KANGAN INSTITUTE

Real education. Real skills. Real jobs.

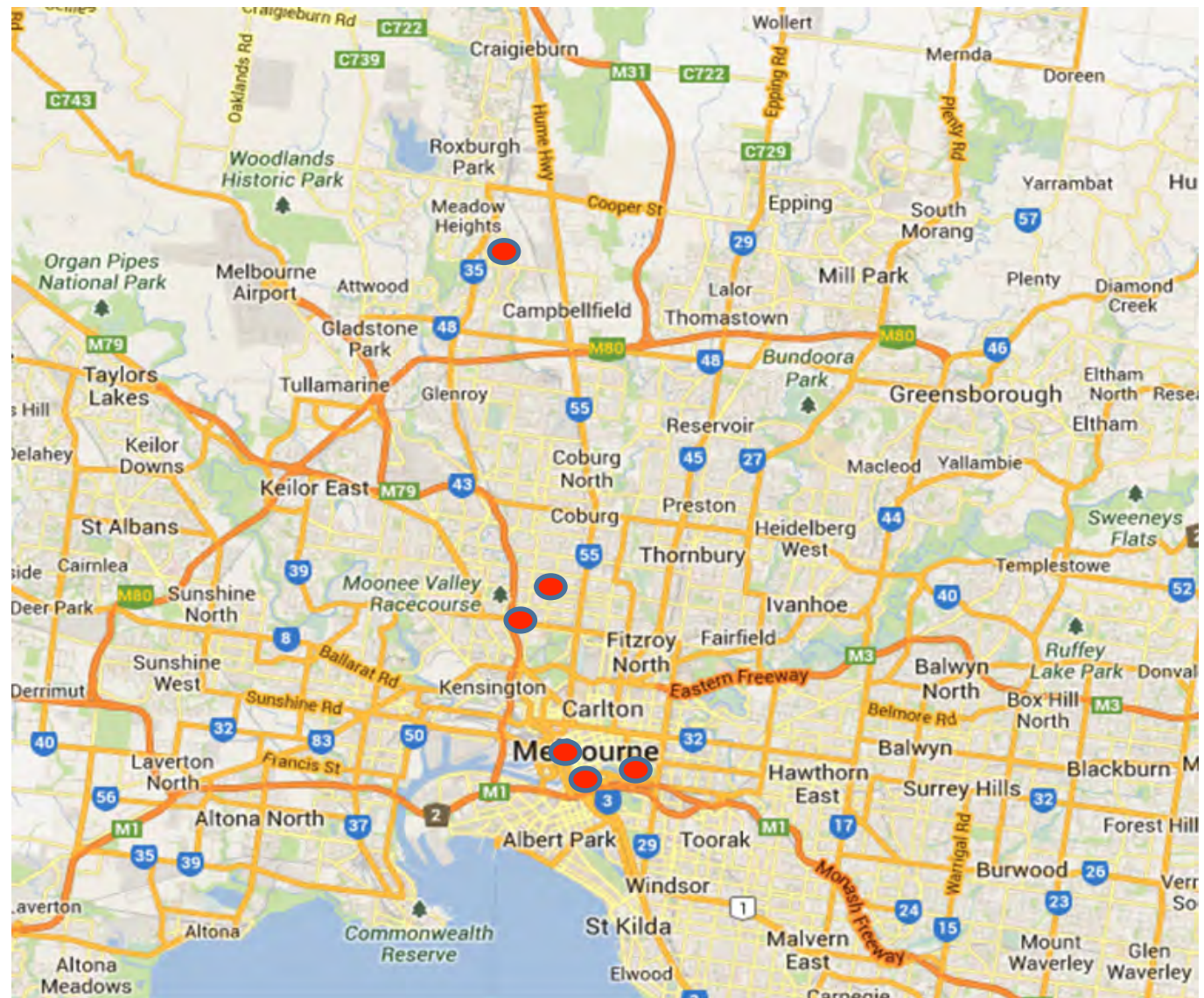## Blended Learning & Language Programs

Maria Juj & Pauline Morrow

Acknowledgement to country

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.

