

connected
casual flexible learning
contract volume 2
development connected
professional getting
contract and casual flexible
learning development
professional staff providing

Getting connected

Professional development of contract and casual staff
providing flexible learning: Volume 2



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Australian Flexible Learning Framework
Supporting Flexible Learning Opportunities

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Publisher's note

This volume is a companion to *Getting connected: Professional development of contract and casual staff providing flexible learning – Volume 1*. The detailed report of the project is contained in volume 1 while volume 2 contains the appendices.

Background

In August 1999, the Australian National Training Authority chief executive officers endorsed the *Australian Flexible Learning Framework for the National Vocational Education and Training System 2000–2004*. The Australian Flexible Learning Framework has been developed by the Flexible Learning Advisory Group and represents a strategic plan for the five-year national project allocation for flexible learning. It is designed to support both accelerated take-up of flexible learning modes and to position Australian vocational education and training as a world leader in applying new technologies to vocational education products and services.

An initiative of the Australian Flexible Learning Framework for the National Vocational Education and Training System 2000–2004

Managed by the Flexible Learning Advisory Group on behalf of the Commonwealth, all states and territories in conjunction with ANTA.



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Appendix A

PROTOCOL FOR INTERVIEWS WITH CASUAL/CONTRACT STAFF

[Introduction, tape]

For the purposes of this interview the following definitions are being used to define ‘flexible delivery’ and online learning

Flexible delivery refers to a range of approaches to providing education and training, giving learners greater choice of when, where and how they learn; and may involve distance education, mixed-mode delivery, online learning, self-paced learning and self-directed learning.

Online learning is defined as learning or training facilitated by the use of web-based technologies and resources and conducted via a computer network using the internet, a local area network or an intranet.

1. Are you involved with flexible delivery OR online learning OR BOTH flexible delivery and online learning?

[Address appropriate sections of the protocol according to response given to question 1.]

A. FLEXIBLE DELIVERY

Nature and extent of involvement in design, development and delivery of flexible services

2. How did you get involved in flexible delivery?
3. Why did you decide to become involved?
4. What barriers have you encountered in relation to getting involved in flexible delivery?
5. What is the nature of your involvement in flexible delivery?
6. In what ways are your flexible services offered?
 - Mixture of face to face and online
 - Mixture of online and print-based (distance) materials
 - Totally online delivery
 - Distance education materials
7. What degrees of flexibility are offered to students in these arrangements?
 - What – students decided what they will learn
 - When – students decided speed of progression
 - Where – no geographical restrictions
 - How – choice of modes

Skills, knowledge and attributes required to operate in flexible environment

8. What sorts of technical skills do you need to be involved in the sorts of work you do in flexible delivery ?
9. What sorts of facilitation skills do you need to be involved in the sorts of work you do in flexible delivery?
10. What sorts of management skills do you need to be involved in the sorts of work you do in flexible delivery?
11. What sorts of underpinning knowledge do you need to be involved in the sorts of work you do in flexible delivery?
12. What sorts of personal attributes do you need to be involved in the sorts of work you do in flexible delivery?
13. As a casual/contract staff member, are there any specialist knowledge, skills or attributes that you need to develop that full-time/permanent staff might not need?

Implications of pedagogical practice

14. Have you/are you currently involved in face-to-face (traditional) teaching and training delivery? If yes
 - I. What have been the challenges for you as a casual/contract staff member shifting from a traditional to a flexible environment?
 - II. How have the ways you facilitate learning been changed as a result of shifting to a flexible environment?
 - III. What additional knowledge, skills and attributes have you had to develop to operate in a flexible environment?

Professional development for the flexible environment

15. What sorts of information or advice did you seek when you first moved to the flexible environment?
16. What sorts of information/advice are you currently looking for?
17. What sorts of structured professional development have you undertaken in relation to flexible delivery? Where? With whom?
18. What sorts of informal professional development activities have you undertaken in relation to flexible delivery learning? Where? With whom?
19. How well do the professional development opportunities offered by your RTO meet your needs in relation to working in a flexible environment?
20. What is the best piece of professional development you have ever done in relation to flexible delivery? Why was it good?
21. What barriers exist which prevent you from accessing the sorts of professional development you need to support your work in flexible delivery?

