ED 384 782   CE 069 469

TITLE   Creating Learning Opportunities. Flexible Delivery of
                 the Certificates of General Education for Adults.
INSTITUTION   Adult, Community, and Further Education Board,
                 Melbourne (Australia).; Outer Eastern Coll. of TAFE,
                 Wantirna South (Australia).
REPORT NO   ISBN-0-7306-6017-6
PUB DATE   95
NOTE   103p.
AVAILABLE FROM   ARIS, National Languages and Literacy Institute of
                 Australia, GPO Box 372F, Melbourne, Victoria 3001,
                 Australia ($20 Australian plus postage).
PUB TYPE   Guides - Non-Classroom Use (055)

EDRS PRICE   MF01/PC05 Plus Postage.
DESCRIPTORS   *Adult Basic Education; *Adult Literacy; *Curriculum
                 Development; *Distance Education; Foreign Countries;
                 Individualized Instruction; Instructional Innovation;
                 *Learning Centers (Classroom); *Literacy Education;
                 Numeracy
IDENTIFIERS   *Certificates of General Educ Adults (Australia)

ABSTRACT
                 This report aims to encourage and support Australian
providers to extend their provision of English language, literacy,
and numeracy courses by using flexible delivery strategies. An
introduction describes the project's purpose and methodology. Chapter
2 discusses good practice, principles of adult basic education, adult
learning, and flexible delivery. Chapter 3 describes four programs
that approach the task of meeting learners' needs in a variety of
ways. Chapter 4 addresses how to analyze one's situation and consider
the possibilities creatively. Questions to clarify the issues are
provided. Chapter 5 on communication options looks at the two broad
modes of delivery; describes interactive modes of delivery; and
suggests materials for flexible delivery. Chapter 6 provides
step-by-step guides to these aspects of flexible delivery: bulletin
board/electronic mail, audioconference, distance education program,
and individual learning center. Chapter 7 addresses using the
Victorian Adult English Language, Literacy, and Numeracy
Accreditation Framework and the Certificates of General Education for
Adults in curriculum development and choice of delivery modes. Four
sections deal with approaches to curriculum development in the four
streams of with certificates: reading and writing; oral
communication; numerical and mathematical concepts; and general
curriculum options. Chapters 8 and 9 deal with evaluation and staff
development. Chapter 10 lists 32 resource books and articles and
contains brief descriptions of 12 relevant projects. Appendixes
include a glossary, the questionnaire used to gather information, and
summary of questionnaire responses. (YLB)

Creating Learning Opportunities

Flexible Delivery of the Certificates of General Education for Adults

σ

σ

ADULT, COMMUNITY AND FURTHER EDUCATION BOARD
VICTORIA

Adult Education in

CREATING LEARNING OPPORTUNITIES

Flexible Delivery
of the
Certificates of
General Education for Adults

Adult Community and Further Education Board
Outer Eastern College of TAFE

CREATING LEARNING OPPORTUNITIES

The Flexible Delivery of the Certificates of General Education for Adults

TABLE OF CONTENTS

6

7

ACKNOWLEDGMENTS

This project has drawn on the expertise and good will of many language and literacy practitioners and program coordinators. Experts in the areas of flexible delivery and the technology that may be associated with it have also given time and knowledge to the consultation process. Special mention must also go to the administrative support that guided the project and brought it to a conclusion. Thank you.

The Reference Group

- Sandra Poppins
  Assistant Director, Outreach
  Outer Eastern College of TAFE
  Chair of the Reference Group

- Gail Morley *(expertise in flexible delivery)*
  Senior Curriculum Officer
  East Gippsland Community College of TAFE

- Heather Crawley *(expertise in flexible delivery)*
  Senior Curriculum Officer
  Sunraysia College of TAFE

- Clare Claydon *(expertise in literacy and flexible delivery)*
  Regional Adult Literacy Basic Education Officer
  Adult Community & Further Education

- Margaret Simmonds *(expertise in literacy and flexible delivery)*
  Literacy Program Co-ordinator
  Wimmera Community College of TAFE

- Kathy Clark *(nominee of Program Support Standing Committee & expertise in open learning)*
  Manager
  Healesville Living & Learning Centre

- Robiny Stricker *(expertise in language and literacy)*
  Literacy teacher
  Outer Eastern College of TAFE

- Max Radcliffe *(nominee of General Studies Network Manager)*
  Western Metropolitan College of TAFE

- Pam O'Neil, Program Support
  Adult, Community & Further Education Division
  Office of Training & Further Education

8

Others who gave time and expertise to the project

        Diana Tollis
        Kathy Hughes
        Glenda Walton
        Amber Tsindos
        Adrian Evans
        Bob Burns
        Bernard Holkner
        Phoebe Palmieri

and the people whose work, published and unpublished, we read in an effort to cover everything relating to the project.

1. INTRODUCTION

1.1 Purpose

The aim of this project is to produce a resource that will encourage and help providers of language, literacy and numeracy courses to extend their provision by using flexible delivery strategies. The flexible delivery of these programs is a means of expanding access to those in the community presently excluded or limited for reasons of work or family commitments, distance or disability.

The accreditation of the Certificates of General Education for Adults gives language, literacy and numeracy students access to a nationally recognised credential. While exploring curriculum ideas for the flexible delivery of the Certificates, this resource also guides providers new to the concept of flexible delivery through the process of initiating and managing changes to their current modes of delivery.

Flexible delivery allows us to design an effective and efficient learning program that will meet the needs of the individual learner and the learning group. The aspects guiding the development of the program are quite straightforward:

- **Who** is able to learn

- **What** the learner is able to learn

- **When** the learner is able to learn

- **Where** the learner is able to learn

- **How** the learner is able to learn

Some providers, particularly those in rural areas, have been delivering classes and programs using a range of delivery modes for some years. Other providers have explored the option of individual learning centres. Whatever form it takes, these providers have moved outside the traditional classroom to meet the needs of their students.

In extending and refining practitioners' understanding of the concept of flexible delivery, this resource seeks to extend the options for students and providers alike.

1.2 Process

The project was conducted in three parts:

1.   Reading published and unpublished documents concerning:

- curriculum development in the Adult Basic Education field

- flexible delivery in the Adult Basic Education field

- flexible delivery and open learning in general

2.   The construction and distribution of a survey to gauge the extent of, and practices in, the flexible delivery of ALBE programs within Victoria. The close networks within the field proved an invaluable aid in this process. The survey and its results form Appendices 2 and 3.

3.   Consultation with:

- providers in the ALBE field to discuss current and past programs

- providers of and experts in flexible delivery methodology

The resulting information was collated into this resource which was then reviewed and commented on by many of those involved in the consultation process.

One factor that emerged during the three stages of the project was a lack of consistency in the terminology applied to flexible delivery in its various guises. Several terms seemed to have developed regional meanings. In an effort to encourage a common dictionary of terms associated with flexible delivery, a glossary of terms is included as an appendix. Wherever appropriate, potentially confusing terminology is also explained within the text.

2. GOOD PRACTICE: PRINCIPLES
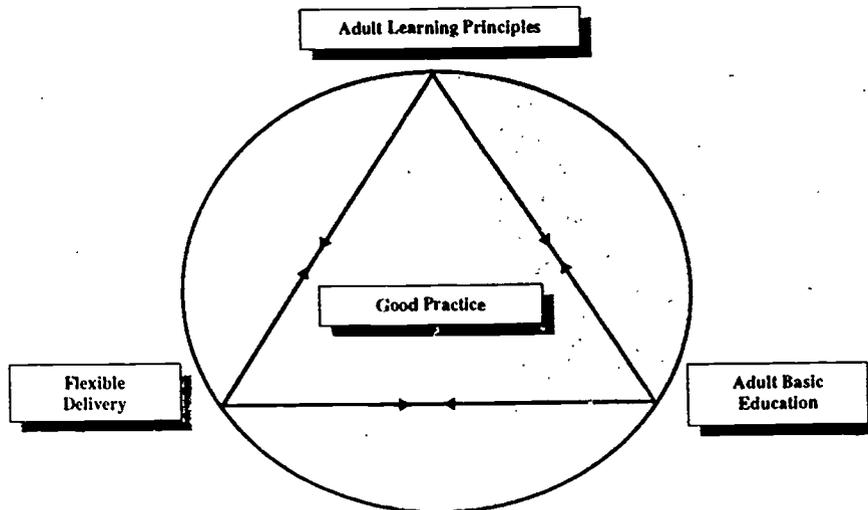
2.1 Adult Basic Education

Good Practice is a term that has been used extensively in the **Adult Basic Education** field over a number of years. It is:

- the guide by which we judge any Adult Basic Education program
- the foundation of program design, planning, delivery and evaluation
- quality outcomes in terms of basic skills development and the participant's growth as an active and positive learner

Good Practice places the learner in the centre of the learning process: a program is designed to meet the learner's needs effectively, sensitively and efficiently.

An effective and meaningful Adult Basic Education program will provide this through:

- activities and resources with purpose and relevance to the learner in his/her own social, cultural and vocational context; prior knowledge and skills are emphasised and built upon and learning is recognised as moving from the known to the unknown
- whole language learning principles, including the integration of reading, writing, listening, talking and thinking, mathematical survival skills and technology.

- negotiation of the curriculum between tutor and learner with the resultant sharing of the decisions involved in structuring the learning environment; responsibility then becomes largely the domain of the learner rather than wholly that of the tutor

- relevant and appropriate feedback from respected sources, both print and personal; sensitive support and direction that encourage the learner to take the learning risks that are a hallmark of a confident skilled approach to learning

Adapted from Deschepper, A., Greenwood, M., Judd, K., (1992).

To these may be added an approach to assessment where:

- assessment is ongoing and an integral part of the learning program. It is not an end in itself but a means of monitoring learner progress and the effectiveness of the learning program. Sound assessment practices will inform the development of a program and the design and delivery of learning experiences.

2.2 Principles of Adult Learning

The philosophy that underpins this approach to learning is a commitment to:

Principles of Adult Learning

- *The curriculum is relevant to the learner; they are able to use what they learn.*

- *Their background experience and knowledge are valued and used as a starting point for the learning.*

- *They are able to learn in the way that suits them best, the most effective learning style for them.*

- *There is support and feedback from respected sources, teacher, peer and print.*

- *The learner plays an active part in the learning process.*

13

Adult learners may:

- need to know why they are being taught particular content

- have a desire for participation and control over learning

- have a repository of experience to which new learning can be related

- wish to set their own pace for learning

- need feedback on their learning

- be task oriented

- bring great diversity to the learning situation

- prefer a variety of instructional methods

- like to determine the place and time of learning

Adapted from Flexible Delivery Working Party, (1993), 5.

The learner is at the centre of the process as far as good practice in adult learning and adult basic education are concerned. The same is true of good practice in flexible delivery.

2.3 Flexible Delivery

Adult learning principles and adult basic education address the "how" as well as the "what" of learning.

Flexible delivery gives the learner input into the "when" and the "where". Modifications to the "how" and the "what" parts of the equation may also form part of the flexible delivery agenda.

The mode of learning is flexible and depends on the learner's needs. It may be one-to-one, small group, individual learning, larger group, face to face or use some form of communication at a distance.

Flexible delivery allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs and variations in learning opportunities.

Outer Eastern College of TAFE   5   Adult Community and Further Education Board

This philosophy is underpinned by principles that are consistent with the aims of adult basic education:

1.   *Delivery should be by the most appropriate method.*

2.   *Learners should gain recognition for prior learning.*

3.   *On campus and off campus students should have equal access to teacher and other support services.*

4.   *Access should be optimised through appropriate and cost effective technologies.*

5.   *Delivery strategies should improve access and participation.*

6.   *Staff should be supported in the development of new skills.*

7.   *Learning provision should maintain quality standards, facilitate credit transfer, enhance equity of access and maximise productivity.*

Adapted from Flexible Delivery Working Party, (1995), 1.

By implication this gives rise to provision and delivery criteria. Learners need to be able to:

- afford the program

- get clear accurate and prompt information about program availability, access modes and costs

- learn whatever is relevant to their needs, from a single module to a full program

- enrol and exit easily, at almost any working time and from a place of their choice

- have recourse to good advice in setting their learning goals, timelines and methods

- learn at times of their choice

- progress at their own rate

- learn at places of their choice

- have quick convenient recourse to expert tuition

- have convenient access to peers for mutual support and group activities

- receive regular feedback about their learning progress

- have their learning assessed in a way that is convenient and comfortable for them and at a time and place convenient to them

Based on Aumann, T., (1992).

3. GOOD PRACTICE: PRACTICE

3.1 Wimmera Adult Literacy Group

Wimmera Adult Literacy Group in Horsham runs a 6 month **"Back to Study"** course for students who are rurally isolated and unable to travel to the regional centre. Students are at **Level 2** minimum. The course is offered in 3 different towns with a support tutor at each site for a three-hour session each week. A one hour teleconference session linking all the local groups into one large group also takes place on the same day. The course is coordinated by a central tutor at TAFE who visits each group at least once and is available for on-going phone/fax contact. There are approximately (17) students in total. The course is run at times which fit around school and farm routines, and part-time work commitments.

An initial face-to-face session for all link-up groups is organised at the beginning of the course so that everyone knows "who the voice belongs to" and to familiarise everyone with the technology and organisation of the course. A photo chart is organised for each site. The whole group meet at least twice in the one venue during the course.

The course components of **Literacy, Numeracy, Personal Development, and Introduction to Computers** are developed as part of the Certificates of General Education for Adults. The course is delivered by a number of flexible delivery modes and different tutors.

The **reading and writing** component uses a **distance education** mode. This involves posting largely print materials, with carefully designed instructions and work activities, to each student. The tasks are then completed in the student's own time and at their own pace and level before they are faxed to the teacher each week, for feedback. Teacher comments on the returned work are generally expansive and contain the sort of encouragement that would normally be given in a face-to-face class. All of this requires punctual delivery of the materials package to students and prompt turn around time for return of completed work. Students often gather at each other's homes through the week and/or ring the tutor if they experience any difficulty with the work.

