

LearnScope

A Retrospective

A study of the impact of LearnScope on flexible learning in vocational education and training (VET) in Australia 1998-2006

A report commissioned by:

**Australian Flexible Learning Framework
Capability Building Program**

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- 22 case study contributors
- 20 focus group participants
- 905 survey respondents

Executive summary

Overview

This report presents a summary and analysis of findings of research, conducted during 2006, into the impact of eight years of the Australian Flexible Learning Framework's (Framework)¹ LearnScope² project. The research was commissioned to address two main research questions:

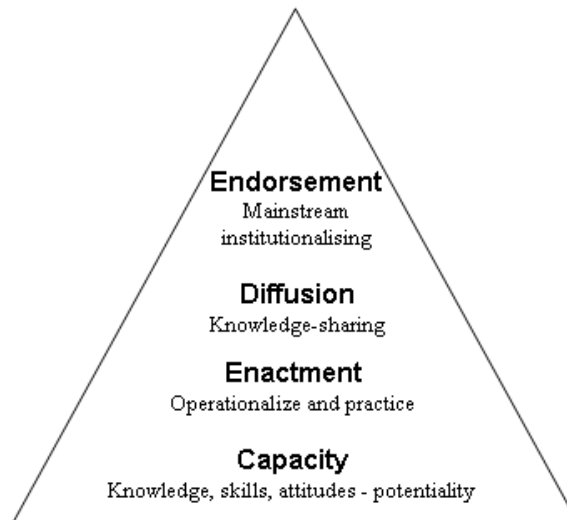
1. What impact, if any, has LearnScope had on the flexible teaching and learning environment within the vocational education and training (VET) sector with particular regard to e-learning? In particular, has LearnScope been effective in terms of:
 - implementation of e-learning choices for clients in the key impact areas of individual learners, target groups, new pathways and new markets.
 - acceptance of learning technologies in relation to receptivity, acceptance, ownership and advocacy
 - changes in teaching and learning practice in the impact areas of teaching, designing, communicating and evaluating and
 - changed professional development practices at individual, team, organisational and national levels.

2. What value has there been by implementing a national approach to professional development, and has the national approach to flexible teaching and learning through the Framework enhanced this value? In particular this question has focussed on the areas of:
 - creative, capable people – a national perspective on the consolidation and interconnectedness of flexible learning in VET contexts
 - the new market - an organisational perspective on changes such as strategic priorities, infrastructure and quality standards to expand capacity and reach
 - the new VET practitioner – an individual perspective on impact in the areas of skill sets, relationships, identity and agency.

Depth of impact (Rogers, 1995; Hall, Hord, and George, 2006) has been described in terms of four developmental stages illustrated in the figure overleaf.

¹ The Australian Flexible Learning Framework is the national training system's e-learning strategy and is collaboratively funded by the Australian Government and all states and territories. The Framework provides the VET system with e-learning skills, professional development, products, resources and support networks to strengthen the skills base of Australia.

² LearnScope provides teachers and trainers with the skills they need to use technology in the delivery of vocational education and training programs. For example, LearnScope helps teachers incorporate technologies like podcasting, video conferencing and the use of handheld devices into their everyday practice: <http://www.flexiblelearning.net.au/learnscope>



This depth of impact is described as developmental stages of impact with capacity and potentiality as the platform of the pyramid and endorsement and institutionalisation as the apex.

- **Capacity** represents a potentiality for action where practitioners are building knowledge skills and attitudes to flexible learning but perhaps not yet invested in using it in practice.
- **Enactment** is represented by the putting into practice of flexible learning approaches. Here individuals and teams operationalise their practices. These first two depths focus on the individual and their collective or team uptake of flexible learning.
- **Diffusion** represents the moving of practice out from discrete project teams or individuals to those outside the original LearnScope activities through processes of knowledge sharing and mentoring.
- **Endorsement** represents the mainstream adoption of flexible learning practices borne in LearnScope activities. Depth of impact here is the institutionalising of practices across the organisation and beyond (to other organisations and industry)

LearnScope has had a significant impact on the flexible learning practices of VET practitioners nationally who participated in the program. Almost half (47%) of all respondents described themselves at *enactment*, where they are applying flexible learning approaches within their practice. A further 20% described a broader process of dissemination that includes horizontal (diffusion) and vertical (endorsement) flows, engaging in activities of influencing, advocating and leading the way towards making flexible learning mainstream.

The study also involved a review of the relevant literature, a survey of self-selecting participants in LearnScope, focus group discussions and the identification of case studies.

Literature from the national environment suggests Australia's VET sector will continue to be influenced by the key drivers of:

- increased industry demand for flexible, individualised, contextualised learning including workplace and 'just-in-time' models

- increased expectation by learner and industry clients of digital literacy and learning autonomy as generic skills and
- demands for improvements in retention rates for all modes of study.

In a recent speech (14 March 2007), Andrew Robb, Minister for Vocational and Further Education, foreshadowed that 60% of jobs in the future will require technical or vocational qualifications. To take advantage of the opportunities emerging in this dynamic environment, VET practitioners need to develop a 'sophisticated pedagogical repertoire' (Chappell et al. 2003 as cited in Mitchell, 2006). Adopting e-learning innovations needs to be part of this repertoire, however this relies on a complex mix of characteristics within organisations and the technologies themselves (Rogers, 1995; Silver, 1999). The individual practitioners, as suggested by Mitchell et al (2003), require sustained support to explore and implement innovative learning options.

Key messages

- The research suggests that LearnScope has been particularly successful in encouraging the uptake of e-learning to meet the needs of students as clients and for uses in professional development. On average 70% of respondents reported that LearnScope had an impact on their ability to implement **e-learning choices for clients** at a 'significant' to 'highly significant' level.
- Survey participants commented that they are experimenting with creating flexible options for **individual learners** and target groups and that technology assists them to do this. The responses suggest that assessment practices trail the change in teaching but the benefits of more flexible assessment options are beginning to be recognised.
- Some participants also indicated that, as a result of their experience in LearnScope and the resultant changes in their use of technology, students were gaining computer skills that gave them greater **employment prospects**.
- **New pathways** reportedly enabled by LearnScope experiences included developing programs to cater for smaller classes, to fast-track programs, and offer more on the job training.
- Evidence from the survey, focus groups and case studies indicates that LearnScope has been instrumental in encouraging the **uptake of technologies** to assist the teaching and learning process. The most common areas of uptake of technology were in the area of *receptivity* and *acceptance*.
- **Implications** for future professional development models include:
 - > maintaining the support for individual uptake of technologies to equip teachers for the future
 - > exploring possibilities of ownership and advocacy for individuals and organisations; this will encourage the uptake of more sustainable and scalable models of technology usage, for example larger scale applications or implementation in wider contexts
 - > working to establish effective models which support collaborative links between industry clients and VET providers and
 - > establishing clear reporting mechanisms and measurement tools to collect formative evaluative data throughout the projects.

Background

The Australian Flexible Learning Framework (Framework) provides the vocational education and training (VET) system with e-learning skills, professional development opportunities, products, resources and support networks to strengthen the skills base of Australia.

The goal of the Framework is to provide a flexible VET system which meets diverse client needs and helps them succeed in a global environment. Within the Framework are three major objectives:

- To strengthen the role of industry, individuals and communities in shaping VET provision to meet their needs.
- To build the capacity of the VET workforce and VET organisations to use information and communication technologies (ICT) to improve service delivery.
- To improve the policy, regulatory and system environment and VET business models which affect the uptake of e-learning.

Under the Framework there are 14 projects, LearnScope is one of them. The primary area of investment within the Framework has been in building creative, capable people, with approximately 25% of total Framework resources committed to LearnScope projects that have had a direct professional development objective.

Each year since 2000, the Framework has invested \$15 million per annum of national infrastructure funding to encourage the uptake of sustainable flexible learning in VET. Approximately 25,000 VET professionals have participated in the LearnScope project since it began. This signifies the Framework's emphasis on people as the key to the sustainable delivery of more flexible and client-centred VET services.

This report investigates the results of this expenditure. It synthesises key messages from eight years of the LearnScope project and identifies some implications for further professional development initiatives.

Research questions

This report outlines findings of research, conducted during 2006, into the impact of eight years of the Framework's LearnScope project. The research was commissioned to address two main research questions:

1. What impact, if any, has LearnScope had on the flexible teaching and learning environment within the VET sector with particular regard to e-learning? In particular, has LearnScope been effective in terms of:

- implementation of e-learning choices for clients
- acceptance of learning technologies
- changes in teaching and learning practice
- changed professional development practices.

2. What value has there been by implementing a national approach to professional development, and has the national approach to flexible teaching and learning through the Framework enhanced this value?

- creative, capable people – a national perspective

- the new market - an organisational perspective
- the new VET practitioner – an individual perspective.

Methodology

Exploring answers to the question of LearnScope's effectiveness over recent years involved a mixed mode approach with both qualitative and quantitative dimensions (Creswell, 2003). Triangulation of themes emerging from the focus groups, an online survey and 'situationally limited narratives' (Flick, 2006 p. 12) developed as case studies during the research have been synthesised to offer implications which may be applicable to other contexts.

1. Background research

The first stage of the research included a review of the literature on emergent trends and external drivers in the Australian VET environment. Researchers then carried out a process of mining and exploring existing LearnScope history through archival data sources. This archival data included:

- guidelines and application forms from each year
- resources supplied by state and territory managers
- team stories from the Australian Flexible Learning Community³ archives and LearnScope sites
- previous LearnScope evaluations
- other websites and blogs commenting on LearnScope activity.

2. The survey

The background research and documentation was used to identify key questions and, in consultation with the LearnScope state and territory managers, a four part survey was developed. The survey collected demographic, quantitative and qualitative data.

The survey sample (n=905) represents approximately five percent of the estimated participant numbers of LearnScope (1998-2006). Survey respondents are spread across all states and territories, VET sub-sectors, gender, age groups, geographical regions and work roles. (See figures in Appendix A for demographic data describing survey respondents).

The survey was designed to collect a widespread and representative body of quantitative data that enabled identification of trends. The survey also supported the identification of individual stakeholder vignettes and organisational case studies.

3. Focus group meetings

Focus group meetings were held online during August 2006 with a further follow-up discussion offered by teleconference for those unable to access the online technology. Attendance at these discussions (n=20) was small but the dialogue proved valuable in clarifying the validity of the preliminary themes drawn from analysis of the survey data.

³ The Australian Flexible Learning Community was a Framework professional development project from 2000-2004. Information is available from:
<http://www.flexiblelearning.net.au/community>

4. Case studies

Two key strategies were employed to source stories and cases in this research:

- The background research identified existing published cases from past years of LearnScope. From these, cases were selected where informants could be interviewed to revisit the resultant impact of the recorded LearnScope activity.
- LearnScope state and territory managers nominated and contacted past and current participants to be involved in the research. Some case study informants were identified from 2006 LearnScope events and showcases, E-Learning Networks⁴ events and other key informants. Stories were contributed in various formats representing the uptake of technology for many informants (podcasts, digital stories, blog entries, CD-ROMs and reflective writings).

Individuals, projects and organisations were categorised as possible case studies ensuring cases were representative of the historical development of LearnScope projects and the diversity inherent in the VET environment.

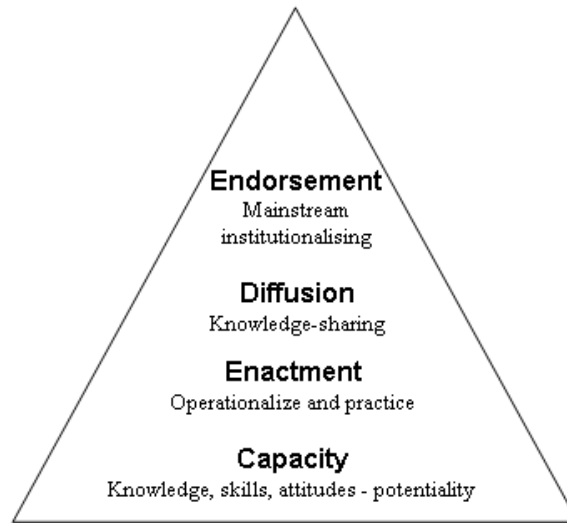
A framework for semi-structured interviews was designed using the Denning (2005) framework for building knowledge sharing stories. This framework is used to offer a consistent format for case studies, while using actual text in the voice of the case informant.

5. Measuring depth of impact

Open-ended survey response statements were coded based on four tiers of *Depth of Impact*, developed as an adaptation of diffusion of innovation theory and scales (Rogers, 1995; Hall, Hord, and George, 2006). This depth of impact is described in Figure 1 as developmental stages of impact with capacity and potentiality as the platform of the pyramid and endorsement and institutionalisation as the apex.

⁴ E-learning Networks is a Framework project focussing on advancing professional learning practices within the national training system by ensuring teachers and trainers have access to the best national and international knowledge about e-learning:
<http://www.flexiblelearning.net.au/networks>

Figure 1: Depths of Impact



- **Capacity** represents a potentiality for action where practitioners are building knowledge skills and attitudes to flexible learning but perhaps not yet invested in using it in practice.
- **Enactment** is represented by the putting into practice of flexible learning approaches. Here individuals and teams operationalise their practices. These first two depths focus on the individual and their collective or team uptake of flexible learning.
- **Diffusion** represents the moving of practice out from discrete project teams or individuals to those outside the original LearnScope activities through processes of knowledge sharing and mentoring.
- **Endorsement** represents the mainstream adoption of flexible learning practices borne in LearnScope activities. Depth of impact here is the institutionalising of practices across the organisation and beyond (to other organisations and industry)

Limitations of the research

Practitioners self-selected to participate in this research. It is likely that these practitioners are 'early adopters of technology' (Rogers, 1995) and therefore, as beneficiaries of LearnScope, were more likely to complete the survey than those who did not gain what they needed from the program.

Another limitation may include the fact that only past and present LearnScope participants were invited to participate – a fuller picture may have been gained by involving student and industry clients and RTOs and their representatives in the study. It may be more likely that the people who responded to the survey were people who are were motivated to share their positive experiences of LearnScope.

Literature review

In examining the effectiveness of LearnScope as a national professional development initiative, a review of the literature was undertaken. Areas of investigation included:

- the key drivers of VET environments
- changing learner demands
- professional development strategies for disseminating innovation.

Each of these will be addressed in the following section.

The key drivers of VET environments

The application of e-learning solutions to meet business and industry workforce development needs continues to grow rapidly with e-learning fast becoming a central component of workplace learning. (flexiblelearning.net.au, accessed 22/03/07)

A survey of 140 organisations across the construction and mining, health, primary industries, manufacturing and electronics, transport and logistics industries found that 40% of respondents plan to increase the proportion of their training budgets spent on e-learning in the next 12 months. (E-learning for Industry website⁵, accessed 22/03/07)

The survey found that 72% of responding businesses used e-learning as part of their structured training, with 71% recommending e-learning to other organisations.

Key business drivers identified for the implementation were to increase staff knowledge, provide online access to training materials, reduce costs and time associated with training in the long-term and ensure quality and consistency of training.

These findings echo those from recent research into the Australian VET environment (Mitchell et al, 2003; Mitchell et al 2005b, Dickie et al, 2004), highlighting several key drivers of change:

- rising levels of complexity and uncertainty in the economy
- changing structures of industry and employment
- industry demands for flexible, individualised, contextualised learning including workplace and 'just-in-time' models
- tension between the demands of globalisation and the needs of local communities
- demands for improvements in retention rates for all modes of study
- rapid changes in technology, including the mass uptake of broadband internet access
- increased expectation by learner and industry clients of digital literacy and learning autonomy as generic skills.