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INDIGENOUS EDUCATION CENTRE

Real education. Real skills. Real jobs.

Our campuses

Broadmeadows

Docklands

Richmond

Essendon

Melbourne CBD

Moonee Ponds

Language studies @ KI

Language Studies

Vocational English

Learning Support

Work Education

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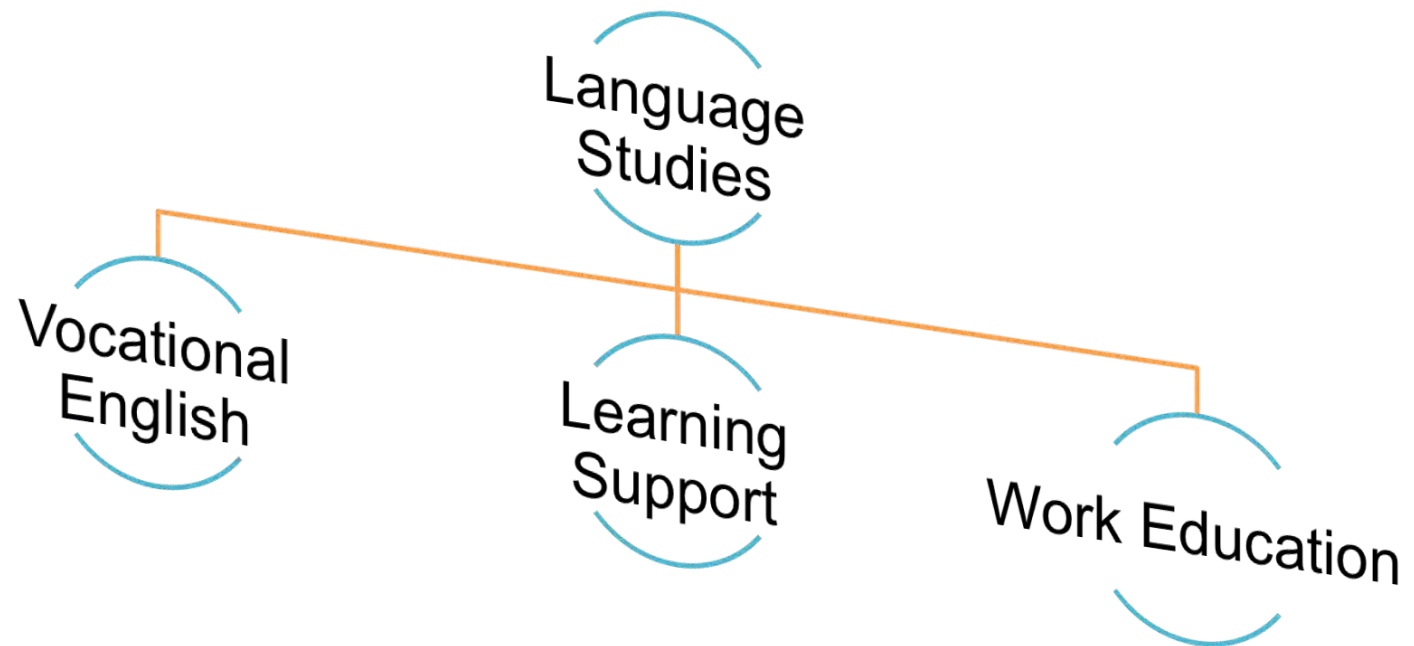
Timeline & Model

COURSE DEVELOPMENT AND IMPLEMENTATION STRATEGY			
OVERVIEW			
January – June 2012	June – December 2012	January – June 2013	July – December 2013
Stage 1	Stage 2	Stage 3	Stage 4

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)

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Teacher comments – blended learning

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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