The **personal development** component is delivered from Horsham by **teleconferencing** using a hands-free phone and a Telecom link-up. The combination of subject matter and delivery mode means that this component also covers a lot of the oral communication performance criteria.

The **computer** component is run as an **Outreach program**. A visiting tutor attends each of the sites with a set of lap top computers which students are able to borrow. The limited availability of the computers means that this part of the course is run as a short block (5 weeks) rather than spaced over the entire duration of the course. It is felt that this component requires face-to-face delivery.

The **maths** component is delivered in small groups at each site with the tutor. It is felt that this subject works best with **face-to-face** delivery. The **on-site tutor** who is responsible for this class is also present for the teleconference session and can lend additional support to students who are experiencing difficulty with the distance education material.

Group work, on site and during teleconference, allows for sharing of ideas understanding and opinions.

Work is not individualised but student responses are at very varied levels.

3.2 Charlton Adult Literacy Group

This group offers a program called "Language Link", which is a **Level 3&4 reading and writing** course which is run essentially through **teleconferencing** in conjunction with a weekly letter and mailout. There are 7 students who link up for a one hour teleconference session each week from 3 different locations using hands-free phones. This allows students who are isolated for various reasons, to become part of a group/class. The tutor runs the program from Charlton and has a volunteer support person at the same venue to keep records of participation.

Face-to-face meetings take place at the beginning and end of the course, and possibly in between times for presentation of planned activities such as debates/play reading. The initial meeting is to allow people to put "faces to voices", to familiarise everyone with the technology and to establish the routines and expectations for future sessions. This is essentially a "getting to know you" session where the group begins to bond and establishes an atmosphere of respect, trust and concern for each other.

The **weekly letter** is mailed out on the same day as the teleconference. It contains reinforcement of activities that were undertaken in the session, reading and writing tasks to be completed during the week, and any preparation to be done for the next teleconference session. It is expected that students spend at least a couple of additional hours doing "homework". Completed work is then faxed back to the tutor.

The initial part of each session is devoted to individuals relating feelings and incidents from their week and discussing local events.

A considerable part of the teleconference involves activities which develop listening and speaking skills. These are considered an integral part of the course

rather than just an incidental by-product of the delivery mode.

The teleconference session is very tightly structured so as to make better use of the limited time.

3.3 Outer Eastern College of TAFE Open Learning Language Centre

Outer Eastern TAFE operates an Open Learning Language Centre two days a week and at least one evening a week for ALBE and ESL students. It is sited in a learning space within the Learning Resource Centre at the Croydon campus.

Learners can enter and exit the programs at almost any time. After an initial interview, they negotiate the number of hours they will commit to and their specific attendance patterns.

Curriculum is individually negotiated with the learner and is developed from the Certificates of General Education for Adults. Guidance with setting both short term and long term goals is provided on an on-going basis by teachers in the Centre. Learners have access to teacher support during their attendance times. Occasional small group tutorials may be organised for specific topics.

Learners work at their own pace from materials which are largely print based and often self explanatory and self-correcting. They can choose the materials and equipment which best suit their learning styles. Computer terminals and audio-visual equipment and materials are readily accessed by learners.

It is necessary for learners in this sort of program to be independent readers (at least Level 2). They need to have the potential to become reasonably autonomous learners. They are encouraged and assisted in developing independent learning strategies.

Outer Eastern TAFE is working with local community providers to extend the learning opportunities provided by the Centre to adult basic education learners in community programs.

3.4 Bairnsdale Adult Community Education Incorporated

To cater for students such as those who work "out bush" or on oil rigs and have one week on/off work patterns, or those who are attending other courses but requiring assistance/support with their studies, Bairnsdale Adult Community Education Inc., has adopted a flexible delivery approach, loosely based on a distance education model.

This group runs programs with little formal open learning structures but with an

open learning "attitude". They endeavour at all times to adapt their existing courses and procedures in an effort to make the system fit the person.

This approach involves using thematic, project-based learning materials which tie in with the Certificates of General Education for Adults. Students can progress at their own pace and level. Face-to-face time is used as a resource/ideas time with much of the actual work being done elsewhere. This is supplemented by frequent, informal telephone consultations. Some formal group work is organised when time and student schedules permit.

3.5 Common Elements

The programs described above approach the task of meeting learners' needs in a variety of ways. The success of the programs can be attributed to several factors.

Firstly and most importantly:

- a basic belief in and adherence to the principles of good practice in both adult basic education and flexible delivery.

This is reinforced by:

- innovative and committed staff who are comfortable with the mode/s of delivery.

- equipment and resources to support the delivery.

- careful thought given to venue and the needs of the learner group.

- development of strategies and processes to support learners, including:

    - personalising factors such as occasional face to face contact or group work

    - detailed and positive feedback on returned work

    - a guaranteed quick turnaround for all learner work

4. ANALYSING YOUR SITUATION AND CONSIDERING THE POSSIBILITIES CREATIVELY

4.1 Starting Points

Before introducing flexibility to program provision or increasing the flexibility of programs, a provider needs to consider:

- **what** can be planned

- **why** it is important

- **why** and **how** it is meeting the learners' needs

- **how** it can happen

The questions grouped under the following headings may help to clarify the issues.

4.1.1 Objectives

- What are the aims and objectives of the program?

- Are the technology and/or associated materials compatible with your approach to language, literacy and learning?

- Are the educational objectives clearly stated?

- Are the skills learned to be transferable?

- Is it an objective that learning be facilitated using the technology?

- Is it an objective that learners learn to use the technology?

- Is this the most appropriate form of delivery?

- Is this the best option, given the particular learning setting?

21

4.1.2 Learner Groups

- What does the learner expect from this program?

- What characteristics will the learners share?

- What characteristics might differentiate them one from the other?

- Does the learner have the language and literacy skills to manage this form of delivery?

- What difficulties might the learner meet as part of this program?

- Are the delivery method and strategies convenient for the learner?

- Does the learner need induction and training to make the best use of this method?

- Is appropriate and obvious support built into the delivery method and learning strategies?

- Does the learner understand their role and responsibilities in this form of delivery?

- Does your proposed mode of learning help students want to learn more?

- How are you providing for individual learning styles?

- Is this the best option?

4.1.3 Physical Environment

- What facilities do you have access to?

- Are facilities in another provider available for your use?

- Are the proposed facilities comfortable, secure and convenient?

- What flexibility in learning times can you offer?

- Do you need to provide extra services eg childcare to increase access and participation?

- Is there easy access to tutor or mentor support and further resources? Are there other providers to co-operate with to extend the learning locations?

- Is this the best option?   22

4.1.4 *Materials and Equipment*

- What learning resources, equipment and technology do you already have?

- What can you share with, borrow or lease from another provider?

- Does the use of the technology and/or materials reflect current thinking on the development of language and literacy skills?

- Will the technology assist in achieving students' learning objectives?

- Can the planned approaches be used with other equipment to extend its flexibility?

- Can the educational content of existing learning materials be adapted by teachers or designed by teachers to meet the learning needs?

- Does the technology/learning material allow active learning or are the learners passive recipients?

- How much technical support is needed to keep the equipment operational?

- Does the learning material/technology require much time to master?

- Is the technology going to create difficulties or barriers for the learners?

- If the technology is borrowed, are there likely to be problems over such items as the loan, maintenance, access?

- What is the best option?

4.1.5 *Staffing*

- Who will deliver the program?

- How much support will they realistically need to prepare the program and the materials, locate the learners, familiarise them with the technology and support them through the program?

- How much time will they need for preparation?

- Is staff time adequately resourced?

- What staff development is available to develop their expertise in flexible delivery?

- How will records of student learning be kept?

- What peer support is available?
- Have the roles of the teaching staff been clarified?

- How much administrative help will be needed?

- What are the implications for moderation of student work?

4.1.6 Funding

- Can the program be supported through recurrent funding?

- Does its establishment or extension need extra funds to provide special equipment and resources?

- Are you aware of what the program really costs to run?

- How much are you relying on volunteer tutor and administrative time and support?

- How do you know that the program is effective and worth the money it costs to run?

Adapted from Anderson, J., et al (1990).

5. COMMUNICATION OPTIONS

5.1 Two Broad Modes of Delivery

5.1.1 Distributive (or One-Way Mode)

Postal services can be used for distance education materials eg print packages, audio and video tapes, computer discs. These may be the full extent of the open learning or may be one of several complementary flexible approaches:

- broadcast radio

- broadcast television

- facsimile - simple and speedy means of sending text and graphics

For examples of materials, see section on Available Materials/Software.

5.1.2 Interactive (or Two-Way Mode)

Using telecommunications and information technology, it is possible to create two-way communication:

Audio/Visual	1:1 telephone audioconferencing audiographic teleconferencing videoconferencing
Computers	computer text conferencing in-house workstation or computer-based systems including "multimedia": CD ROM, interactive CD, synthesised speech

5.2 Descriptions of the Interactive Modes of Delivery

5.2.1 Audio-Visual

Teleconferencing is a general term for communication using a telephone line/s to link two or more sites. The link may be purely auditory or may involve visual communication using computers and/or video.

1.   **Audioconferencing**

- is useful for scattered individuals or small groups of learners. It is a voice link only but can be enhanced by fax links.

- uses the telephone system for voice-only links between individuals or groups at three or more locations

- can take place at central site, workplace or home

- often called "conference call" and "telephone hook-up"

While it is possible to use ordinary domestic phones, hands free phones make participation in an hour's teleconference more comfortable. Where learners are in groups at particular locations, some form of loud speaker phone is essential.

Key items are loud-speaker telephones for hands-free and group participation at given sites, possibly with multiple microphones, and electronic bridges (Telecom's or own) which link any number of telephone lines for simultaneous interaction. eg Duct, Harvard Elite, Voicepoint, Hybrid

2.   **Audiographic Teleconferencing**

- simultaneous telephone and computer link across a limited number of sites providing a voice as well as a visual link.

- uses the telephone system to transmit graphics and other visual images such as scanned still pictures between computers. These can be transmitted in "real time" or stored in the computer for use in the future. The images are displayed at the receiving end on a computer screen.

The computer link is usually combined with audioconference possibly using the same bridges for multipoint links. Sometimes referred to as "enhanced audio".

Devices used for transmitting graphics and visual images are:

- facsimiles
- writing tablets or telewriters
- electronic blackboards and whiteboards
- freeze-frame or slow-scan video
- optical scanners

Some examples of systems: Optel, Mac-Fax-Duct

3. Videoconferencing

- interactive audio and visual communication

There are two main types of videoconference:

- one-way video (usually via satellite to many receiving sites) with two-way audio (usually through telephone calls to originating video studio) and/or fax. Often referred to as interactive TV.

- two-way video and audio between two or more points using digitised or compressed video signals and terrestrial links. Often referred to as a full videoconference.

Videoconference bridges can be used, permitting several sites to be linked simultaneously for full audio and visual interaction. The technology is changing rapidly, so detailed information of software and costs is pointless. Before purchasing equipment, seek expert advice.

5.2.2 Computer Mediated

1. E-Mail

- central computer set up with special software, which acts like mail boxes, and allows transfer and storage of computer-generated files.

- "Mail" is created on word processing software then transferred by telephone via modem.

- can be used for sending assignments, teacher comments, personal messages.

- can be sent to any number of users of the network.

- each "mailbox" user is registered and has a password eg Keylink.

2.   Bulletin Board

- the same software is used for this as for E-Mail. The Bulletin Board differs in that it operates like a public noticeboard. Any authorised user can send or access documents through their PC and modem.

For both E-Mail and Bulletin Board a specific person needs to be responsible for managing the system (see Step by Step Guide).

3.   Computer-Text Conferencing

- differs from computer-based audiographics and computer-based videoconferencing because it is restricted to text only. Sometimes called computer conferencing but more accurately described as computer-text conferencing.

- uses same technology but specialised software to provide several more functions and controls than E-mail and bulletin boards.

- uses micro-computers (stand-alone personal computers) and *modems*, electronic devices that work through the telephone system and a mainframe (networked by cable) computer which manages the communication.

- permits real time "chat mode", and/or asynchronous stored communication.

5.3   Materials for Flexible Delivery

5.3.1 Print

This can include textbooks, learning packages specifically designed for distance education, materials you have designed yourself or adaptations of materials you would use in face-to-face classes, ranging from one-off worksheets to modules.

5.3.2 Audio Packages

1. **Tapes**

   - supplement print materials (especially Level 1 students).

   - can be pre-recorded lessons or read-along stories.

   - can be used for personal message tapes for teacher/student feedback.

   - can be a record of a teleconference.

   - can use commercially published "talking books" eg ABC tapes.

2. **Discs**

   "Talking books" - eg Lexiphon, compact discs with accompanying book. The book has barcodes under words or diagrams. By scanning a light pen over the barcodes, audio clues can be heard. Clues can be full words or sentences, or parts thereof. It requires some special hardware to operate.

3. **Other**

   Language Master - a machine through which a card with an audio (tape/strip) is fed. The card contains the text with pre-recorded audio clues on it. Stacks of cards can be easily developed for individual or group use.

4. **Broadcast Radio**

   3CCC, a community radio station in Harcourt, broadcast an Adult Literacy program 3 hours per week in 1991/2. The program covered general literacy matters and included skills tuition segments eg how to write a letter of complaint, reading of student work, serialised novels, interviews with writers, poets etc and Adult Literacy news and comments segments.

5.3.3 *Video Packages*

1. **Tapes**

   - to supplement print material

   - particularly useful for teaching practical skills and techniques

   - can be expensive, custom designed by experts, broadcast - standard tapes, or low-cost, in-house recordings eg using INVICON - individualised video console - a portable, telephone booth size, individually-operated video production unit

   - can be commercial tapes or previously broadcast television programs eg *Hello Australia, Between the Lines*

2. **Broadcasts**

   - television programs eg *Reading & Writing Roadshow*

   - can be expensive but is capable of reaching a large audience

3. **Discs**

   Interactive videodiscs, eg *Aussie BBQ*, designed for ESL students. Involves video motion pictures combined with slides and language development exercises. Is accompanied by printed Teacher and Learner Guide. Uses IBM clone computers. Interaction through remote control or touch screen.

