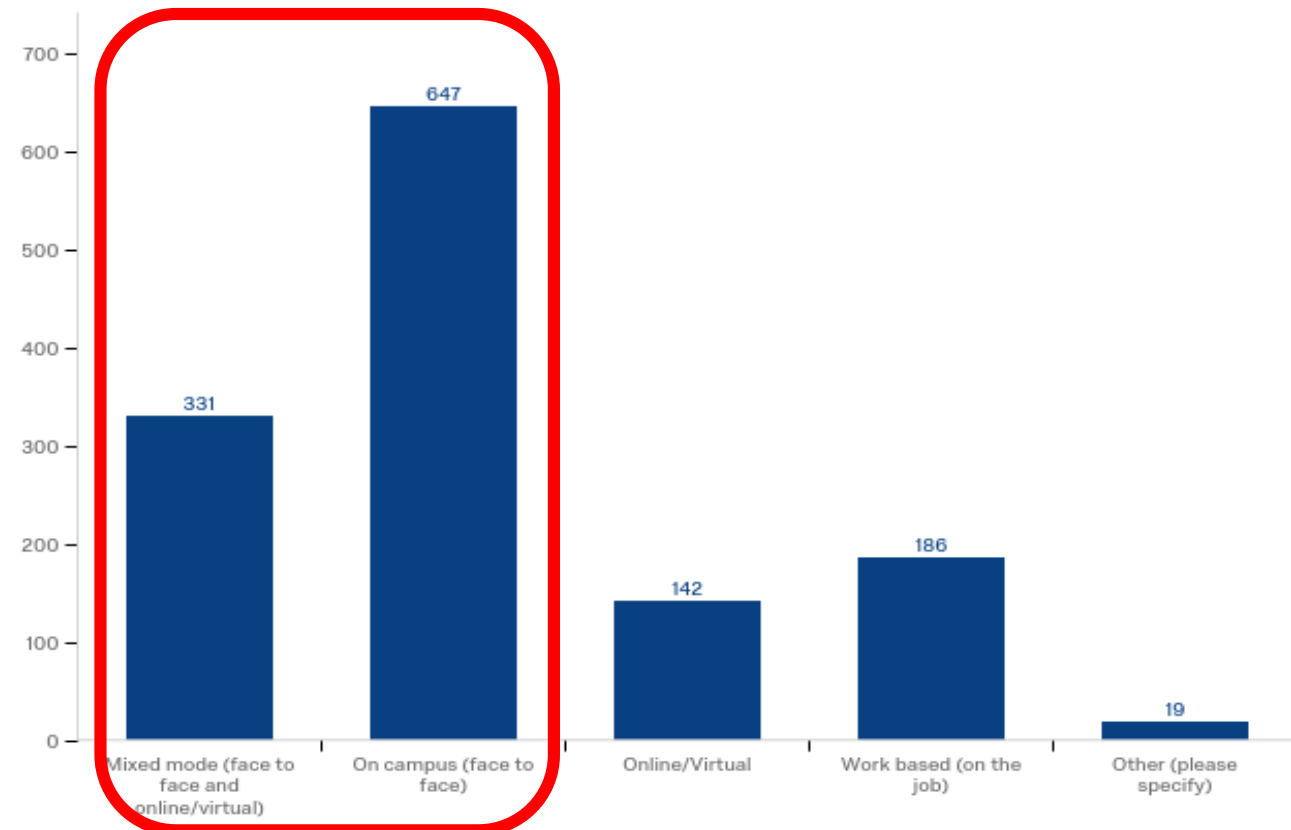
Kepercayaan diri dalam literasi digital