B. ONLINE LEARNING

Nature and extent of involvement in design, development and delivery of online services

22. How did you get involved in flexible online learning?
23. Why did you decide to become involved?
24. What barriers have you encountered in relation to getting involved in online learning?
25. What is the nature of your involvement in online learning?
Are you involved in
 - Design (technical)?
 - Development (content)?
 - Facilitation (instructional role)?
26. What sorts of instructional strategies are you using/developing?
 - Online learning activities
 - Online content delivery
 - Discussion forums (bulletin boards, email lists)
 - Email communication with students
 - Online assessment
 - Online submission of assignments
 - Chat rooms
 - Online collaborative learning
 - Online learner presentations
 - Video conferencing/streaming
 - Other

Skills, knowledge and attributes required to operate in online environment

27. What sorts of technical skills do you need to be involved in the sorts of work you do in online learning?
28. What sorts of facilitation skills do you need to be involved in the sorts of work you do in online learning?
29. What sorts of management skills do you need to be involved in the sorts of work you do in online learning?
30. What sorts of underpinning knowledge do you need to be involved in the sorts of work you do in online learning?
31. What sorts of personal attributes do you need to be involved in the sorts of work you do in online learning?
32. As a casual/contract staff member, are there any specialist knowledge, skills or attributes that you need to develop that full-time/permanent staff might not need?

Implications of pedagogical practice

33. Have you/are you currently involved in face-to-face (traditional) teaching and training delivery? If yes ...
 - I. What have been the challenges for you as a casual/contract staff member shifting from a traditional to an online environment?
 - II. How have the ways you facilitate learning been changed as a result of shifting to an online environment?
 - III. What additional knowledge, skills and attributes have you had to develop to operate in an online environment?

Professional development for the online environment

34. What sorts of information or advice did you seek when you first moved to the online environment?
35. What sorts of information/advice are you currently looking for?
36. What sorts of structured professional development have you undertaken in relation to online learning? Where? With whom?
37. What sorts of informal professional development activities have you undertaken in relation to online learning? Where? With whom?
38. How well do the professional development opportunities offered by your RTO meet your needs in relation to working in an online environment?
39. What is the best piece of professional development you have ever done in relation to online learning? Why was it good?
40. What barriers exist which prevent you from accessing the sorts of professional development you need to support your work in flexible delivery/online learning?

PROTOCOL FOR INTERVIEWS WITH FULL-TIME/PERMANENT STAFF

[Introduction, tape]

For the purposes of this interview the following definitions are being used to define ‘flexible delivery’ and ‘online learning’.

Flexible delivery refers to a range of approaches to providing education and training, giving learners greater choice of when, where and how they learn; and may involve distance education, mixed-mode delivery, online learning, self-paced learning and self-directed learning.

Online learning is defined as learning or training facilitated by the use of web-based technologies and resources and conducted via a computer network using the internet, a local area network or an intranet.

1. Are you involved with flexible delivery OR online learning OR BOTH flexible delivery and online learning?

[Address appropriate sections of the protocol according to response given to question 1.]

A. FLEXIBLE DELIVERY

Nature and extent of involvement in design, development and delivery of flexible services

2. How did you get involved in flexible delivery?
3. Why did you decide to become involved?
4. What barriers have you encountered in relation to getting involved in flexible delivery?
5. What is the nature of your involvement in flexible delivery?
6. In what ways are your flexible services offered?
 - Mixture of face to face and online
 - Mixture of online and print-based (distance) materials
 - Totally online delivery
 - Distance education materials
7. What degrees of flexibility are offered to students in these arrangements?
 - What – students decided what they will learn
 - When – students decided speed of progression
 - Where – no geographical restrictions
 - How – choice of mode

Skills, knowledge and attributes required to operate in flexible environment

8. What sorts of technical skills do you need to be involved in the sorts of work you do in flexible delivery?
9. What sorts of facilitation skills do you need to be involved in the sorts of work you do in flexible delivery?
10. What sorts of management skills do you need to be involved in the sorts of work you do in flexible delivery?
11. What sorts of underpinning knowledge do you need to be involved in the sorts of work you do in flexible delivery?