⁵ The E-learning for Industry website is a resource from the Framework's Industry Engagement Project: <http://www.flexiblelearning.net.au/industry>

These drivers create opportunities, such as the new learning contexts made available by emerging technologies and the need to engage older workers and those who have left the workforce to address skills shortage in the economy. However, there are also challenges such as the rapidly changing VET environment, the increase in competition between providers and a shortage of teachers. Retention rates are also likely to be increasingly driving change as the VET sector moves toward funding decisions based on module completions. Providers will look to ways to take learning into workplaces and to e-learning approaches that enable more flexible and customisable offerings.

Changing learner demands

The changing nature of learners in post-secondary education is well documented in the literature (Mitchell, 2006), with the trend for learners to face conflicting demands on their time expected to continue.

In addition to these changes, VET will increasingly cater for learners in a vast range of learning settings, including:

- new and emerging industry needs requiring continuous skilling
- current and future skills of the existing workforce needing to be recognised and planned for and
- innovative strategies needing to be implemented to attract new entrants to address skills shortages.

(Mitchell et al, 2005a)

Mitchell et al (2003) found that many participants in VET expressed the need for customised learning experiences and services – ‘designed just for them, to suit their preferred time frame, work situations and lifestyles, as well as their preferred approaches to learning’ (Mitchell et al, 2005a). This demand for personalised services is compounded by the rise of e-business. Mitchell (2003) comments on the attraction of e-business for customers:

‘From a customer’s point of view, contemporary e-business may be symbolised by ATMs, the world wide web and online banking, meaning that e-business is about user choice and instantaneous, just-for-me, personalised service. In the Information Age, increasingly customers may want learning materials to be available in digital format, to be accessed electronically.’ (Mitchell 2005a, p.6)

According to OECD research (AIG Report, 2006) learning environments will increasingly be characterised by:

- shared responsibilities for learning between individuals, employers and governments
- flexible and transparent training and qualification frameworks and
- flexible, tailored training, delivered in a competitive training environment... (2006, p. viii)

Pressure will be on VET providers to be more responsive with pedagogical models supporting and enabling workplace learning, multiple pathways, recognition of prior learning. More modular approaches will be required as learners supplement their formal qualifications with just-in-time learning.

To take advantage of the opportunities emerging in this dynamic environment, VET practitioners need to develop a 'sophisticated pedagogical repertoire.' (Chappell et al. 2003 as cited in Mitchell, 2006) Teachers themselves need to take on new ways of learning. The way teachers access and share knowledge, facilitate, communicate and collaborate online can be viewed as learning models for students.

Professional development strategies for disseminating innovations

The move from pilot activities to mainstream sustainability is the focus of an emerging body of 'dissemination' literature (Rogers, 1995; Southwell et al, 2005). To move from pilot to mainstream activities, initiatives such as LearnScope and Reframing the Future⁶ need to be part of a wider suite of strategies for dissemination, (Southwell, et al., 2006) including a culture of knowledge sharing and 'conversation' (Staron et al, 2006).

A culture of knowledge sharing and 'conversation' (Staron et al, 2006) values the building of networks, sharing of knowledge, tapping of expertise and developing of relationships as integral to knowledge work. According to the Department of Education, Science and Training (DEST) Research Fellow Phillip Candy, these conversations are critical in developing self-directed learning as part of professional development and can be fostered as:

- conversations with colleagues, be they face-to-face, online synchronous or asynchronous
- conversations involving questions with someone with greater knowledge on a given topic or
- internal conversations, reflecting and building on personal understandings.

(Candy, 2006 as cited in Staron et al, 2006)

LearnScope and other Framework projects were built on the principles of conversation and community learning. The literature suggests that merging technologies will increasingly support these learning networks to enable VET teachers to develop and share new ideas and strategies for meeting learning needs (Horizon 2006). However, these strategies of showcasing good practice and encouraging practitioner networks need to be seen as part of a wider strategy for change.

The literature suggests this culture of supporting innovation seems rare in post-secondary education institutions. According to Lueddecke (1999), his study of UK universities estimated that as few as 10 – 15% of teaching staff were enthusiastic and innovative teachers and the remainder taught as they had been taught. Explanations for this inertia include lack of support for professional development and the lack of leadership and encouragement for innovation in teaching.

Professional development and the involvement of managers in innovations are seen as key success factors in disseminating projects to build capacity (Southwell et al, 2005). Teachers and their managers will need opportunities to examine some of the delivery issues they encounter in the demands placed on them by industry and clients. They need opportunities to see how the technologies can be applied to learning contexts and support to encourage innovative cultures within organisations.

⁶ Reframing the Future is a Department of Education, Science and Training (DEST) initiative: <http://www.reframingthefuture.net/>

Analysis of findings

LearnScope's impact on VET flexible learning

What impact, if any, has LearnScope had on the flexible teaching and learning environment within the VET sector with particular regard to e-learning?

The next section summarises the data from the research to answer this question and is addressed in the sub-categories of:

- implementation of e-learning choices for clients
- acceptance of learning technologies
- changes in teaching and learning practice
- changed professional development practices

Implementation of e-learning choices for clients

Spend more time negotiating with learners and groups. More emphasis on shared responsibility for learning. Work much harder at establishing and engagement with learners and putting in place mechanisms to establish learning.

Equity and literacy services, rural TAFE, NSW

In responding to the survey, LearnScope participants strongly agreed that the technologies, pedagogies and teaching approaches they had been exposed to allowed them to better cater for individual learner needs. On average 70% of respondents reported that LearnScope had an impact on their ability to implement e-learning choices for clients at a significant to highly significant level. (506 of total respondents described themselves as teachers)

A number of themes emerged from analysis of the rich text in these survey answers and these were formalised into the initial impact statements. Statements were then categorised to determine the areas of LearnScope greatest impact on e-learning choices for clients.

Table 1: E-learning choices for clients: Impact areas (categories) and the summative impact statements they were derived from

Impact statements	Impact areas
1. Students are getting individually customised access, resources and pathways. 2. E-learning choices raise motivation and engagement. 3. Assessment strategies are broadening. 4. Students with e-learning experience get employment.	Individual learners
5. Technology frees up teacher time to support student needs in target groups. 6. E-learning success is changing workplace access.	Target groups
7. E-learning options result in increased enrolment, completions, success rates and student retention.	New pathways
8. Students have access to learning they might never have otherwise. 9. New courses, tasks are offered and new clients being identified.	New markets

Figure 1: Percentages for key impact areas in implementation of e-learning choices (n=555)

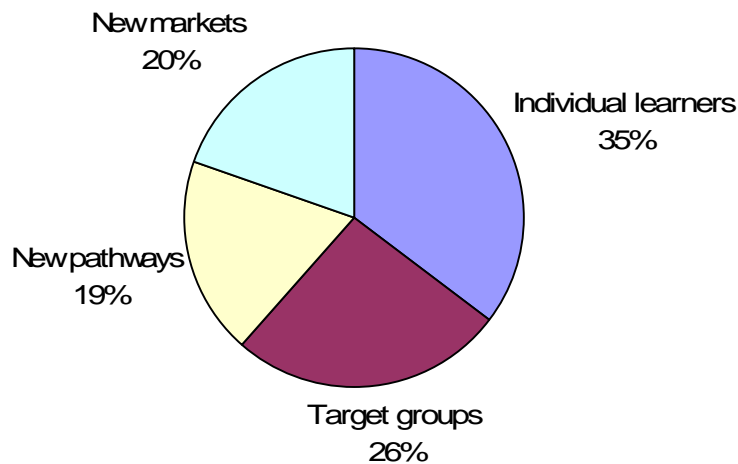


Figure 1 demonstrates the main impact on the provision of learning choices is for *individual learners* (35%) and *target groups* (26%) at 61%.

Survey participants reported that they are experimenting with creating flexible options for groups and **individual learners** and that technology assists them to do this. The technologies being harnessed range broadly from development of interactive CD-ROM to use of blogs for reflective diaries. There is evidence that this focus on choice is impacting on face-to-face offerings, not just addition of e-learning choice in a blended approach. As a result of these explorations practitioners report raised motivation and engagement from their learners and students beginning to take responsibility for their own learning.

The responses suggest that assessment practices trail the change in teaching but the benefits of more flexible assessment options are beginning to be recognised. Some participants also indicated that, as a result of their experience in LearnScope and the resultant changes in their use of technology, students were gaining computer skills that gave them greater employment prospects.

We have begun implementing online learning opportunities for participants in remote communities through an online session room and the use of Moodle as a Course Management System. The LearnScope project in 2005 certainly raised awareness and drew focus to the alternative modes of delivery for participants out bush. Staff have a willingness to explore e-learning in their areas of work and this year's project is giving them the opportunity to apply e-tools to their courses and services.

Equity and literacy services, remote adult and community education (ACE)/community, NT

Meeting the needs of specific **target groups** was another of the themes emerging from the data. For example, the capacity of LearnScope to equip teachers with the skills and confidence to cater to the needs of the remote learners in the Northern Territory community cited above.

LearnScope participants felt their implementation of choice allowed them to better reach particular groups of learners across the period of their study, being aware and able to address needs as they arose. A smaller number of participants reported that technologically supported options were freeing up their time to better support and

scaffold particular groups of learners. For instance teachers were designing tools to support mainstream revision to enable time to be spent on other areas.

One of the examples in my field was to fast track a new group of apprentices in the day release program. This was a mid year group intake who were still expected to finish by in the same year. The department produced great learning resources for off the job training.

Tourism and hospitality, rural TAFE, VIC

Engagement in LearnScope, and the resultant growth in flexible learning skills and understandings, has enabled teachers to develop **new pathways**. For example, respondents reported developing programs to cater for smaller classes, to fast-track programs, and offer more on the job training. This impact is more than online delivery of face-to-face content. It represents a fundamental reshaping of offerings to clients whether online, face-to-face or in blended mode.

Flexible learning has been embedded into the workplace of 5,000 employees, who now complete mandatory education flexibly. The organisation employs the most highly-trained doctors through to staff with Language Literacy & Numeracy difficulties. We have found that those with LL&N difficulties have enjoyed learning through the computer so much they are now booking in to computer courses!

Community and health services, metropolitan private provider, QLD

There is a clear recognition that learners will need customised learning strategies that they can use in their workplace. As the following quotes demonstrate, the provision for client groups includes a growing level of sophistication in integrating the workplace options into the teaching and learning.

Beyond reshaping resources for new pathways, flexible delivery skills and strategies attained in LearnScope projects have allowed VET providers to create **new markets** and partnerships. Flexibly delivered courses are now available for students who were previously unable to access learning while courses that were previously not considered viable because of low student numbers are being implemented. In some cases engagement in LearnScope has given the provider a competitive edge to attract new markets.

The case study (see Appendix C page 40) from the Surf Life Saving Association of WA illustrates how blended learning approaches were designed to serve the needs of specific client groups and enable ventures into new markets. An initial LearnScope project in 2001 served as a proof of concept, to a management not convinced of the value of online technologies. This initial project underpinned what is now a confident move into e-learning and e-business. In the case study, Ian Brown reflects on the impact LearnScope may have had in enabling the organisation to offer flexible learning options for clients.

Acceptance of learning technologies

My experience with LearnScope led to my organisation developing a new cross-sectional approach to training and organisational development. It empowered other staff to put aside prejudice to e-learning (mainly because of their own fear and lack of knowledge about computers)."

Community and health services, regional, private provider, SA

Analysis of the data from the survey indicates that the area of LearnScope's greatest impact has been on encouraging the acceptance of learning technologies.

Our part time teachers were reluctant to participate in professional development as they felt most was not relevant to them. With LearnScope they are learning on the job, developing material they will find worthwhile to meet the needs of their students.

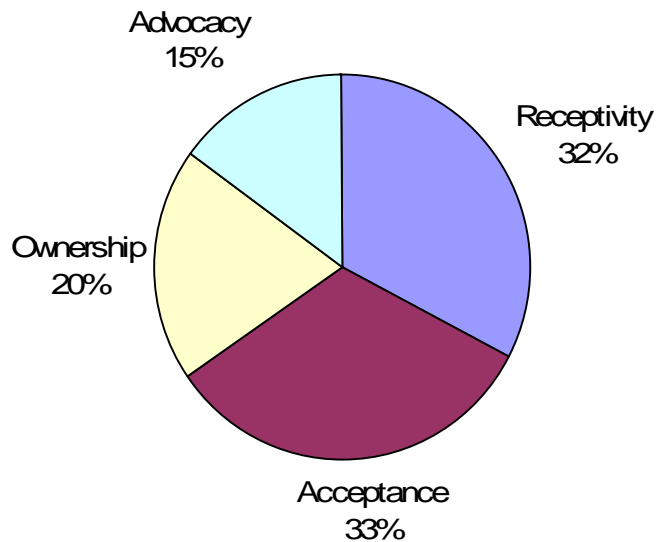
Equity and literacy services, metropolitan TAFE, NSW

Table 2: Acceptance of learning technologies impact areas (categories) and the summative impact statements they were derived from.

Impact statements	Impact areas
1. Practitioners are less reluctant to use learning technologies. 2. LearnScope has developed a reputation that stimulates practitioners' interest and curiosity about learning technologies.	Receptivity
3. Practitioners are using institutionally endorsed tools. 4. Practitioners are replicating the use of learning technologies.	Acceptance
5. Practitioners are improvising and innovating with existing learning technologies in a range of contexts. 6. Practitioners are taking risks and seeking out new technologies.	Ownership
7. Tools learned are shared and promoted across the organisation. 8. There is a groundswell of practitioners in a range of roles who are advocating the application of learning technologies across organisational, geographic, industry and state/territory boundaries.	Advocacy

- **Receptivity:** the attitude one has towards learning technologies, being open to using them or being influenced and/or changed by the use of them.
- **Acceptance:** cases where people are using technology in ways that have been prescribed by the organisation or replicate the way one has been shown how to do something.
- **Ownership:** when practitioners are motivated, enabled, empowered and/or encouraged to make the tool or technology their own, using it in ways that build on what is known or in some way go beyond the original attitude or application of the tool.
- **Advocacy:** an attitude where one has become a champion of a particular tool, technology or way of approaching flexible learning.

Figure 2: Percentages for key impact areas in acceptance of learning technologies (n =466)



Almost a third of respondents showed a strong **receptivity** to learning technologies as a result of having completed LearnScope projects. A number of respondents wrote of situations where staff that had resisted engaging with technologies and were now 'keen' or 'open to change'. Others spoke of the way LearnScope has generated interest in learning technologies in people who may not have considered it before.

At the **acceptance** levels, one third of respondents reported using technologies in ways that were prescribed or limited to what had been adopted in their workplace. This is not surprising given the number of participants who were still in the 'newbie' category, having completed their first LearnScope projects in 2005 or still undertaking their first projects in 2006. This aligns with the pattern of adoption of new technologies (Rogers, 1995) that is weighted most heavily towards those who are happy to engage in practices that are familiar or the same as those of people around them (a total of 68% according to Rogers, 1995).

Those involved in the LearnScope project seem to have taken on the technology and are keen to further develop their skills. Those not involved, or with limited technological skills are quite resistant even after formal training. However, I've had WebCT shells made for all of the modules in the course in which I deliver, and have persuaded the teachers to submit material which I've uploaded. Once this has happened they're much more inclined to start 'playing'.

Business services, metropolitan TAFE, VIC

Practitioners displaying uptake of learning technologies at the level of **ownership** are those who are actively innovating with existing technologies in a range of contexts, repurposing resources, blending the tools and feeling confident about how and when to adopt a specific approach. Members of this group are actively seeking out new technologies and approaches, displaying an uptake that is sustained and tolerant of ambiguity and the unknown.