Overall DL confidence - Educators

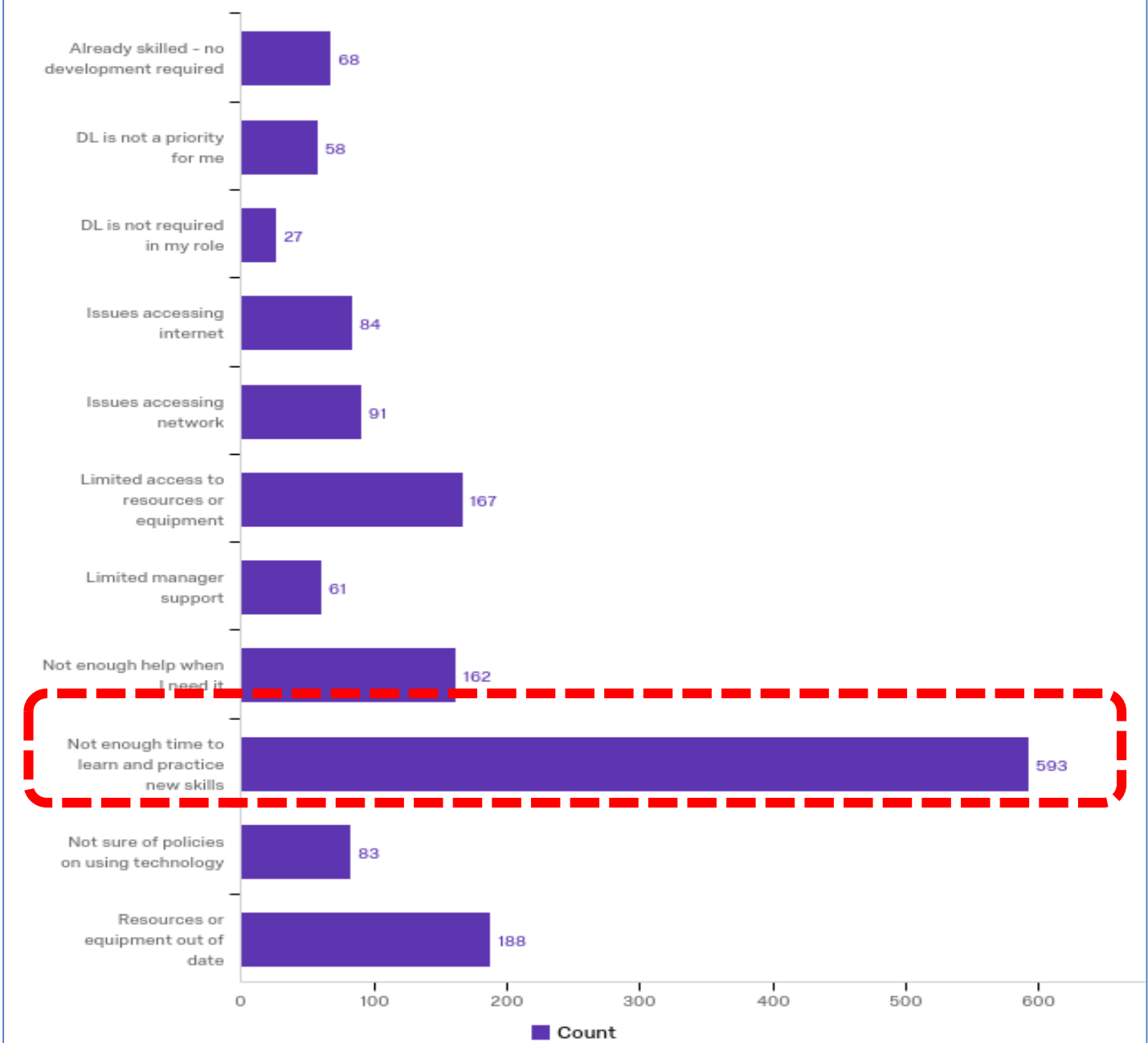


Lingkungan pembelajaran

