



TAFE QUEENSLAND

CONNECTing the Dots

**Educator empowerment, student engagement
and technology**

The Product Team TQSW

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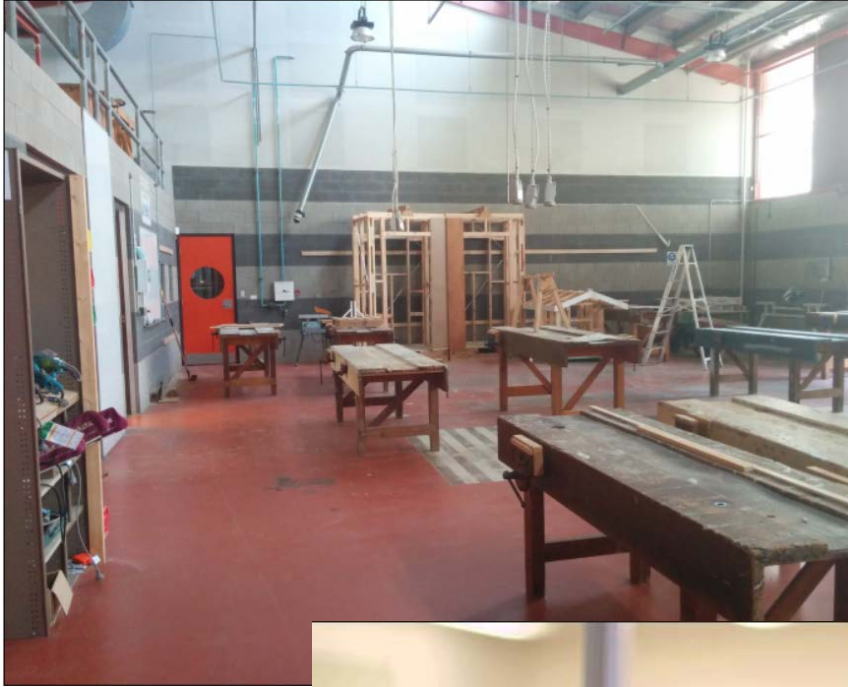
Peter Schneidewin