LearnScope start-up gave me a taste of a fantastic new menu of e-learning tools. I had been struggling with the adaptation of largely text based media for my group of ESL (English as a Second Language) learners. A number of the tools I learnt about in LearnScope I have gone on to use regularly with my groups of ESL learners. I am now

more confident to try other new technology and ask questions of trainers using other methods.

Community and health services, metropolitan private provider, SA

The last group of coded responses related to the highest level of implementation of technology. **Advocacy** can be seen when practitioners become the champions of the new learning technologies, seeking to promote the application of these tools across the organisation through a range of measures including LearnScope-like professional development practices and support mechanisms (such as the use of e-Mentors). It also includes those people who are participating in local, community, industry, state/territory, national and international networks and communities of practice, extending the spheres of their influence and acceptance of learning technologies across the sector.

LearnScope has opened new doors to new ways of learning in our organisation. Our department continues to grow with restructuring - we have been challenged with how to deal with the growing reach of our department. Applying the new technologies has enabled us to address this. Staff are more confident to give e-learning a go - some programs are now offered online, digital storytelling has become a hit, and we now have engagement from the IT department to facilitate some of these processes. I believe that LearnScope has been instrumental in this. The majority of learning has been face-to-face. LearnScope has helped challenge this culture. It has shown us ways to make the learning learner focused and engaging.

Community and health services, metropolitan enterprise based, SA

The role of management as an enabler or blocker to the uptake of flexible learning arose in a number of areas of this research.

Through involvement in LearnScope over a number of years the 'powers that be' eventually came around to a new way of thinking and accepting that not all training has to be done face-to-face for it to be effective.

Management and professional development, metropolitan other (organisation), WA

Case study 2 (see Appendix C page 42) is a text capture from two digital stories prepared by Wendy Tanner, teacher and coordinator at Coffs Coast Community College, NSW. Wendy tells a story of the acceptance of learning technologies in a regional ACE organisation. LearnScope is recognised as a highly significant contributor to this acceptance.

As Wendy suggests LearnScope demystifies the use of technology for individuals and initiates a process of knowledge sharing across the organisation. The digital stories can be viewed at <http://www.dontknowwhaturlyet.com>.

Changes in teaching and learning practice

Our project in 2003 was the catalyst to major changes in the way we deliver training within our organisation. From the knowledge and skills gained from our LearnScope project we have since implemented over 30 online learning modules via our own learning management system. This system is used by all staff within the organisation for the delivery of online modules and the recording of face-to-face training.

Finance and administration, Regional, Private provider, NT

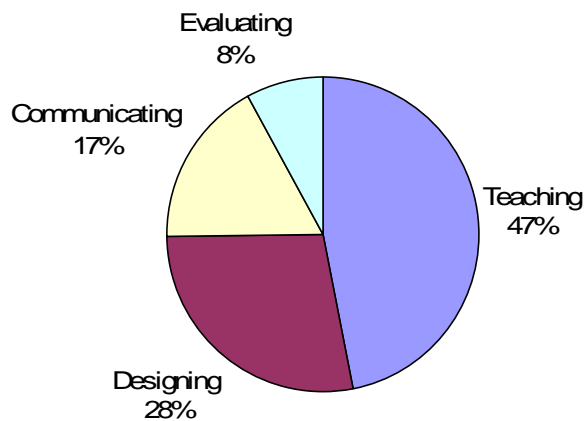
Teaching and learning practice in the context of flexible learning encompasses a broad range of roles and functions. While the majority of people who responded to the survey were teachers (56%), other practitioners including librarians, counsellors,

student administration, IT specialists, managers, instructional designers, multimedia developers were also represented, reflecting this range of roles within the field.

Table 3: Changes in teaching and learning practice impact areas (categories) and the summative impact statements they were derived from.

Impact statements	Impact areas
1. Blended learning is becoming widely adopted as a model. 2. Practitioners are applying their learning in focussed, practical ways. 3. Practitioners are identifying strongly with the role of learning facilitator .	Teaching
4. Practitioners have developed the confidence in their own contexts to experiment, adapt and innovate with technology, drawing on a range of tools and approaches. 5. There is a shift in the role of the teacher and valuing of the relationships with other practitioners within the learning system.	Designing
6. Practitioners are reviewing and reinterpreting practices of engagement, interaction, information management and coordination. 7. Networks and shared learning has created a culture of collaboration and interdependence.	Communicating
8. Practitioners are revisiting and reinterpreting principles and practices of teaching and learning and applying these to practice. 9. Practitioners recognise and value themselves as learners.	Evaluating

- **Teaching:** incorporates teaching and learning and refers to anything to do with the practice of delivering classes and courses to students.
- **Designing:** applies to the skills and practices that go into developing a program or course of learning.
- **Communicating:** deals with the administrative and interpersonal aspects of flexible delivery coordination, generic ICT literacies, relationship management, information management and what used to be called classroom management.
- **Evaluating:** looks at the more mature practices of reflecting on self, evaluating and reflecting on professional practice and the bigger picture issues. It also includes revisiting pedagogy and underpinning theories of learning.

Figure 3: Percentages for key impact areas in teaching and learning practice (n=497)

The most frequently cited area of impact in terms of teaching and learning practice was in the area of **teaching** itself, where blended learning was repeatedly raised as a model that was being employed by respondents. The data also showed that the majority of respondents are applying their learning in focussed, practical ways. This seems to reflect a shift away from a one-size-fits all model of delivery the use of technologies to suit a particular student cohort, client group or other driver.

There has been a bigger uptake of blended learning with greater confidence to use e-learning alongside of other learning methodologies. I think staff that have had exposure to LearnScope have a better understanding and confidence to incorporate e-learning, and have a greater consciousness about anticipating the learner's response.

Community and health services, metropolitan enterprise based, SA

Practitioners are also **designing** more flexibly having developed the confidence in their own contexts, to experiment, adapt and innovate with technology and drawing on a range of tools and approaches to meet the learning needs of clients. A number of tools were consistently named as part of their experimentation and included learning management systems, content creation tools, presentation tools, multimedia development tools, communications tools and so on. There is evidence that individuals are mixing and matching various approaches based on the context and that there is quite a bit of collaboration happening both within and across work teams and organisations.

When I now develop learning materials for students, I look at developing them in a manner so they are suitable for using in the WebCT environment as well as in other areas.

Automotive, metropolitan TAFE, (state/territory unknown)

The uptake of a number of diverse tools, technologies and software were consistently and explicitly named by respondents as part of the impact of LearnScope. Teachers described experimenting with these tools in the design of teaching and learning experiences:

- Digital storytelling with digital cameras, *MovieMaker, PowerPoint, Photo Story*
- LMS – WebCT, Janison and Moodle
- Video conferencing
- Online forums

- Quizzes and review tools eg *Hot Potato*
- Blogs
- Wikis
- CD-ROM and DVD production
- Skype
- Elluminate
- Podcasting
- Mobile technologies eg phones and Personal Digital Assistants (PDAs).

The knowledge era creates a number of demands that relate to information and communication technologies and it is evident that LearnScope has had a significant impact on how practitioners are **communicating** in this emerging context. Respondents provided examples of how they are reinterpreting the principles and practices of engagement, interaction, information management and the management of learning delivery. The development of sustained networks and communities of practice has also created a culture of collaboration and interdependence that rewards and recognises the value of shared learning.

The online system we set up through the LearnScope project has revolutionised the way we work in our TAFE program. We have an excellent standard of documentation, and information/knowledge sharing, our students and staff have all the information they need online from any location. It has improved our admin functions also, enabling us to keep track of what's going on with students and course delivery.

Culture and entertainment, metropolitan TAFE, VIC

The value of networks with other practitioners was also raised.

Has encouraged me to get networked with others around the country who work in a similar field. Helps to broaden my knowledge of initiatives Australia-wide versus being focused on my own region. Has encouraged me to share information more openly with other institutions.

Culture and entertainment, regional other (organisation), NSW

Finally there is evidence that that teaching and learning practices have matured to a point where a significant number of practitioners are **evaluating** their field of practice, using learning technologies in purposeful, educationally sound ways, reflecting on their practices as learning professionals and extending these insights and perspectives to both other practitioners as well as students.

Engagement in LearnScope has caused teachers to re-evaluate their current practices and to become more reflective practitioners. They are confidently evaluating teaching and learning strategies and the appropriateness of technology against the needs of learners.

It has made me think of beyond the chalk and talk and think about how to stay up to date with the world in general. Before technology was something separate from teaching, now I view it as an integral part of teaching - not only to young people but to all target groups - young and old. For example, finding out about PDAs has made me think how useful it would be out in the field when assessing students.

Community and health services, metropolitan TAFE, WA

Although many respondents indicated positive and optimistic attitudes to the impact of LearnScope, there were a small but significant number of people for whom there has not been enough impact.

Still finding a reluctance by other trainer/assessors to give it a go.

Business services, regional group training, TAS

None in my Faculty as they want old technology and leave the new to me.

Manufacturing and engineering, metropolitan TAFE, SA

Changed professional development practices

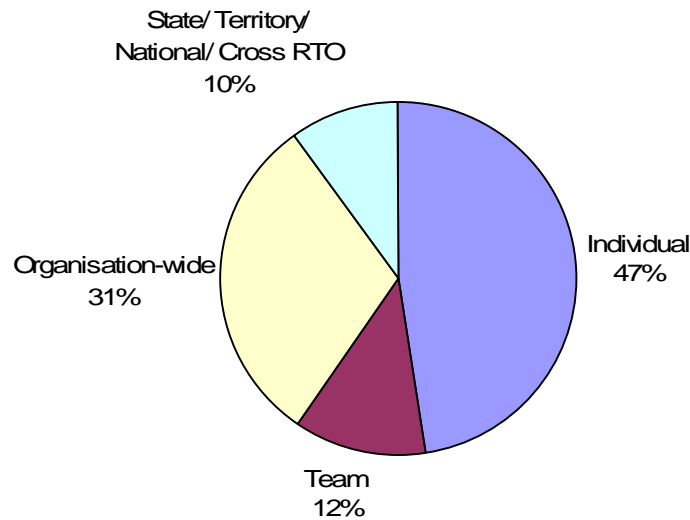
Our flexible learning unit now has many teaching staff dropping in for 'coffee' to discuss their latest ideas and to gather support with their work. They feel connected to us as fellow pioneers in this field. If we had not delivered LearnScope I really doubt that we would have had the impact that enabled us to reach the whole of the Institute. People throughout the organisation are now firm friends through our Community of Practice Network.

Management and professional development, metropolitan TAFE, QLD

Table 4: Changed professional development practices: Impact areas (categories) and the summative impact statements they were derived from.

Impact statements	Impact areas
1. The very practical nature of LearnScope creates a strong motivation to engage in professional development. 2. LearnScope is a catalyst for further development.	Individual
3. Professional development 'lives on' after funds are gone.	Team
4. Professional development is offered to a broader range of staff. 5. Aspects of the LearnScope model have become embedded/integrated in the organisational professional development practices. 6. There is increased focus on strategic professional development. 7. LearnScope has legitimised learning online at work.	Organisation-wide
8. Equity is created for small organisations and RTOs in professional development. 9. Collaboration and diversity are highly valued.	State/territory/national/cross RTO

Figure 5: Percentages for key impact areas in implementation of changed professional development practices (n = 591)



Many respondents to this research described the way in which successful LearnScope experiences established not only a desire to explore more flexible approaches but the means by which to satisfy that desire. They were acquiring the skills and the confidence to seek out and evaluate new tools for themselves, applying new approaches as they learnt them. At the **individual** level LearnScope is contributing to the practitioners' view of themselves as engaging in a self managed professional development practice. Practitioners in both surveys and case studies, many of whom were *early majority* (Rogers, 1995) adopters of technology, described being supported by LearnScope to learn and adopt new practices.

LearnScope and the Framework have created a professional pathway that I hadn't envisaged prior to my participation. I upgraded my teaching and ICT skills and began to explore the world of e-learning. LearnScope was a part of this. It and my ongoing development of e-learning skills through other means, influenced other choices eg the decision to do a Masters that examined the impact of technology in ACE, the work I now do - as a project manager with the Framework, my role as a mentor to individual ACE teachers, and on the now rare occasion I teach VET students, how I put together a lesson.

Equity and literacy services, metropolitan ACE/community, VIC

The individual nature of learning was seen by one respondent as problematic, suggesting there may be opportunities how personal learning agendas were managed in project teams.

I appreciate the benefit of team members being left to pursue specific aspects of self development within a broad business framework. Initially, everyone's roles in our LearnScope team were confused and frustrating for everyone concerned.

Generic/cross-industry, regional private provider, TAS

It was found that the **team**-based approach of LearnScope has an evolving impact in assisting in the development of communities of practices. Some of these communities are reported to function within groups in organisations, such as ...

My experience with LearnScope has changed my view of myself as a practitioner. I value teamwork and an open mind more than I had; I listen more closely to evaluate student needs.

Equity and literacy services, rural TAFE, NSW

Others provide for networks between dispersed groups.

I have enjoyed the networking and collaborative aspects of having a much larger pool of VET practitioners to compare ideas and draw on their experiences with teaching and learning in a networked world. For example, on a state-wide NSW DET Equity LearnScope project, I was able to mentor new adopters in online technology and learn more about adaptive technology that could be applied to various equity students groups. I also expanded my understanding of using inclusive teaching techniques using emerging technologies to connect with various groups.

Generic/cross-industry, metropolitan TAFE, NSW

The research uncovered criticism that adoption of technology has been slower than participants have expected. In some cases the sustained use of face-to-face was considered a disruption or disadvantage to providers (particularly in remote areas), both in terms of budget and time.

There have been some changes, but not as many as I would like to have seen - a lot of the projects still operate in a primarily face-to-face workshop mode. Some teams do make use of webcams and other tools for getting together and progressing their work, but maybe that could be encouraged more through the application process.

Generic/cross-industry, metropolitan TAFE, TAS

The impact of LearnScope at an **organisation** level includes the development of less formal professional development practices, such as showcases, sharing sessions, mentoring and practical and applied skill development. This activity might be carried out in face-to-face or online environments. Participants cited LearnScope as encouraging these collaborative practices.

LearnScope has enabled the involvement of managers within the project teams - this has been significant to enable managers to recognise that all learning does not need a classroom and consideration to structuring e-learning in the workplace is important. This has challenged the assumptions about where and when Professional development should occur.

Community and health services, metropolitan enterprise based, SA

It was also evident that, as a result of LearnScope support, a broad range of staff were being offered professional development. There was recognition that strategic development is tied to developing staff in varied organisational roles. Most notably, managers, highlighted in the dissemination literature as crucial to the effective mainstreaming of innovations, (Southwell et al, 2005) were referred to as having been involved through LearnScope.

While new managers are developed through LearnScope project teams, there was recognition that existing managers who were well versed in flexible learning practices were of great benefit to the organisation's strategic development. LearnScope funding allowed organisations to pay part time staff for professional development time and as Merelyn Trenoar comments, this inclusion has been sustained. Her story clearly describes the way in which an organisation's investment in LearnScope and commitment to capacity building for individuals and teams has paid off at many levels for the institute. See Appendix C page 45 for the full text of Merelyn Trenoar's account of TAFENSW Western Institute's sustained relationship with LearnScope from 1998 to the present day.

The research supports that LearnScope's **national** focus has contributed to equity for small and remote RTOs. Practitioners felt that they were far less disadvantaged, having access in this program to learning that was equal their counterparts in larger organisations, **states and territories**, geographic locations and VET sub-sectors.

