

TAFE QUEENSLAND

Addressing digital divide

Approaches to address digital literacy gaps and unequal accessibility to online learning opportunities

18 August 2020

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TAFE Queensland
Centre for Learning and Teaching**



Welcome



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Wider Context

Digital literacy capability requirements

Digital literacy and the skilled workforce

TAFE Queensland Digital Literacy Survey 2019

Lessons Learnt

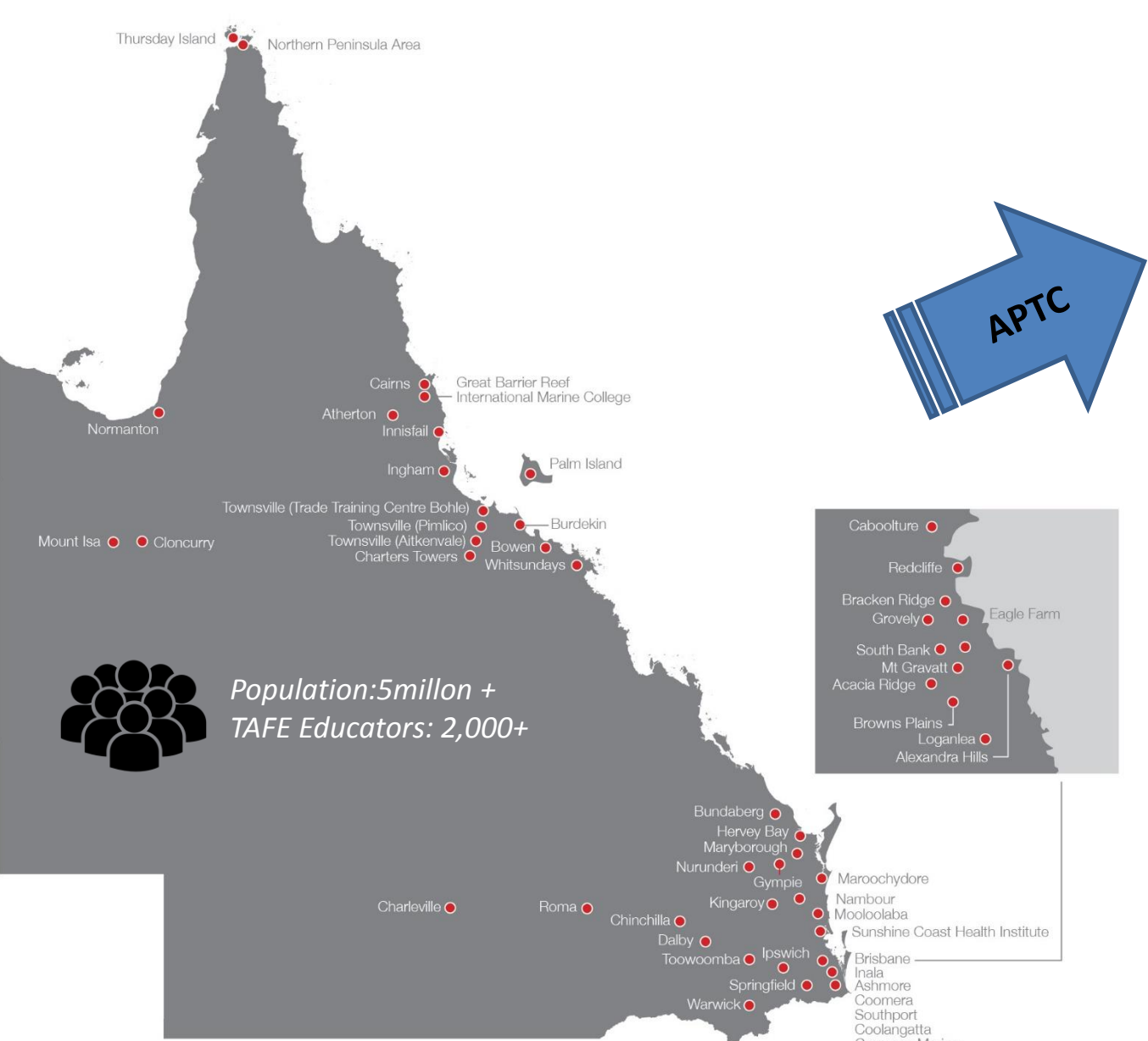
Professional learning provided

Discussion time



TAFE Queensland

Queensland: approx. 1.8 million m2



Region	Unique student enrolment 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
Online	10,706

Total = 121,554



Overview of wider context



VET system will need to anticipate the future, respond to challenges and take advantage of the opportunities which present themselves through mobile technologies.



Technological progress is overwhelmingly impacting every part of our lives.