5.3.4 *Computer Packages*

Computer Aided Learning - Individual self-paced student instruction through learning materials stored on computer.

CALL (Computer Aided Language Learning) - is a generic term to describe any computer based package that can be used to develop language/literacy skills. Usually a shell program.

There is a wide range of computer packages available for learner use. Their place in a learning program and the relative amount of program time devoted to their use will always be measured against the principles of good practice.

Software Packages

1.   Set content

- *Drill and Practice* - Characterised by batteries of questions that keep user focused on a particular skill, eg. maths, spelling, vocabulary, grammar, road law. Suitable for Apple and IBM.

- *Adventure* - Stories/adventures involve user in control of strategies. Often more graphics than text dominated.

- *Tutorials* - Teach technological skills such as "How to Use Computers", typing practice.

2.   Content allows for tutor/learner authoring

- *Shell/Word and Text Manipulation* - Allows the learner or teacher to create own learner material using an existing structure. User can make decisions about the text and has control over what is done within the program.

- *Word Processing* - Allows text to be entered, corrected and published for others to read. Builds on natural connections between reading, writing and thinking without concern for grammar or spelling.

- *Storyboard* - A user friendly package for language/literacy learners to use for writing. Operates as a word processing package with potential to develop learning activities from student writing.

- *Hypercard* - An authoring system. Teacher or learner can create stacks of "cards" - screens on which information, text or graphics, can be displayed. "Buttons" can be placed on text fields or background to create "hot" areas, in which further information is stored. "Hot" areas can link "cards" together, to create network of information. eg Maths Flashcards, Australian Wildflowers. Requires Macintosh computer hardware. Screens can be printed.

  Hypercard can also come with synthesised or digitised speech, requiring additional hardware. It can also be linked to CD ROM and use videodisc packages. This gives rise to the term *hypermedia*.

- *CD ROM* - The learning package is stored on a CD rather than a floppy disk. Potential for more material and better graphics. The system may be linked with video. May be used for viewing only or in an Interactive mode where

31

learner choices guide the activity.

3.   Computer Managed Learning

- Can provide student instruction and also manage student's learning by providing tests and recording and analysing progress.

- Often used with course material in form of print, video and audio tapes, as well as lectures, tutorials, assignments, practical work.

5.3.5 Combined Options

Many of these options for communication and learning work well to support each other.

Some common combinations:

Fax plus ....   telephone
telephone and computer
videoconference
teleconference
audiographics

Print packages plus ..   any of the above

COMPARISON OF METHODS

TYPE	METHOD	ADVANTAGES	DISADVANTAGES
Face to face	class	Instant interaction Real-life situations	Tutor must allow for varying learner ability or speed of learning
	Self-paced	Students progress at own pace	Requires prepared resource materials Best when combined with practical sessions that may require group interaction and support
Resource-based	Print	Relatively cheap to produce Versatile High referability and content density Easy to use and transport	Variety of literacy levels need to be catered for
	Computer-based learning	High interactivity High content density High referability	Peer support and interaction lacking Expensive and time-consuming to produce Requires sophisticated expertise to produce well
	Audio tape	Cheap and easy to prepare and produce Easy to use and transport Useful in language and music work and for background information Can be used while doing other things	Low referability Unsuitable where learning requires visual reference
	Video tape	Excellent for demonstrating processes Can substitute for field work	Production expensive, though low-cost do-it-yourself equipment available where production quality is not an issue
	Computerised multi-media	Interactive High content density Can simulate processes and situations normally inaccessible to students	Expensive to produce In some cases, expensive to access

Distant real-time interactive	Audio conferencing	Available and accessible Instant interaction Interaction with peer group as well as tutor Useful for oral skills and communication competencies	No visual cues Usually not a stand-alone medium Need to monitor costs in operation rather than up-front Quality can suffer when telephone line quality is poor
	Video conferencing	Provides both aural and visual interaction, person to person or in groups	Expensive to set up and run; at present confined to areas with ISDN access
	Audiographic	Voice and computer interaction Particularly good when dealing with large quantities of data or still visuals	Users need computer literacy; need to know what to do when computer failure occurs
	Talking book	Encourages students to manage own learning Useful when literacy is poor and for non-English speaking learners	Expensive to produce at present
	Learning centre	Can provide structured classes, supported self study or drop-in learning Encourages student self-management	Cost of equipment and staff support
	Computer-managed learning	Can be used to encourage student self-management Can provide efficient means of monitoring student progress	Expensive to set up
Distant asynchronous	Computer conferencing/ bulletin board	Encourages students to discuss learning with tutor and each other without time dependence	Requires system set-up and maintenance
Distant semi-interactive	Satellite broadcast with fax/phone response	Can reach a widespread audience	Requires studio facilities to broadcast Interaction limited; less confident students may not respond
Distant non-interactive	Broadcast television	Can reach a widespread audience Can be supported by print materials	Requires specialised broadcasting facilities No built-in interaction

Adapted from material supplied by The Centre for Flexible Learning, OECT.

6. STEP-BY-STEP GUIDES

In this section you will find descriptions that will help you to set up the flexible delivery and make it work. That is only a small part of your task as an ALBE teacher. An effective program will match the technology with good practice. See Sections 2 & 3.

To compensate for the lack of face-to-face communication you will need to plan to include the following elements:

- Personalised, warm and supportive atmosphere and interaction.

- Some personal details of participants in advance to provide a basis for drawing individuals into interaction with their peers.

- Strategies for welcoming participants to the program.

- Frequent use of participants' names to reinforce personalised contact.

6.1 Bulletin Board/E-Mail

1. Check that all computers and software are compatible.

2. Assign someone to be responsible for managing the learning process. This will include ongoing communication with learners via both bulletin board and telephone if necessary and organising the technical maintenance of the system.

3. Train each participant to use the system on his or her own computer.

4. Individually train volunteers to assist less independent learners or organise mentor support.

5. Tutor transmits assignments etc to the learners' private "mailbox".

6. Learner confirms receipt of assignment.

7. Learner works on tasks at time of their choosing and at own pace.

8. Learner transmits completed work or queries to tutor's "mailbox".

9. Work, with additional comments, can be sent back and forwards between tutor and learner as often as required.

10. Learners are encouraged to communicate with each other by exchanging messages via their private "mailboxes", to develop peer support.

6.2   Audioconference

6.2.1 Getting a Program Up and Running

1.   Find students of compatible levels through regional networks of coordinators in various locations.

2.   Ensure that learners participating from home understand that they need freedom from distraction during class time.

3.   Find suitable venues/sites for groups.

4.   Book all the conference dates with participants, venues and Telecom.

5.   Decide whether the session will be all on line time or a mix of on line and off line time to allow group or individual work time on site. One to one and a half hours is the maximum recommended at any one time for on-line time in audioconference.

6.   Organise tutor or support person at each group site (at least initially). Use a checklist or support person to allow easy identification of who has not spoken recently.

7.   Organise access to fax, if possible, for session times and between times for homework and feedback on same.

8.   Determine the protocol and routines for the sessions.

9.   Organise initial face-to-face meeting as a "get to know each other" session and to run through the technology and how the program will run. Ensure learners know what to do if the line drops out.

10.   Familiarise all with the technology to be used, eg fax, Duct, bridge, hands-free phone.

11.   Ensure that all venues are comfortable and allow maximum participation within the on site group ie configuration of tables, good positioning of microphones.

12.   Organise photographs of all participants to be copied onto A3 posters for display at all venues.

13.   Include structured as well as open interactive periods in the program link up. It is possible to draw upon a whole range of interactive strategies such as question/answer, debate, panel discussion, role playing, brainstorming, reporting, quizzes.

36

6.2.2 Getting a Session Up and Running

1. Set an agenda for the session and send it out in advance.

2. Include all lesson activity materials and any notes to support class discussions and for homework exercises. Organise a numbering or coloured paper system to help everyone keep track of the packages.

3. Welcome all as they are linked in and remind them of what to do if the line drops out.

4. Go over the agenda and check that everyone has all the necessary papers, materials.

5. Observe the protocol, eg introduce yourself before speaking, contribute readily but not simultaneously as this will cut out the other speaker.

6. Invite each member to contribute to all activities.

7. Go over homework requirements for the next week.

6.3 Distance Education Program

Distance Education is a broad topic and there have been many books and articles written on every aspect of the subject. The following is a summary of the main considerations. For further reading refer to the Resources section.

6.3.1 Learner Needs and Characteristics

Define your learner needs and characteristics taking into account these elements:

- Educational background

- Work background

- Cultural background

- Age group(s)

- Confidence level

- Motivational level

- Specific needs

37

- Reading level

- Expectations

- Visual or aural learners

- Ability to cope with directing own learning and self-assessment

- Availability of support group, on-site tutor, other support structures

6.3.2 Learning Objectives

Answer these questions to define your learning objectives for the course/program:

- Are there any prerequisites skills for the learning eg maths?

- Can they be broken into discrete modules?

- What prior learning is assumed?

- Are they reasonable in terms of quantity, quality, time available?

- Do they lend themselves to Open Learning; completely, in part?

- Amount of materials needed to achieve your objectives?

- Can they be assessed?

- Can practical work be included, managed, monitored?

6.3.3 Resource Materials

Check out the suitability of your own existing resources (print, audio-visual and software) from face-to-face delivery programs. Are they able to stand alone as distance education materials or can they be made suitable with some adaptations.

Access all other existing resources with the assistance of

(a)   librarian to search all databases and information sources,

(b)   personal contacts

(c)   local and specialist networks.

Obtain copies of relevant resources for evaluation or trial.

Evaluate and select suitable resources taking the following into account:

- Does content meet some or all of the objectives of the curriculum?

- Is it readily available at reasonable cost?

- Is it able to meet the specific needs of the learner group?

- Is it able to carry out some or many of the functions of the teacher?

Evaluate the materials in terms of these specific aspects of instructional design:

- Readability

- Layout

- Organisation

- Level of language

- Clarity of meaning

- Presentation maintains interest level

- Tone friendly and appropriate to target group

- Free of offence to any sub-group in target group

- Structure

- Appropriate sequencing

- Reflects skills, knowledge and attitudes you wish to develop

- Concepts, principles and ideas clearly expressed with relationships between them demonstrated

- Topics and sub-topics well signposted

- Information presented in accessible and manageable chunks

- Readily recognisable structure for each chunk ie preview, introduction, summary

- Learning outcomes unambiguous and clearly stated for the student

- Learning activities built into the resource, with their importance and relevance made clear

39

- Learner feedback provided for these activities

- Adequate support provided for learners who might experience difficulty eg model answers, worked examples

- Instructions clearly state what the learner is to do

With all this information in mind, determine whether the material is suitable:

- as it stands

- with minor adaptations

- with substantial adaptations

- as a basic resource which requires a study guide to accompany it

6.3.4 Buy, Adapt or Design?

Take the following into account in deciding whether to use or purchase existing material, adapt existing material or develop your own materials:

- Available money for purchasing resources
- Money and time available to develop or adapt resources
- Cost of producing your own resources
- Level of expertise in designing high quality resources
- How quickly materials are needed
- Risk of reducing design quality when adapting resources
- The level of quality needed in the resource

Consider including audio or video tapes in your instructional packages to support the print materials particularly if students are at Levels 1 and 2 in reading

6.3.5 Distribution

Send packages of learning materials to the student with list of contents of package and instructions for what to do with materials on completion of tasks.

40

Ensure that materials are sent at regular and pre-determined intervals and that there is adequate time between feedback from last package and due date of next package. An organised distribution and recording system is essential.

6.3.6 Learner Support

Build in arrangements for personal contact between teacher and learner to provide on-going assistance or guidance for student while they are working through the package, eg with on-site tutor, faxing work to teacher for initial comments before completion stage, phone contact with teacher for queries/feedback on approach to or understanding of tasks.

Rapid tutor feedback to students is essential. Comments and feedback on returned packages should be encouraging and constructive, clear and self-explanatory.

6.4   An Individual Learning Centre

The following factors need to be considered setting up an Individual Learning Centre:

6.4.1 Location

A location close to public transport or in rural areas in the normal service town, so that attendance can be combined with shopping or business trip.

A venue that will suit the majority of students' preference for privacy and convenience, and not be intimidating.

6.4.2 Opening Times

Days and hours of opening which will maximise the access for students in terms of amount and times of attendance

6.4.3 Physical Space

Selection of a physical space which has many of the following:

- Suitable furniture

- Storage area for resources/audio-visual materials

- Room to display resources and place audio-visual equipment and computer terminals

- Access to telephone, tea/coffee making facilities and toilets

- Small group working area

- Individual study room

- Reception/socialising area

- Interview room

- Good lighting

6.4.4 Administration

- An assessment procedure which ensures that students who are enrolled are able to function reasonably independently and have chosen an appropriate mode of study.

- A record keeping system which will ensure that there is good clear communication between staff and students in terms of day to day program and progress, and long term goals.

- System for on-going evaluation on individual and centre basis.

6.4.5 Student Support

- Provision of sound advice in setting learning goals, timelines and methods, as well as regular feedback about learning progress.

- Learner access to peers for support and some group activities.

6.4.6 Resources and Equipment

- Availability of a wide selection of resources and media to cater for all learning styles, interests and levels, designed so that they are paced, self-correcting and unambiguous, and organised for ease of access.

6.4.7 Staffing

- Staff who display the following qualities:

  - flexibility
  - ability to recognise and develop learner's prior knowledge
  - ability to manage learning rather than "stand and deliver"
  - ability to act as a learning resource
  - familiarity with wide-ranging resources
  - ability to help with goal setting and time management
  - ability to identify and develop varying learning styles and strategies
  - ability to motivate and encourage
  - ability to assess student needs and learning difficulties

  - willingness to work closely as a team member and share responsibilities

- Availability of volunteers to provide additional support for less-independent learners, and to assist with materials preparation and administration tasks.

