



## Some terminology from Wikipedia @ <http://en.wikipedia.org>

**Web 2.0** is a term describing the trend in the use of World Wide Web technology and web design that aims to enhance **creativity**, information **sharing**, and, most notably, **collaboration** among users. These concepts have led to the development and evolution of web-based communities and hosted services, such as social-networking sites, **wikis**, blogs, and **folksonomies**.

**Wikis** are editable web pages often used to create **collaborative** websites and to power community websites. For example, the collaborative encyclopedia [Wikipedia](http://en.wikipedia.org) is one of the best known wikis. Wikis are used in businesses to provide affordable and effective **intranets** and for **Knowledge Management**

**Social bookmarking** is a method for Internet users to store, organize, search, and manage **bookmarks** of web pages on the Internet.

## What is AccessACE

- To support sustainable models of **blended delivery** that support **flexibility** and **accessibility** for ACFE Board priority learner groups in ACE across Victoria.
- To **research, describe and trial** at 10 ICT enabled blended delivery models.
- To develop an **action plan** and **lessons learned report** to assist ACE providers in planning blended delivery strategies

<http://www.acfe.vic.edu.au/>

## What is blended delivery?

Blended delivery combines the best features of **classroom-based teaching** and learning with the **best features of ICT enabled learning** in order to enhance the educational experience of learners and also provide students with greater **flexibility** to access a **wider range of learning opportunities**.

<http://www.acfe.vic.edu.au/>

A project funded by the Adult Community and Further Education Board.

For more information contact **Southern Metropolitan Regional ACFE** 133 Nepean Hwy, PO Box 62, Seaford Victoria 3198

t 03 9786 9466 f 03 9786 9165 e [rose.josie.m@edumail.vic.gov.au](mailto:rose.josie.m@edumail.vic.gov.au) w <http://accessace.edublogs.org/>





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## Our community

Protected

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**AccessACE and LearnScope invites you to join our community of communities - local, regional and in this case, virtual.**

**Please add a picture of your self or your community centre to our map. Check in often to see the community grow!**

Many of us will be familiar with the work of Jim Cavaye, specifically his work with communities and community building. In a recent paper he outlines how people are increasingly going global to go local. *They use the internet to access and gain information about their local community. Research overseas puts the number of people who are going online to get information about their local community at about a third of internet users. A third also felt that it helped them build ties with their locality.*

AccessACE aims to give you opportunities to connect with others to build a community of organisations and individuals interested in e-learning in all its various forms across ACE in Victoria.

**Also a very warm welcome to the 11 ACE LearnScope teams who will be integrating various aspects of e-le**



**maps** [by Frappet](#) [Maps for map members](#)  
**arning into their delivery over the next few months.**

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**accessace** ACE aceviclearnscope adult Audacity **Audio** barriers benefits  
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## Native or immigrant?



Picture from: <http://www.techshout.com/gadgets/2007/08/sony-cyber-shot-dsc-g1-wireless/>

## Immigrant or Native?

A **digital native** is a person who has grown up with digital technology such as computers, the Internet, mobile phones and MP3.

A **digital immigrant** is an individual who grew up without digital technology and adopted it later.

A digital native might refer to their new "camera"; a digital immigrant might refer to their new "digital camera".

[http://en.wikipedia.org/wiki/Digital\\_native](http://en.wikipedia.org/wiki/Digital_native)

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t 03 9786 9466 f 03 9786 9165 e [rose.josie.m@edumail.vic.gov.au](mailto:rose.josie.m@edumail.vic.gov.au) w <http://accessace.edublogs.org/>



## The future – integration and embedding

The mainstream adopters (early and late majority) who make up the bulk of any population are the ones who can make the difference to whether an innovative practice is utilised. However, mainstream adopters have different motives for making a decision to adopt than their first wave colleagues ...

Jasinski, M. 2006. *Innovate, integrate*

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## The future – integration and embedding

...innovative practices that promote incremental change and add variety, choice and flexibility to existing practice are more likely to be adopted because dominant models are difficult to change without a concerted and sustained effort.

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## Research questions

What **does** clever use of ICTs in ACE  
**mean** and **look like**?

What **could** clever use of ICTs in ACE  
**mean** and **look like**?