12. What sorts of personal attributes do you need to be involved in the sorts of work you do in flexible delivery?
13. As a full-time/permanent staff member, are there any specialist knowledge, skills or attributes that you need to develop that casual/contract staff might not need?

Implications of pedagogical practice

14. Have you/are you currently involved in face-to-face (traditional) teaching and training delivery? If yes ...
 - I. What have been the challenges for you as a full-time/permanent staff member shifting from a traditional to a flexible environment?
 - II. How have the ways you facilitate learning been changed as a result of shifting to a flexible environment?
 - III. What additional knowledge, skills and attributes have you had to develop to operate in a flexible environment?

Professional development for the flexible environment

15. What sorts of information or advice did you seek when you first moved to the flexible environment?
16. What sorts of information/advice are you currently looking for?
17. What sorts of structured professional development have you undertaken in relation to flexible delivery? Where? With whom?
18. What sorts of informal professional development activities have you undertaken in relation to flexible delivery learning? Where? With whom?
19. How well do the professional development opportunities offered by your RTO meet your needs in relation to working in a flexible environment?
20. What is the best piece of professional development you have ever done in relation to flexible delivery? Why was it good?
21. What barriers exist which prevent you from accessing the sorts of professional development you need to support your work in flexible delivery?

B. ONLINE LEARNING

Nature and extent of involvement in design, development and delivery of online services

22. How did you get involved in flexible online learning?
23. Why did you decide to become involved?
24. What barriers have you encountered in relation to getting involved in online learning?
25. What is the nature of your involvement in online learning?
Are you involved in
 - Design (technical)?
 - Development (content)?
 - Facilitation (instructional role)?

26. What sorts of instructional strategies are you using/developing?

- Online learning activities
- Online content delivery
- Discussion forums (bulletin boards, email lists)
- Email communication with students
- Online assessment
- Online submission of assignments
- Chat rooms
- Online collaborative learning
- Online learner presentations
- Video conferencing/streaming
- Other

Skills, knowledge and attributes required to operate in online environment

27. What sorts of technical skills do you need to be involved in the sorts of work you do in online learning?

28. What sorts of facilitation skills do you need to be involved in the sorts of work you do in online learning?

29. What sorts of management skills do you need to be involved in the sorts of work you do in online learning?

30. What sorts of underpinning knowledge do you need to be involved in the sorts of work you do in online learning?

31. What sorts of personal attributes do you need to be involved in the sorts of work you do in online learning?

32. As a full-time/permanent staff member, are there any specialist knowledge, skills or attributes that you need to develop that full-time/permanent staff might not need?

Implications of pedagogical practice

33. Have you/are you currently involved in face-to-face (traditional) teaching and training delivery? If yes ...

- I. What have been the challenges for you as a full-time/permanent staff member shifting from a traditional to an online environment?
- II. How have the ways you facilitate learning been changed as a result of shifting to an online environment?
- III. What additional knowledge, skills and attributes have you had to develop to operate in an online environment?

Professional development for the online environment

34. What sorts of information or advice did you seek when you first moved to the online environment?

35. What sorts of information/advice are you currently looking for?

36. What sorts of structured professional development have you undertaken in relation to online learning? Where? With whom?

37. What sorts of informal professional development activities have you undertaken in relation to online learning? Where? With whom?
38. How well do the professional development opportunities offered by your RTO meet your needs in relation to working in an online environment?
39. What is the best piece of professional development you have ever done in relation to online learning? Why was it good?
40. What barriers exist which prevent you from accessing the sorts of professional development you need to support your work in flexible delivery/online learning?