- Availability of staff development tailored to the specific needs of ALBE in open learning centres, eg using new technology, instructional design skills, resource familiarity, RPL.

- Availability of adequate time release and finances for resource and technology development.

6.4.8 Getting a Learner Started in an Individual Learning Centre

- An initial assessment interview is organised during which it is determined if the learner has the required confidence and level of independence in reading (generally entry Level 2) to cope with this mode of study.

- The needs and goals of the learner are also discussed in order to decide whether this delivery mode will be the most effective one.

- The structure and implications of this delivery mode are outlined so that the learner can make an informed decision as to the suitability of this type of study.

43

- Once the learner has decided to commit to the program, they begin to negotiate the curriculum, attendance pattern and timeline.

- The learner's first session can include:

  - induction to the facilities, resources, and record keeping procedures

  - an opportunity to meet teachers, particularly one designated as a teacher contact/learning counsellor

  - the chance to meet other students

  - more formalising of learning goals and strategies with suggested starting points

  - the first learning activities

- At the end of the first session the learner will check that the record sheet outlining the activities covered during that session has been completed, and a plan is then drawn up between the teacher and learner for the work to be done in the next attendance session. Additional work to be completed at home may also be negotiated at this stage.

- When the learner next attends the Centre they get their working file and immediately refer to the record sheet for directions on the activities they will undertake that session and resources they will require. The learner commences work and calls on teacher if and when assistance is required.

7. USING THE ACCREDITATION FRAMEWORK AND THE CGEA

7.1 Curriculum Development and Choice of Delivery Modes

The Victorian Adult English Language, Literacy and Numeracy Accreditation Framework describes a range of skills, knowledge and attitude for adults developing competence in adult basic education.

The Certificates of General Education for Adults are combinations of modules within that Accreditation Framework (see *Certificates of General Education for Adults*). Statements of Attainment can be awarded for the demonstration of competencies in any of the 16 modules.

Teachers/tutors need to examine the learning context, which comprises factors such as learner background and experience, tutor attitudes and expertise, provide physical environment, resources and external constraints. Only when the learning context is understood can a curriculum be developed from the competencies to fulfil the potential of that situation.

7.1.1 Factors Which Constitute the Learning Context

External

- Cultural and social changes and expectations, including employer requirements, community assumptions and values, changing relationships and tutor ideology and ALBE pedagogy.

- System requirements and challenges including policy statements, local funding authority expectations or demands or pressures, curriculum projects , educational research.

- Potential contribution of professional development for staff.

- Flow of resources.

Internal

- Learners: aptitudes, abilities and expressed learning goals.

- Tutors: values, attitudes, skills, knowledge, experience. special strengths and weaknesses, roles.

- Material resources including plant, equipment and potential for enhancing these.

- Perceived problems and shortcomings of the existing approach.

Adapted from Brady, L., (1990).

7.1.2 The Curriculum Model

The development of curriculum may be approached as a process rather than a rigid sequence that begins in a set place. This model may look at the relationship between the parts of a whole rather than a prescription to be followed in a rigid sequence.

The parts of the whole would be:

- stating the objectives or guiding principles

- selecting the content

- selecting the method, mode or process

- selecting the evaluation procedures

This approach to curriculum planning allows for starting with factors that may be critical in a learning context, for example the needs of the learner group, the physical learning environment, child care opportunities.

This approach:

- may have no initial statement of objectives.

- may have a smaller emphasis on content than method

- supports the notion that some content and method are of intrinsic value

- endorses the notion that evaluation does not have to be premised on prescribed objectives, but may proceed from specific concerns and interests.

46

7.1.3 Developing a Delivery Mode

Effective communication is the most important factor in any mode of delivery.

To ensure effective communication, traditional and creative educational techniques can be used.

Consider:

- Variety during and among sessions.

- Contributions, stimulation and ideas from different people, including the learners.

- A variety of strategies within and across sessions.

- Varying the pace of segments within a session and across the program.

- Well organised sessions that enable learners to recognise important content and predict the content of the session. Learners should be able to construct their own mind map of a session and a program.

- Reinforcement of learning from one session to the next and within a session, using visual, aural and kinaesthetic repetition.

- The opportunity for learners to seek clarification.

7.1.4 Assessment of Learning

The competencies of the four streams of the Certificates of General Education for Adults are written with performance criteria that describe how a tutor and a learner know when a competency has been demonstrated.

A well designed curriculum with a steady growth in learning experiences will offer a learner many opportunities to improve their skills and therefore to demonstrate competency.

Competencies and performance criteria can help to achieve consistency and greater accuracy across the adult basic education field.

47

Assessment is part of the learning process in two major ways:

- Every time a tutor sits with a learner to discuss an activity, that tutor is informally assessing that learner's skills through observation and discussion. The result of that minor episode, constantly repeated throughout a program, is the development and modification of effective learning experiences; it is a part of curriculum development. This is often referred to as **formative assessment**.

- Tutors need to check that what is taught and practised has become a part of a learner's repertoire of skills. This gives the tutor a clear indication of the real "level" of the learner and is also a part of the learning process. When this check is made for exit or reporting purposes it is referred to as **summative assessment**.

Assessment in both forms can provide information and feedback for both the tutor and the learner.

When considering the role of assessment in a program tutors need to consider:

1. Assessment is ongoing, an integral part of the learning process that takes place throughout the course, not just at the end.

2. Assessment needs to reflect what has been taught in the class.

3. Assessment tasks need to be designed to assess a number of performance criteria and possibly elements at the one time. (Check the Curriculum section for ideas.)

4. Assessment tasks need to be designed in a creative, imaginative way so that they become part of the learning process.

5. Learners and tutors may negotiate the design and structure of assessment tasks to their mutual satisfaction.

Above all, assessment should reflect good teaching practice.

Adapted from Lorey, B., et al (1993).

7.2   CGEA Curriculum Development

The following four sections deal with approaches to curriculum development in the four streams of the Certificates.

Two different approaches have been taken.

- Reading and Writing and Numerical and Mathematical Concepts provide samples of lessons for specific delivery modes.

- Oral Communication and General Curriculum Options on the other hand take a more general look at the possibilities for a range of delivery modes.

7.3   Reading and Writing

7.3.1 *Reading and Writing Self Paced*

This is a sample of teaching material which could be used in a distance education program or individual learning centre. It is material which is self-directed, partially self-correcting and able to be used by students who are working at different levels.

(Moving on from elements 1.3 and 1.7, working towards elements 2.3 and 2.7.)

Reading the News

Newspapers are "put together". Decisions are made for us about what we read in the paper and how we are to read it. Newspapers are not just a collection of "facts" that have "happened". Newspapers are designed to provide the main details quickly so that the reader can decide whether or not to go on and read some or all of the story.

In this lesson you'll learn about:

- *the particular writing style of news stories*
- *the importance of the headline in news stories*
- *what you'll find in introductory sentences in news stories*

A news story sets out to answer six questions: who? what? when? where? how? and why?

In this news article, the headline begins to answer the "who?", "what?" and "where?" questions.

49

> ## TWO LEAP FOR LIFE IN FLATS FIRE
>
> Two people jumped on to a nearby roof to escape a blaze which broke out in a unit in Carlton Street, Manly at 5.30am yesterday.
> Two occupants of the unit and residents of the three storey block all escaped without injury.
> The blaze broke out in a bedroom on the ground floor unit shortly after the occupant left to see off a friend at the airport.
> One of her flatmates, Helen Wilson, said she started coughing and woke to find her room full of smoke.
> The upstairs neighbour, Yasmin Bensaul and her brother tried to raise the alarm with neighbours but were unable to get into the hall because of smoke. She and her brother then put wet towels over their heads and jumped onto the roof of a shed next door from their first floor window. Firemen quickly brought the blaze under control.
>
> *Adapted from "The Manly Sun", August 1982*

In the previous story, the following information is found in the introductory sentence.

Who?	two people
What happened?	escaped a blaze
Where?	in a unit in Carlton St, Manly
When?	at 5.30 am yesterday
How?	by jumping onto a nearby roof

See if you can circle this information in the article. Notice that the "facts" which answer the first 5 questions are found in the introductory sentence(s). The headlines, picture, and caption are usually related to this introductory sentence. Cartoons can also be used in this way.

More information answering the "how?" question will often be found later in the story. See if you can find it.

Answers to "why?" something happened are usually complex, and involve opinions that are rarely stated in the first sentence of a news story. The journalist will use comments from people involved in the story to try and give an answer, and this will usually occur later in the story. See if you can find an example of "why?" in this story. Ask a friend or member of your family, if they agree with your answer. 50

find an example of "why?" in this story. Ask a friend or member of your family, if they agree with your answer.
Now it's your turn.

Exercise 1

(a)   Find the answer to who?, what?, where?, when? and how? in this news story. Record your answer below.

(b)   Find the sentences or paragraphs which answer the 'why?' question and circle them in the story.

Find a suitable example from your local newspaper to use here.

Who?	*What?*
Where?	*When?*
How?	*Why?*

Check your answers with the ones on the next page.

Exercise 2

Now use your own daily or local newspaper and choose 2 news stories.
Find the answers to the 6 questions in **each** of the stories you have chosen.
Clearly mark and write out the answers as you did in Exercise 1.

Exercise 3

(a)   Think of something you (or your team, club, friends, family etc) have done recently. For each of the six questions from Exercise 1 & 2, write answers about the event/incident that you have chosen

Example

Who?	The under 18 football team
What?	Were badly defeated in the grand final
Where?	On their home ground
When?	Last Sunday
How?	Lost by 60 points
Why?	Four of the best players were unable to play due to injuries

51

(b)   Try to write one sentence containing all of this information. It may not be possible to fit to all the answers into the one sentence. Which ones can be left to a later sentence? Write this information into another sentence(s). Try to include a sentence or two which answer the "how" and "why" questions, using comments people may have made.

(c)   Give your "news story" sentences a headline which begins to answer some of these questions. ·

Send your responses to Exercise 2 & 3 to your tutor for comments.

Fill in your own answers for the local article you used.

Answers to Exercise 1.

    Who?
    What?
    When?
    How?
    Why?

7.3.2 *Reading & Writing Audioconference*

The following is a sample of an audioconference, from Jo Russell of Charlton. The learners were working at Level 3/4 in Reading and Writing.

One of the requirements of the course was that the learners must take turns at writing the minutes for the audioconference. To do this, they need to take notes, make decisions about what to note and abbreviate, use appropriate tone and layout. In fact the task itself provides an opportunity to demonstrate competency in Element 3.2 of Reading and Writing.

The minutes of one audioconference are reproduced below without names. They give a clear idea of the structure of a session. Although this class was Level 3/4, similar sessions are conducted regularly for learners at Level 2. With on site support, tutors at Mildura have run classes for learners at Level 1.

Each domain is covered during the session in either/both Reading and Writing. Many of the elements in Oral Communication are also covered during the session.

52

Name of the Course: LANGUAGE LINKS

Minutes of class held April 1994, 9.30am - 10.30am

Present: ***********************

Apologies: ***********************

1.   *Welcome*
     Tutor welcomed class members. She also reported having received
     a phone call from student X advising that she was unable to
     participate in this session.

2.   *Discussion*
     Class members discussed general difficulties and homework. Tutor
     reiterated the need to respond by sending homework for assessment.

3.   *Journal Readings*
     Various class members were able to read an entry from daily
     journals whilst others confessed to not having written during the
     past week. The need to form a habit of daily journal writing
     stressed.

4.   *Starter Exercise*
     A short exercise was undertaken, looking at the functions of
     individual words within a sentence.

·5.   *Discussion*
     Student Y was welcomed at this stage, having been unable to
     participate at the beginning of the class.

     The contents of tutor's letter were discussed, with explanations
     given of specified requirements.

     It was noted that a written review for each book read over the
     duration of the course was required, in addition to oral reviews.

     The "First Freedom" article was considered, with class members
     expressing unanimous appreciation of the writing style and the
     views expressed.

     "Lesson from Tragedy", the other article sent, is to be the basis of
     an essay, expressing opinions of the writer. The differences between
     opinions and facts were discussed.

6.   *Individual Sentences Sent*
     The article on unionism was introduced. Class members had
     previously received one sentence from this piece, and were required

to discuss the meaning of their sentence, as well as give individual opinions on the subject.

7. **Wealth**
impromptu speeches of 30 seconds duration were made by each participant on the topic "wealth".

8. **Homework**

1. Essay on Daniel Valerio article.
2. Prepare book reviews (written and oral).

Class closed: 10.35am
Minutes prepared by: Student Z

7.4 Oral Communication

The structure and requirements of this stream of the Certificates may seem unfamiliar and therefore more daunting to tutors. The Background Papers of the Certificate document explain the content and demystify the terminology. The familiar domains of Self Expression, Practical purposes, Knowledge and Public Debate appear in this stream and the roles of speaker and listener are addressed.

The role of Oral Communication in adult basic education classes is taken for granted. Discussing, questioning, responding, explaining, arguing, presenting are usual activities of an ALBE program.

Identifying and documenting these activities provides the basis of a simple exercise to match program content against the competencies of the Oral Communication stream.

7.4.1 Oral Communication Competencies

The forms of flexible delivery explored in Section 5 may be examined for the degree of ease with which the Oral Communication competencies may be demonstrated. This section is not intended to be exhaustive or definitive. Creative and innovative tutors will develop strategies for overcoming obstacles in this content area.

- **Individual Provision**

  Distance Education via Print or Computer
  Since voice is not used in this form of delivery, oral communication may normally be restricted to telephone contact with the tutor.

54

To satisfy the requirements of the Certificates, occasional face to face workshop sessions and group meetings could be offered. Audiotapes, video tapes and tutor guidance concerning the requirements for competency may form part of the learning material. The learner could be given suggestions for practice of the elements of this stream and may be prepared to provide audiotapes to the tutor for feedback. A local mentor or peer support may provide another avenue worth exploring.