<http://www.acfe.vic.edu.au/>

AccessACE

Research

Perspectives

Learner groups	
Dependent	Independent
One off course	Pathways
Community reach	
Local	Regional
	Global/Virtual
Community readiness	
Low interest	High interest
Teacher capacity/readiness	
Fearful/Resistant	Passionate/Adventurous
Novices	Confident/Capable
Organisational capacity/commitment/readiness	
Small	Large
Isolated individuals	COM Support
Educational content	
Learner generated	Pre-packaged
Curriculum	
Non-accredited	Accredited
Programs/Courses	
Face to face	Online
Relatively fixed	Constantly changing
Technology	
Low tech	High tech
Your competition	
Don't know	Organisational plans in place



## Organisational snapshots

Organisation	Course and blended learning mix	E-learning project as a catalyst
<b>Community College East Gippsland</b> The power of partnerships in building e-learning alliances with rural organisations and local libraries.	<b>Accredited: Safe Food Handling</b> Fully online using Live Classroom, and online virtual classroom.	More information about the advantages and disadvantages of converting a face-to-face SFH course to delivering it as a fully online course.
<b>Coonara House</b> A strategic vision, management support and the power of the e-learning change agent within the organisation.	<b>Accredited: Community Services</b> Mainly face-to-face with a wiki as online support.	Find out if and how the use of the wiki encouraged and/assisted students to become self-directed learners.
<b>Flemington Reading and Writing</b> ICTs as an active force in supporting lifelong learning, reinvigorating a teaching program and actively aiding retention.	<b>Pre-accredited: IT and office skills</b> Mainly face-to-face with online tutorials as out of class support.	More information about how advanced CALD students who have many family commitments continued to attend classes through the support of online tutorials.
<b>MADEC</b> E-learning as manageable chunks.	<b>Accredited: Elective from the new CGEA</b> Elective delivered online through the use of a wiki.	Find out if the CGEA online can help meet the needs/goals of Level 3 students i.e., further study and employment or social contact and increased enjoyment and self confidence.

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<b>On Track Learning Wimmera</b> E-learning as an essential tool in supporting ACE delivery across the tyranny of distance.	<b>Pre-accredited: Police Plus literacy and numeracy for the police entrance exam</b> Mainly online using the TAFE VC online delivery platform.	Find out if delivery via the web can reduce teacher hours and be a more attractive model of delivery than the current paper based distance model?
<b>Preston Reservoir ACE</b> Whole of community approach to integration of technology into delivery.	<b>Accredited : VCAL numeracy</b> Online in the classroom using data shows and a range of innovative practices that engaged the students.	Given the need to provide more engaging, practical, hands-on, relevant opportunities to learn and achieve accredited outcomes, catering for the different levels and needs of VCAL students, find out if and how a range of technological practices assisted the teacher and the students.
<b>South West SEAL</b> If you build it they will not necessarily come: working with CALD communities and mature aged learners.	<b>Accredited: Information Technology</b> Mainly face-to face with opportunities to experiment with online delivery in the class and out of class hours.	Find out if ICTs can contribute to the appeal of a course.
<b>Upper Beaconsfield Community Centre</b> The transformational effect of introducing e-learning on a small scale.	<b>Accredited: Aged Care</b> Mainly face-to-face with a wiki as online support.	More information about how the teachers made the introduction of ICT into accredited delivery non-threatening, comfortable, fun and easy.
<b>Werribee Community Centre</b> Investment in ACE workforce development: 10 years on ... a force for change.	<b>Accredited: Certificate 1 in Work Education</b> Mainly face-to-face with a range of Web 2.0 tools as online support.	More information about how they integrated ICT into the Certificate 1 in Work Education Course to assist their students that have learning difficulties to better achieve their learning outcomes.
<b>Yackandandah Community Education Network</b> Personal, social, flexible: a tailor made program.	<b>Pre-accredited: Women returning to work.</b> Primarily face-to-face with the regional studyzone courseware as online support.	More information about how the use of e-learning was beneficial to the learners and the organisation.



# Case study: [prace.acfe.vic.edu.au](http://prace.acfe.vic.edu.au)



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## Blended Learning at PRACE


**Research Question**  
Given the need to provide more engaging, practical, hands-on, relevant opportunities to learn and to achieve accredited outcomes, catering for the different levels and needs of the group, will it help to use a range of technological practices?