The communities of practice (Mitchell, 2003; Wenger, McDermott and Snyder, 2004) that have evolved as a result of LearnScope's national focus has allowed organisations to experience the value of collaboration and partnership and to encourage diverse groups within the organisation and sector to communicate and collaborate. Respondents described **cross-RTO** and region or district-wide projects and networks that had been established through and retained after LearnScope.

LearnScope has opened my eyes to a national and international view of VET and e-learning. I think nothing now of connecting with people online and it is irrelevant to me where they might be physically located as I now have colleagues all over Australia but accessible to me at all times. For example, one of my roles is to 'promote e-learning in VET' and one strategy I use is to send out a regular 'SA e-learning Newsletter'. My connection with LearnScope over the years has ensured that I have a growing mailing list of people eager for this information. It has grown from a mere 25 people in 2000 to more than 800 in 2006. A fantastic way to spread the word!

Generic/cross-industry, Cross sector, SA

LearnScope's impact on the professional learning within organisations emerged as a theme in some of the case studies. For example, Bill's digital story unpacks the benefits of the e-mentoring project at South West TAFE, Victoria and the way the organisation has strategically grown e-mentoring institute-wide infrastructure through recent LearnScope projects. This non-traditional form of professional development is typical of the impact of LearnScope. Organisations having seen the benefits of professional development practices like mentoring, inherent in LearnScope, seek to institutionalise these practices. The full text of the case study is attached in Appendix C.

Organisational support for projects such as LearnScope was identified as a critical success factor in implementing the outcomes emerging as a result of the project.

A lack of organisational support for LearnScope initiatives emerged in some of the comments in the survey. For example:

In the organisation I was involved in when I participated in a LearnScope project, there haven't appeared to be any changes to professional development practices in the organisation as a result of investment in LearnScope. Unfortunately my organisation didn't manage the projects well, and did not encourage sharing of knowledge. Unfortunately they saw it more as a way to get money into the organisation. What a shame!

Unidentified survey respondent

The depth of impact of LearnScope

The evidence from the research indicates that there is little doubt of the impact of LearnScope on its participants, frequently in the context of wider organisational learning. However, has there been value demonstrated by the national approach to professional development advocated by LearnScope?

This section of the report addresses the second research question as to the value of a national approach to professional development and whether the national approach to flexible teaching and learning through the Framework has enhanced this value. This section also examines the extent to which LearnScope has moved the national

VET system towards the knowledge era and in building capacity for VET practitioners to take responsibility for their own learning.

The findings of the research have been categorised as:

- creative, capable people – a national perspective
- the new market - an organisational perspective
- the new VET practitioner – an individual perspective.

In my opinion LearnScope has:

- Broken down the barriers between teaching and technical staff
- Increased collaboration between schools and units eg a teacher and a librarian both LearnScopers found new ways of working together and a new respect for each others fields.
- Increased collaboration between staff from different schools, program areas, industries and campuses
- Increased managements awareness of e-learning and exposure to the needs of the staff and students
- Increased the use of reflection-in-action
- Increased the networks of staff between TAFEs
- Been a wonderful tool for bringing the TAFEs together by eliminating the 'us'; and 'them' mentality and enhancing professional respect and sharing

Training and assessment, regional TAFE, VIC

The recently released 2006 E-learning Benchmarking Project⁷ findings suggest the learning uptake figure is now 17% and that rather than an expansion, the 'growth in the uptake of e-learning is being mainly driven by those RTOs that were delivering some e-learning in 2005 now doing more'.

While it must be recognised that the respondents in this research did self-select, it seems that flexible learning (including e-learning) is widespread in VET where LearnScope has been implemented. Further research into what has happened to LearnScope participants may confirm the notion that LearnScope has been a 'starting block' for many other Framework projects and that a range of flexible learning managers and leaders used LearnScope as an early professional development experience to move onto more complex e-learning roles.

The key areas of impact on organisations are:

- developing the culture and vision of the organisation
- growing and positioning infrastructure
- extending the capacity and reach of the organisation
- evaluating quality and standards.

The main impacts nationally were found to be that:

1. There is a consolidation of flexible learning nationally in VET.
2. Information, relationships and associations are interconnected rather than linear and overcome traditional boundaries such as geography.
3. Capacity is being built to support all Framework projects and VET.

⁷ The 2006 E-learning Benchmarking Project is a sub-project of the Framework's Research and Policy Advice Project. The project findings are available at: <http://www.flexiblelearning.net.au/elearningindicators>

LearnScope has allowed VET practitioners to make connections between ideas, organisations, teams, networks and stakeholders at all levels. The reported sense of connectedness at state/territory and national level was rated highly by 60% of survey respondents.

These interconnections are characterised by vertical and horizontal information flows spanning all states and territories, levels of expertise and discipline areas. Networks have been maintained beyond the life of projects with a pronounced ripple effect as time goes on. The interdependencies, links, body of knowledge and relationships have been created which would not have been possible without the national focus of the program.

As a national program LearnScope itself works as a Community of Practice, (Wenger, 1999) with knowledge and resources shared across discipline areas, organisations, state and territory borders and work teams. Many respondents commented on LearnScope's role in providing access to resources and funding to disadvantaged and isolated individuals and groups. This includes organisations who may not normally invest in this kind of professional development and who often, as a result of undertaking a project, adopt more sustained professional development practices within their organisations. LearnScope support is based on need rather than expertise, therefore LearnScope enables ACE providers, private providers and small RTOs to compete for this funding.

Our organisations investment in LearnScope projects over the past three years is evident through the skill development of staff, the resources acquired to support that development, the networking with other RTOs both regionally and nationally, the increased confidence to think laterally and to try out new ideas. It is the 'project'; that brings it together - all working together for a common goal, prior to LearnScope it was individuals plugging away trying to influence change alone.

Generic/cross-industry, regional private provider, NSW

The national impact of LearnScope is demonstrated in two case studies that link multiple LearnScope projects and VET practitioners. First Shelagh Latham tells the story of three years of LearnScope engagement for Royal Adelaide Hospital and how professional development projects evolved from general learning about e-learning options to the honing of specialist skills and strategies for digital storytelling as part of a strategic focus. Shelagh's story links to the story of the development of Interactive Ochre⁸ as told by Jeff Hunter also in South Australia. Jeff in turn links to the activities of Marcus Ragus in Tasmania, and his LearnScope-funded explorations of mobile technology.

Engagement in LearnScope has allowed boundaries in organisations to be blurred and some participants indicated that divisions between jobs, divisions, programs, institutes and RTOs have become far less important to organisations who have participated in LearnScope.

ACE practitioners have traditionally seen themselves as separate from VET in SA - and for good reason. They do not operate within the VET framework and so do not have access to the same resources and funding. LearnScope exposed them to activities in the VET sector and helped them to see that their role is valued and that they play an important role as a part of the broader education and training sector.

Equity and literacy services, metropolitan ACE/community, SA

⁸ Interactive Ochre is an engaging and contemporary e-learning resource, produced by the Framework, that brings an Indigenous perspective to cultural awareness training. It has now been developed into a Flexible Learning Toolbox. For more information go to: <http://toolboxes.flexiblelearning.net.au/series9/907.htm>

Metropolitan areas were relatively higher at the level of diffusion than other geographic locations compared to levels of endorsement. This could suggest that metropolitan individuals and organisations are more likely to network and collaborate, have more opportunity to network and collaborate or simply that it is easier to do so in a metropolitan environment where populations are large and distances small. Diffusion in rural and remote areas was particularly low.

Non-metropolitan areas present with a slightly higher than average level of endorsement, and endorsement levels higher than diffusion. These results could be interpreted to show that the organisational imperative or business case for flexible learning is marginally stronger in non-metropolitan areas.

Showcases, held in each state and territory at least once each year, usually at the end of the year, are great drawcards for potential LearnScope applicants, practitioners who have participated in the past and want to keep up to date with progress and the participants of the program in any given year who are usually keen to show their wares and swap stories. By all accounts these are a great success as a motivating factor as well as a celebratory context for relationships, connections and information flows to be reinforced.

Attendance at a LearnScope showcase inspired me to put material online, attending an in-house training session from Moir Holmes taught me the knowledge and skills to use WEBCT.

Building and construction, metropolitan TAFE, ACT

Last year I attended the showcases and was amazed at what was available 'out there'. Decided to go on exploration of available resources and it basically changed my teaching and my students' retention. This year, as a project manager, my aim is to open other access teachers' eyes to these resources and as a group develop a bank of learning material for low level literacy students.

Equity and literacy services, Metropolitan TAFE, NSW

Networks are initiated and grown from the ground up:

It has given me a greater community of practitioners to work with. It has normalised this medium.

Generic/cross-industry, Metropolitan TAFE, ACT

An interesting pattern is the high level of institutional endorsement reported by private providers and cross-sector RTOs. The most obvious inference would be to conclude that these organisations are heavily driven by the business case for flexible learning and, having made the investment in LearnScope, will take advantage of the skills and capabilities developed through LearnScope. A similar pattern in the capacity to enactment ratio suggests that these organisations provide the opportunity to apply skills immediately in delivery of services to clients.

Depth of impact of the knowledge era

The knowledge era (Slaughter, 2005; Staron, Jasinski, and Weatherley, 2006) defines a time when knowledge and information is the valued commodity and economies are built on it – it is the successor of the agrarian and industrial eras where the focus was on tangible assets such as crops or manufactured products. In this era knowledge itself is the product.

Henry (2004 p. 5) described a series of distinguishing features of the knowledge era across four broad areas:

- the importance and value placed on knowledge in organisations

- the time span of discretion (efficiency, planning and conceptual thinking)
- the complexity of relationships, and
- the ubiquitous nature of information and communication technology.

It is within this context that work is currently performed, and understanding this context provides the foundation for considering new capabilities required in the knowledge era.

More specifically, working and learning in the knowledge era is marked by

- tacit and explicit information and knowledge is shared
- both formal and informal learning is recognised
- it is increasingly recognised that the responsibility for learning is with the individual
- there is an increase in individuals' desire and capacity to engage, interact and share information and knowledge
- access to networks and people globally is as important as access to products
- the organisation provides leadership by discerning trends and environmental factors which support the learner

(LearnScope 2006 guidelines)

LearnScope is contributing to building supportive organisational **cultures** for flexible learning in VET organisations. Organisations that have engaged in multiple years of LearnScope activity have made a cultural shift towards exploration of new delivery practices. Figure 11 shows the years of engagement for research respondents. Of the 46% who reported only one year of engagement, one third is currently in 2006 projects. Fifty-five percent of respondents reported engagement in two or more years of LearnScope activity. There is significant evidence that there may be an optimal period of engagement for cultural change to be created or supported through LearnScope. It appears that two years may be required, one to explore possibilities and one to adopt strategically beneficial practices. Over this time organisations see proof positive of the staff capability, success of the new practices and the value of practitioner developed resources.

Engagement in LearnScope was seen as **extending the reach of the organisation**. Organisations are able to take advantage from gains made outside their organisations and to offer services in new markets and areas. With capability gained through LearnScope VET organisations are delivering new learners here and abroad in programs like TAFE Global in Dubai.

The reporting, collaborating, showcasing and sharing that surrounds LearnScope has allowed organisations to gain insight into what effective practice looks like, whether a small rural RTO or in a large TAFE organisation. LearnScope may have contributed to the development of **standards** and understanding of what **quality** flexible learning looks like. The collective history of LearnScope over its eight years means that practitioners in almost any area or VET sub-sector can find tried and tested knowledge and practices to build on.

Another aspect to this cultural impact can be seen in the way that LearnScope has enhanced the strategic positioning of professional development and innovation. Organisations engaged in LearnScope have come to see that there may be advantage and even a competitive edge to be gained through investment in innovative practices and client-focused learning practices.

My organisation has taken a more strategic approach to supporting innovative projects. Staff have therefore learnt a great deal about focusing learning projects on organisational goals.

Equity and literacy services, metropolitan TAFE, NSW

The research indicates that LearnScope has had impact at several levels on the work of managers. Respondents indicated that involvement of management in LearnScope activities was a significant contributor to both cultural change and capacity building across organisations. The role of organisational management as an enabler or blocker was cited by a number of research respondents. The project manager role, while not without its problems, does give practitioners opportunities to better understand their own organisation and the business case for flexible learning.

As a manager, participation in LearnScope projects has expanded my understanding of the options for practitioners and the organisational support needed to facilitate flexible delivery.

Equity and literacy services, metropolitan ACE/community, VIC

As a manager it has provided me with a vehicle to promote and seek innovation in teaching and learning. The requirements of the funding included detailed proposals and project plans force you and the team to think in sustainable ways about what we want to achieve. The networking and exposure to the rich range of other LearnScope projects has been invaluable as a learning and development strategy.

Metropolitan TAFE, NSW

Growing and positioning infrastructure

The research results indicate that LearnScope has had a major impact on strategic decisions about infrastructure for flexible learning in some VET organisations. Respondents described the way in which existing learning development and library service units have been positioned and regarded within the organisation, with their roles established in mentoring:

LearnScope has radically expanded the ways the library works:

- with teachers and students*
- in delivering library services electronically eg working with teachers to create electronic learning resources; using social technologies (blogs, social bookmarking, RSS) to communicate and share my professional learning; to facilitate learning experiences with students; and to communicate with colleagues.*

Property services, regional TAFE, NSW

Beyond the positioning of existing infrastructure, new processes, programs and practices have become part of the organisational infrastructure to meet the needs of e-learning practitioners. These new organisational communities of practice, new professional development programs, establishment of new support or mentoring positions, and the creation of new dedicated support units are in part due to expectations and demands created by LearnScope-based project.

Extending the capacity and reach of the organisation

LearnScope has extended the reach of organisations, allowing them to engage in VET activities beyond their organisational boundaries and to offer services in new areas and market places.

In Business Administration being able to set up vocational placement and helping students achieve competencies on the job has allowed this teaching methodology to be

applied across the board at not only trainees. In my new workgroup Justice Studies, developing online resources through skill learnt at LearnScope seminars, has allowed learners who could not attend the traditional classroom, as well as staff, to enrol as learners and use online resources, chat rooms and web research to complete competencies where this was not previously catered for.

Business services, metropolitan TAFE, SA

There were a small number of people who, having completed projects, felt that implementation of outcomes gained from LearnScope was not possible due to organisational constraints and that 'traditional' delivery methods would remain the main focus. Others were openly frustrated with having learned new skills and ideas only to discover that the organisation didn't really want to embrace e-learning. This lack of relationship to strategic goals, while in the minority, is somewhat of a mystery given that the eligibility for LearnScope has always rested on the organisation making a significant commitment to the project and supplying 50% of resources in money or kind.

New VET practitioner – an individual perspective

Most teachers know a great deal more about the use of computer technology these days. About 10 years ago, I knew nothing about how to use computers. I have learned all I know from peer group experiences such as LearnScope, informal mentoring, and the occasional more formal course. Now it is second nature to me to use the computer for a range of purposes. I see my technological experience reflected in others around me.

Community and health services, metropolitan TAFE, ACT

While the focus of LearnScope within each of the overarching national strategies since 1998 has been on an increase in flexible learning capacity through professional development incentives and resources provided to registered training organisations, LearnScope has very quickly established itself as a program that enriches individuals in ways that (it is assumed) could not have been envisaged when the program was first proposed in 1998. Since then, according to figures provided by LearnScope national coordination, more than 30,000 individual practitioners throughout Australian VET have participated in program and many more have benefited through related activities such as annual showcases, networks that grew from LearnScope and other influences from colleagues and peers within organisations.