PROTOCOL FOR INTERVIEWS WITH MANAGERS

Nature and extent of involvement of casual/contract staff in design, development and delivery of flexible and online services

1. What percentage (number) of casual contract staff in your area/program are involved in flexible delivery/online learning?
2. How does this percentage (number) compare with the percentage (number) of full-time/permanent staff involved in flexible delivery/online learning?
3. Has the number (percentage) of casual/contract staff involved in flexible delivery/online learning changed over the past 2 years? How has it changed? Have there been similar/different changes to the numbers of full-time/permanent staff involved in flexible delivery/online learning?
4. *If differences in level of involvement in flexible delivery/online learning for various groups of staff ask:* What might be some of the factors contributing to the observed differences in the levels of involvement of contract/casual staff in flexible—online delivery compared to that of full-time/permanent staff?
5. What is the exact nature of involvement by causal/contract staff in flexible/online learning? Are they involved in
 - Design (technical)?
 - Development (content)?
 - Facilitation (instructional role)?

How does this involvement differ from that of the permanent/full-time staff working in these areas?

Why might there be these observed differences?

6. How do you initiate the involvement of contract/casual staff in flexible delivery/online learning? How does this compare to the processed used to involve permanent/full-time staff?

Skills, knowledge and attributes required to operate in flexible/online environment

7. What particular knowledge, skills and attributes do you think casual/contract staff need in order to operate in a flexible/online environment?
8. How might these knowledge, skills and attributes differ from those required of full-time/permanent staff?

Implications of pedagogical practice

9. What particular barriers do casual and contract staff face when making the transition from traditional teaching and training environments to flexible and online environments?
10. What factors particularly contribute to these barriers?

Professional development for the flexible/online environment

11. How do you identify the professional development needs of casual and contract staff in relation to flexible delivery/online learning?
12. How do these processes differ from those used to identify the needs of full-time/permanent staff in these areas?
13. What current opportunities do you/your organisation specifically offer to casual/contract staff in order to develop their capabilities in the flexible delivery/online environments?
14. How do these opportunities differ from those offered to full-time/permanent staff?
15. What do you think should be offered to casual/contract staff in order to develop their capabilities to operate in the flexible/online environment?
16. From your perspective, what are the challenges that must be faced in order to provide effective professional development for casual/contract staff to develop their capabilities to operate in the flexible/online environment?
17. How do these challenges differ from those that might arise when seeking to provide professional development in these areas for full-time/permanent staff?
18. What do you think are the critical characteristics of good professional development to develop the capabilities of contract/casual staff to operate effectively in the flexible/online environment?

Appendix B: Online questionnaire and data analysis

List of tables

Table 1: State of employment n=149	9
Table 2: Registered training organisation n=149	9
Table 3: Current employment status n=147	10
Table 4: Registered training organisation n=148	10
Table 5: Hours worked per week n=149	10
Table 6: More than one place of employment n=149	11
Table 7: Main Occupation n=149	11
Table 8: Main type of program involved most in delivering	11
Table 9: Gender of respondents n=149	12
Table 10: Age of respondents n=149	12
Table 11: Involvement in flexible delivery n=149	14
Table 12: Length of time involved in flexible delivery n=110	14
Table 13: Number of students n=110	14
Table 14: Facilitation of learning n=113	15
Table 15: Degree of flexibility n=113	15
Table 16: Similarity to classroom based teacher n=110	16
Table 17: Those respondents who reported that aspects were similar n=19	16
Table 18: Those respondents who reported that some aspects were similar, some aspects were different n=40	17
Table 19: Those respondents who reported that aspects were different n=49	18
Table 20: Formal qualifications in flexible delivery n=109	20
Table 21: Support from employer n=51	20
Table 22: Types of support n=26	21
Table 23: Usefulness of formal qualifications n=51	21
Table 24: Structured education and training activities n=108	22
Table 25: Usefulness of structured education and training activities n=50	22