Individual Learning Centres

This form of delivery usually provides for face to face support. As other learners may be also be present, a provider could timetable group discussion or tutorial sessions to meet the requirements of this stream. Audio and video tapes may be used to support the curriculum.

Typically, several learners may be working on similar areas or themes within their contracted hours of attendance. This may provide an opportunity for regular informal and formal meetings for group assignment work.

- **Group Provision**

Audioconference
This is discussed in detail in Section 7.3.2

Face to Face Classes
The opportunity for the usual kinds of oral communication within a class readily presents itself.

Audiographics (telematics)
This combination of communication options such as computer screens, video, fax, audioconference link can be looked at as providing opportunities for many oral activities. Computer screens may replace distance education material and provide more immediacy in discussion. Group work is possible, although as with audioconference, informal chat between learners may be limited by time constraints.

Interactive television
The tutor transmitting the program can talk to receivers via audioconference link or receive comments and questions via a fax link. The expense of the present satellite system and telephone bridge limits the opportunities for open discussion. Learners may also need to develop confidence in using the technology before they feel ready to contribute to the audio part of the link. At the moment, ITV may work best as a part of a flexible learning package.

7.4.2 One Approach

The Charlton Adult Literacy Group, coordinated by Jo Russell, has used audioconference extensively as the medium for class delivery. The classes concentrates on activities that use oral expression and delivery. Jo comments that learners get used to seeing their voice as an important tool of expression, communication and learning.

This list of oral base activities has been developed from the program at Charlton. The activities cover the four domains and may be adapted to match the level of competency of the learner.

Oral-Based Activities

Round-up: Personal. Opportunity to get to know students better, respond to work, messages and reminders.

Feelings: Sheet of faces with various expressions. Students respond to, or share own feelings, try and explain and share how they deal with their feelings.

Word Segment: To increase vocabulary. Share words discovered in reading or work etc. Share problems with pronunciation, meaning, usage.

Speeches: Topics chosen at start of course. Students take turns to choose day's topic from list, at start of class, for either 30 second impromptu at end of class, or to plan and research a prepared speech for the next week (1 minute).

Play: Students have copies 2 weeks in advance. Teacher chooses parts after time has elapsed and personalities are known.

Journal: Students are encouraged to write daily in their Journal. They may choose to read a segment or an entry, or to comment on how they are using their Journal.

Book Reviews: Students have been given suggested guidelines for a written review, but for their oral presentation, they may use mind-mapping or clustering, to avoid reading. They present it as if they were doing a review session on radio.

Critiques: Students may choose to be critic instead of speaker. They note strategies used, eg humour, expression, and note how speakers use pauses, comment on the introduction, conclusion, feelings etc.

Reading: Each student has selected part of article to read and later explain key points, how it affected them - feelings, attitudes, responses.

Evaluation: Class activities, own progress, goals, needs, interests,

problems - part of each week's routine.

Questions: Interaction, clarification. Homework queries.

Clerihew: or poems, riddles, jokes, stories, limericks, to gain an understanding, appreciation of rhythm, and to experiment with it.

Informal Debate: Experience in defining and expressing opinions and attempting to persuade others. Leads on to formal debate at end of course.

Farewells: Time for messages, snippets, support, reminders, good wishes, questions etc.

With the introduction of the Certificates, Jo has developed a program of 30 hours over 15 weeks to deliver Oral Communication at Levels 3 and 4. The 9 learners are spread over 7 sites and meet each week for an audioconference session. Many of these learners want to go on to further study and see this course as a means of rounding off their Reading and Writing skills.

Assessment will be aided by the taping of each audioconference session.

An initial face to face session gave the learners an opportunity to meet their tutor and each other. The suggestions in Section 6 which are important to ensure an effective learning environment, are a regular part of the organisation and delivery of this program.

At the initial session, learners brainstormed ideas, activities and suggestions about what they wanted to practise. The competencies and performance criteria are being developed by Jo into checklists so that learners can monitor their own contributions as a member of the group, as a speaker and as a listener.

Each session will follow an agreed format based on the activities above and matched to the competencies.

7.5 Numerical and Mathematical Concepts

7.5.1 Numeracy - by Audiographics

In two small country town in Victoria, small student numbers meant that ALBE group provision in numeracy was not viable separately at either centre. The creative solution - two small groups of students were linked by telematics, (audiographics) to make one viable group. The teacher was based at one site with one group of students, while the students, at the second site had the support of a trained literacy tutor. The group was working at level 1/2.

Mac-Fax-Audio facilities located at the local Secondary Colleges were used for the program.

A duct system (a loud speaker with hand held microphones for participant) facilitated the audio link.

Macintosh computers, linked via modems and using electronic classroom software, created an interactive whiteboard. The teacher could prepare in advance some "screens" under a "Prepare a Lesson" menu. These could be questions to be worked on, diagrams to assist in the lesson, or activities which the students would do during the lesson. After preparation they would be stored on disk, and called up as required during the lesson.

Fax (Facsimile) machines were used to transmit hard copy.

This proposed format was posted in a prominent place at each site in addition to each student having their own copy.

Proposed Weekly Lesson Format

1. Greeting and welcome
2. Roll call
3. Administration – notices to students and tutors
4. Introductory activity
5. Homework review/Journal readings

BREAK

6. New work
7. Practice
8. Setting of homework
9. Evaluation – verbal
10. Farewell – sign off, disconnection

Introductory Activities

These were (short) activities which students did at the beginning of the session. Some individuals, some as pairs, and occasionally as whole on-site groups.

After everyone had worked on the activity the group discussed it together with students from both sites participating.

An Introductory Activity:

58

• Could be a short memory exercise

- It could be a revision on calculator memory several weeks after teach it

- Sometimes it would be cooperative problem solving - always enjoyed

- Maybe understanding/checking the phone bill, SEC bill, maximum and minimum temperature.

After trying many of these opening activities it seemed that, at this level, those which worked best were practical activities involving pairs such as measuring activities, cutting out fraction shapes, or filling in tables. These opening activities were selected from across the spectrum of maths so that each element or strand was included:

- Fraction shapes - part of number elements 1.3 and 2.3 *(pp. 88 & 90)*

- Tables - part of data element 1.1 and 2.1 *(pp. 88 & 90)*

- Measuring activities - part of the measurement strand *(see Background Works pp. 200, 201 or element 2.4 p. 90)*

- Other shape puzzles built on the space and shape aspect *(Background Works, pp. 200, 201 or element 1.5 and 2.4 p. 89, 90)*

Journal Entry

This activity involved students writing a diary entry during the week and reading it out during the weekly session. This activity encouraged students to express themselves in words and helped to boost their confidence in their existing maths skills.

The Journal idea was introduced using this handout:

> ## *Journal Writing - for each of us*
>
> - *Write each week a short article of no more than 100 words about Maths in your life - Maths in this course and outside it, too.*
>
> - *You could write about noughts and crosses, cooking, craftwork, sport. (Be sure you tell about the Maths involved in your writing.)*
>
> - *Or about patterns in nature, (in construction).*
>
> - *Or about your feelings in learning or teaching maths*

The teachers both wrote journal entries each week. These provided models to demonstrate their expectations of the students. The entries were all read

out during the lesson each week.
Examples of student writing include:

- I took $10 with me to the Coonover Bridge Hall. I paid $4 for lunch, bought a plant for $1.00, a CWA card for 40 cents and 5 cents for "Penny Friendship". I had $4.55 left.

- Dad took 20 suckers to the pig market. He got $25 for each one, a total of $500. After paying all the fees he came home with $434.90.

- As the treasurer of our Neighbourhood House I work out our coordinator's pay. She works 5 hours per week at $14 per hour plus 23% loading. I do all the calculations.

Maths Diary

Midway through the course, to vary the approach the journal entry became a "Maths Diary" entry. The entries would still describe mathematical tasks that students performed incidentally during the course of their normal daily activities, as with the previous journal entries, but this time they would analyse further what skills were involved. Some examples are shown below.

Task	Maths Skills Involved
Deciding when to leave home to keep an appointment	• Map reading • Estimation of distance & speeds • Division
Shopping for weekend visitors & preparing food	• Estimation of quantities • Estimation of costs • Following instructions in recipes • Managing time
Packing the family Esky	• Counting • Choosing appropriate shapes for plastic containers • Fitting shapes into Esky
Tiling the kitchen	• Measuring • Fitting shapes • Multiplication, division, addition to work out quantities & costs
Food needs for school holiday bus trip	• Estimation of quantities per person • Multiplication • Estimation of times for travel

60

Each week all the participants would read their entries, analysing the skills involved. The emphasis was on a clear, logical explanation of how they solved the problem and the sequence of steps taken.

The process proved very helpful in developing the students' mathematical language: verbalising the operations carried out in calculations, keeping to the point, correct use of concepts such as estimation; and speaking and writing the names of common fractions.

Sometimes a student's entry would pose a problem for them, and the group would tackle it together.

(Activities of this nature assist in modelling the performance criteria:
- *Recognise that mathematics is involved in the activity.*
- *Identify mathematics for use.*

The students develop a consciousness that maths is involved in everyday activities. In turn this develops their confidence in their ability to learn even more mathematics. CGEA p. 90.)

Some Successful Lessons

Metric Length

A lesson that worked well was **becoming familiar with metric length**. (Most students had grown up "pre-metric" days.) The teacher had prepared screens with questions - students had brought tape measures. They worked in pairs, at each site, and when the measurements were all taken, together the students completed the prepared table.

Name	Stride	Height	Arm Span	Foot Length	Hand Span
Margaret					
Rosemary					
Bonnie					
Jill					
Pam					
Kath					
Georgina					

After assembling that data students were given questions to answer individually. These were on a prepared screen, (see below), and were adapted from *Strength in Numbers page GS 39*.

(Working towards: element 1.4 - use personal referents in measurement; and element 2.1 - interpret data and organise it into tables and charts; element 1.3 use of natural number. CGEA pp. 88-90.)

1. *What is the difference in height between the tallest and the shortest person?*

2. *How far would we stretch if we all lay head to foot on the floor in a line?*

3. *What measurement is 10 cms greater than your height?*

4. *How much longer is Rosemary's stride than Pam's?*

5. *If everyone stood side by side with arms outstretched, how far would we stretch?*

Weight and Volume

Similar activities were done with **mass** and **volume**. First, estimating, then measuring accurately using common measuring equipment. Containers such as milk cartons, ice cream tubs; (written volumes covered over with white out or sticky paper) can be compared by filling with liquid and then using measuring jug for actual accurate volume measurement.

This may sound difficult, coordinating two sites. However, with an enthusiastic, cooperative leader at the second site and as long as commonly available products and containers are agreed upon, it should be quite simple.

(Working towards measurement level 2 - CGEA, p. 201.)

Adapted from Marr, B., Morton, K., (1994).

7.5.2 Numeracy - by Teleconference

The following are similar lessons to the previous one on metric length, which was delivered by audiographic mode. In these lessons the delivery mode being used in **teleconferencing**. Similar elements from the CGAE are being developed.

(Element 1.4	*-*	*use personal referents in measurement*
Element 1.3	*-*	*use of natural number*
Element 2.1	*-*	*interpret data and organise it into tables and charts*
Element 2.3	*-*	*develop and use measurement relationships*
CGEA pp 88-90)		

Getting a Feel for Metrics - Measurement Activity

Tutor Notes

The best way for students to become confident with the metric system is to use it. The more practice people have with anything new the more relaxed they become with it. This activity provides plenty of informal practice with metric units as well as an opportunity to identify parts of the body which can help to estimate length. Much of the time students are involved in completing parts of the activity away from the phone, recording results and then discussing these when everybody is finished.

What to Send Each Student

Chart with lengths to be measured listed on it with space to record appropriate part of the body. Each student's name is listed on this chart so that the information for all students can be recorded for discussion.

Teleconference Steps

1. Using rulers marked in centimetres only, have students find parts of their bodies with which they can measure the following lengths. Point out to students that the parts of the body selected will need to be practical for measuring with later in the session.

   Students will need to put the phone down to do this and return when they have finished. Don't forget to remind students to "report in" when they return to the telephone.

   Students can record their information on the chart under their own name.

   The following lengths are suggested as they are the most commonly used in daily life. Of course, they can be altered to suit a particular class situation.

63

- 1 cm, 5 cm, 10 cm, 20 cm, 30 cm

- 1 metre

- 1 metre from floor up

Below are some parts of the body commonly used for this activity:

- little fingernail

- hand span (little finger to thumb with fingers fully stretched)

- hand (across knuckles with fingers together)

- forearm (from elbow to fingertips)

- shoe (length of shoe or foot)

- shoulder reach (from one shoulder to the end of the opposite arm)

- body metre (measure 1 metre from the ground up)

2. Through discussion once everybody has finished, complete the rest of the chart filling in each student's results under their appropriate names. Use these results to discuss the fact that these types of measurements are as different as people's heights.

3. Have students measure a series of objects using their body measurements. Compare answers to check accuracy. In order to compare answers students will need to measure objects such as telephone books which are familiar to all households. As a group, compile a list of objects to measure which are common to each student's surrounding. Another approach to this activity is to select particular lengths and have students find objects which measure these lengths. For example, use your body measurements to find three objects which measure 10 cm.

64

Measurement Activity Sheet - "Getting a Feel for Metrics"

Lengths	Student Names					
1 cm						
5 cm						
10 cm						
20 cm						
30 cm						
1 metre						
1 metre (floor up)						

Under each student record the parts of their body which they found to fit each of these lengths.

Draw a Line

Tutor Notes

This activity begins the process of learning to estimate small distances in metric units.

Teleconference Steps

1.   Ask students to put all rulers out of sight. Students draw a line which they estimate as 10 cm long. Ask students to measure their line using a ruler. Discuss the groups results.

   - How close were their estimates?
   - How did they estimate the 10 cm?
   - How much were they under or over?

2.   At the end of the session ask students to draw another line, again estimating the length. Make this line a different length to the 10 cm at the beginning of the session. Discuss the results this time. Were they more accurate than at the first attempts?