Four key areas of impact emerged from the research in relation to the individual practitioner. These included

- skill sets
- relationships
- identity
- agency.

These tools can enable learning to be more personalised for individual needs in the complex range of vocational learning contexts. They can build capacity of VET practitioners to develop new skills to meet these challenges. They can improve the repertoire of pedagogies by providing networks for professional learning and allow for more teacher and student control over learning designs and resources.

However, neither students nor teachers will rush to embrace new opportunities without sustained support. Information literacy can't be seen as a given and, as suggested by many of the opinion leaders, both students and teachers need support to explore and implement new ways of learning. Engaging practitioners in any of

these new tools will require them to come to see them as personally meaningful and part of solving their day-to-day problems. Teachers need to recognise the potential for these tools to assist in dealing with diverse needs of industry and learners as clients. Professional development models need to be flexible and adaptable, utilising emerging technologies to support networks and to provide scaffolding as required.

All of these opportunities need to be addressed from a strategic perspective, recognising the need to provide scaffolding and support for both teachers and students. This support will be from a culture of knowledge sharing and conversation as drivers of innovation.

Not as widely cited but nonetheless evident was the change in provision of assessment strategies as part of implementing greater **choice for clients**. This may be as simple as recognising that e-learning requires different assessment strategies through to developing custom-designed strategies enabled by new technologies. A small number of respondents reflected that some online assessment and review strategies were freeing them to focus on more complex aspects of their subject.

It is likely that some of the factors contributing to the outstanding result in the area of acceptance of learning technologies in VET can be attributed to a general acceptance of technologies in the broader community (for example, digital cameras and internet access in the home).

Conclusion

Mitchell et al (2003), found that many participants in VET expressed the need for customised learning experiences and services – ‘designed just for them, to suit their preferred time frame, work situations and lifestyles, as well as their preferred approaches to learning’ (Mitchell et al, 2005 a). This demand for personalised services is compounded by the rise of e-business.

Pressure will be on VET providers to be more responsive with pedagogical models supporting and enabling workplace learning, multiple pathways, recognition of prior learning. More modular approaches will be required as learners supplement their formal qualifications with just-in-time learning.

To take advantage of the opportunities emerging in this dynamic environment, VET practitioners need to develop a ‘sophisticated pedagogical repertoire’ (Chappell et al. 2003 as cited in Mitchell, 2006). Teachers themselves need to take on new ways of learning. The way teachers access and share knowledge, facilitate, communicate and collaborate online can be viewed as learning models for students.

- The research suggests that LearnScope has been particularly successful in encouraging the uptake of e-learning to meet the needs of students as clients and for uses in professional development. On average 70% of respondents reported that LearnScope had an impact on their ability to implement **e-learning choices for clients** at a ‘significant’ to ‘highly significant’ level.
- Survey participants commented that they are experimenting with creating flexible options for **individual learners** and target groups and that technology assists them to do this. The responses suggest that assessment practices trail the change in teaching but the benefits of more flexible assessment options are beginning to be recognised.
- Some participants also indicated that, as a result of their experience in LearnScope and the resultant changes in their use of technology, students were gaining computer skills that gave them greater **employment prospects**.
- **New pathways** reportedly enabled by LearnScope experiences included developing programs to cater for smaller classes, to fast-track programs, and offer more on the job training.
- Evidence from the survey, focus groups and case studies indicates that LearnScope has been instrumental in encouraging the **uptake of technologies** to assist the teaching and learning process. The most common areas of uptake of technology were in the area of *receptivity* and *acceptance*.
- **Implications** for future professional development models include:
 - > maintaining the support for individual uptake of technologies to equip teachers for the future
 - > explored possibilities of ownership and advocacy, where individuals in organisations can encourage more sustainable and scalable models of technology uptake
 - > working to establish effective models which support collaborative links between industry clients and VET providers
 - > establishing clear reporting mechanisms and measurement tools to collect formative evaluative data throughout the projects.

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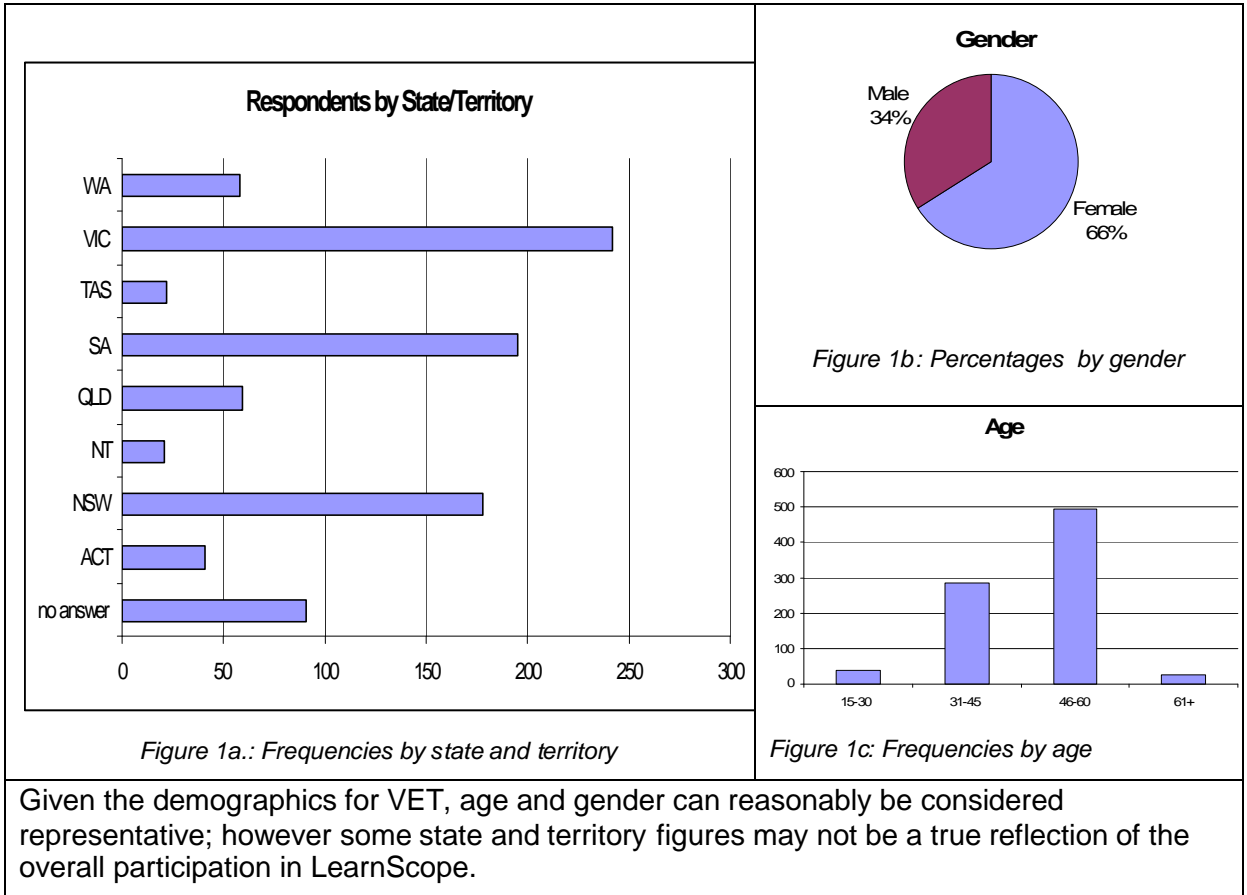
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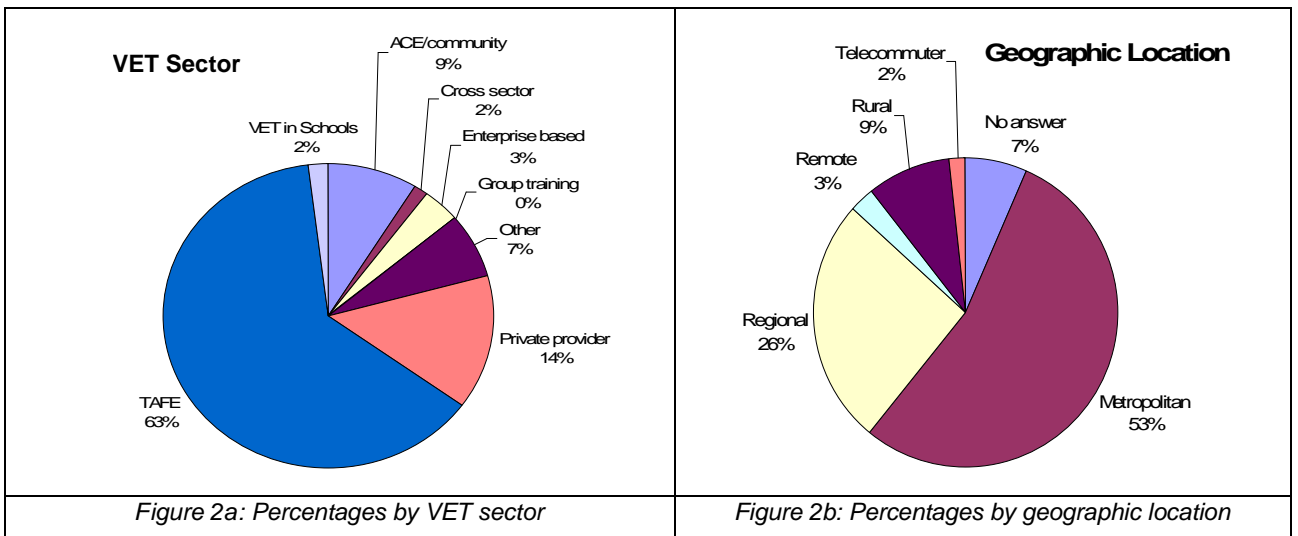
Appendices