Initial response	After training
"We already teach using blended learning"	"It's quite easy to use"
"We don't have the computer skills"	"I have to review the content to suit learning online"
"This doesn't suit our cohort"	"We still need to combine F2F with Moodle"

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

Timetable – 2 nights each week	
Tuesday	Thursday
5:30 – 8:30 (f2f) class	Online / classroom / library Teacher logged during a specified time. Chat

- [Moodle site for CSWE III](#)
- [Pre CSWE](#)

Work Education - teacher training

Before training	After training
"I don't know enough about iPads to teach with them"	"I need to reconsider the types of learning activities when using iPads. " So far students have enjoyed using Google search, PhatPad and Notebook"

Learning support

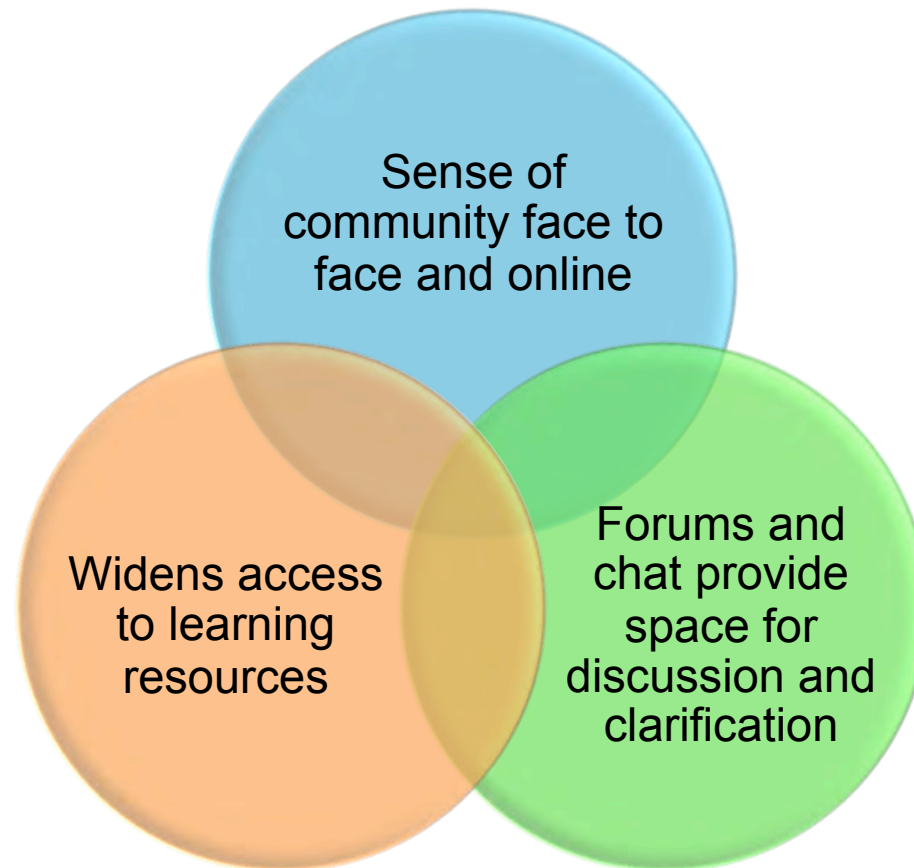Digital literacy unit delivered to specific teaching areas at Kangan Institute.
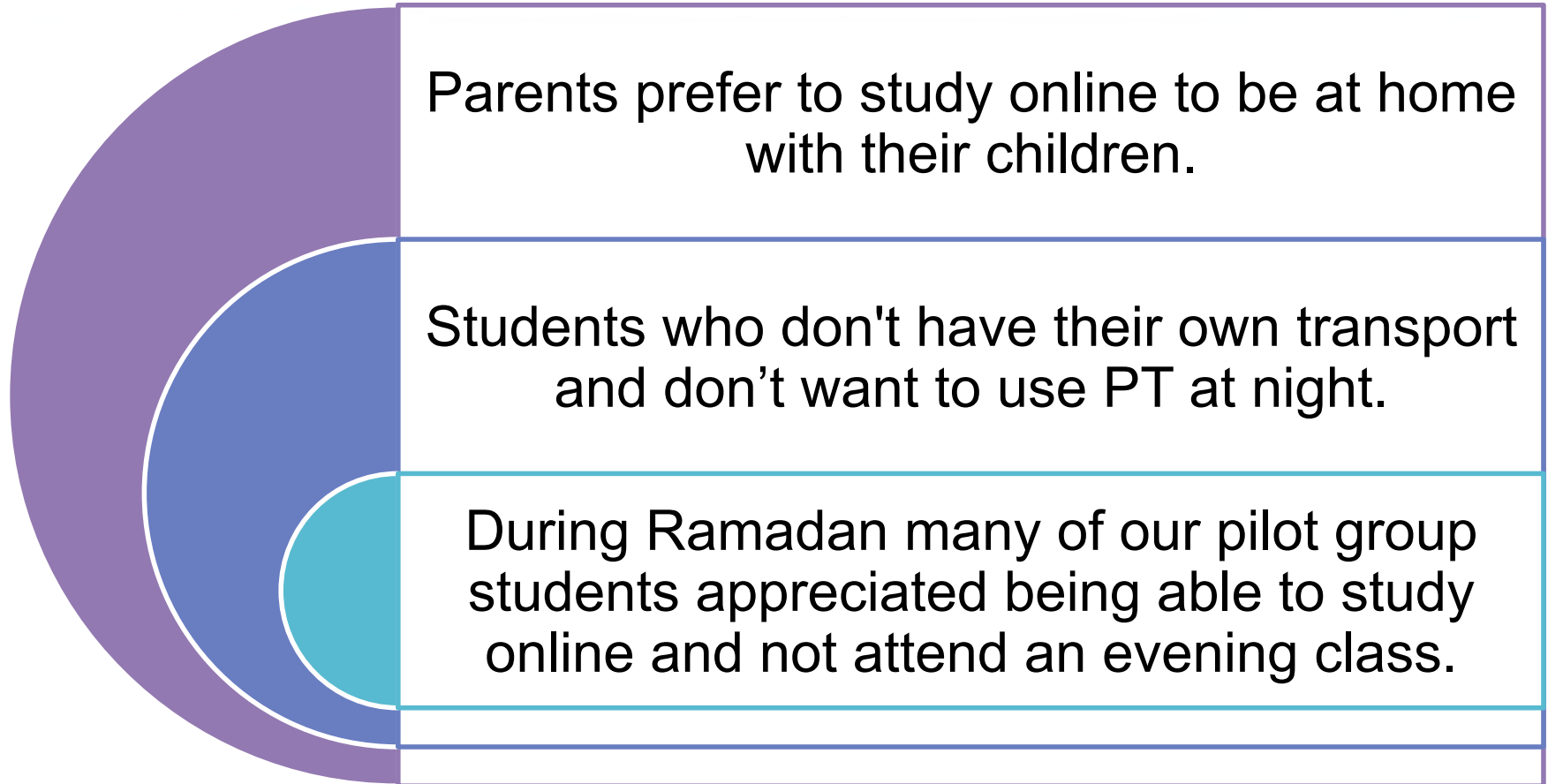
Digital literacy Centre for Health and Nursing