The challenges are

- ❖ Being proactive and respond to new technologies and advancing pace
- ❖ Educators need to re-conceptualise their role
- ❖ Pedagogy to engage the learner at the forefront of educational planning

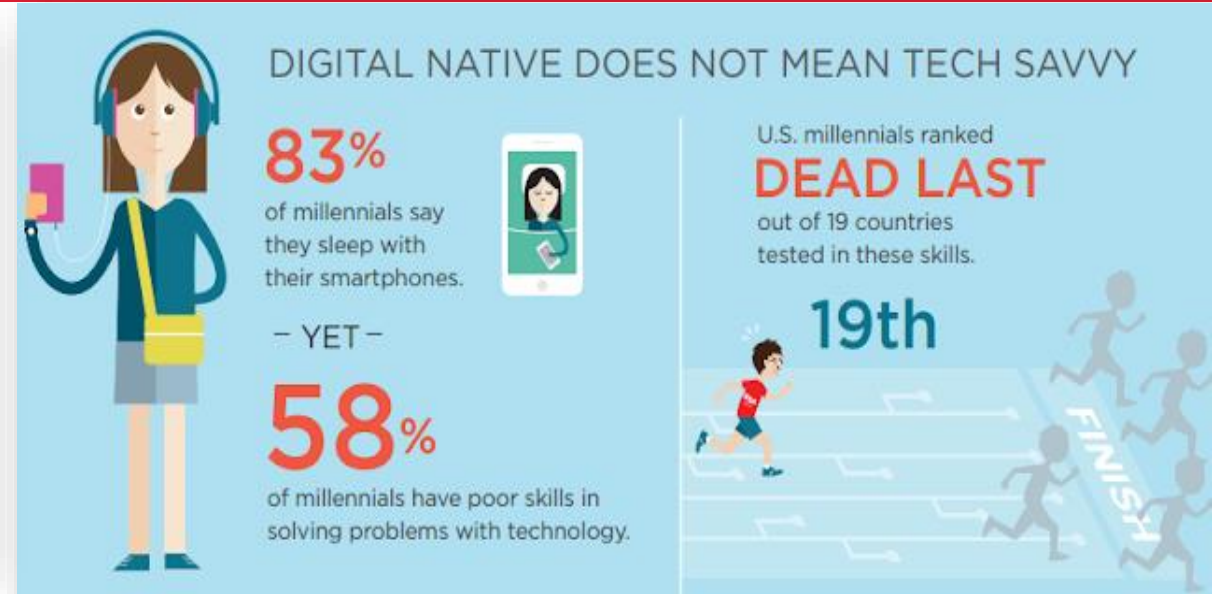


Overview of wider context

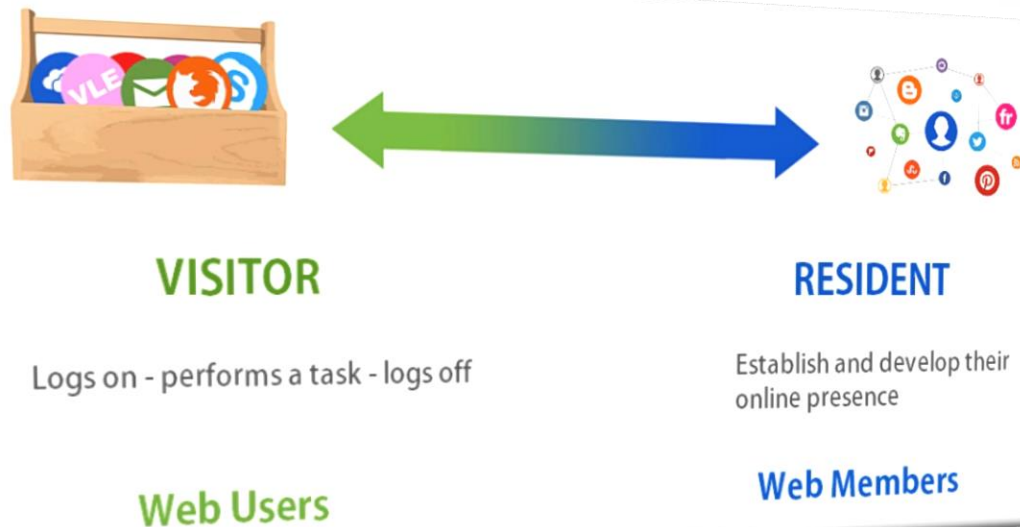
DIGITAL LITERACY



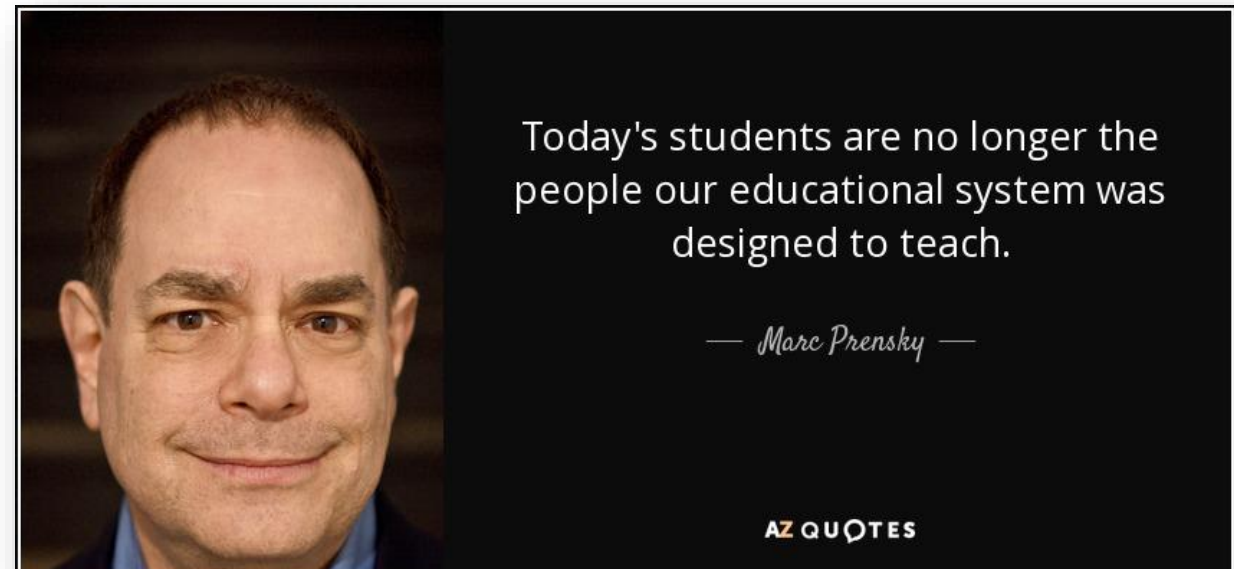