Appendix A: - Survey respondent profiles

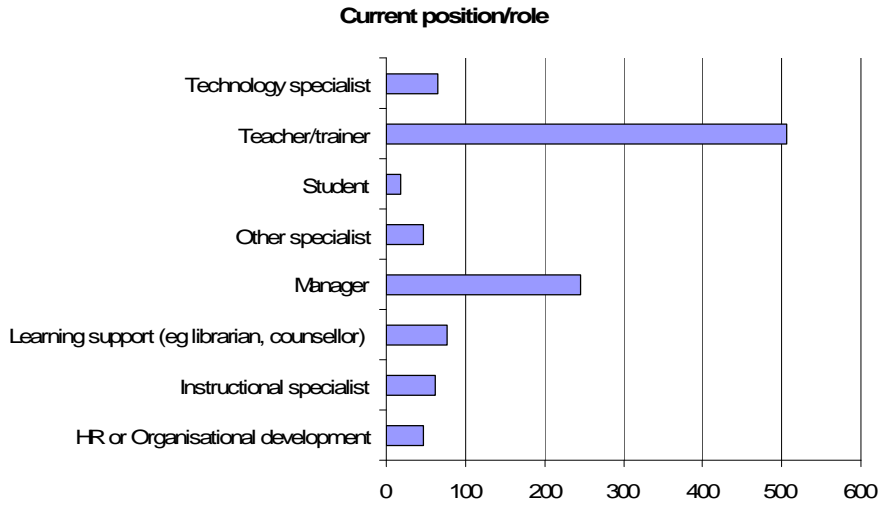
1. Respondent demographics



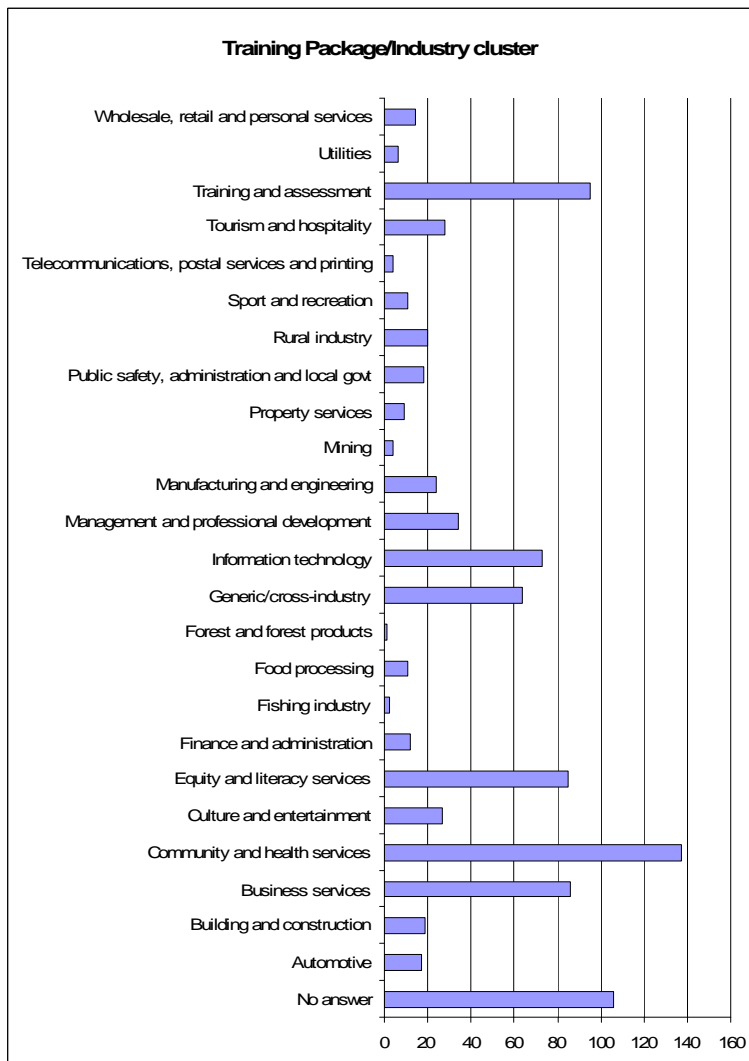
2. Sector and role of respondents



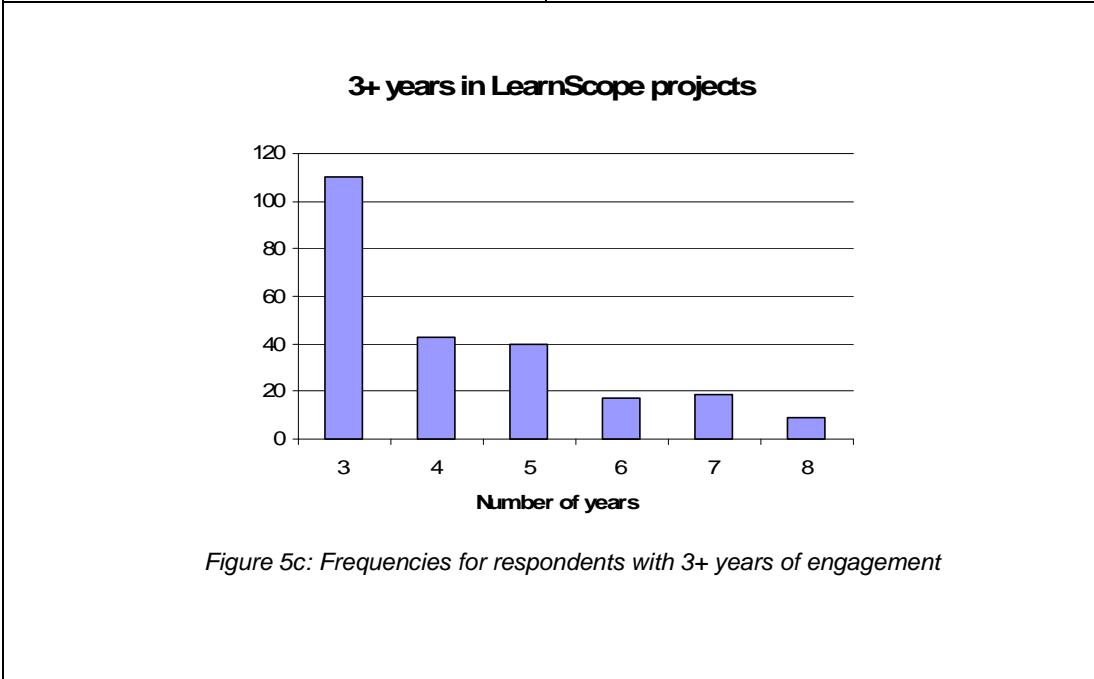
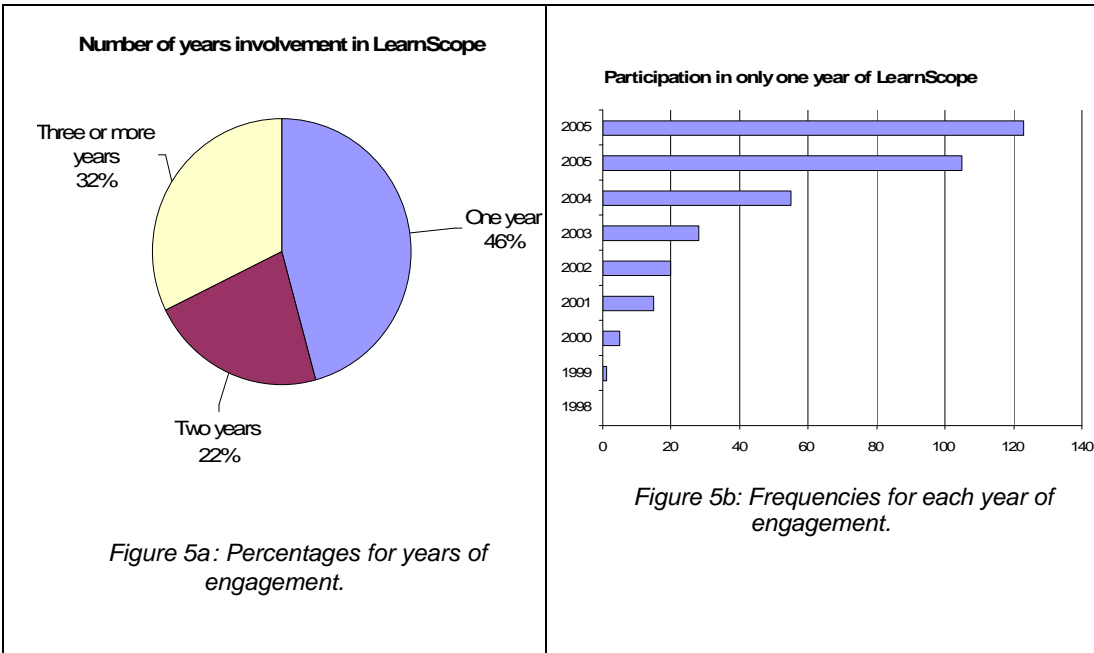
3. Frequencies by current position or role



4. Frequencies by training package or industry area.



5. Years of engagement in LearnScope



Appendix B: - Survey responses

Table A: Summary of responses by state/territory

State/Territory	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
No. of respondents	45	124	17	35	159	19	381	42
Capacity	29%	33%	42%	36%	38%	35%	34%	33%
Enactment	53%	49%	32%	47%	44%	49%	47%	46%
Diffusion	8%	8%	7%	5%	8%	8%	8%	10%
Endorsement	10%	10%	19%	12%	8%	6%	11%	11%
Total comments N=	92	432	59	110	465	49	468	120

Table B: Summary of responses by geographic location

Geographic location	Metro	Regional	Rural	Remote	Telecommute
No. of respondents	314	166	58	18	8
Capacity	38%	31%	33%	35%	23%
Enactment	45%	49%	51%	41%	31%
Diffusion	9%	7%	5%	8%	31%
Endorsement	8%	12%	10%	15%	15%
Total comments N=	1,004	558	192	60	26

Table C: Summary of responses by VET sub sector

Type of provider	VET in Schools	TAFE	Private Provider	Group Training	Enterprise	Cross sector RTO	ACE	Other
No. of respondents	9	370	64	1	21	9	57	32
Capacity	46%	37%	32%	0%	43%	26%	24%	40%
Enactment	46%	45%	45%	67%	48%	41%	57%	40%
Diffusion	4%	8%	7%	33%	4%	7%	9%	13%
Endorsement	4%	9%	16%	0%	4%	25%	10%	6%
Total comments N=	26	1,224	220	3	67	27	186	94

Table D: Frequency of responses for Likert-scale survey questions related to e-learning choices for clients (n=718)

Implementation of e-learning choices for clients	1	2	3	4	5	n/a
Teaching learning more flexibly	19	25	99	261	283	27
Assessing learning more flexibly	28	45	137	268	203	34
Using technology to support learner choice	21	26	122	280	240	25
Understanding the value of flexible learning/delivery to learners	18	18	76	245	332	25
Understanding state/territory and national VET Frameworks and systems	51	69	195	207	150	40
Contributing to the strategic goals of the organisation	28	28	119	234	263	40
Totals	166	213	751	1499	1476	191

Level of impact: 1 = 'none', 5 = 'highly significant'

Table E: Likert-scale questions and responses relating to acceptance of learning technologies

Acceptance of technologies	1	2	3	4	5	n/a
Exposure to new ideas and ways of working	9	11	41	176	421	60
Willingness to adopt new ideas and ways of working	13	16	67	213	364	44
Using technology – software, hardware, internet, other tools for teaching and learning	15	15	66	210	372	40
Promoting e-learning methods in the organisation	18	30	74	210	336	43
Total	56	74	251	813	1,498	187

Level of impact: 1 = 'none', 5 = 'highly significant'

Table F: Likert-scale questions and responses relating to changes in teaching and learning practice.

Changes in teaching and learning practice	1	2	3	4	5	n/a
Applying a range of models of learning and delivery	20	27	96	248	289	33
Facilitating e-learning	24	36	121	245	246	42
Locating, evaluating and using e-learning materials	19	37	86	219	328	25
Developing e-learning materials	23	37	97	193	330	32
Applying principles of learner centred teaching and learning design	29	39	130	251	227	38
Communicating online with students and colleagues	32	44	112	221	271	37
Reflecting on professional practice	14	30	123	241	272	36
Totals	162	252	768	1,622	1,968	243

Level of impact: 1 = 'none', 5 = 'highly significant'

Table G: Likert-scale questions and responses relating to changes in professional development practices.

Changes in professional development practices	1	2	3	4	5	n/a
Managing personal learning	21	36	131	289	214	26
Sharing knowledge across groups and work teams	8	24	91	245	306	43
Connectedness in local, state/territory and national teams or networks of practitioners	44	58	169	219	174	47
Totals	74	120	394	757	699	116

Level of impact: 1 = 'none', 5 = 'highly significant'

Appendix C – Case studies

Case study 1: Impact on teaching and learning practice

Surf Life Saving Association, WA

As told by Ian Brown

The Royal Life Saving Society of WA got involved with LearnScope back in early 2001. We've had a number of LearnScope projects since that stage. If we go back to 2001 the factors that were influencing us here was that the internet was relatively new to us at that stage. We didn't even have a web page, we were experimenting with a single email address for the entire organisation and were excited if we received one or two emails a day on that. I can still remember the 18 months leading up to actually obtaining LearnScope funding when we presented two proposals about developing a website to our senior management, board and our executive director. And at that stage the decision was "Nah. this is just new fangled technology that's going to come and go. Let's not invest any money at this point in time".

Then we came across LearnScope as an opportunity for us to discover something new and hopefully develop some better ways for us to deliver. In the initial stage we were looking at the regional aspects in that we had to provide training services right the way through WA and the cost of travelling was and is quite high. In the beginning we really looked at just trying to up-skill or create an awareness of the possibilities of the new technologies that were becoming available at that stage. We had a range of different skills in our organisation. We had many young people who had completed a university degree in some field. We had young people who hadn't completed any university education. We had a number of older people as well. I don't think any of them really had a strong IT background and many of the new technologies and the internet at that stage were quite foreign to them all. We were using LearnScope as a way of opening their eyes to possibilities, getting them to think about how they could adapt some of these technologies or ideas to their clients or the different programs at they were managing and hopefully come back with some ideas for us to implement.

We've had three or four projects since that time. I think we have changed slightly in that we've gone into more specific areas now from an initial program which was a very broad introduction to a whole range of things that were out there. More recent projects were quite specific. We've looked at the application of *Moodle* to deliver content to students so that was a very specific. It is the nature of our organisation that whilst we have got a number of people who have been here for a while, we also have people who are coming in who have not had any exposure to some of these new technologies. We continually use LearnScope as a way of opening their eyes and their perceptions of things and an organisation benefit we get input into directions that we can take.

We had traditional types of courses for our lifesaving courses, first aid courses, and emergency care and to communicate with our membership to help them with their delivery. But back in 2000 everything was delivered face-to-face. And in fact, most places you had to come to Perth because that was the font of all knowledge, so you had to come here. LearnScope changed our perceptions in that, now whilst there's not too many programs that we deliver that are 100% online, we do a lot of mixed mode delivery now. We're doing lifesaving courses that way, some basic first aid. Because standards or methods are always changing we've use blended learning for professional development with our trainers to keep information flow a lot more rapid. We're finding we can get to more people more quickly. The downside has been that in some areas where we can't just 100% rely the internet because people, for a whole range of reasons, don't have access to it. We have to balance that with some

forms of face-to-face delivery and we do continue going out and delivering regional programs. People now have a range of choices and they can wait for a travelling road show to come to a town near them or they can get it online. We offer that choice and flexibility not only to our organisation and our trainers but also for our customers and our members.

We're a fairly large and diverse organisation and we've got a number of websites now that were specifically developed for our membership information or information the general public that might want to know about drowning prevention and life saving. We've got an online space as well where we're putting on online programs for our students to access. People can now book in to our courses online and there's a payment gateway, so there's that commercial aspect to it as well. We are quite active in trying to get our sites ranked highly in *Google* searches so that people come to us rather than other providers to find out information. At the moment we're at the start of summer we're trying to lesson the load of phone calls coming in. If they can access the web, they lesson that burden on our staffing structures here. It saves having to answer a phone call when perhaps all they really wanted us to do was to post them out an information sheet. In many cases now they're going online and finding that information and downloading it for themselves.

Many of programs, because they are mixed mode, are still engaged in face-to-face delivery. I can't foresee, given the current infrastructure, that we have an even within Australia, that necessarily changing in the short term. But we've been able to develop a whole range of new skills so that we can use these other media to supplement the work that we do in a face-to-face setting. So rather than somebody attending a course and having to attend a two or three day program, we've got programs where they can do some of that element by themselves in an online environment and then when they come to the teacher in the face-to-face delivery they've got evidence of that participation. After that face-to-face delivery they're then using the email and other ways of communicating more with the learners to answer some of the other questions they may have. More recently we're also assisting with employment aspects, so helping them use the qualifications that they've obtained through us to get work as a lifeguard or a sport's guard in the sport and recreation industry.

For us the best role LearnScope played was right at the very beginning, it was that whole change of attitude within the organisation in that there became a larger group of people with an awareness of what new technologies are and could offer. That's not only teachers but managers and the CEO; they came to understand that there are opportunities here that we needed to explore and needed to work with. Even now there's a really strong management awareness that "Look we've got to continually keep looking at the future because it's going to change and things are going to come out of that future which are beneficial to us, our customers, our members". We need to keep an eye on those and so we've developed a culture within of regularly trying to look out and find what's new, what's better and how can we make it work within our organisation.

For instance, through LearnScope we went to NET*Working 2003 and at that stage whilst we had heard about *Moodle*, it was really in the realm of 'geekdom' for us. At that conference there were a number of presentations using *Moodle* and demonstrating what other people had done with it. None of them were in our areas; most of them were in TAFE colleges. From there we started playing with it ourselves and we actually initiated it. We've had it in now for a couple of years in a trial basis and this year we've gone "OK, let's commercialise it. Let's see if we can actually get it where people are actually paying a fee to attend a training program which evolves this online sort of aspect". We are actually working with the WA Education Department and Catholic Education trying to provide some life saving training for

schoolteachers. The commercial benefit is there for them, but not so much for us, for us it's actually a bit more costly to put together the program in an online sense than face-to-face delivery. For them it's a lot cheaper because rather than having to pay two days of staff release they only have to pay one. We do this because our core reason for being is that we would strive to have every single person in Australia learn lifesaving. So how do we do that? We're big enough now to realise that we can't just have a course on a weekend and expect people to come to that pool. We work with employer groups to try to encourage them, like we have with the school teachers because they needed the life saving qualification. Through discussion we found that their biggest problem was that trying to find funds for relief teaching for two days. It was costing them a lot of money. We considered whether we could do it in one day and decided yes we could and offered a blended model which at this stage they seem to quite enjoy.

It's hard in hindsight to say it wouldn't have all happened without LearnScope. It may have happened, it may not have happened in the time frame and then again it may not have happened at all. Nothing really happened until that first project when there was that commitment from an external funding source and the organisation was really making only a minor commitment in its mind, it had only a bit of financial risk. They weren't actually buying anything, just allowing exploration. And that exploration developed some ideas that then the organisation could evolve on its own pace. Now one of the most pleasing things is that it's not just a training section that involved in online. It's our membership services area, it's even in our financial department that people are now investigating more aspects of online payments of bills and accountability and things like that because it makes sense.

Case study 2: Impact on acceptance of learning technologies

Coffs Coast Community College, NSW

As told by Wendy Tanner teacher and coordinator

I've been involved with LearnScope now for five years and have gained many valuable skills and passed these skills on to both other teachers and students in our centre and across the centre at management level. Because we're a country regional area we don't have access to all the training opportunities that city people have. LearnScope provides a chance to do training and networking, be involved in online meetings and conferences and gain skills through workshops as well.

We started off doing digital storytelling, learning about creating digital images, using *PowerPoint* and *Hot Potatoes* to create student learning material and teaching resources and also for reporting purposes. All the teachers took this on board and did a lot of work with their students. This was great because the students then were able to tell their own stories and also at the same time learn about computers and also improve their English skills.

Our project was called *Movie-ing On*. We were looking at using the software *Movie Maker 2* and creating digital stories. Our teachers actually learned how to use digital video cameras and then used software on computers to edit and make movies. Some teachers extended that to use them in the classroom, using their products with their students and then getting their students to make movies as well.

Then we progressed into learning how to use video and *Flash* animation and so on. We did more work using *Movie Maker* to create more moving images, more pictures. Gradually our skills were built on and teachers embraced these different technologies. I'm from the North Coast but this happened regionally. People from the mid north coast and the far north coast were involved as well and we came together

and shared what we had learned. It was great to have had that cross fertilisation. One project led to another and we were building on our skills and each time more staff were getting involved and even management are now involved, creating blogs and doing digital photography and so on. So it's been a kind of snowballing effect.

At the moment I'm involved in the Advanced team learning all about *Web 2.0 tools*. Some of the teachers are also creating a wiki in *Wikispaces*, blogs and using *Protopage* and things like that. It's not just teachers using these tools Our teachers are implementing them in the classroom and the students are then supported to create their own wiki pages and use other social software

It has been wonderful to get together with other teachers and learn the same things. We can't underestimate the collaborative aspect of it, the fact that we're all learning together and helping each other and ending up applying it in our workplaces and our classrooms.