The Context



Background



Background



<https://bit.ly/2pZ01Hy>



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Background

Issue one: Students not enrolled, and planning and delivery deficiencies

Issue two: Duration and sequence: Quality and completion

Issue three: Educator perceived delivery history and impact on delivery strategy

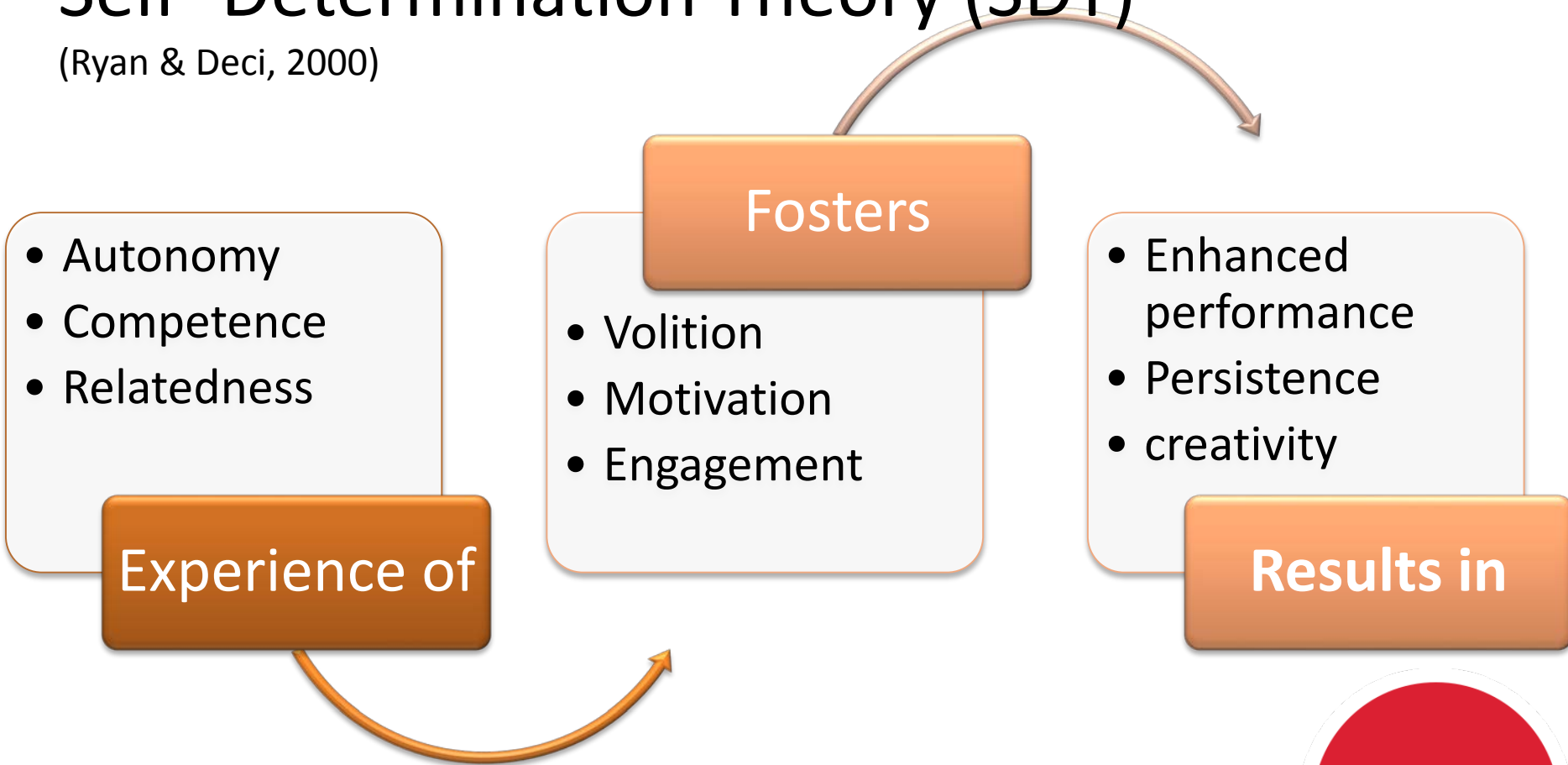
Issue four: Content and assessment

Issue five: Student engagement



Self- Determination Theory (SDT)

(Ryan & Deci, 2000)



Self-Determination Theory

Intrinsic motivation results in high-quality learning and creativity, it is especially important to detail the factors and forces that engender versus undermine it... [Educators] can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In the former case—the classic case of extrinsic motivation—one feels externally propelled into action; in the latter case, the extrinsic goal is self-endorsed and thus adopted with a sense of volition.

(Ryan & Deci. 2000. p.55)



How do we empower educators to design and deliver engaging learning strategies whilst employing technology?



Limitations and Constraints





Qualitative study

1. Pre-intervention

- Self assessment
- Professional conversations
- Classroom observations

2. Intervention

- Professional Conversation
- Coaching

3. Post Intervention

- Self assessment
- Professional conversations
- Classroom observations



TAFE Queensland Educator Capability Framework

THE FRAMEWORK IDENTIFIES EIGHT DOMAINS OF PROFESSIONAL PRACTICE THAT ARE ESSENTIAL WITHIN OUR ORGANISATION



Professionalism and core values

- Teamwork
- Accountability
- Commerciality
- Innovation
- Applied research and inquiry
- Work effectively with priority learners
- Inclusive practice

Learning and teaching

- Adult learning theory and principles
- Learning design
- Facilitation of learning
- Evaluation and reflection

Assessment

- Assessment principles
- Assessment design
- Evidence gathering processes
- Continuous improvement of assessment
- Recognition of prior learning
- Technology-based assessment

Innovative product and practices

- Learning and assessment resources
- Copyright and intellectual property
- Validation of resources
- Delivery models

Technology for learning

- Digital literacy skills
- Connect and Resourcebank
- Engagement and facilitation through technology

Learner, industry and community engagement

- Industry and educational networks
- Training needs analysis
- Enterprise learning
- Engagement with industry and community

Quality and compliance

- Quality framework and standards
- Quality processes
- Quality products
- VET and Higher Education environment
- Vocational competency and currency

Educational leadership

- Team leadership
- Program leadership
- Mentoring and coaching
- Knowledge management



1. Pre-intervention summary

Professional conversation.

The educator identified the following:

- Lack of ownership of the delivery of the program
- Acknowledgement of limited personal digital literacy skills
- Lack of confidence using technology



Self assessment

The educator was requested to self-assess against three domains from the Educator Capability Framework. Concurrently, the Product team used the same domains to identify the skillset of a competent and confident educator delivering in the context of this research.

Identified Deficiencies:

- **DOMAIN: Innovative product and practices**
- CATEGORY: Copyright and Intellectual Property

- **DOMAIN: Technology for learning**
- CATEGORY: Digital Literacy Skills
- CATEGORY: Engagement and Facilitation through Technology