**Who are our learners?**  
For the Victorian Certificate of Applied Learning (VCAL) course, students who have been marginalised from mainstream education,

- age range: 15 - 65; (mostly between 15-25 but not exclusive;)
- group size: no more than fourteen enrolled in the course;
- attending numbers from 1-12, usually around the 7-9 mark.
- evenly mixed gender;
- range of abilities in terms of focus, learning skills;

**What are they studying?**  
The group for this project was enrolled in the "VCAL". Most of the learners in this group are studying a range of subjects including literacy, personal development, work-related skills. The course in focus is Adult Numeracy.


**Why integrate technology into the course?**



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## Tips and tools for you

- [Tips for teachers](#)
- [Report:](#) Lessons learned in blended learning :  
a guide for managing and teaching
- Support wiki at [http:// www.acfe.vic.edu.au](http://www.acfe.vic.edu.au)
- You can set up your own wiki under this URL. I.e.  
<http://yourcentre.acfe.vic.edu.au>
- 10 case studies online: [projects in action](#)





The following is a collection of 'Tips for Teachers' contributed by teachers and managers from ten Victorian Adult & Community Education (ACE) organisations who participated in the 2007 AccessACE project. Their highly individual projects involved the trial of a locally developed blended learning approach designed for a particular ACE learner group, in either accredited or pre-accredited training. The projects incorporated many uses of information and communication technology (ICT) including online learning environments and social software. The organisations were very diverse, both in size and capacity to deliver.

The learner groups and the technologies were also very varied. Project outcomes in terms of reach, results and potential to improve learner retention were impressive.

The learner groups included a range of young VCAL students, students with disabilities, mature aged learners in a range of settings including women studying in return to work programs, young men studying to pass the Police entrance exam, rural and remote learners, as well as students from culturally and linguistically diverse (CALD) communities across Victoria.

The technologies ranged from virtual classrooms and online delivery platforms such as Moodle and the TAFE VC to the effective use of data shows in the VCAL classroom. Many trials incorporated a variety of free and easily accessible Web 2.0 technologies such as wikis, podcasts, slideshows, pictures from Flickr, and much more.

Each project team was asked to share three tips for teachers - lessons they had learned during the course of their project that would help other teachers interested in including more ICT into their teaching.

They have been categorised under three headings:

- 1 Planning and preparation
- 2 Working with ACE learners and teachers
- 3 Using technology

## Report: Lessons learned in blended learning: a guide for managing and teaching

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## Key messages 1

- Clear understanding and **shared strategic vision** of the **role of ICT**
- **Underpinning infrastructure** needs to be in place
- The introduction of ICTs into established, more traditional practices is a **change management** issue
- The integration of ICTs is vital to future **sustainability**.
- Online delivery for **regional and remote** organisations
- **Cost effectiveness** comes with subsequent delivery
- **Professional development**

## Key messages 2

- Strong need for a **mentoring program**
- Effective **IT support** is crucial
- Extends the organisation's **potential educational reach**
- ICT encourages learner centered teaching approaches with positive impact on **program design**
- **Start small**
- Have good **support mechanisms** in place: induction
- There are many free & easily accessible tools available to get teachers started



## Visions of the future

A clever use of ICTs for/in our organisation **will** mean that we will be even better resourced to support teachers more strongly, by introducing in 2008 an induction kit for teachers and learners to prepare them for flexible learning at PRACE.

Fundamentally, access needs to be transparent and assumed.

A clever use of ICTs for/in our organisation **could** mean:

- continuing to integrate technology in a blended way into a range of different curricula,
- making sure gadgets are available as required (projector, camera, mp3 players etc)
- extending our reach through increasing the online communication capacity of blended courses,
- expanding into fee-for-service, supporting local organisations and networks.

## PRACE

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t 03 9786 9466 f 03 9786 9165 e [rose.josie.m@edumail.vic.gov.au](mailto:rose.josie.m@edumail.vic.gov.au) w <http://accessace.edublogs.org/>

## Contact details

Josie Rose

SMR ACFE

Tel: 97869466

M: 0409 198123

E: [josie.rose@dpcd.vic.giv.au](mailto:josie.rose@dpcd.vic.giv.au)

Michael Chalk

PRACE

E: [ace@michalk.id.au](mailto:ace@michalk.id.au)

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