The support that we get state-wide and the communication with other LearnScope projects demystifies IT. I think often teachers are classroom focused and tend to be a bit scared of technology, but when they realise they can make it slowly, just step by step, learn a new skill and pass that skill on to their students, it's so empowering for both the students and the teachers.

Other teachers in our centres who haven't actually been involved in LearnScope get caught up. It's been a bit infectious, they've actually come along and we've shown them what we've been doing and then they've taken it into their classrooms. It's just by osmosis knowledge sort of filters out to the rest of the teachers in the Centres. It's been a wonderful experience and I've made lots of very valuable connections through LearnScope.

Case study 3: An organisational perspective

Western Institute, TAFE NSW

As told by Merelyn Trenoar

1998 was the first project in our institute. We were there right at the start in the sense that when LearnScope was brand new. We were involved with the inaugural LearnScope project from the project end. We had a team of Welfare teachers from Community Services. I started in facilitation support and I guess that was all part of our learning. The intent was to take current facilitation practice and put it online, because we didn't know any better. It didn't work particularly well and the facilitators of projects didn't use the support particularly well and we didn't do that again after that, or when facilitation support was offered it was offered in a very different way.

So that was in 1998, the first project in our institute was in 1998. I was going to say they were and remain pioneers of flexible delivery, but I think they're stuck in their model. They were early adopters of flexible delivery in a print based medium with workshops and that's still the preferred delivery method across their discipline in our institute. They are probably long overdue to get involved again and update the technologies they're using which are simply print based materials, teleconferencing and face to face workshops.

1999 was a good start, we had teams from six different faculties. In 1999 and 2000 there were Access and IT, Community Services, Tourism and Hospitality. Then in 2001 it was Access. We had Community Services, which involved Nursing and Child Care and Fitness, Sport and Recreation, Tourism and Hospitality, so there've been people from all sorts of different faculties. That was the year that killed us. Access... This was all in the same year so five different access projects and one had 21

participants and all five different approaches. But this was in the days when there was an emphasis on learning PowerPoint and learning how to use a digital camera. Technology was butting up against what your average teacher didn't know, on a fairly regular basis.

Then in 2002 it was Community Services again, this time focused on customising Toolboxes. And in 2003 Business Services worked with customising Toolboxes particularly for frontline management. They'd looked at quite different Toolboxes but we found similar results. And they actually took off with Toolboxes, so again that then became a new way of doing delivery coming out of LearnScope, that they looked at areas like hairdressing, and there were quite a few different business services areas. We also did some cross-institute work with Riverina just at the end to share our learning. IT looked at effective delivery of online learning so they looked at how they might coordinate better use of existing TAFE online material.

In 2004 I got wind that LearnScope might be in danger (ED: of not being funded beyond 2004) at that point so I thought at that point we better get anybody not yet involved, laggards if you like, but not the early adopters. First we saw a wave of early adopters come in early and go, then we saw the 'keeping up with the Jones' concept – 'if they're doing it over there, we better do it over here', and then in 2004 I actually put out an expression of interest across the institute for people who had never been involved before, particularly from trades or from those supporting Aboriginal learners or supporting 15 – 19 year olds, and got a mixed composite team of people from all sorts of different areas. That was an interesting project because they learned quite a bit about what was available at that time. Then there was another project in IT at that point, looking at videoconferencing technology and another one in Equity looking at other technology and again there were mixed teams there with Aboriginal and Access and General Education.

Then in 2005 we had an Aboriginal project with the regional Aboriginal coordinators and again they were very late adopters looking at base level skills development. Interestingly, the need for introductory skills development has never gone away. And even this year in our project with Trades, they start at basic skill development. So that even though the world of technology has moved for the early adopters, it's right out there with Web 2.0 technology, for some segments of the workforce, their identified needs were things like email. They say "we're inundated with email, we never really figured out how to use it properly, just get it working for us". The more Microsoft systems have improved; they've also grown more complex for the regular, everyday computer user. On the other hand if you're coming in now, you've missed that whole phase of 'online' which as all the TAFE Online. I think that's probably a benefit in a way, because they're not fixed to any particular mode of delivery. Now you can just pick and choose from a whole range of options that may suit you better but it also means the environment's becoming a bit uncontrolled as well.

We've had pockets of development over the years, pockets of development where for instance there'd be Access projects all over the place, year after year. And then suddenly they'd switch off and move into perhaps a more implementation phase and they wouldn't go again. Or maybe a different pocket would say "well, we've never had a LearnScope project, we'd better keep up with the Jones". So in that way it kind of lifted the bar as well, across the faculties.

Our teams have varied in size from six to 19. At one point there were 111 participants up to the end of 2002 and then subsequent to that there have been probably another 60 people. And the interesting thing is as I look back I see that the projects have spawned an awful lot of leadership development. People who have been in LearnScope have been promoted to higher positions; have gained skills and confidence that have enabled them to progress in the organisation. And that's

consistent across the board. Now you could say that that's because they were interesting and 'out there' people and that's why they got involved in LearnScope, but I think overall early involvement with LearnScope has been a contributing factor in professional and personal development of both capability and confidence. It led to promotional positions which then means we've had people rise to positions of influence in many respects where they can then influence others to think differently, help other teachers to think differently about how they can conduct their teaching and learning.

For the participants LearnScope's great. I don't think there'd ever be a participant who'd say "Oh, I think LearnScope was a waste of my time" or "It was shocking". It's just the opposite. Participants are incredibly fond of LearnScope as a vehicle for learning. If we could only get the project management end right and we could somehow make that easier. It's often said, year after year project managers are telling me, "If I knew there was this much work involved in a LearnScope project I never would have got involved". Now what that means is that there is huge onus on the project management end. I think LearnScope has been particularly bad, particularly of late, of making clear up front, what was required in a project. It's fantastic that LearnScope money is available to us. But increasingly the impost is, not outweighing the benefit because the benefit can never be outweighed, does make it hard. I think people are burned by LearnScope, by taking on project management, not really understanding the full ramifications of it, and then they get stuck. For instance, when I was a project manager opportunities were coming up through the year but our budget was already committed. For us it's a lot of money to get people to go down to Sydney with air fares or driving and accommodation. So we need to know those things early rather than late and they came too late to be taken advantage of. So I've got some issues with the amount of work required for project management and I know that it is funding that we have to justify and all of that. And year by year we've tried to smooth our process but I don't know that we've got it right yet to make it as easy as we can for the poor people who are taking on a project management role.

But, you know, that's what they're paid for as well, for the hours and the learning for them, so I always say to the project managers you need to see this as a professional development opportunity as well, that you can manage a project, you can do it on time, on budget, you're in charge of how it all runs, and I think a lot of them come into it without really understanding what they're getting into and then they kind of drown and then they call for help and we rescue them. So, no matter how much you explain it at start up, they're never quite sure what's involved until they get into it.

In the early days we supported anyone we could get in because it was a new initiative and from one year to the next we never knew how ongoing it would be. Then it started to get out of hand with more and more projects. At one point we put up any team that put their hand up for a project we'd support them. We'd go with it and see what LearnScope culled out or which ones gained the funding. Then we'd find the supporting funding for them. Some teams started on the learning journey and then they discovered how much they didn't know, so they decided they wanted to go again the next year. It started to get a bit out of control in that everybody wanted 'in' and then we found we didn't have sufficient supporting funds. I've always put money in; I don't think it's fair to expect that the supporting dollars aren't actually 'dollars', they're kind of 'rubbery dollars', 'in kind' dollars. Certainly there are some 'in kind' dollars and there always will be because you can't pay out all your funds. From a strategic point of view, I've always maintained that part-time teaching staff should be entitled to payment for their LearnScope participation. Now that's created a problem because it's not a 'true' story across the board and it hasn't yet set a precedent. Part time teachers have been delighted to be paid. The majority of our teaching staff is part

time teachers, and some of them live in fairly remote areas. This means they've got a fair impost of travel to get to a face-to-face workshop with accommodation and so forth. So we factored all that in and we paid them for their participation and their involvement has been fantastic. It's another reason they love it!

The year Access had five or six projects; we probably should have been handled a bit more strategically because it meant we were putting an awful lot of money into one area. So then we tried to get more strategic. The criteria changed from year to year as well, so that sort of determined to some extent who we would put up. But over time I think the most strategic choice we made was when we said "All right – if you haven't been involved, and you're in Trades ...". To explain, each year I'd go and try promote LearnScope to the Trades because they were an obvious area that had not participated previously, but I couldn't get them to participate. So when I advertised an Expression of Interest across the board a few isolated people put their hands up. And that's what you want to work with, you want to work with the willing, particularly if they're Head Teacher or their Faculty Director isn't encouraging them. Now, they're probably starting to be ready and now we've got a team in a TAFE Online project with Trades. The readiness was critical with the Trades. They've got some TAFE Online resources now that they like. Previously they didn't have resources. They've got technology that they like; *SmartBoards* and videoconferencing. They didn't like the concept of students at computers and online, it wasn't for them. But it's taken a long time to get to this point!

We go into LearnScope thinking people will learn, they'll share their learning, they'll work cooperatively in a team together and gain professionally from it. The learning and sharing together is one of the main benefits of LearnScope. That's perhaps no surprise, but it's a positive beneficial outcome of teams in LearnScope whether they're work teams at a local campus, or faculty teams of teachers from the same discipline from a whole range of different campuses. In their discipline teams or in their local teams they learn and work together which is one of the prime 'big tick' items for LearnScope that it's always been based around team learning. Whereas the disadvantage of that, I suppose, which we're finding out now, is that a lot of the learning happens within the discipline and some of them don't get the cross fertilisation of an Access teacher sparking an idea to a Trade teacher about how to use a resource. I also think there's some aspects of sharing that, for many reasons, we've never really harnessed. That is that sharing of learning across institutes, across RTOs, across even campuses within the same institute.

Since the restructure we created a new role called educational leader. That's like a support to teaching, like the old Head of Studies position except there's no *administrivia* for the educational leaders. They're leaders in educational delivery. Every one of those, without exception, has been through a funded project. (LearnScope and one Reframing the Future).

The leader of our very first community services project in 1998. I was a new Head Teacher, who became a faculty director and, who last week was acting Institute Director. So sure, she was an early innovator; she did pioneer flexible learning and hasn't stopped since in her own career development. Then at the institute level where we see people with capability rising out of projects and they in turn can then influence other staff. And it's been significant. I actually went through and highlighted all the staff and when I look down the list at people who managed some of those early projects who were "humble teachers" or even part time teachers, they are now full time teachers, head teachers, acting head teachers. It's given them an opportunity to grow and develop in their professional knowledge and skill and leadership. That's one of the greatest spin-offs, involvement with LearnScope over the years has paid off for the institute both at the personal professional development level, at the team development level where teams of teachers would come in and get

switched on to a new way of working and then implement that. People who are prepared to take on new challenges are the people who proceed in the organisation.

Case study 4: Impact on changes in professional development

South West TAFE, Victoria

As told by Bill Owen, e-Mentor

As I'm relatively new to the LearnScope project I'll concentrate on South West TAFE's 2005 project which I was involved in as one of the e-Mentors. We've had one major project which was built on previous LearnScope projects, creating an e-Mentor team that would assist all staff in the institute.

In the beginning there were four Advanced Skills Teachers providing support and advice to teaching staff on:

- resource and assessment development
- teaching techniques
- AQTF compliance
- flexible delivery options.

Previously we had four Advanced Skills Teachers (AST) with a 0.2 time fraction to help all staff in all areas of their working life. Our vision was to:

- extend the current AST support network
- penetrate at department level
- focus on individual and department professional development needs.

We set up an e-Mentors program with a member in each department at each of our three campuses, Warnambool, Hamilton and Portland. Known as *EMentors @ South West*

In 2005 South West TAFE established a network of e-Mentors across:

- all campuses
- all teaching departments.

The network aims to provide 'just in time' help for teachers. This year we've expanded the program again and included our new participants and campuses. Our aim was to have a number of people available with a suite of skills who could respond 'just in time' making life easier for all concerned.

"I am not the guru but I can tell you where to go" (Bill Owens, Science and Food Technology Department). The quote is incomplete because I would tell you where to go to get help.

E-Mentors are considered the first point of contact for:

- flexible learning support
- gap training
- one-on-one mentoring
- ICT help.

We had a wide variety of formal training that was conducted across the institute by these e-Mentors as well as an incalculable amount of informal help. These are some of the gaps that we identified and the e-Mentors were involved in training in those

areas. As you can see, the spectrum of topics that was covered was quite wide, from Automotive to Network Drive Management.

Gap training was identified and delivered in 2005:

- Using IT equipment
 - automotive diagnostic scan tool
 - digital camera techniques
 - portable classroom setup
- Using software
 - CAD
 - Publisher
 - Digital storytelling
- Development of flexible delivery resources
 - Department of Arts
- Other
 - OnCourse – South West TAFE’s nominated online platform
 - Network drive management
- And much more.

Some of the outcomes included a sharing of ideas between teachers and departments and we now have a culture where people are not afraid to ask for help. No-one can know everything in this digital age.

Outcomes for staff

- Tailored professional development for individuals and departments
- sharing of ideas
 - between teachers
 - between departments
- training and support: just in time, just for me
- ongoing assistance.

Outcomes for our e-Mentors

- Personal professional development opportunities
 - supported by the ASTs and the Teaching Support Centre
 - with time out to update skills
- team building opportunities
- a sense of achievement

Where to from here?

Our e-Mentor project has been an outstanding example of colleagues supporting each other in their skills development. South West TAFE plans to fund another 14 e-Mentors in 2006 to continue and complement the excellent work done to date.

Julie Kean, Associate Director Development

We value the financial and supportive input that the LearnScope project has had in enabling our institute to progress these projects.

Case study 5: A national perspective

Royal Adelaide Hospital

As told by Shelagh Latham, staff development consultant

I'm a staff development consultant at the Royal Adelaide and I teach predominantly occupational health and safety. We've actually had three LearnScope projects over three years in a row and I was involved in the first one as a participant and as a co-facilitator. Then I was away because of my baby last year. But I'm involved again this year, 2006, as a participant and as the project manager for LearnScope.

There were two main factors that got us involved in LearnScope. It was recognised by the current director at the time that we really needed to look at e-learning and that that was part of the future in regards to education for staff both inside and outside the organisation. And at the same time Royal Adelaide Hospital became part of Central Northern Adelaide Health Service which incorporates something like 158 sites across Adelaide. So there are two regions in Adelaide: we're central and northern. You can imagine our staff numbers are absolutely huge and we're also the only RTO for that region, so we're now the St Ives RTO Region. There became a real need to think about how we were actually going to be able to get education out to people without being resource intensive. The director looked at ways to start us on that path.

We thought that there were the three main groups that really needed to be involved across the organisation for e-learning and flexible learning options. We wanted a cross section, and particularly that first year we wanted to identify managers, IT and educators. So we identified people we thought might be appropriate and then approached them to see if they may be interested. And most people said yes. There were staff development educators from the three major hospitals; the Queen Elisabeth (QE) hospital, the Royal Adelaide (RA) hospital, and we had someone from the Lower McKuham and Glenside were involved that's another campus at the RA. We had some managers, especially in the first year from Royal Adelaide and from Hampstead which is a campus from the RA hospital and IT support. Educators came from other areas but managers and IT came from within the RA itself. We really had big groups all the way through, around 10 – 13 people for each particular year.

Our first project was really about learning. We didn't have a particular thing that we needed to develop at the time, but we wanted to explore what options were available to us, what the organisations thought about e-learning, what their response to that would be, what were some of the barriers, and what were the things we actually needed to incorporate e-learning into the organisation. So the project was really a fact finding, learning mission.

