On behalf of all present, I would like to acknowledge and pay respect to the Traditional Owners of the land on which we meet; the Gadigal and Guring-gai people of the Eora Nation. It is upon their ancestral lands that we stand. I would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this place.
Our campuses

- Broadmeadows
- Docklands
- Richmond
- Essendon
- Melbourne CBD
- Moonee Ponds
Language studies @ KI

- Vocational English
- Learning Support
- Work Education

Real education. Real skills. Real jobs.
Learning4Life@Kangan
## Timeline & Model

### Course Development and Implementation Strategy

#### Overview

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td><strong>Stage 2</strong></td>
<td><strong>Stage 3</strong></td>
<td><strong>Stage 4</strong></td>
</tr>
</tbody>
</table>

#### Audit
- Conduct audit of existing resources - internal
- Conduct audit of existing resources - external (Third party)

#### Develop
- Identify new courses/programs by department
- Develop PD plan for staff (training and support requirements)

#### Implement
- Testing and trialling of courses - user feedback
- Incorporate feedback and finalise drafts - upload final version on My Kangan

#### Review and Evaluate
- Evaluation questionnaire - teachers and students (focus on implementation and impact of Blended Learning Teams on teachers and students and learning experience in the new online environment (My Kangan)

---

Real education. Real skills. Real jobs.
Teacher comments – blended learning
Rollout in Language Studies

• Extensive training:
  - LMS (Moodle)
  - iPad
  - design and development of courses in Moodle
  - digital resources
  - facilitation of courses
  - copyright awareness
Staff professional development in stages

• MyKangan - Getting Started using Moodle
• Course design
• Facilitation
• Assessment
• Student Management & Reporting
### Teacher response to blended learning

<table>
<thead>
<tr>
<th>Initial response</th>
<th>After training</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We already teach using blended learning”</td>
<td>“It’s quite easy to use”</td>
</tr>
<tr>
<td>“We don’t have the computer skills”</td>
<td>“I have to review the content to suit learning online”</td>
</tr>
<tr>
<td>“This doesn’t suit our cohort”</td>
<td>“We still need to combine F2F with Moodle”</td>
</tr>
</tbody>
</table>
Teacher comments - post training
Teacher discomfort – change process

Time concerns with existing workloads

Not sure how to adapt existing content
F2F to online – adaptation

- Clear, simple and easy to follow teacher instructions
- Teacher talk specific to student needs
- Easy to navigate
- Internet code of conduct
- Netiquette guides
- Accessibility standards e.g PDF and Word text formats
- Avoid timing out of activities
Certificate Spoken and Written English (CSWE III)

- Certificate III in Spoken and Written English

<table>
<thead>
<tr>
<th>Timetable – 2 nights each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>5:30 – 8:30 (f2f) class</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Moodle site for CSWE III
- Pre CSWE
### Work Education - teacher training

#### Before training

| “I don’t know enough about iPads to teach with them” |

#### After training

| “I need to reconsider the types of learning activities when using iPads. |
| “So far students have enjoyed using Google search, PhatPad and Notebook” |
Digital literacy unit delivered to specific teaching areas at Kangan Institute.

Digital literacy Centre for Health and Nursing
Advantages of blended learning
Introduction of online collaboration to learners

- Sense of community face to face and online
- Forums and chat provide space for discussion and clarification
- Widens access to learning resources
### Demographic & Cultural Positives

<table>
<thead>
<tr>
<th>Positive</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents prefer to study online to be at home with their children.</td>
<td></td>
</tr>
<tr>
<td>Students who don't have their own transport and don't want to use PT at night.</td>
<td></td>
</tr>
<tr>
<td>During Ramadan many of our pilot group students appreciated being able to study online and not attend an evening class.</td>
<td></td>
</tr>
</tbody>
</table>
Teacher comments - digital literacy
Digital literacy

Learning to use:
- new LMS (Moodle)
- digital devices
- audio/visual equipment
- live classroom software WizIQ

Mix of teacher skill:
- Low, medium and high levels
Student feedback on BL
Concerns/barriers about BL
2013 - 2014 Direction

- Blended learning strategy implemented across all courses where applicable.
- Wider use of Moodle LMS to complement f2f
- Incorporate wider use of digital resources & digital devices

Real education. Real skills. Real jobs.
Blended learning impact

Real education. Real skills. Real jobs.
Lessons learned

- Quality pedagogy
- Policy improvements
- System upgrades
- Learner feedback used to review T&L

Real education. Real skills. Real jobs.