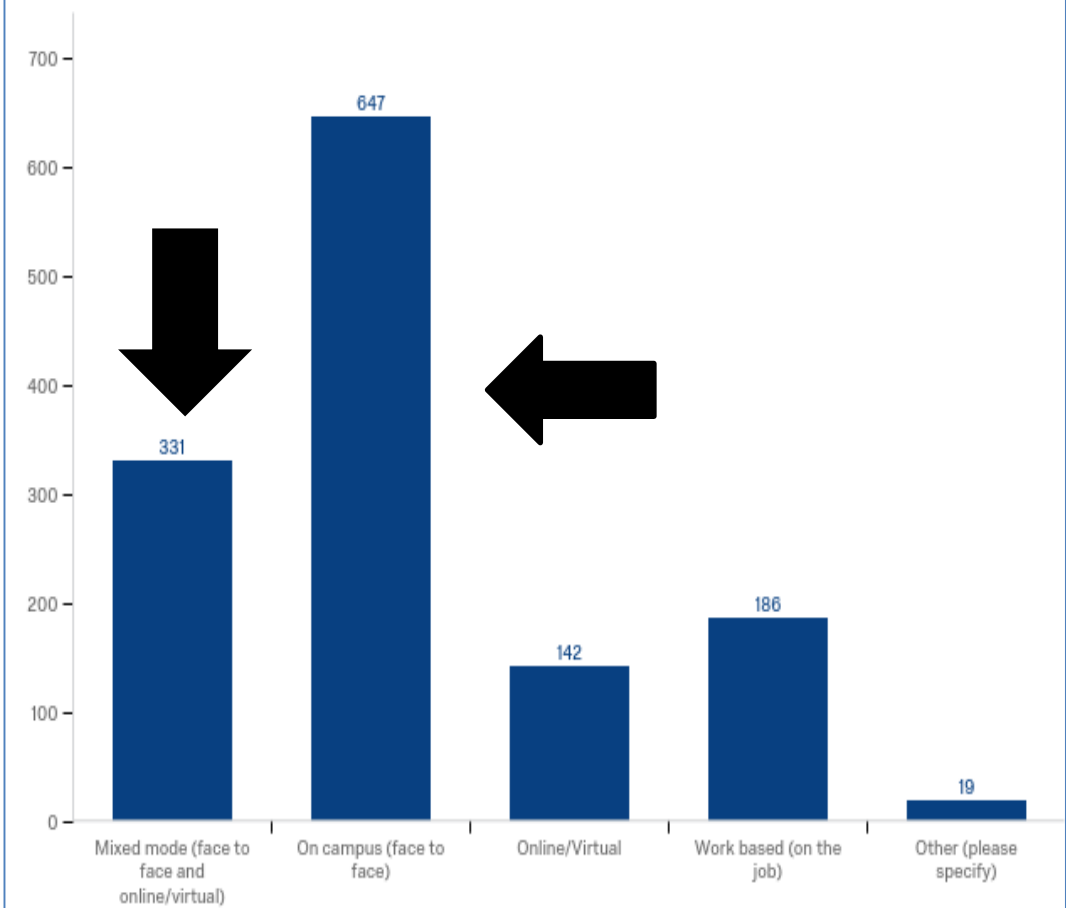
Learning environments:



Barriers to developing DL at work:

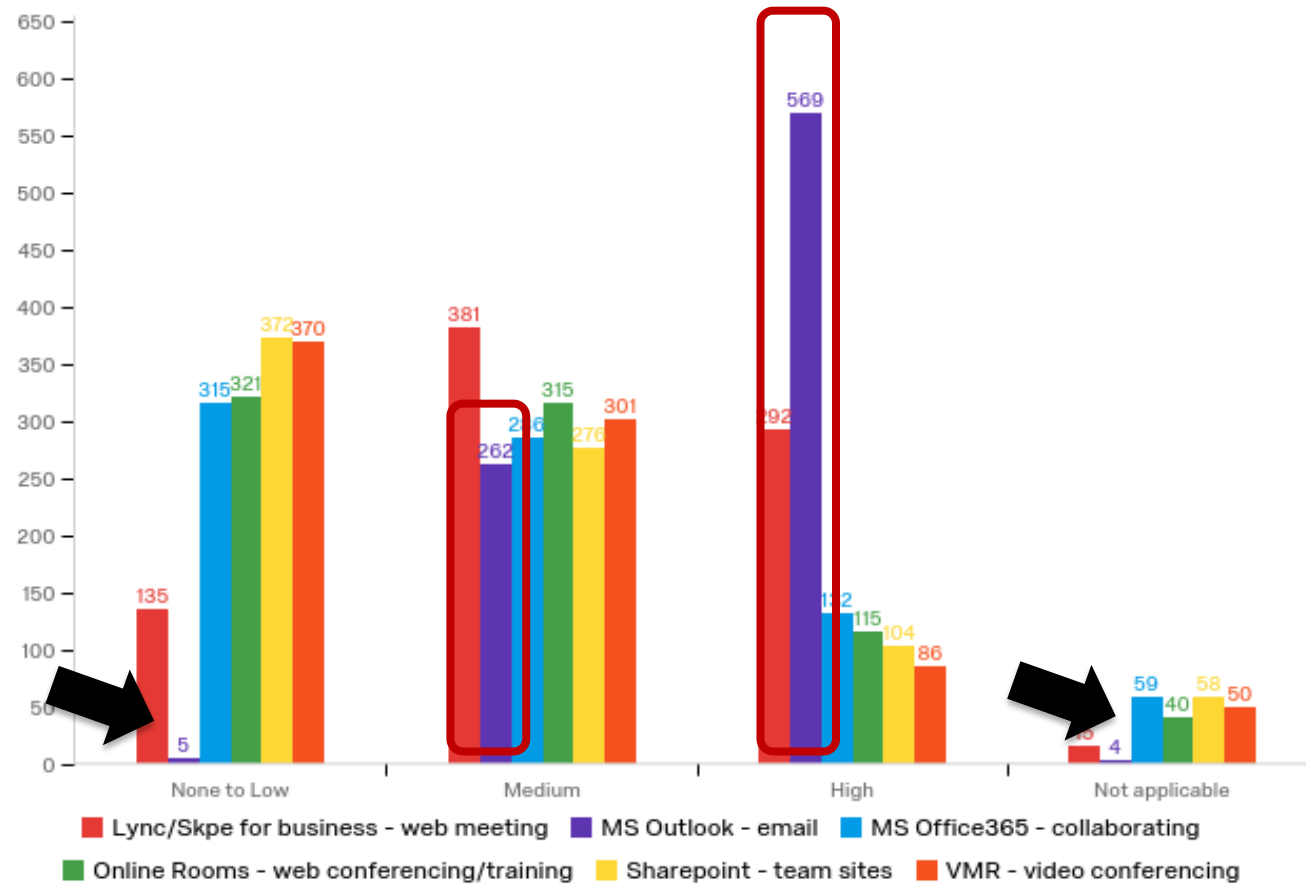


Learning environments:



Alat/Aplikasi	Sedang hingga Tinggi	
MS Word	83,40%	791
MS PowerPoint	78,30%	772
MS Excel	60,20%	618
Connect LMS	60,00%	581
Adobe Acrobat- interactive PDF	52,40%	553
Windows Paint	45,40%	427
MS OneNote	27,40%	267
Adobe Photoshop	20,50%	215
MS Project	19,70%	193
MS Visio	16,70%	161
Adobe Premier Pro	11,70%	114
Adobe Dreamweaver	11,30%	114
Mediasite	11,00%	104
Adobe Illustrator	10,60%	109
Adobe InDesign	8,80%	89
Adobe Lightroom	8,20%	82
Adobe Spark	7,00%	68

Ability to use tools and systems to communicate with colleagues:



Metode pelatihan yang disukai berdasarkan peran:

	Pendidik	Tidak berguna	Agak hingga Sangat berguna	Tidak yakin	Total
1	Tatap muka	3,4%	95,2%	1,4%	795
2	Dukungan 1 per 1 dari ahli	3,5%	94,3%	2,1%	795
3	Campuran tatap muka dan daring	6,4%	90,9%	2,6%	795
4	Pembelajaran berbasis kerja	6,2%	89,6%	4,2%	791
5	Memiliki mentor	8,7%	87,2%	4,1%	781
6	Mencoba hal-hal dengan teman	10,2%	85,9%	3,9%	786
7	Pelatihan daring – diarahkan fasilitator	16,3%	79,2%	4,6%	769
8	Mencoba hal-hal secara mandiri	16,5%	79,0%	4,5%	778
9	Pelatihan daring - mandiri, berdasar permintaan	19,6%	76,3%	4,1%	780
10	Pelatihan berbasis video	19,5%	75,3%	5,1%	778

Kendala mengikuti pembelajaran profesi untuk meningkatkan literasi digital

Kendala utama yang diidentifikasi oleh Pendidik (88%) adalah kegiatan pelatihan yang waktunya tidak tepat.

Kendala lain yang diperingkat tinggi oleh Pendidik adalah:

- PP tidak ditawarkan di mode pembelajaran pilihan saya (74%);
- Saya tidak tahu PP apa yang tersedia (73%) dan
- Topik-topik PP tidak relevan untuk saya (72%).

PELAJARAN YANG DIPETIK

- Identifikasi kepercayaan diri dan kecakapan literasi digital Pendidik
- Dukunglah kebutuhan pelatihan
- Lepaskan asumsi
- Bentuklah basis peluang daring untuk Pembelajaran Profesi