We started looking at things in the first year and then it was about using that information and start to increase skills within the organisation. So it was really about taking existing resources and developing knowledge about how to transfer them into an e-learning forma. We did all do small projects in the end for the first year, whether it was just a skills audit or a learning guide, or an information guide for managers and educators to support what they needed to do the basics of e-learning as an organisation. Another person developed a *PowerPoint* education resource for taking minutes called 'Take a Minute'.

In this second year people actually had an idea of what they wanted to do. One of the main projects was to do with renal nursing and one with basic life support. They developed resources to support education in that area, particularly with *Photo Story*.

This year we're lucky. We wanted to take it one step further because some of the action plans had identified Aboriginal and Torres Strait Islander (ATSI) health (Lisa Virtue, the current action director, was a part of that group) and also some Manual

Handling across the organisation as priorities. And our action plan last year to find ergonomic office resources, led us to consider how we were going to develop resources for that. We knew obviously that LearnScope was available, so we thought that we would try to get resources that would help us get those experiences that were in line with what we wanted to do.

Last year they looked at *Photo Story* in digital storytelling so this year we added *Moviemaker* as well. And we had a bit of a mix this year with some people in the group being novices. What we did this year, was we identified two Aboriginal photo stories, one to support Aboriginal or Indigenous people coming from rural areas into the hospital for treatment. You can imagine how different it is from rural and remote Australia coming into Adelaide. We wanted to develop something for them that actually showed them what they could expect; give them some sort of idea of what the environment was like, what it's going to look like and what they could expect in the hospital. The second project was for staff because a need had been identified for organisational support in regards cultural issues for Indigenous people. So we wanted to develop something for them. Then the third story project was for manual handling we decided that we would look at office ergonomics and make it specific, because that was something that I said was identified in the action plan the year before.

The year has been very challenging in regards to cultural issues and we've come across some barriers that have nothing to do with e-learning, but have everything to do with making information culturally appropriate. So what we had to do was change some of our objectives. We're still developing a resource for Indigenous people who come from rural and remote areas but we're not developing a resource for cultural awareness. We found an alternative though, Jeff Hunter's *Interactive Ochre* and we're hoping to use that resource and fill in some gaps outside of the project to link issues of cultural awareness of Indigenous people's health care experience. And our manual handling product is very much ready to go. We've developed that one using, not *Movie Story* but a similar program, *Power DVD*. So that videos ready to go and we've got some assessment strategies that we've put in there and we're currently identifying our evaluation strategy.

For the people within the project we're using the same or similar process that we have every year. We do the skills audit pre and post so see that they've identified that. We get them to reflect upon their individual learning action plan to see where they're at, to see that they're actually identified and met their learning requirements as they've gone through the actual project. They've also been keeping a journal in regards to their learning process as well which we have been able to access. And verbal reflection within each class as well. So we evaluate their particular learning, their outcomes, from that point of view.

We've used a lot of mentoring this year and I think that's really important to demonstrate, how we're sharing our learning. So we identified mentors for participants in our project, people they can use to help reflect on their learning, talk about where they're going, where they want to go. They're not in this project but they've done previous projects. It's been really important for people to have someone to steer them and make sure they're on the right track.

The ATSI project will be evaluated and reviewed. Then we will be taking it out to other groups such as an Aboriginal council and the executive in the ATSI group. I'm unsure as to whether we'll be able to send it to Aboriginal people in rural and remote areas, although that would be a good thing if we could. What we can do within Adelaide is to get those Aboriginal people and Aboriginal groups to reflect on that particular project and give us some feedback.

For the manual handling project, we are going to pilot that with people who've done class sessions before in ergonomics and another group that hasn't done anything before. So we'll get them to reflect on that process and the actual resource itself. And also we'll send it to executive and some manual handling sub groups to get feedback on the resource

These are just some major examples of some of the things that we've actually done and incorporated e-learning, so it's not all face to face, a lot of it is actually done by CD-ROM or we hope in the future on the intranet within the hospital. And perhaps even on the internet if we can get a joint learning management system.

Because we had the funds and the commitment we've been able to share huge amounts of skill and knowledge with everyone in the department and we tried to get as many people involved as possible, even though it's a big department. So where possible we've been able to share a lot of that knowledge between us as well and put other people onto technology and e-learning, flexible learning options that they've been able to integrate. So from our point of view, it's really been that integration of knowledge within the department, to be able to share it, to use it, so that everyone's had an opportunity to learn about it. So it has had an impact as far as people within the organisation, within St Ives being able to develop resources. It hasn't impacted across St Ives, from one RTO spread out across a lot, these things take time. And the reason we've identified for that is issues with our IT system and firewalls. Not being able to put things on the intranet or having a St Ives-wide intranet. So we've got different systems across different sites. What we would really like to do is to have a learning management system which is outside the hospital but that everyone can actually access from St Ives, from their own intranet systems. That would give everyone access to the same site, everyone access to the same resources, and mean that we could share knowledge across sites as well.

Case study 6: A national perspective - Interactive Ochre

TAFE Port Lincoln, SA

As told by Jeff Hunter

In 2000 I was the Student Services Officer for TAFE Port Lincoln. At the time there was a LearnScope project called 'Student Counselling Online' being run by Ros Gill. I had done online training in WebCT and Ros' project was looking at what you have to do to counsel online. It was a very exciting project.

In 2001 I joined a Framework project called Access and Equity being run by Sarah Marshall from Regency TAFE and that was looking at access and equity issues. In that year I became an E-learning PD officer at Spencer TAFE and in that role we were rolling out the use of WebCT. I also worked in AbEd (Aboriginal Education) as a part time lecturer and was invited to a meeting where the Executive Manager said "Look you guys, we want you to think outside the box and create something new that generates some income for the workgroup". And one of the lecturers, an Aboriginal guy, Jason Butler, said "Let's make a cultural awareness resource so we can put it online and we'll deliver it wherever by WebCT or whatever else." We got together in 2002 and, because we were in such an isolated area, met at Cowell which is between Port Augusta and Port Lincoln, to do the initial planning on what we wanted to do and how we would do it.

In 2003 we won a LearnScope project called 'The Cultural Awareness Initiative' to look at all the different tools that you could use to put a course online and learn how to develop a cultural awareness resource. We looked at instructional design, *Dreamweaver* and all sorts of different things that we'd have to use. In the course of that investigation we realised that if you're going to create an online course, you're

going to need content what it is that you're actually going to convey. So we started researching what would need to be included in a cultural awareness resource. We came up with five sections and the team split up into five groups to write those content documents. By the end of the LearnScope project in 2003 we had a resource written that was really useful for anybody who was going to be working with Aboriginal people, but we didn't have a medium or the money to develop the digital resource. I also ran a national LearnScope special interest group forum in 2003 'Working Both Ways', which helped a lot in the development of Interactive Ochre by creating a national network of practitioners around the country who I then called in to gather feedback and collect video.

Motivated by the genuine needs of these Aboriginal people that I was working with, and the fact that this was something that was really needed all over Australia, I applied for a Framework New Practices in Flexible Learning project. I kept talking to people like Marie Jasinski and Melanie Sorensen who were involved in other projects relating to Access and Equity and they said "You know, Jeff, if you're wanting to do a New Practices [in Flexible Learning] project you need to think about this in a new way, a new methodology, a new way of teaching." So I was hitting the wall on what to do.

Then I had a creative leap where, in my sleep actually, it came to me that 'infotainment' would work. It rang such a strong bell because of the whole oral tradition of Aboriginal culture and the use of artwork, dance and music to tell the story. That truly was the creative leap, the jump, that was needed. I wrote a New Practices in Flexible Learning project application and networked with all the people that I'd met through my LearnScope project, my professional development role and NET*Working conferences. The whole Framework had been really useful, actually. I was networked around Australia by then through lots of projects including the NET*Working conferences.

I put together a team and we won the funding and when I got to the New Practices in Flexible Learning project I said "Look I've got all these modules to work on" and they suggested we do just one of them. So we chose 'Working with Aboriginal People' as the exemplar. When the New Practices in Flexible Learning project was completed in 2004 I then had something to show the [Flexible Learning] Toolboxes project and they said "Right, here's some funding – go ahead and finish the sections". AbEd in Adelaide had sold a building by then and had some funding to contribute and together with them – through the steering committee because they had an all-Aboriginal steering committee, all educators from across the state. We went about creating the Toolbox and gathering information from around the country.

And that became the Interactive Ochre Toolbox. We're at the point now where e-Works are going beyond their scope and funding a national media campaign and the workgroup themselves. The steering committee, via our tenders and contracts people, are applying for state tenders. We've addressed all the issues that needed to be included in a national cultural awareness and we've used a modern, edgy methodology embedding information in multimedia.

We're at the rollout stage now. We've just been to Western Australia and the Toolbox Champion there has said it's the best Toolbox they've seen. I've been in Sydney too recently and there's all sorts of things happening there where they're looking at different ways of using it, and we're still in the rollout phase. The final version's not fully released – we're still doing some final tinkering on the edit.

When you start working without state boundaries, you start to get in touch with people from all over the country who are experts in their own field. The NET*Working conferences were one of the most important things I ever went to because I got to meet people like Melanie Sorensen and Marcus Ragus and Rose

Grozdanic and people like that. So you get to know who does what and where. If I ever need anybody for a project, I just ring them up and I can get people to present their expertise and there's some incredible sharing. LearnScope has facilitated sharing across the country and is breaking down state silos.

LearnScope enables a work group. As soon as you get that funding, all of a sudden you're talking business with your education managers who are so restricted by the bottom line, that when you come up with 15 or 20 thousand dollars to do training for their staff, they jump at it and they'll release staff to participate. But when they've got to cough up that 15 or 20 thousand dollars to create that learning experience they're not prepared to do it – they can't do it, they just don't have the funding. So there's been an enormous acceleration as a result of LearnScope. LearnScope has accelerated ICT learning amongst staff in a significant way.

While the institute or RTO contributes funding too, it actually needs that seed. If you don't have that initial funding, which gets it all going, enables it to happen, it just doesn't grow. Like Interactive Ochre which came from a very genuine need – I just happened to be there working on something that had a genuine cause.

The LearnScope project I've been involved with this year, with the Mechanical Engineers – is a completely different group of people, an absolute contrast – precision machinists, not interested in the warm and fuzzy communication stuff – they just want to know how to use these tools and then learn how to apply them themselves. They've just powered through this year using *Illuminate*, *Centra*, *Moodle*, *Janison*, and we found uses for them all. They're on fire with it and it's changing that group's culture in terms of giving them tools that can be cost saving and at the same time at 'the edge' of things. They're all really happy with what they've learned with LearnScope and it was a completely different group from the others.

LearnScope gave Margaret Granger and I the funding to get things rolling. And when you get networked you get knowledge and connections and that enables you to apply for more funding because you've got that knowledge – you get to understand who's doing what and what the latest technology is and the opportunity to run with it. I can meet someone like Marcus Ragus and then run a mobile learning LearnScope project for South Australia– it wasn't just an insignificant LearnScope project, it ended up being training across the whole state, just from one little project.

What I'm going to do is to remain as flexible as a lifelong learner has to be and go with the flow. I'm at a student services conference today because I'm the student services officer and instead of dealing with professors and managers of programs and leaders of organisations, I'm now dealing with the entry level, with all the people who have problems in TAFE and I think 'well, that's great' because it takes me back to the roots of it all, to the beginning so I'm getting refreshed about the future.

These stories demonstrate that the connections are multiple, overlapping, extensive and deep. LearnScope has primary impact on individuals, project teams and organisations but there are secondary and tertiary impacts as these individual and groups impact on each other over time. Without the initial nationally coordinated approach to this professional development it is unlikely these links would be as readily taken up, if indeed people were able to find each other.

Appendix D: Data collection - survey

LearnScope online survey

Section 1: Recognising participant diversity

State/Territory:

- ACT
- NSW
- NT
- QLD
- SA
- TAS
- VIC
- WA

Role:

- Teacher/trainer
- Learning support (eg librarian, counsellor)
- Manager
- HR or organisational development
- Technology specialist
- Instructional specialist
- Other specialist
- Student

Type of organisation:

- Private provider
- TAFE
- ACE/community
- VET in Schools
- Enterprise based
- Group training
- Cross sector
- Other

Geographic region:

- Major city
- Regional
- Rural
- Remote
- Telecommuter

Industry area:

- Generic/cross-industry
- Automotive
- Building and construction
- Business services

- Community and health services
- Culture and entertainment
- Equity and literacy services
- Finance and administration
- Fishing industry
- Food processing
- Forest and forest products
- Information technology
- Management and professional development
- Manufacturing and engineering
- Mining
- Property services
- Public safety, administration and local govt
- Rural industry
- Sport and recreation
- Telecommunications, postal services and printing
- Tourism and hospitality
- Utilities
- Wholesale, retail and personal services
- Training and assessment

Gender: F / M

Age: [15 – 30] [31 – 45] [46 – 60] [60+]

Section 2: Mapping engagement in LearnScope

This section is designed to capture information about your participation and the roles you have performed in LearnScope projects over the years 1999-2006.

1. Please indicate the years you have been engaged in LearnScope projects and the type of project for each year. (If you are unsure of the type of team or project just tick the year(s) you were involved).

1998

1999

2000 Level 1 team

Level 2 team

2001 Skills development project

Application/pilot project

Innovation project

2002 Skills development project

Application/pilot project

Innovation project

2003 Startup team

Project team

- 2004** Startup team
Project team
- 2005** Startup team
Project team
Individual project
- 2006** Startup team
Project team
Individual project
Cross-RTO project

2. What roles have you played in LearnScope projects during that time?

- team participant
- team facilitator
- project manager
- project sponsor
- mentor
- specialist/consultant
- state/territory LearnScope manager/Project officer
- informal involvement only (eg work colleague of LearnScope participant).

Section 3: Reflecting on professional practice

*Take a moment to reflect on what your skills, knowledge and understandings were as a practitioner before you became involved with LearnScope. **Then rate the impact that your experience in LearnScope has had on each of the following aspects of your professional practice.***

(If you were indirectly involved please reflect on your perception of the impact on others)

	1	2	3	4	5	N/A
	No impact			Highly Significant		
1. Teaching learning more flexibly						
2. Assessing learning more flexibly						
3. Developing e-learning materials						
4. Locating, evaluating and using e-learning materials						
5. Communicating online with students and colleagues						
6. Understanding the value of flexible learning/delivery to learners						
7. Facilitating e-learning						

8. Using technology – software, hardware, internet, other tools for teaching and learning
9. Applying a range of models of learning and delivery (eg blended learning)
10. Sharing knowledge across groups and work teams
11. Using technology to support learner choice
12. Reflecting on professional practice
13. Exposure to new ideas and ways of working
14. Willingness to adopt new ideas and ways of working
15. Managing personal learning
16. Promoting e-learning methods in the organisation
17. Contributing to the strategic goals of the organisation.
18. Connectedness in local, state/territory and national teams or networks of practitioners
19. Understanding state/territory and national VET Frameworks and systems.
20. Applying principles of learner centred teaching and learning design

Section 4: Bringing impact to life (anecdotes and examples)

1. Describe the ways in which LearnScope has influenced the way you work/teach? Provide one or two specific examples.
2. Has your experience with LearnScope changed your view of yourself as a practitioner? If so, how?
3. Provide examples (big or small) of where your professional development through LearnScope has had direct impact on learners.
4. Have you noticed changes in a) teaching and learning and b) professional development practices in your organisation as a result of your organisation's investment in LearnScope? If so, please describe these?
 - a) Teaching and Learning:
 - b) Changes in professional development practices:

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