Extension Ideas

The measurement of each of these lines involves the use of centimetres and millimetres. Some students may need help to complete this task accurately. This part of the session would be a good opportunity to introduce these units and the relationship between them.

- How many millimetres are there in a centimetre?
- How do we convert from millimetres to centimetres?
- Measure lengths in both centimetres and millimetres.

Adding Lengths

Tutor Notes

This activity comes from *"Commonsense Maths"* by Peter Kaner and Greg Gibbs (Edward Arnold, Australia, 1984).

In this activity students receive practice at adding together metres and half-metres. This type of worksheet activity is useful as homework, providing extension work in a context, once students have completed plenty of hands-on activities.

What to Send Each Student

"Fire Escape" worksheet. Answers should be discussed at the beginning of the next week's session.

Teleconference Steps

1. Have students complete this worksheet for homework. Allow a small amount of time for students to read through the sheet before the conclusion of the session to ensure there are no questions about what is required of them.

2. During the following session discuss answers with the group and their methods of obtaining them. Did students use calculators? What type of mathematical operation did the students use for each part of the problem? Did they need any information that had not been covered or which students found they had forgotten? Which were the easiest to calculate? Why were the others more difficult? Did any cause great problems?

3. This type of problem is also useful as part of ongoing assessment and, if used as such, students could be asked to post in their completed worksheets along with all notes and workings. It may also be useful to have students write an explanation of how they solved particular parts of the problem, for example parts (b) and (e).

Measurement Activity Sheet - "Adding Lengths"

> ### Fire Escape
>
> A family living in a flat are trapped by fire. They try to escape by tying sheets together, soaking them in water and then climbing down. Each sheet is 2.5 m long after it has been knotted.
>
> (a)   How far down would 2 sheets reach?
> (b)   How far down would 3 sheets reach?
> (c)   How far down would 4 sheets reach?
> (d)   How far down would 6 sheets reach?
> (e)   How far down would 10 sheets reach?
> (f)   How many sheets would be needed if the window is 20 m above the ground?
> (g)   How many sheets would be needed if the window is 30 m above the ground?

Adapted from Archer, R., Trathen, R., Spark, R., (1992).

7.6   General Curriculum Options

This stream was developed to provide an opportunity for providers to take advantage of local knowledge, expertise and situations. The Certificates document explains the background of the General Curriculum Options stream and ways it may form part of an adult basic education program.

7.6.1 Overview

Two teachers (Margaret Taylor and Janet Di Carlo) in a full time Level 2 course developed **an integrated model** that focussed on social history content. Their work is included in the General Curriculum Options curriculum outlines project, *Exploring the Options*. The following ideas outline how their work may be adapted for flexible delivery purposes. Parts of their original document have been reproduced for the sake of clarity.

This social history unit was: "The Two faces of Power: Towards an Understanding of Aboriginal Culture". The subject looked at the broad notion of power in society and how it affects and influences indigenous peoples, nationally and locally. Historical misinformation and myths

regarding the history of Australia were the springboards from which the issues were explored. Negotiated areas of interest were fundamental.

The unit was integrated with Reading, Writing and Oral Communication streams. The GCO elements which were easily applied within this context were:

- Collecting, organising and analysing information

- Planning and organising activities

- Communicating ideas and information

- Working with others and in teams

- Solving problems

The range of areas of exploration is endless, depending on the needs of the learners.

7.6.2 Specifics for Flexible Delivery

The subject included printed material for reading, comprehension and discussion. Delivery strategies included the use of graphics, headings and vocabulary development. Individual and group assignment work formed the context of the learning.

The assessment task in the form outlined in the GCO project would lend itself to individual learning centre or audioconference supported by distance learning materials and/or computer screens provision. Learners could be encouraged to communicate with each other by letter, telephone, fax or computer between classes for some parts of the assignment. The decision about which parts of the assignment are managed in which particular form will depend on the group itself and the judgement of the teacher.

If the group work element was removed, the assessment task could also be used as a distance learning assignment for an individual student.

68

THEMATIC WEB

THE TWO FACES OF POWER: TOWARDS AN UNDERSTANDING OF INDIGENOUS AUSTRALIANS

HISTORICAL BACKGROUND
- Terra nullus
- British policy
- European invasion/settlement

CURRENT ISSUES
- land rights
- traditional definitions
- heterogeneous aspects – political and spiritual
- Melbourne Aborigines
- one view or many?
- Mabo legislation

PRE-EUROPEAN
- initiation – who/why?
- dreamtime
- secrets – why?
- land/bloodlines
- tribal elders
- kinship
- Aboriginal family structure

DISPLACEMENT
- attempted eradication of a race
- government policy
- massacres
- policing
- black deaths in custody
- loss of Aboriginal law
- history
- stolen children
- assimilation policy
- missions
- policy
- consequences
- loss of land, life, identity
- organise guest speaker

7.6.3 An Assignment for Assessment

Outline

Task

To organise the visit of a guest speaker, negotiating about individual roles
and responsibilities; ranking and allocating these roles and responsibilities.
Preparation includes developing a list of appropriate questions to be
directed from the group to the speaker.

Target(s)

Stream(s)	Element(s)
General Curriculum Options	2.1 Collecting, analysing & organising information 2.2 Planning & organising activities 2.3 Communicating ideas & information 2.4 Working with others & in teams
Reading & Writing	2.7 Reading for knowledge
Oral Communication	2.2 Oracy for practical purposes

Teacher Intervention and Other Assistance

Some teacher guidance provided as feedback on ideas before task. Teacher provides a list of names of prospective speakers and a budget for catering and travel, if appropriate.

Curriculum Context and General Conditions

Students work in pairs or small groups. Group negotiation and support is part of the tasks. Co-ordination and negotiation of interview and prior planning of interview materials is part of group responsibility. Students provide feedback through notetaking during interview.

In Detail

Organisation of Guest Speaker

Aim:

To provide a context in which students can:

- Demonstrate skill in communication with organisations and individuals.

- Negotiate issues to be explored and lines of questioning within a group.

- List and organise information and lines of questioning into a sequence.

- Evaluate and organise information from the interview into a report and into possibilities for individual research projects.

Task

To organise and prepare for a visit of a guest speaker to discuss issues identified by the group.

Activities & Assessment

Plan:

1.   In small groups or pairs students will organise:
Who to invite to speak to the group (Group 1)
Dates, times and costs of speaker (Group 2)
Transportation and lunch for speaker (Group 3).

2. In a full class students will coordinate and negotiate the broad plan for the interview.

3. Students will draft questions in areas of particular interest.

The preceding classwork will contribute to students framing their questions in a culturally sensitive manner. The subject matter of this material is basically interpretive. There are no rights and wrongs. Students have been encouraged to perceive and appreciate the historical information from many perspectives.

Alternative Plan:

The steps in the plan above depend upon the nature of the group and the focus of the teacher. Students may, therefore, prefer to decide on a guest speaker on the basis of the questions they wish to have answered. The order of the previous plan would be reversed.

The activity gives students the opportunity to satisfy the performance criteria of a number of elements in the GCO stream (Level 2 or other as appropriate):

2.1 Can collect, analyse and organise information
2.2 Can plan and organise activities
2.3 Can communicate ideas and information
2.4 Can work with others and in teams.

All stages of this project are accomplished with teacher support and regular feedback.

Students will:

- demonstrate negotiation skills within the group to decide on the questions to be asked.

- reach group consensus on the issues to be decided in organising a speaker.

- draft interview questions to the anticipated context and audience.

- structure the interview situation to ensure the comfort and success of the speaker.

- ask interview questions using negotiated form and style.

- communicate clearly and coherently so that the information is organised for the prescribed purpose.

- take notes on the talk to record the main issues of interest to the group.

- communicate the relevant issues resulting from the interview to a third party.

This will be recorded for assessment purposes by:

- notes from group discussion and negotiation.

- production of written information in sequential format

- self-assessment

- peer assessment

- teacher observation

- outcomes satisfactory to all participants using the established guidelines

- Group assessment and feedback

8. EVALUATION

Evaluation is generally accepted to mean the **collection and analysis of information in order to make informed decisions**. There are three main types of evaluation:

Comparative - based on comparison with what is seen as typical or normal, norm referenced.

Criteria - judged against agreed criteria, criterion referenced.

Change - looking for improvement over time, observation of change.

What is evaluated may include planning, programs, policies or the organisation itself.

In this context, a provider may want to evaluate:

- the whole provision
- a particular course
- parts of a particular course

The Fundamental Stages of Evaluation

- *Planning*
- *Collecting and analysing information*
- *Reporting the findings*
- *Implementing the necessary changes*

This may be thought of as:

- deciding on the questions
- asking questions
- getting answers
- forming opinions
- taking action

Flexible delivery is an aspect of provision that should be the subject of evaluation. Factors to be considered in the evaluation may include:

- course structure
- course content
- learner outcomes
- delivery strategies
- effectiveness of learning materials
- effectiveness of any technology that was used
- objectives of the course
- staff practices and their effectiveness
- the program in relation to community, employer, employee or funding body needs
- the development of pathways from the program
- management and administrative practices
- staff development
- the learning environment
- learner recruitment practices
- cost effectiveness
- was this delivery mode the best option?

The **Starting Points** in Section 4 will provide more ideas for the "what" of the evaluation.

These features may be measured against:

- other similar programs
- programs conducted using more traditional structures
- the program aims and objectives
- any improvement or change during the program
- any improvements or changes in relation to previous programs

The main reason for any evaluation is to provide a better service and a more effective program. This implies change.

Kindler, J., (1992).

An Issue

Are the quality issues perceived by the learners, the tutor, the provider or the funding body as being one and the same? If quality issues are relevant to all players but there are differing operational agendas, who has the right to decide which quality agenda will be implemented? Can all be implemented?

9. PROFESSIONAL DEVELOPMENT

Flexible delivery means designing an effective and efficient learning program that will meet the needs of the individual learner and the learning group. The aspects guiding the development of the program are quite straightforward:

- **Who** is able to learn?

- **What** the learner is able to learn?

- **When** the learner is able to learn?

- **Where** the learner is able to learn?

- **How** the learner is able to learn?

Access and learner-centredness are the aims of flexible delivery. The strategies to achieve these aims and to expand the options in each of the aspects above may need extensive consultation with others before they can be implemented.

Teaching staff, management, support staff and administrative staff may all play a role in the process. The actions taken by those in one role will impact on other roles.

A program that extends or changes the "normal" ways of organising and/or delivering a course has usually required careful thought and attention to course content and delivery strategies.

Equal thought, time and attention must be given to supporting all the staff who are involved in implementing the program. A commitment to professional development at a number of levels will help to ensure the success of the program.

Groups to be considered include:

- teachers/tutors
- management
- support staff
- administrative staff

The tasks to be addressed may be summarised as:

- developing the concept of flexible learning
- exploring the options
- making the choices
- managing the process

77

- ongoing evaluation
- evaluating the process and outcomes

The first task for any provider wishing to open up the learning options may well be to develop a staff development action plan.

The aims of professional development for staff involved in flexible delivery are:

- to give staff the opportunity to develop a common understanding of the principles of flexible delivery.

- to give staff the opportunity to explore and develop the best options for program delivery within the given learning context.

- to clarify the roles and responsibilities of all staff.

- to set realistic objectives in terms of timelines and procedures.

- to explore the implications of the proposed program for other staff within the provider.

- to identify course structures and curriculum content that are appropriate for flexible delivery.

- to analyse the effective use of existing resources and plan for further resource needs.

- to develop expertise in the design and development of learning materials.

- to develop expertise in the use of appropriate technology.

- to develop relevant evaluation strategies.

- forward planning.

Formal workshop sessions and meetings can be used to meet the needs of staff. Local and outside expertise may be employed to stimulate and manage the process.

Other possibilities include:

- reading professional publications: both those directed to ALBE practitioners and those focussing on flexible delivery in wider contexts.

- attending conferences.   78

- centre meetings.

- meetings for all interested parties.

- guest speakers.

- visits to other providers.

- completing further education.

- staff interaction.

- access to short courses.

- developing local and regional networks.

- contributing to professional publications.

10. RESOURCES

10.1 Books and Articles Worth Reading

General

Brady, L., 1990, Curriculum Development, 3rd ed., Prentice Hall.

Brindley, G., 1989, Assessment in the Learner-Centred Curriculum, NCELTR.

Lambert, F., Owen, J., 1994, A Guide to Program Evaluation, Centre for Program Evaluation, The University of Melbourne.

Adult Literacy

Adult Community and Further Education Board, Numeracy and Basic Maths Curriculum Documents, Northern Metropolitan College of TAFE.

Adult Education Tasmania, 1990, Good Practice in Australian Adult Literacy and Basic Education, No. 8, Program Organisation and Delivery, Tasmania.

Anderson, J., Cheetham, A., Grice, R., Marshall, B., 1990, The Use of Technology in Adult Literacy Programs.

Anderson, J., 1990, New Literacy Tools for Adults, Australian Journal of Adult and Community Education, Vol 30, No. 2, 84-91.

Archer, R., Trathen, R., Spark, R., 1992, Telemaths - Teaching Maths Over the Telephone, Victorian TAFE Off-Campus, Western Metropolitan College of TAFE.

de Rome, L., 1991, Between the Lines: Adult Literacy Through Video, Project Report to the New South Wales Adult Literacy Through Video Steering Committee and the National Policy on Languages Adult Literacy Action Campaign, Department of Employment Education and Training.

Deschepper, A., Greenwood, M., Judd, K., 1993, Open Learning Centres and Adult Literacy: A Guidebook for Adult Education Providers, Adult, Community and Further Education Board.

Drummond, L., 1993, <u>Flexible Delivery of Adult Literacy and Basic Education Programs</u>, Report prepared for the State Training Board and the Adult Community & Further Education Board.

Kindler, J., 1992, <u>Managing Progress: A Staff Development Package on Evaluation in Adult Literacy and Basic Education</u>, Adult, Community and Further Education Board.

Lorey, B., Stricker R., Kiernan H, 1993, <u>If I Only Had Time</u>, Eastern Regional Council of Adult Community and Further Education.