Source: <https://www.studysmartwithchris.com/wp-content/uploads/2016/02/digital-literacy-criteria-8.png>



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

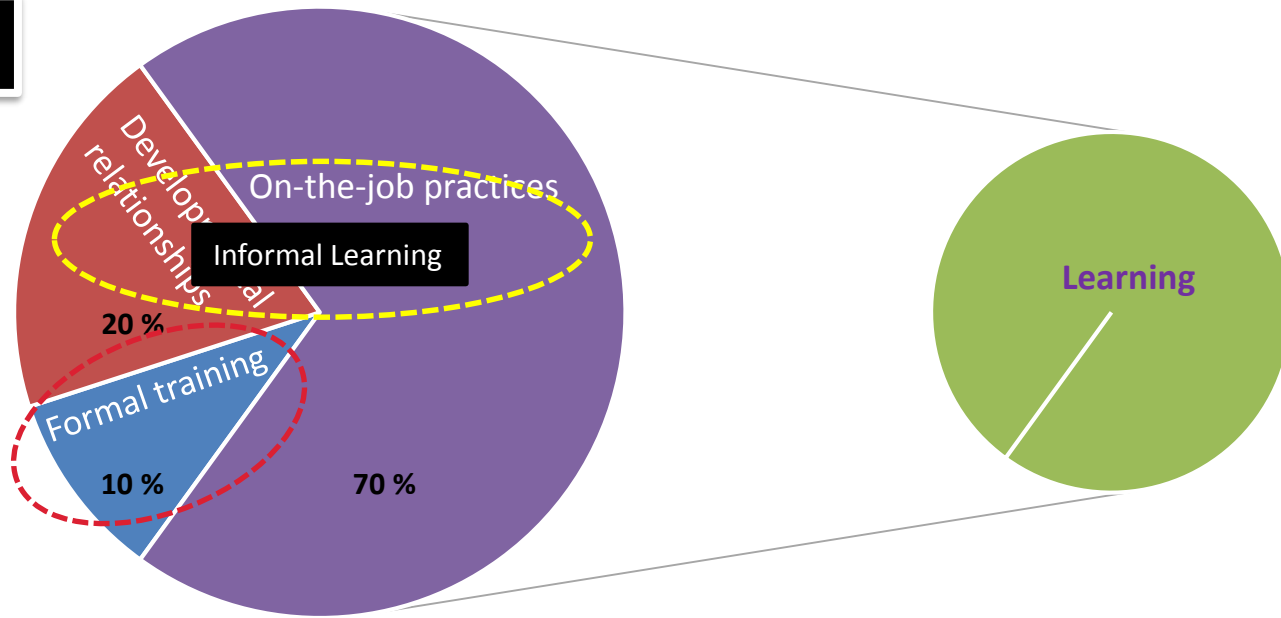


Source: Cardiff University, 2014



Overview of wider context

70-20-10



How do you learn to do your job?

What does informal learning look like in your workplace?