PEMBELAJARAN PROFESI YANG DIBERIKAN

TAFE QUEENSLAND EDUCATOR CAPABILITY PROFESSIONAL LEARNING PLAN 2020



	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
	THEMES											
Key messages broadcasted via monthly updates	- PDP and staff profiles - Continuing Currency Point Scheme - Quality Review	- Educator Competency & Currency (myProfile) - Vocational Placement to assess skills	- Validation - Moderation - Master Product	- TAS and Industry engagement - Reasonable Adjustment	- Using Third Parties for evidence - Student engagement and assessment tools	- Assessment Resulting - Assessment - Quality Review process	- RPL procedure - Student Retention - Mentoring requirements	- Assessment Practices - Validation	- WIL Projects - Academic Progression - Third Party Agreements	- Quality Review process - Record Keeping	- Educator Competency & Currency (myProfile) - PDP and staff profiles - Continuing Currency	Assessment Resulting

LEARNING & TEACHING 1 hour webinar - includes Active learning strategies and mixed mode delivery (CCP 2)	8. Classroom Management and positive behaviour strategies (adhering to TQ procedures)	11. Cognitive learning theories in practice 12. Incorporating Applied Learning Principles in to teaching practices	13. Using a Flipped Learning approach for learning 14. Student retention – what works?	11. Active Learning activities to use in your classroom, not teaching to the assessment	11. Toolbox of different activities for educators to use for engagement – mix-mode delivery	10. Using Feedforward feedback techniques 11. Improving practice through self-reflection	7. Effective strategies to facilitate learning in the online environment 8. Why teachers & students need to become digital information masters
MICRO LEARNING 15min sessions (CCP N/A)		13. Tips for supporting Autism Spectrum Disorder 14. Tips for supporting Hearing impaired students	15. Activities to use for group work	12. Using constructive alignment in your teaching	12. Who are your adult learners?		9. Tips to get early student engagement

Topics include Connect, Online rooms, educational technologies (CCP 2)

MICRO LEARNING
Topics include 2x15min sessions Beginner & Intermediate/Advanced skills (CCP N/A)

MICRO LEARNING 15min sessions (CCP N/A)	13. Tips for supporting Autism Spectrum Disorder 14. Tips for supporting Hearing impaired students	15. Activities to use for group work	12. Using constructive alignment in your teaching	12. Who are your adult learners?	9. Tips to get early student engagement	10. The benefits of a Community of Practice						
MENTAL HEALTH/ CULTURAL AWARENESS (CCP 2)	15. Cultural Awareness and RAP	16. Accidental Counsellor	13. Working with students with mental health issues	13. Self-Care strategies for staff	12. Cultural diversity in your classroom – tips and protocols	10. Working with International students	11. Working with Indigenous students					



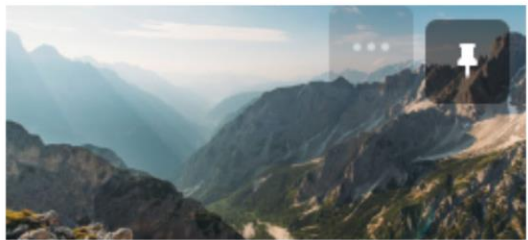
PEMBELAJARAN PROFESI YANG DIBERIKAN



Connect Staff Training Level
1 PD TQB (2020)



[TQ Professional Learning](#)
[On Demand - Webinars](#)



[Connect Staff Training Level](#)
[2 PD TQB](#)