Marr, B., Morton, K., 1994, <u>Numeracy by Telematics - Distance Mode: Certificate of General Education for Adults</u>, Numeracy Curriculum Models.

Purcell, D., 1994, <u>ALBE and Technology</u>, Literacy Update No. 10.

Office of Training and Further Education, 1993, <u>Certificates of General Education for Adults</u>.

TAFE National Staff Development Committee, 1992, <u>Draft National Framework for Professional Development of Adult Literacy and Basic Education Personnel</u>.

Flexible Delivery

Atkinson, R., McBeath, C., Meacham, D., (editors), 1991, <u>Quality in Distance Education</u>, ASPESA Forum 91, various articles.

Aumann, T., 1992, <u>Open Learning</u>, unpublished.

Flexible Delivery Working Party, 1993, <u>Flexible Delivery: A Guide to Implementing Flexible Delivery</u>, Queensland Distance Education College.

Flexible Delivery Working Party, 1992, <u>Flexible Delivery: A National Framework for Implementation in TAFE</u>, Queensland Distance Education College.

Flexible Delivery Working Party, 1993, <u>Flexible Delivery: Appropriate Technologies for Flexible Delivery</u>, Queensland Distance Education College.

Flexible Delivery Working Party, 1993, <u>Flexible Delivery: Cost Benefit for Flexible Delivery</u>, Queensland Distance Education College.

Flexible Delivery Working Party, 1993, <u>Flexible Delivery: Towards New Alliances for Learning in Industry</u>, A Report on Flexible Delivery of Training for Industry, Private and Non-Institutional Providers, Queensland Distance Education College.

Flexible Learning Working Group "FLEGG", 1993, <u>First Report to Quality First Board & Programs & Planning Board</u>.

French, J., 1988, <u>Audioconferencing Handbook</u> Outer Eastern College of TAFE.

Guscott, S., Neve, S., 1992, <u>Open Learning and Flexible Delivery: National Staff Development Program</u>, Module 1 - Introducing Open Learning, TAFE National Staff Development Committee.

Kaner, P and Gibb, G., 1984, <u>Commonsense Maths</u>, Edward Arnold, Australia

Report of the House of Representatives Standing Committee on Employment, Education and Training, 1989, <u>An Apple for the Teacher? Choice and Technology in Learning</u>, Commonwealth of Australia.

Scriven B., Lundin, R, Ryan Y., 1993, <u>Distance Education for the Twenty-First Century</u>, Selected papers from the 16th World Conference of the International Council for Distance Education, Queensland University of Technology.

Shearer, S., <u>Instructional Design for Flexible Learning</u>, Modules 1 - 5, State Training Board, Victoria.

Simmons, J., Harper, G., Veitch, J., 1992, <u>Open Learning and Flexible Delivery: National Staff Development Program</u>, Module 4 - Accessing & Adapting Existing Resources, TAFE National Staff Development Committee.

10.2 Other Relevant Projects

The availability of the following documents and videos may be checked by contacting ARIS, the Adult Basic Education Resource and Information Service, at the National Languages and Literacy Institute of Australia, Level 9, 300 Flinders Street, Melbourne. Phone: 03 9614 0255, fax: 03 9629 4708

Certificates of General Education for Adults - Implementation Projects

- *General*

Explaining the Certificates of General Education for Adults
The video "Introducing the Certificates of General Education for Adults" provides an overview of the philosophy, structure and range of uses for the Victorian Adult English Language Literacy and Numeracy Accreditation Framework and the Certificates.

- *Curriculum*

Writing Our Practice - Language and Literacy Curriculum Documents
Documents good practice in reading, writing and oral communications streams of the Accreditation Framework.
Managed by Council of Adult Education for a consortium.

Not one right answer - Numeracy and Basic Maths Curriculum Documents
Documents good practice in the numeracy/basic maths area and brings together practitioner's past experience with the competencies and structure of the CGE(A).
Undertaken by Northern Metropolitan College of TAFE.

Maths Video: Putting Maths in the Picture
A staff development package that explains the numeracy/maths stream of the CGE for Adults.

Exploring the Options - Curriculum Documents and Support Materials for the General Curriculum Options Stream
This project is to develop, write and publish a series of curriculum documents to assist teachers to use the General Curriculum Options competencies of the CGE(A).
Undertaken by Moonee Ponds Community Centre and Moorabbin College of TAFE.

Talking Curriculum - Oral Communication
The objectives of this project are to provide literacy and language practitioners
with curriculum development and assessment strategies and processes for the oral
communication stream of the CGE(A) and the VAELLNAF.
Undertaken by Northern Metropolitan College of TAFE.

Integration into two Vocational Education Curricula
This project will focus on the integration of the competencies of the 4 streams of
the framework into specific vocational education and training courses so that
language and literacy skills development is integrated with vocational skills
development. Includes professional development workshops.
Undertaken by Training Initiatives Program, Western Metropolitan College of
TAFE.

Curriculum Models and the Framework
Development of a simple course and curriculum writing guide on how to use
different curriculum models to write courses from The VAELLNAF. Includes
professional development.
Undertaken by ARIS.

● *Assessment & Moderation*

An Assessment Guide for ABE Programs in Victoria
An update of the Assessment, Referral and Placement Kit for Adult Literacy and
Basic Education Programs in Victoria based on good practice in assessment and
model assessment tools for initial assessment.
Undertaken by Holmesglen College of TAFE.

Moderation Project
A statement of principles and operational guidelines for the process of moderation
and verification of assessments for the Certificates of General Education for
Adults. Includes professional development workshops.
Managed by Victoria University of Technology for a consortium.

● *Other*

NESB Learners and the Certificates of General Education for Adults
Guidelines for providers and teachers on how to design courses for the CGE for
Adults that meet the needs of Non-English Speaking students.
Undertaken by Holmesglen College of TAFE.

Technology and ALBE Practitioners
TAFE National Staff Development Committee package.

GLOSSARY

METHODS OF DELIVERY
SOME DEFINITIONS

1.   **Face to face**

Classroom based learning: the most widespread way of delivering language and literacy programs. An alternative is self-paced learning or supported self study where learners sit together in a classroom but proceed at their own pace. They usually use prepared resource materials, but a teacher is present to answer questions, help and supervise.

2.   **Independent learning**

Learners work on their own, at home, at work or at a learning centre. They may be entirely unsupported (the "Teach Yourself" approach), or may have some interaction with a teacher via mail, telephone or other means.

3.   **Distance education**

What used to be known as correspondence; students receive learning materials in print or other media, and return assignment work for correction by a teacher. Some distance education institutions have sophisticated computer-managed learning systems. Some require attendance at summer schools or seminars from time to time.

4.   **Fleximode**

A combination of distance and face to face learning; a common arrangement is for students to attend classes fortnightly, and discuss assignment work completed in the interval.

5.   **Resource-based learning**

Any type of learning where students make use of prepared resource materials.

6.   **Computer-based learning**

Students use prepared computer-based resources which include content in the form of text or graphics, plus assignments or questions which students answer to check their progress. Also known as computer-based training, computer-assisted learning, computer-assisted instruction.

7.   **Computer-managed learning**

Computers here are used to track students' progress. Depending on the sophistication of the system, students may be able to drawn down tests or assignments on-line, record their answers and receive summaries of their progress. The information is also available to the teaching institution for student records and awards. In some cases students may be able to communicate directly with their teachers.

8.   **Computer conferencing**

Participants can log on to a conference, using a modem, and contribute papers.

9.   **Bulletin boards**

Similar to a computer conference. Subscribers (students and teachers in an educational bulletin board) can send messages via a modem, addressed either to an individual or to a group of people.

10.   **Computerised multi-media**

Also known as hypermedia, interactive media, or multimedia, enabling the recording of graphics, motion pictures and audio, with varying types of access and of interactivity. They are based on a combination of compact disc an computer technology. One of the simpler types, CD-ROM (Compact Disc Read-Only Memory) is relatively inexpensive and is used where large quantities of information are to be accessed, as in catalogues and similar applications.

11.   **Audio conferencing**

A telephone link-up where three or more persons are involved. This can be done on an ordinary telephone if there are only one or two people at each point. Where there are more people, a microphone/speaker system attached to the telephone allows everyone to speak and hear.

12.   **Video conferencing**

Like an audio conference, but with vision as well. The signal is transmitted on ISDN or optical fibre telephone lines, and requires special equipment to code and decode it, but specialised studio facilities are not needed.

13.   **Audiographics**

A computer link to transmit data including text, graphics and still-frame video, supported by audio conferencing and, often, faxes. Special software is required, and in some cases specialised equipment. Electronic Whiteboard is one variety; a cheaper version combines a Macintosh computer, audio conferencing equipment and a fax.

14.   **Talking book**

A computer system which uses a bar code reader to link audio and print materials.

By Mode	Technology/Equipment Required	Potential for Interaction	Ease of Access/Convenience for Student	Ease of Use and Efficiency of Technology	Teacher Preparation Required	Other Staff Required	Cost of Equipment	Cost of Production and/or Transmission	Potential Cost Effectiveness
Cassette Pre-recorded Audio Cassette	• Cassette player • (Opt-listening post)	• No live interaction - could be used in conjunction with teleconference	• Mailed to individuals • Available at central point	• Very easy	• More than normal class preparation • Planning • Scripting • Recording • Distributing	• Nil		• Minimal	• Multiple copies can be made easily and copied for wider distribution • May need updating
Pre-recorded Video	• Video cassette player/recorder • Video camera • Video console	• Pause can be designed into tape for student activities		• Varying levels of presentation therefore differing degree of difficulty for teacher using recording equipment		• Nil • Possibly need technical/video crew, content consultants, presenters, distributors	VCR $530 Video Camera $1,000 Console $?	• Cheap if using common VCR equipment • Broadcast standard very expensive	• Very cost effective especially with no. of dispersed small groups • Initial outlay not too prohibitive
Telephone 1:1	• Standard phone	• Complement to print material. Good for teacher-student & student-student	• Very convenient • Unlimited site opt- home, work, institution, community venue	• Very easy	• More than normal class preparation		$200-$250 approx	• Normal phone charges, local/STD for each line engaged	• Reduces travel and/or accomm. costs and time for students
Conference	• Standard phone • Hands-free phone • Voicepoint/Duct • Bridge	• Very good for isolated groups &/or individuals • Many participants & multiple sites possible	• Easy access for individuals & groups at central location	• Easy with short initial training • Easy but protocol must be set before conference	• Lead-up time necessary, to send out agenda, worksheets etc beforehand to students/site coordinators	• Record keeper • Technician at bridge site is desirable	Harvard Elite/Duct $2000 approx Contralink (6 unit) $10,000 approx		
Television Interactive Video Conference	• TV Studio • Satellite dish	• Teaching technique must encourage interaction, not passivity • Nos. limitless • Some potential for audio and visual interaction	• Students need to attend fixed reception site for live session	• Staff development and training required • Technicians required • Instructional designers required	• Much more than normal class preparation • Planning • Scripting	• Single person production/presentation is possible. Usually crew/technicians needed • Technicians &/or coordination at reception sites	Receive only $2,000-$4,000 Transmit & receive $100,000 plus	• $2000/hr for satellite plus support & production staff costs	• Potential very good for reaching very large numbers • Reduces travel/accommod costs for students & teachers
Computer Text • Email • Bulletin board	• Computer • Modem • Phone line (reliable)	• Good for quick turn around communication between students and teacher-student • Almost limitless number of participants and sites • Point to point real time interaction is restricted to 1:1	• Students can use home computer in own time • Can be at central site • Particularly useful for homebound or disabled students	• Easy, short initial training	• Need to initially check compatibility of all computers - software/ hardware combinations	• Coordinator/ technician to trouble-shoot any technical difficulties	Basic computer $1,200-$1,500 Modem $250-$300	• E-mail - approx $29 per month per student. This will vary with distance between sites and connection time	• High cost effectiveness provided software is user friendly
Audiographics Maxfax duct Optel	• Computer • Modem • Hands-free • Loudspeaker phone (Options - writing tablets, telewriter, freeze-frame or slow-scan video)	• Very good potential for audio and visual interaction • Many participants but at limited number of sites	• Students need to attend central site	• Requires some computer skills for students and/or teacher/ coordinator at each site	• More than normal class preparation • As with telephone conference, plus making up pre-prepared screens	• Coordinator/ teacher can be helpful at each site	Optel $10,000 Mac $5,000	• Tied to STD rates	• Very good - provides interaction on standard phone line • Saves travel
Facsimile (fax)	• Facsimile (fax) machine	• Good	• Home, work, community access possible	• Easy	• Normal lesson preparation time	• Nil	$700 approx	• Local call rate or STD	• Initial outlay and transmission costs not too prohibitive

88

BEST COPY AVAILABLE

QUESTIONNAIRE

The material for this document was collected through a questionnaire that was distributed to language, literacy and numeracy practitioners across Victoria. A copy of the questionnaire and summary of its results follow in this Appendix.

Teachers, tutors and coordinators who responded to the initial survey, many of whom were involved in the follow up consultation

- Lois Drummond
  Mid-Murray Adult Literacy Field Worker
  Loddon Mallee Regional Adult Literacy & Basic Education.

- Theresa Maher
  Chairperson
  WALBEG

- Rosalind Bradley
  WALBEG

- Jo Russell
  Charlton Adult Literacy Group

- Ann Clark
  Horsham Learning Centre

- Hec Green
  HOD Corrections Education
  Loddon Campaspe College Of TAFE

- Sue Clifford
  East Gippsland College of TAFE

- Jennifer Pound
  Bairnsdale Adult Community Education Inc

- Jocelyn Lindron
  Cowangie Adult Literacy Group

- Mary Fitzpatrick
  School of Mines & Industries Ballarat Ltd

- Shirley Faull
  Open Learning Program
  School of Mines & Industries Ballarat Ltd

- Patricia Bodsworth
  Women's Centre
  Western Metropolitan Coll ge of TAFE

89

- Coral Arnold
  Bacchus Marsh Adult Education Centre Inc

- Jocelyn Taylor
  Bacchus Marsh Adult Education Centre Inc.