SNAPSHOT of SURVEY FINDINGS - EDUCATORS

TAFE Queensland recognises that digital literacy skills are important for everyone

How to build the digital literacy skills of our educators effectively was a challenge

experts and novices

early adopters and resisters

time pressures and huge workloads

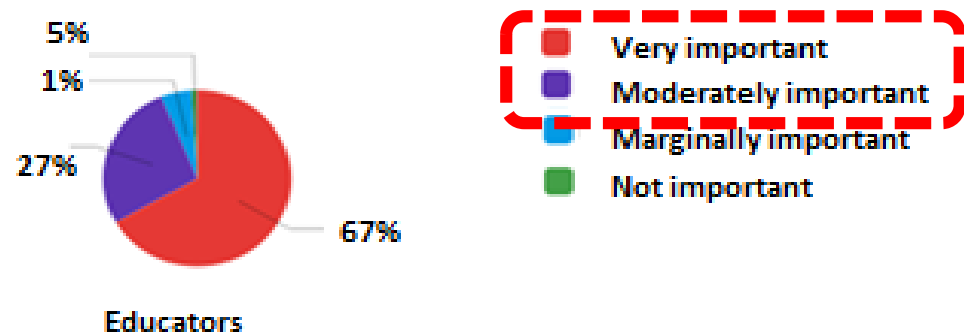
is too basic/too advanced/not relevant

- use technology;
- critically evaluate
- curate
- collaborate and participate
- manage your online identity
- not just consume