Table 26: Respondents who stated that the activities were useful n=35.....	23
Table 27: Respondents who stated that the activities were somewhat useful n=13.....	23
Table 28: Respondents who stated that the activities were not useful n=2	24
Table 29: Informal learning activities n=108.....	24
Table 30: Usefulness of informal learning activities n=65	25
Table 31: Respondents who stated that the informal learning activities were useful n=47	25
Table 32: Respondents who stated that the informal learning activities were somewhat useful n=13.....	26
Table 33: Respondents who stated that the informal learning activities were not useful n=5	27
Table 34: Factors preventing access to professional development n=113.....	27
Table 35: Probability of studying n=110.....	28
Table 36: Probability of receiving employer offered structure training n=110.....	29
Table 37: Involvement in online training n=149	31
Table 38: Time involved in online training n=66.....	31
Table 39: Students taught using online learning n=62	31
Table 40: Facilitation of learning n=66.....	32
Table 41: Degree of flexibility n=66.....	32
Table 42: Types of work roles n=66	33
Table 43: Design of materials	33
Table 44: Development of materials	34
Table 45: Facilitation of online learning	35
Table 46: Similarities of online learning to classroom based teacher n=66.....	36
Table 47: Respondents who stated that it is similar n=7	37
Table 48: Respondents who stated that some aspects are similar, and some aspects are different n=21.....	37
Table 49: Respondents who stated that it is different n=35	37
Table 50: Formal qualifications in online learning n=64	38
Table 51: Support from employer n=20.....	39
Table 52: Types of support n=12	39

Table 53: Usefulness of formal qualifications n=20	39
Table 54: Structured education and training activities n=61.....	40
Table 55: Usefulness of structured education and training activities n=28	40
Table 56: Respondents who stated useful n=22.....	40
Table 57: Respondents who stated somewhat useful n=3	41
Table 58: Respondents who stated not useful n=3	41
Table 59: Informal learning activities n=61	41
Table 60: Usefulness of informal learning activities n=45	42
Table 61: Respondents who stated useful/very useful n=38.....	42
Table 62: Respondents who stated somewhat useful n=3	43
Table 63: Respondents who stated not very useful/not at all useful n=4.....	43
Table 64: Factors preventing access to professional development n=61	43
Table 65: Probability of studying n=63.....	44
Table 66: Probability of receiving employer offered structure training n=63.....	45

Summary of results

- Majority of respondents (64%) reported that they were employed by a public registered training organisation.
- The status of employment for 45% of respondents is contract, whereas 35% are hourly paid.
- 37% of respondents claimed to be working over 36 per week, whereas 21% of respondents reported to be working under 10 hours per week.
- Most respondents claimed to be employed as a vocational education and training (VET) teacher/trainer by only one registered training organisation.
- 60% of respondents stated that their main occupation was teaching.
- The top 5 types of programs respondents reported to be mainly involved in were computing (17%), business administration (13%), multifield education (11%), health/community services (10%) and service, hospitality (9%).
- Most respondents were female (60%). And just over half (55%) of the sample reported to be aged between 40 and 54. Only 10% are under 30 years of age.

The following comments refer to those respondents who are involved in flexible delivery. There were 113 such respondents, representing 76% of the sample.

- Over half of those involved in flexible delivery have been involved for more than two years. 40% of respondents have been involved for 6 months to 2 years.

- Of those who are involved in online delivery, 53% reported that they facilitated learning through a mixture of face-to-face and online learning. 37% claimed to have facilitated learning through a mixture of online learning and distance (print-based) materials. Only 9% claimed to facilitate learning totally online.
- The course/modules offered students the flexibility to decide their own rate of progression through a course, how they learn and where they learn.
- 45% of respondents stated that they found most aspects of flexible delivery different or very different from that of a classroom teacher. These respondents reasoned that the needs of the student and working environment need to be personalised, and that it's a more hands-on approach.
- 45% of those respondents involved in flexible delivery reported to have completed or are currently studying formal qualifications. About half of these respondents received or are receiving employer support, mainly through assistance with Higher Education Contribution Scheme (HECS) or course fees.
- Almost 80% of respondents completing or currently completing formal qualifications stated that their studies were useful in relation to learning about flexible delivery.
- 43% claimed that they have completed some employer-offered structured education and training. Respondents perceived these to be mostly useful because they helped with instructing students; they improve computer skills and they provide support.
- 58% of respondents involved in flexible delivery claimed to have completed informal learning activities in the last 12 months. Over half of these respondents found the informal learning activities to be useful in learning about flexible delivery because they helped them with their own

teaching and they learnt from others through sharing knowledge.