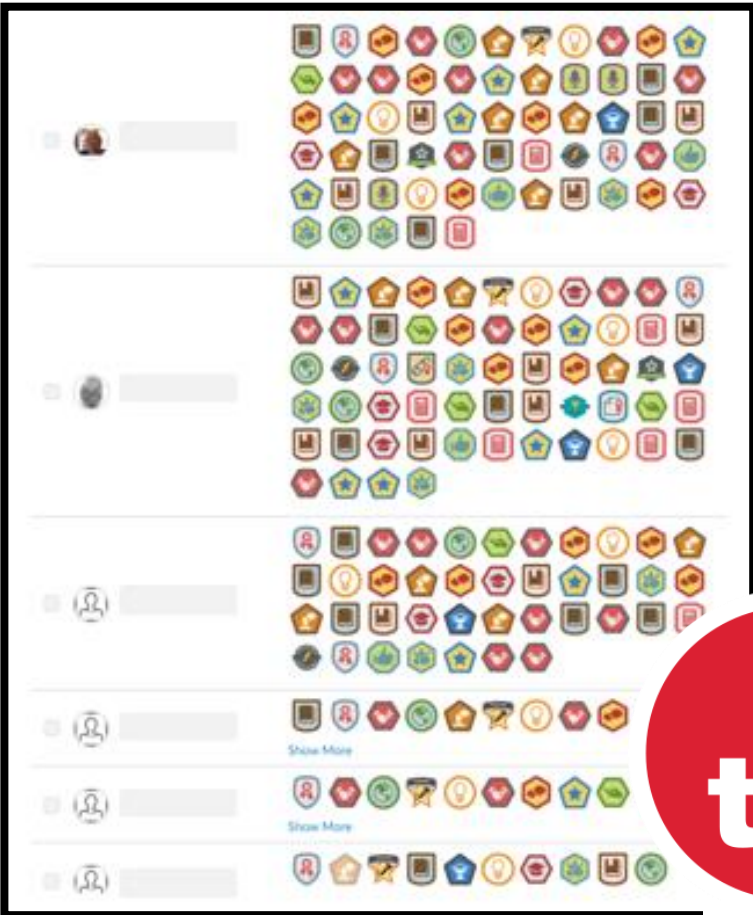
Total Number of Users
789

Users Who Have Visited Content
612

Average Time Spent on Content
0:55:26

[Expand All](#) [Collapse All](#)

Content	Users Visited	Average Time Spent
Module 1. Select your Group		-
Module 2. Professionalism and core values		-
Module 3. Learning and Teaching		-
Module 4. Assessment		-
Module 5. Innovation Product and Practices		-
Module 6. Technology for Learning		-
I. Creative Tools - Mediasite Features		-
I. Creative Tools - Mediasite	30	0:00:24
II. QUIZ - Creative Tools - Mediasite Features	18	0:05:42
III. REFLECTION: Creative Tools - Mediasite	15	0:02:14
ii. Micro Learning - Digital Literacy		-
I. Micro Digital Learning	38	0:05:34



Berpindah ke Penyampaian Daring – COVID 19

Berpindah ke Penyampaian Daring	Topik sesi	Tanggal	Peserta
Topik1 (8 sesi)	Pengantar berpindah ke penyampaian daring	Selasa 31/3/20	333
Topik 2 (8 sesi)	Membuat video	Rabu 1/4/20	375
Topik 3 (8 sesi)	Menulis naskah dan Merekam PowerPoint	Kamis 2/4/20	329
Topik 4 (6 sesi)	Merencanakan menjalankan kegiatan pembelajaran	Jum'at 3/4/20	288
Kehadiran MINGGU 1, 30 sesi			1325
Topik 5 (4 sesi)	<i>Communicate Collaborate Connect</i>	Senin 6/4/20	71
Topik 6 (4 sesi)	Membuat visual menggunakan Adobe Spark	Selasa 7/4/20	164
Topik 7 (4 sesi)	Merencanakan & merekam video pengajaran	Rabu 8/4/20	101
Topik 8 (2 sesi)	Drop in Tanya jawab Minggu 1 dan 2	Kamis 9/4/20	40
Kehadiran MINGGU 2, 14 sesi			376
Topik 9 (3 sesi)	Berkomunikasi menggunakan Spark	Kamis 16/4/20	63
Topik 10 (2 sesi)	Menjaga kesejahteraan Anda & siswa	Jum'at 17/4/20	44
Kehadiran MINGGU 3, 5 sesi			107
Topik 11 (1 sesi)	Keterampilan PDF tingkat menengah	Senin 20/4/20	48
Topik 12 (1 sesi)	Keterampilan PDF tingkat lanjut	Selasa 21/4/20	39
Topik 13 (1 sesi)	Menggunakan penyelarasan konstruktif dalam mengajar	Rabu 22/4/20	33
Topik 14 (1 sesi)	Merencanakan menggunakan Spark Page	Kamis 23/4/20	15
Topik 15 (1 sesi)	Membuat postingan Adobe Spark	Jum'at 24/4/20	13
Kehadiran MINGGU 4, 5 sesi			148
Topik 16 (1 sesi)	Membuat video Adobe Spark	Selasa 28/4/20	19
Topik 17 (1 sesi)	Membuat dan menggunakan Adobe Spark Page	Rabu 29/4/20	19
Topik 18 (1 sesi)	Menggunakan Adobe Rush untuk mengedit video	Kamis 30/4/20	18
Kehadiran MINGGU 5, 3 sesi			56
TOTAL KEHADIRAN	56 sesi		2012



KATA TERAKHIR

Lock it in!

- ✓ Tahan banting
- ✓ Fleksibel
- ✓ Mudah beradaptasi
- ✓ Sambut perubahan
- ✓ Terapkan keterampilan

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