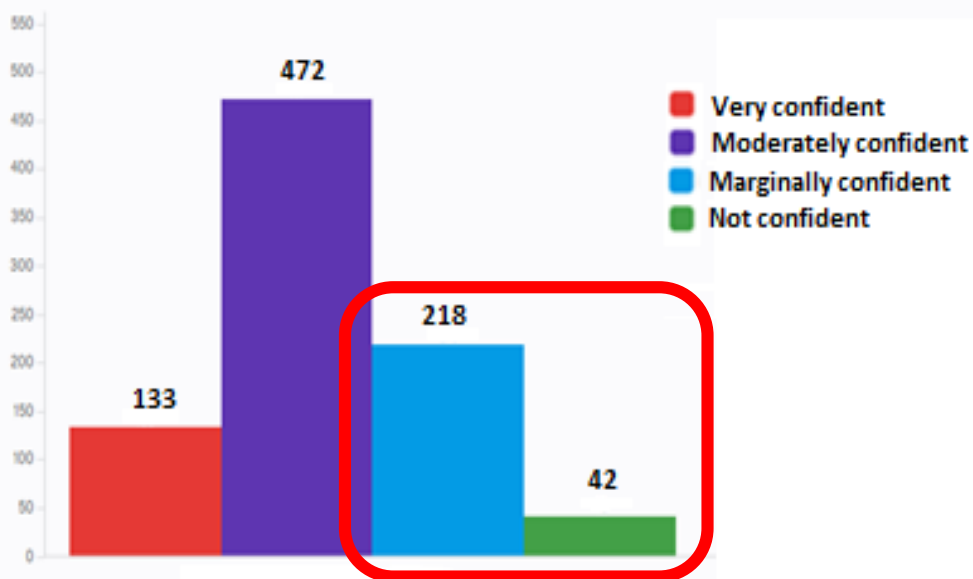
Digital Literacy maintenance

Importance of developing/maintaining DL skills



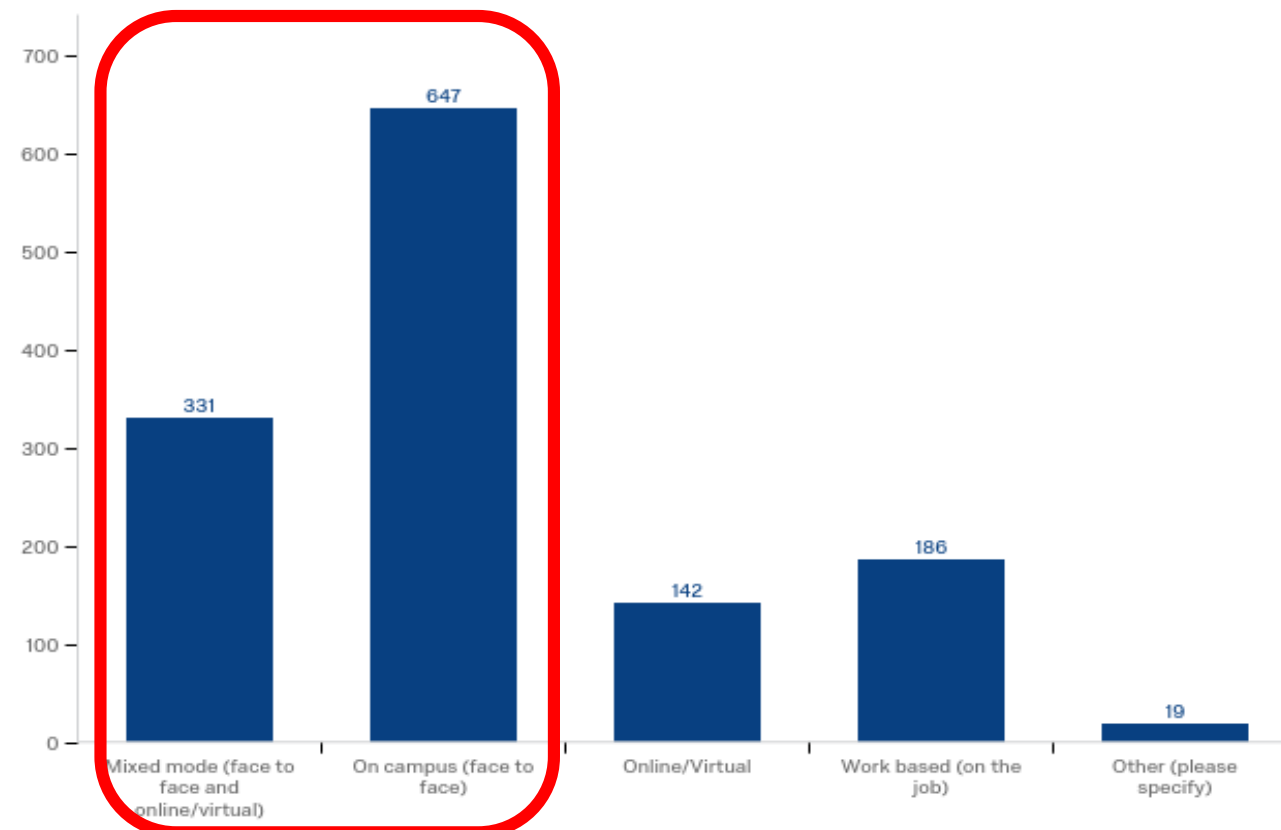
Digital Literacy confidence