- Almost half of the respondents claimed that location and timing difficulties prevented them from accessing the professional development needed for flexible learning. 43% stated that work pressures prevented them from attending.
- When asked about the probability of starting any formal qualifications within the next 12 months, only 13% of respondents reported that they were certain they would begin.
- 26% of respondents stated that there was a very slight probability to no chance that they would receive employer-offered education and training

The following comments refer to those respondents who are involved in online learning. There were 78 such respondents, representing 52% of the sample.

- Over a third of those involved in online training have been involved for more than 2 years.
- Respondents claimed to facilitate learning mainly through a mixture of face-to-face and online learning. Nearly 40% stated a mixture of online learning and distance (print-based) materials. About a quarter facilitated learning totally online.
- 67% of respondents stated that the courses/modules offered students the flexibility to choose their own rate of progression. This was also stated for flexible delivery. 58% also stated that students had the flexibility to decide where they wanted to study and 46% reported that students could decide where they wanted to study.
- 85% of respondents claimed to undertake the role of facilitation in relation to flexible delivery/online learning. 61% stated that they develop the material and 32% were involved in the design of material.

- Online learning activities, online content delivery and email communication with students are the instructional strategies used most often by respondents. These strategies are used twice as much as discussion forums and online submission of assignments. The least used strategies are online assessment and chat rooms.
- Over half (53%) of the respondents involved in online learning stated that most aspects of online learning are different from classroom-based teaching. The most common reasons given for this are that students can work at their own pace and the difference in delivery of content.
- 30% of respondents have either completed or are currently studying any formal qualifications. Of the respondents, 60% claimed to have received or are receiving support from their employer, mainly by way of assistance with Higher Education Contribution Scheme course fees. Most (75%) respondents stated that these formal qualifications were useful/very useful in relation to online learning.
- The majority of respondents claimed that the employer-offered activities were useful/very useful as they were relevant and up to date and allowed respondents to try different things.
- Two-thirds of respondents involved in online learning completed informal learning activities in the last 12 months. The informal activities were considered useful/very useful. Respondents claimed that these activities were useful/very useful as they were up to date and allowed respondents to share information, which they found very beneficial.
- Respondents stated that location and timing difficulties and work pressures (both equal on 41%), a lack of funding (21%) and insufficient information (20%) prevented their access to professional development.

- A majority of respondents gave a low probability to beginning some form of formal qualification and receiving employer-offered structured training within the next 12 months.
- It is estimated that 41% of respondents believed that they would begin to study some form of formal qualification in online learning in the next 12 months.
- It is estimated that 43% of respondents believed that they would receive structured training in online learning in the next 12 months.

Results

This section of the report outlines the results of the research.

Demographics

Question 1: What state do you work in?

Table 1: State of employment n=149

State	n	%
Victoria	63	42
Queensland	35	24
South Australia	24	16
New South Wales	16	11
Western Australia	8	5
ACT	2	1
Northern Territory	1	1
Total	149	100

42% of respondents reported to work in Victoria.

Question 2: Is the registered training organisation that employs you public or private?

Table 2: Registered training organisation n=149

State	n	%
Public	96	64
Private	47	32
Don't know	6	4
Total	149	100

Majority of respondents (64%) reported that they are employed by a public registered training organisation. 4% did not know whether they were employed by a public or private organisation.

Question 3: What is the status of your current employment?

Table 3: Current employment status n=147

State	n	%
Contract	66	45
Hourly paid	52	35
Other	29	20
Total	147	100

The status of employment for 45% of respondents is contract, whereas 35% are hourly paid.

Question 4: What type of registered training are you employed by?