Advantages of blended learning
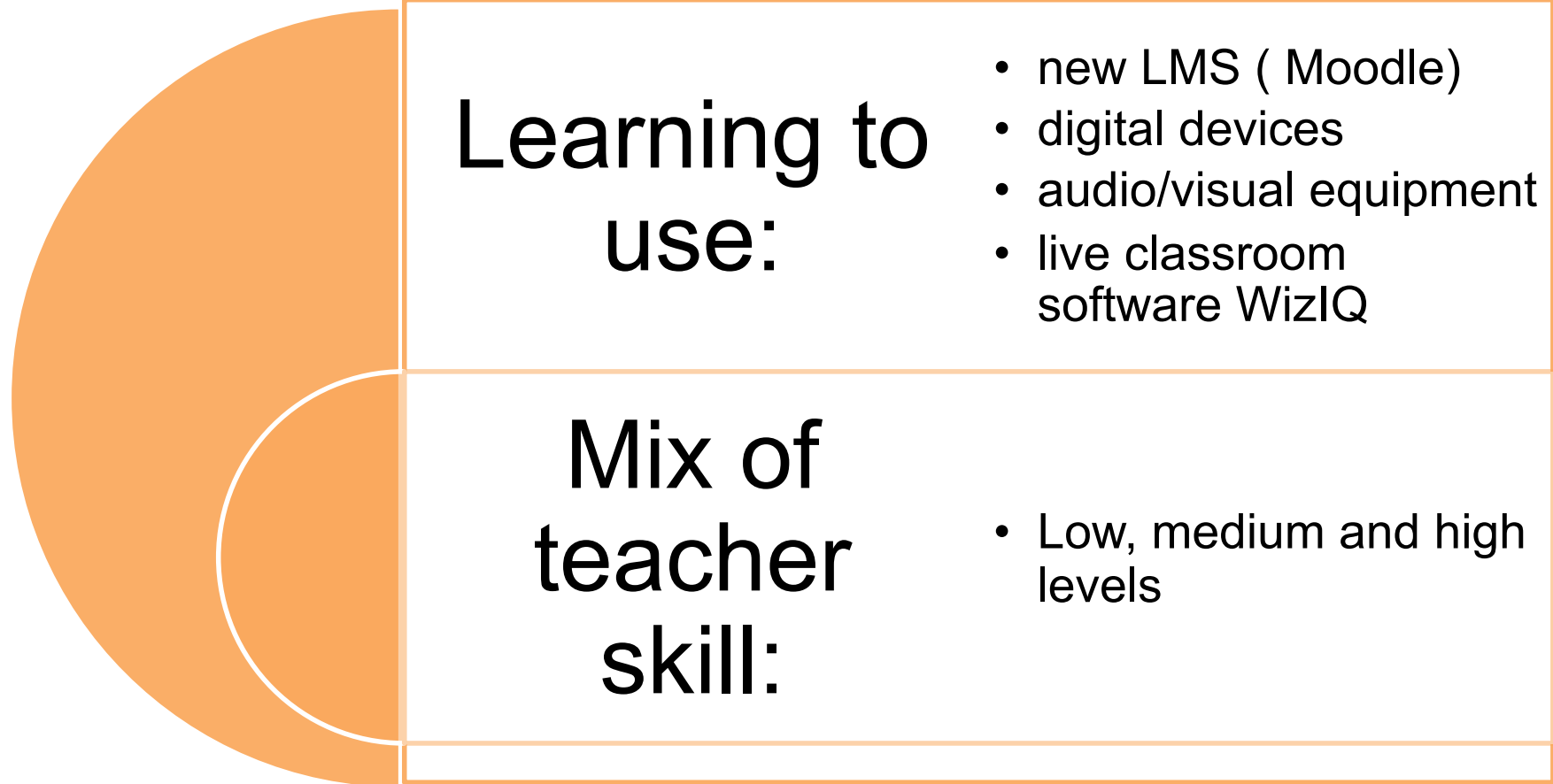
Introduction of online collaboration to learners

Demographic & cultural positives

Parents prefer to study online to be at home with their children.

Students who don't have their own transport and don't want to use PT at night.

During Ramadan many of our pilot group students appreciated being able to study online and not attend an evening class.

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

Blended learning impact

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Lessons learned

Quality pedagogy

Policy improvements

System upgrades

Learner feedback used to review T&L

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