Overall DL confidence - Educators

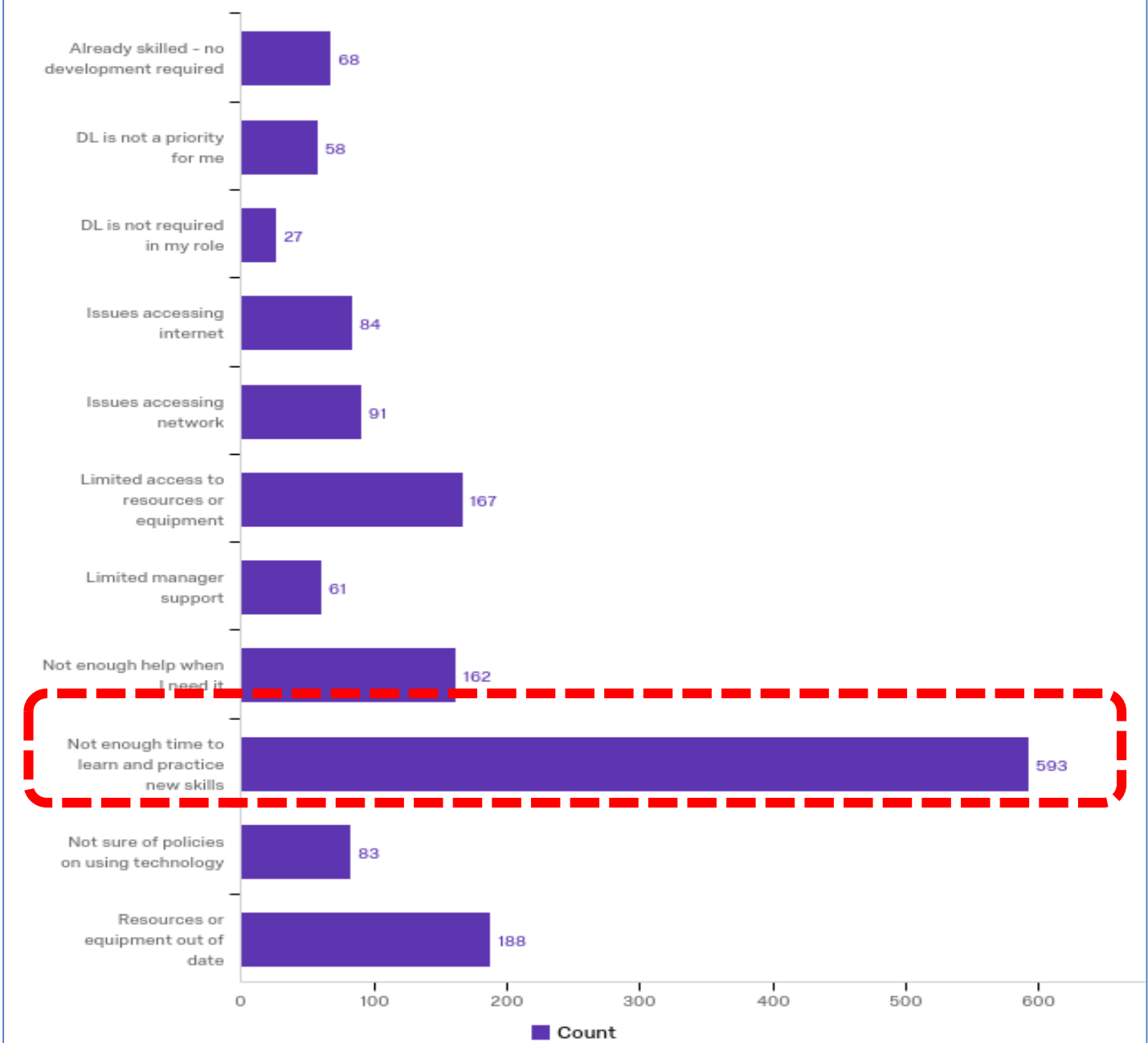


Learning environments

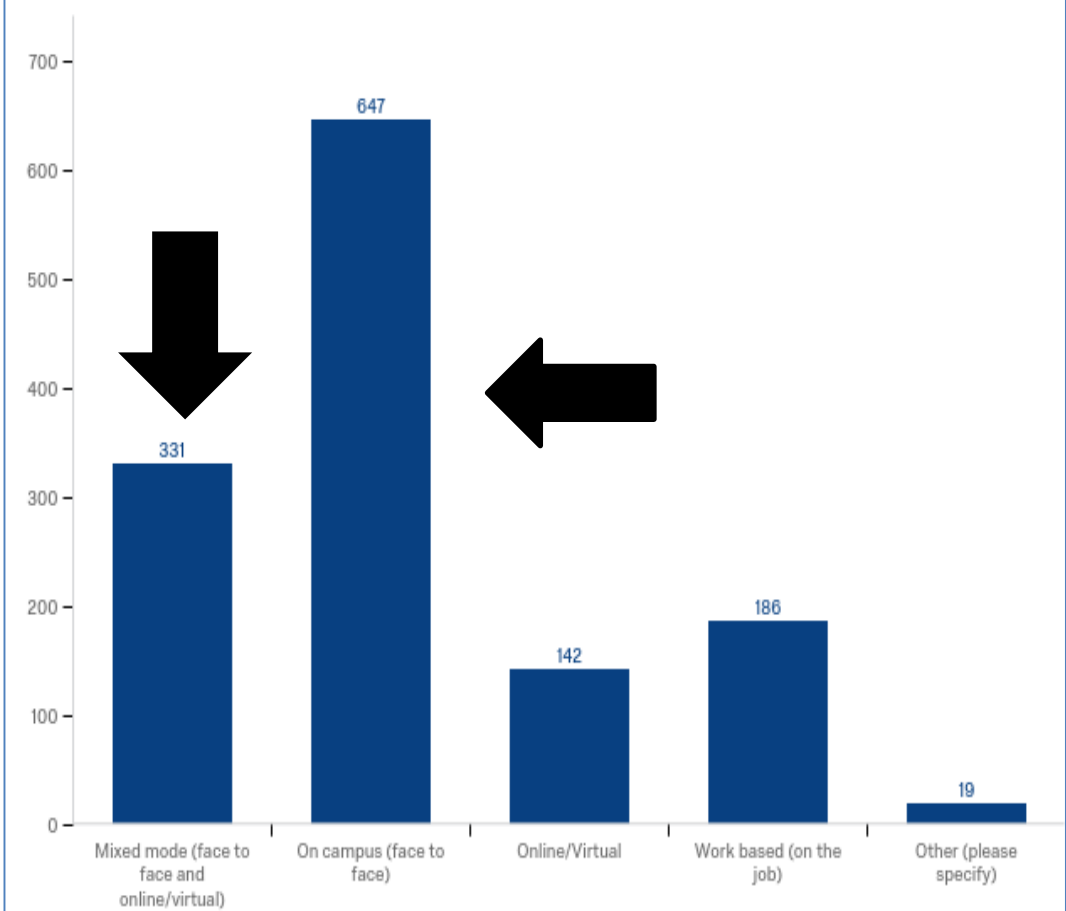
Learning environments:



Barriers to developing DL at work:

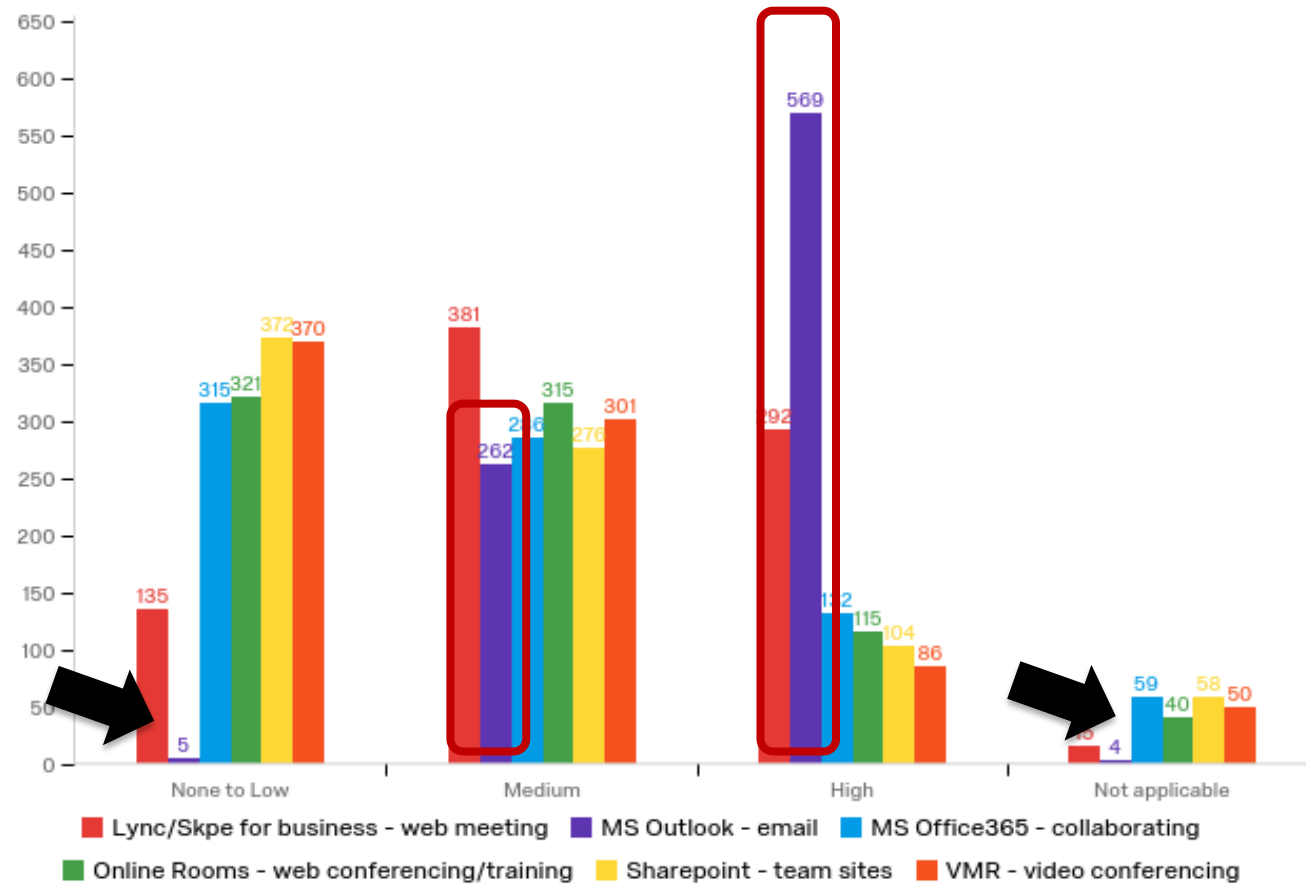


Learning environments:



Tool/Application	Medium to High	
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:



Preferred training methods by role:

Educators		Not useful	Somewhat to Very useful	Unsure	Total
1	Face to face	3.4%	95.2%	1.4%	795
2	1 on 1 support from an expert	3.5%	94.3%	2.1%	795
3	A mix of face to face and online	6.4%	90.9%	2.6%	795
4	Work-based learning	6.2%	89.6%	4.2%	791
5	Having a mentor	8.7%	87.2%	4.1%	781
6	Try things out with peers	10.2%	85.9%	3.9%	786
7	Online training - facilitator led	16.3%	79.2%	4.6%	769
8	Try things out independently	16.5%	79.0%	4.5%	778
9	Online training - self paced, on demand	19.6%	76.3%	4.1%	780
10	Video based training	19.5%	75.3%	5.1%	778

Barriers to participating in professional learning to improve digital literacy

The main barrier identified by Educators (88%) was **training activities were not on at the right time.**

Other barriers ranked highly by Educators were:

- PL not offered in my preferred learning mode (74%);
- I do not know what PL is available (73%) and
- PL topics are not relevant to me (72%).