Findings

Observation

Two Scenarios

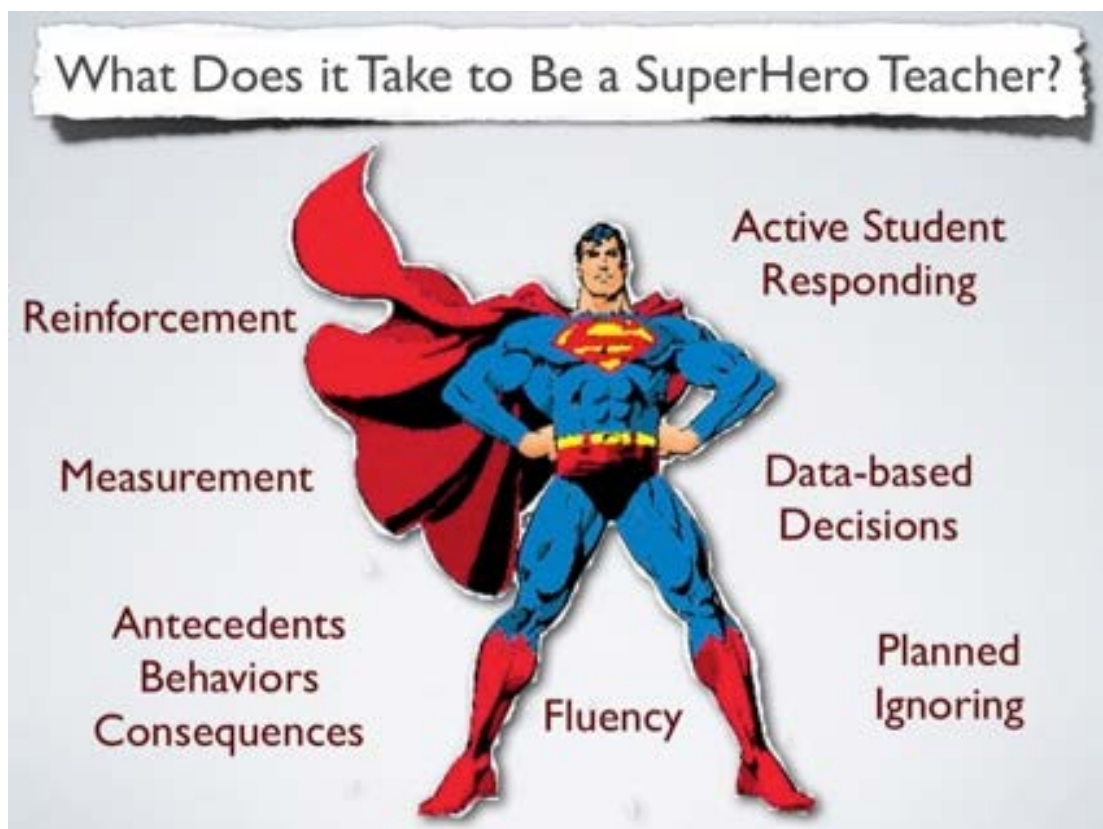
Session in a computer classroom :

- no evident teaching strategy;
- students not engaged;
- Computer/resource is the teacher

Session in a trades workshop:

OMG!!!!

Is this the same teacher??



2. Intervention Summary

Conversation

Technology: a lack of confidence in using CONNECT- particularly the setup of intelligent agents that control the release of content/assessment

Mapping: unpacking the resource/content and aligning it to the unit of competency. Identification of content that is better delivered in a practical environment and content that is better viewed in digital format.

Delivery: incorporating a strategy where the technology and the practical delivery becomes seamless.

Support

Coaching and training was provided at the educator's request, and determined by his timeline and workload. This approach took into consideration the principles of SDT where the educator takes ownership of the training.



3. Post Intervention Summary

Observation

There was only one observation post intervention and this was of the session that employed technology.

- Ninety-four percent of students were actively engaged and following directions in activities.
- The educator redirected students when they strayed off-task
- Students were encouraged to collaborate in discussions to share knowledge and experiences
- MoCow was used to direct attention and share content
- Self-paced structured learning opportunities were provided
- Educator demonstrated confidence when using the technology



Self assessment

At post-intervention the educator again identified gaps in two of the three Educator Capability Framework Domains.

DOMAIN: Innovative product and practices

CATEGORY: Copyright and Intellectual Property

DOMAIN: Technology for learning

CATEGORY: Digital Literacy Skills

CATEGORY: Engagement and Facilitation through Technology



Professional Conversation

Several themes were identified in this final informal dialogue with the educator, including:

Improved levels of confidence using technology

Confident to adapt delivery strategies when technical issues arise

Ownership of the program and the delivery strategy



Participant: ...*The Product team telling us it is a tool and we can use it however we want to use it that was a big thing. Yeah 'because we thought we got to use it, we can't do anything else... Giving us ownership basically, we thought we had lost all ownership. Yeah, so that's a big thing. As I said the product team has been great and yourself, you know, like with what you have explained to us, it's been a big help. For sure.*

(Transcript from professional conversation post-intervention.)



Recommendations

1. Empower our educators to design and deliver programs that best suit the needs of their cohorts and contexts.
2. Develop a dedicated and structured professional development strategy on how to facilitate using CONNECT in a classroom and a blended mode.
3. Develop a strategy and framework for ongoing opportunities for peer-review between educators.



Conclusion

Participant: ... a generic foundation block, so all trades will be together, I'm not keen on that. We have fought so hard to get what we have got, to make it workable and that for us and the students, and now to have that taken away, that would be a big kick in the guts.

(Transcript from professional conversation post-intervention.)



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