- Marilyn McIntosh
  LSU
  Gordon Technical College

- Jan Corben
  Mountain District Women's Co-operative Ltd

- Naomi Sibbing
  Distance Learning Co-ordinator
  Adult Migrant Education Service

- Anne Cosentino
  Language Studies Centre
  Casey College of TAFE

- Moya Turnbull
  Goulburn Valley Community College

- Lyn Street
  Wonthaggi Community Development & Learning Centre
  Wonthaggi TAFE Complex

- Pets Schilling
  Wimmera Community College of TAFE

- Di Johnson
  East Gippsland Community College of TAFE

- Joan West
  Central Gippsland College of TAFE

- Clare Claydon
  Loddon Mallee Regional Office
  Adult, Community & Further Education Board

- John Mortimore
  Emerald Community House

- Cate Thompson
  Swinburne University - TAFE Division
  Access Education Department

- Marg Sala
  Council of Adult Education

- Lynne Fitzpatrick
  Council of Adult Education

- Libby Hughes
  Access Department
  Northern Metropolitan College of TAFE

- Sara Lyons
  Holmesglen College of TAFE

- David Waring
  Manager - Flexible Delivery
  Wangaratta College of TAFE

- Kim Abdurazak
  Workplace Basic Education
  Council of Adult Education

- Julie Bertram
  Malmsbury Youth Training Centre

- Mike Cuniff
  HM Prison, Bendigo

- Lindy Telfer
  HM Prison, Tarrengower

91

QUESTIONNAIRE

Name..

Provider...

Programs/Courses taught
by flexible delivery...

Contact tel. no. ....

Follow up availability   ☐ personal
     ☐ telephone
     ☐ consultation

Dear Colleague,

Thank you for taking the time to fill out this questionnaire. Please tick the box/es that apply to your situation or fill in the spaces with any details you consider relevant. Separate pages can be attached if necessary. Additional questionnaires may be filled in for different programs/courses.

1. Why flexible delivery?

Identify the circumstances or student needs which make it necessary for you to use flexible delivery strategies.

☐   Small numbers

☐   Geographical spread of learners

☐   Wide range of student goals

☐   Wide range of levels within a group

☐   Wide range of special learning needs, eg MID, ESL

☐   Potential students unable to access timetabled classes

☐   Any other

2. Your version of flexible delivery

Indicate in the following strategy areas, the degree of flexible delivery you are <u>currently</u> <u>using</u>, or intend to use in the near future programs.

Structure :

☐   Set classes, with a set curriculum.

☐   Set classes, with negotiated curriculum depending on student need.

☐   Set curriculum, supplemented by individual programs

☐   Some organised classes and a wide range of individual activities

☐   "Open-ended" negotiated project and other activities

Access to teacher support :

☐   Correspondence support only

☐   Access in person or by telephone at planned times

☐   Planned classes (face to face) with flexible access by phone

☐   Flexible access in person, by phone or other technology

☐   Telematics

☐   Local tutor to complement main provision

Contact :   (Either face to face or flexible delivery)

☐   Weekly or more frequent meetings

☐   Occasional group meetings

☐   Individual meetings with tutors

☐   None

93

Group Work :

☐ None

☐ Little group work under close teacher control

☐ Frequent loosely structured group work with ready access to teachers

☐ Much group work with teacher support

Starting and Finishing/Assessment Date :

☐ Fixed

☐ Limited choice by student

☐ Wide choice by student

☐ Free choice by student

3. How does it work?

Describe the kinds of flexibility you have tried to tackle the following issues. We are interested in <u>everything</u> you have tried and the effectiveness of these strategies.

☐ Strategies to deal with small numbers

☐ Strategies to address needs arising from the geographical spread of learners.

☐ Strategies related to the scheduling of course.

☐ Strategies related to wide ranging goals within groups eg. further study, return to work, work specific goals, personal and family reasons.

☐ Strategies related to wide ranging levels within groups

☐ Strategies related to special learning needs within the group, eg. disability, ESL

☐ Strategies related to other issues and how you have tried to address them

4. The good....,

a)   Of the strategies you discussed in Question 3, which of these have you found to be successful? Give suggested reasons for the success.

and the not so good

b)   Which of the strategies in Question 3 did you find to be of limited or of no success? Why do you believe they were not successful?

5. And the headaches?

Do any of the following issues arise as a <u>direct</u> result of the flexible delivery of your programs? What have you tried in your attempts to overcome these difficulties?

☐   Record keeping

☐   Assessment and evaluation

☐   Special professional development

☐   Isolation of learners/teachers

☐   Depersonalisation of learning

☐   Increased workload/preparation for teachers and coordinators

☐   Insufficient and/or inadequate resources

☐   Costs

☐   Technological difficulties

☐   Lack of administrative support

Any other

95

6. What do you use?

Please tick each box to indicate any of the following materials and technology currently being used in your programs :

☐   Print based:

         ☐   Text books

         ☐   Work sheets

         ☐   Photocopier

         ☐   Instructional manuals

         ☐   Modularised programs

         ☐   Bar code

☐   Audio/visual:

         ☐   Concrete learning materials

         ☐   Cassettes/cassette players

         ☐   Videos/VCRs

         ☐   Television

☐   Computer based:

         ☐   Word processing packages

         ☐   Computer based learning packages

         ☐   Spreadsheet packages

         ☐   Database packages

         ☐   Computer managed learning

         ☐   Computer networking

☐   Interactive technology:

☐   Telephone

☐   Hands free telephone

☐   Fax

☐   Audioconference

☐   Interactive video disk

☐   Video conference

☐   Modem

What curriculum and resources have you used and found successful in your flexible delivery
programs? For example, any locally developed curriculum, materials which have been modified,
specific packages, technology

7. Help!

How could you improve the flexible delivery of your programs? What information and/or
support would assist you to develop your programs? Any magic ideas you want to try?

☐   Lists/samples of resources

☐   Samples of curriculum

☐   Provision of technology

☐   Training in available technology

☐   Tailored professional development

☐   Communication with a network of like providers

☐   Any other

97

8. A little more information

a)   Are you basing your flexible delivery programs on the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework

☐ Yes

☐ No

b)   Are you offering learners the Certificates of General Education for Adults and Statements of Attainment?

☐ Yes

☐ No

☐ Working towards offering these credentials

c)   Which streams are you offering?

☐ Reading & Writing   ☐ Numerical & Mathematical Concepts

☐ Oral Communication   ☐ General Curriculum Options

Any comments

9. Optional Extra: If you have the interest and the time.

We would like to know the nitty gritty organisational details of getting a non-traditionally delivered program off the ground. How does it happen from submission writing to evaluation for the funding body. What are the practicalities of making it happen? In short, your experience.

Thank you for the time and effort taken to fill out this questionnaire. You will be contacted during March for further consultation. The questionnaire can be returned to:

Anne Deschepper
Outer Eastern College of TAFE
Norton Road
Croydon 3136

SUMMARY OF QUESTIONNAIRE RESPONSES

This is a summary of the responses to the questionnaire. Only the questionnaires from respondents who are involved in Language and Literacy programs are summarised here. Some people who filled in the questionnaire were involved in flexible delivery, but in programs which had no direct relevance to language and literacy provision.

1. Why flexible delivery?

The majority of respondents identified small numbers, wide ranging student goals & levels, and timetable limitations as the circumstances which make flexible delivery strategies necessary in their programs. Rural providers all added geographical spread of clients as a major factor.

2. Your version of flexible delivery.

The current state of play in flexible delivery in adult language and literacy programs, indicated by the questionnaire, is that regular face-to-face classes with negotiated curriculum and some supplementary individual work, is the common approach.

There are exceptions. One is a handful of rural providers who are using telematics (audiographics and audioconferencing) often with a local tutor and correspondence to complement the main provision. Two other exceptions are: a small number of providers (mainly in Melbourne) who offer flexible access in person, ie open learning centres; and urban and rural providers who offer distance education programs, which range from formal off-campus provision to individually negotiated learning assignments.

Students are offered a wide choice of starting and finishing dates in all but the telematics courses which tend to have a set duration due to limited funding.

3. How does it work?

The strategies that have been employed to address programming difficulties arising from the circumstances outlined in Q1, are many and varied.

Most providers are running multi-level groups with negotiated, individualised components to cater for differing student needs and goals.

Those providers who are catering for geographically- dispersed, small numbers of clients who need the experience of being part of a group, are primarily using audioconferencing to deliver programs. A small number are further enhancing this with a computer/graphics mode. Fax machines are also being used to speed up the turn-around time for sending learning materials and student work.

99

Providers who are trying to cater for many students wanting flexibility in the timing and types of programs, are running either distance education programs or open learning centres with continuous enrolment. Self-paced distance education is also a preferred strategy where students want /need to study at differing locations. Audioconferencing is also used to meet this particular requirement.

4. (a)   The good......

In general the responses to this question about the success of flexible delivery strategies were along the lines that all attempts to cater for individual needs were on the whole successful.

Comments were also made about the importance of including some form of personal contact in all programs, particularly for those students who are lacking in confidence. The more personalised contact between teacher-student and student-student, not neccessarily all face-to-face, the better the chance of the program succeeding. Local tutor support was also mentioned as contributing to the success of several programs involving "isolated" students.

In programs relying on communications technology, an important influence on the success or otherwise of the program, was the training and therefore confidence of the students using the technology and the reliability of the equipment etc.

(b)   The not so good....

In addition to the "flip-side" of some of the above-mentioned points, some of the "minor" difficulties with regard to specific modes of flexible delivery were:

Audioconferencing - possibility of teacher dominance, difficulties for shy students and those with minor hearing problems, occasional problems with quality of technology, "clipping" of speaker when more than one person tries to respond at the same time, difficulty in getting materials to students in time for next class if relying on postal services.

Distance Education/Open Learning Centres - demands of preparing adequately to meet all students' individual needs.

5. And the headaches

Record keeping

This was considered a vital aspect of flexible delivery, especially for audioconferencing and individual learning centres. Many respondents mentioned that it was time-consuming especially with varying levels amongst students. The difficulty of equating student levels and achievement with contact hours was also mentioned.

Ways of overcoming difficulties included: students keeping their own records and teachers having a copy of this: computerised recording systems especially in highly individualised programs; taping of audioconference sessions.

Assessment and Evaluation.

With CGE(A) moderation being new, the extent of this aspect was considered relatively unknown by some respondents. Concerns were expressed that this aspect of programs is often time-consuming and funding often doesn't take this into account. A problem specific to distance education and audioconference was the time delay between submitting work and getting feedback/assessment.

Constructive approaches which were mentioned included: on-going informal assessment; student self-evaluation; students having checklists of tasks/skills to complete; evaluation segment built into lesson and course plans; taping of audioconference sessions.

Special Professional Development

The lack of money and/or people to backfill classes presented difficulties in this area.

Maintaining links with like providers, keeping up with professional reading and informal discussions with other staff helped to overcome these problems.

Some respondents commented on how important it was to try to participate in any available professional development relevant to your mode of delivery, particularly if it involves use of technology.

Isolation of Learners

The point was made that face-to-face still remains the ideal provision for most learners. However, where this is not feasible, as much teacher contact as possible eg by phone, visits, audio tapes is beneficial. Occasional face-to-face meetings for audioconference participants also serve to overcome this problem. Audioconferencing itself allows isolated students to participate in a group situation. Social interaction is often included as a formal part of an audioconference session. In individual learning centres and distance education programs, occasional social events help to reduce the isolation of students.

Problems for isolated teachers, particularly those who are rurally isolated, is the lack of access to resources and staff networks. Regular meetings with other staff and/or with networks of providers was seen as an important need by many respondents.

Depersonalisation of Learning

In addition to the points raised for audioconferencing in the previous item, photos were also cited as a way of personalising the learning experience as was the availability and support of a local tutor.

In individual learning centres, a mix of individual work and occasional group sessions, combined with as much teacher encouragement were seen as vital, especially in the early stages.

101

Increased workload/preparation for teachers/coordinators

General comments included the increased workload involved in running the CGE(A), the lack of funding for extra workload arising from flexible delivery and that HODs etc needed to acknowledge the extra demands and make allowances.

Specific problems mentioned included: the need for very careful planning and over-preparation of audioconference session; the time and constant demands involved in preparing for individuals in ILCs or in CALL programs.

Suggestions for overcoming the workload were adopting a team approach and using a thematic approach when working across classes and levels. The fax machine was also seen as greatly relieving deadline pressures for sending out materials for audioconferences.

Insufficient/inadequate resources

A number of respondents felt that they lacked resources although a few indicated that resources were not a problem for them. Lack of time to develop their own resources was mentioned as a problem, as was difficulty accessing resources for rurally isolated teachers. Lack of money for resources was also mentioned.

Needs which were cited included: more specific curriculum materials, new print materials and videos, more access to computers and more individualised computer programs to relieve teachers.

Costs

A number of programs mentioned that they used volunteers, indicating that staffing needs were not being fully met. Some respondents mentioned that costs prevent them from flexible delivery beyond set face-to-face classes especially moving from print materials to any interactive technology. The problem of funding for smaller groups was also raised. Audioconferencing was mentioned as expensive, with occasional face-to-face meeting travel costs to be added on.

A couple of respondents indicated that extra funding was available to them to supplement costs incurred by the delivery mode used. Geographically grouping small numbers of students was mentioned as defraying delivery costs.

Technological difficulties

Although the service with audioconferencing was considered to be good on the whole, problems such as the occasional bad line, "lost" voice and "clipping" of voices were mentioned.

Lack of administrative support

This was linked to the lack of funding. The need for additional admin funding for audioconferencing was cited, as was a general need for more secretarial services in flexible delivery programs.

Administrative support was seen as lacking by some respondents with one suggesting that management people need to sit in on a "class" to see the difficulties for themselves.

Other

ITV available but programs need to be developed.

Lack of flexibility during audioconference session especially if fax is not readily available.

Importance of photcopiers and fax machines to audioconferences.

103