LESSONS LEARNT

- Identify Educators confidence and digital literacy capability
- Support training needs
- Remove assumptions
- Form the basis of the Professional Learning online opportunities



PROFESSIONAL LEARNING PROVIDED

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

guidelines on Connect and the tools effectively

11. Outlook
12. Online Rooms

10. PDF

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					



PROFESSIONAL LEARNING PROVIDED



Connect Staff Training Level
1 PD TQB (2020)



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



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

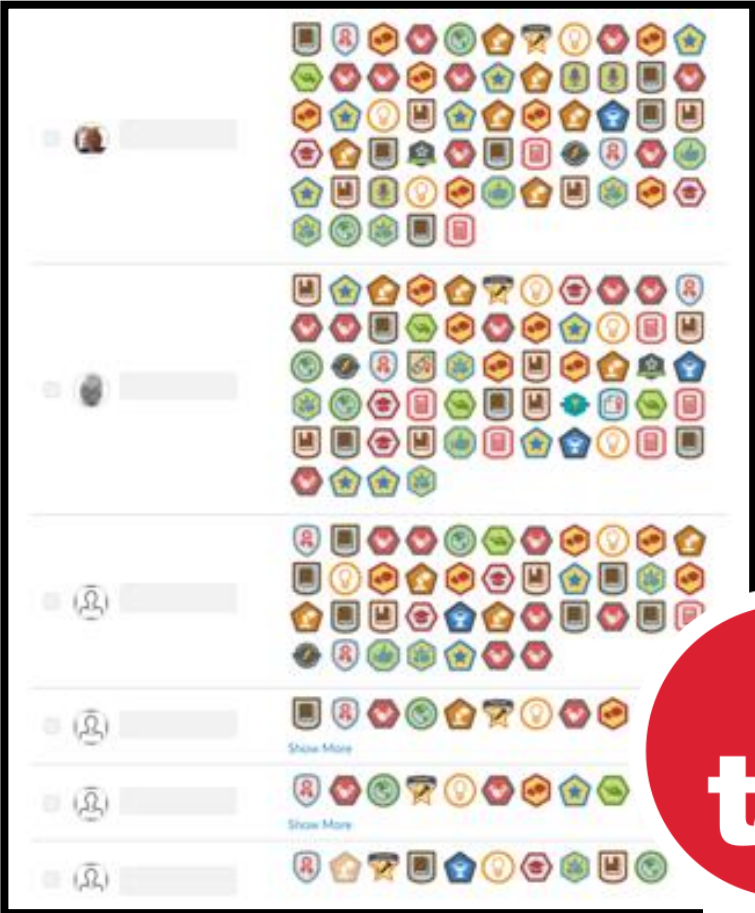
Total Number of Users
789

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



Moving to Online Delivery – COVID 19

Moving to Online Delivery	Session Topic	Date	Participants
Topic1 (8 sessions)	Intro to moving to online delivery	Tue 31/3/20	333
Topic 2 (8 sessions)	Creating videos	Wed 1/4/20	375
Topic 3 (8 sessions)	Scripting and Recording PowerPoint	Thu 2/4/20	329
Topic 4 (6 sessions)	Planning engaging Learning Activities	Fri 3/4/20	288
WEEK 1 Attendance 30 sessions			1325
Topic 5 (4 sessions)	Communicate Collaborate Connect	Mon 6/4/20	71
Topic 6 (4 sessions)	Creating visuals using Adobe Spark	Tue 7/4/20	164
Topic 7 (4 sessions)	Planning & recording instructional videos	Wed 8/4/20	101
Topic 8 (2 sessions)	Drop in Q&A Week 1 and 2	Thu 9/4/20	40
WEEK 2 Attendance 14 sessions			376
Topic 9 (3 sessions)	Communicating using Spark	Thu 16/4/20	63
Topic 10 (2 sessions)	Taking care of your wellbeing & students	Fri 17/4/20	44
WEEK 3 Attendance 5 sessions			107
Topic 11 (1 session)	PDF Intermediate skills	Mon 20/4/20	48
Topic 12 (1 session)	PDF Advanced skills	Tue 21/4/20	39
Topic 13 (1 session)	Using constructive alignment in teaching	Wed 22/4/20	33
Topic 14 (1 session)	Planning to use Adobe Spark Page	Thu 23/4/20	15
Topic 15 (1 session)	Creating Adobe Spark Post	Fri 24/4/20	13
WEEK 4 Attendance 5 sessions			148
Topic 16 (1 session)	Creating an Adobe Spark Video	Tue 28/4/20	19
Topic 17 (1 session)	Creating and using Adobe Spark Page	Wed 29/4/20	19
Topic 18 (1 session)	Using Adobe Rush to edit videos	Thu 30/4/20	18
WEEK 5 Attendance 3 sessions			56
TOTAL ATTENDANCE	56 Sessions		2012



LAST WORD

Lock it in!



- ✓ Resilient
- ✓ Flexible
- ✓ Adaptable
- ✓ Embrace change
- ✓ Apply skills

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