Table 4: Registered training organisation n=148

State	n	%
Public training organisation	102	67
Private training organisation	42	28
Other	4	5
Total	148	100

67% of respondents are employed by a public training organisation.

Question 5: How many hours do you currently work per week?

Table 5: Hours worked per week n=149

Hours	n	%
0-5 hours	9	6
6-10 hours	23	15
11-15 hours	12	8
16-20 hours	16	11
21-30 hours	24	16
31-35 hours	10	7
36-40 hours	30	20
40+	25	17
Total	149	100

37% of respondents claimed to be working over 36 per week, whereas 21% of respondents reported to be working under 10 hours per week.

Question 6: Are you currently employed as a VET teacher/trainer for more than one registered training organisation?

Table 6: More than one place of employment n=149

Response	n	%
Yes	34	23
No	115	77
Total	149	100

Most respondents claimed to be employed as a VET teacher/trainer by only one registered training organisation.

Question 7: What is your main occupation?

Table 7: Main Occupation n=149

Response	n	%
Teacher	90	60
Other	59	40
Total	149	100

39% of respondents claimed that their main employment was something other than a teacher.

Question 8: Which of the following fields of education best describes the main type of program that you are most often involved in delivering?

Table 8: Main type of program involved most in delivering

Response	n	%
Computing	26	17
Business, administration	19	13
Multi field education	16	11
Health, community services	15	10

Service, hospitality	14	9
Education	12	8
Arts, humanities, social science	10	7
Science, veterinary science, animal care	7	5
Sales and marketing	4	3
Agriculture, horticulture and related fields	4	3
Surveying, engineering	3	2
Architecture, building	1	1
Transport industries	2	1
Other	16	10
Total	149	100

17% of respondents were most involved in delivering computing.

Question 9: Gender

Table 9: Gender of respondents n=149

Response	n	%
Female	92	62
Male	57	38
Total	149	100

Most (62%) respondents were female.

Question 10: Age group

Table 10: Age of respondents n=149

Age Categories	n	%
20-24 years	7	5
25-29 years	8	5
30-34 years	15	10
35-39 years	16	11
40-44 years	18	12
45-49 years	31	21

50-54 years	33	22
55-59 years	15	10
60-64 years	4	3
65 + years	2	1
Total	149	100

Just over half (55%) of the sample reported to be aged between 40 and 54. Only 10% are under 30 years of age.

Flexible delivery

All respondents were required to answer question 11. Only those who answered yes to Q11 went on to answer Q12 to Q30 about flexible delivery.

Question 11: Are you involved in flexible delivery?

Table 11: Involvement in flexible delivery n=149

Response	n	%
Yes	113	76
No	36	24
Total	149	100

76% of respondents claimed to be involved in flexible delivery.

Question 12: How long have you been involved in flexible delivery?

Table 12: Length of time involved in flexible delivery n=110

Response	n	%
Less than 6 months	6	5
6-12 months	18	16
1-2 years	26	24
More than 2 years	60	55
Total	110	100

Over half of those involved in flexible delivery have been involved for more than two years.

Question 13: How many students have you taught using flexible delivery?

Table 13: Number of students n=110

Response	n	%
Less than 20	22	20
20-40	23	21
41-100	30	27
More than 100	35	32
Total	110	100

68% of respondents report that they have taught fewer than 100 students using flexible delivery.

Question 14: In what ways do you facilitate learning? (Multiple-response question)

Table 14: Facilitation of learning n=113

Response	Total responses	%
Mixture of face-to-face and on line learning	60	53
Mixture of online learning and distance (print-based) materials	42	37
Only using distance education materials	19	17
Totally online	10	9
Other	25	22

Of those who are involved in online delivery, 53% reported they facilitated learning through a mixture of face-to-face and online learning. Only 9% claimed to facilitate learning totally online.

Question 15: What degrees of flexibility do the courses/modules that you teach offer to students? (Multiple-response question)

Table 15: Degree of flexibility n=113

Response	Total responses	%
When—students can decide their own rate of progression through a course	82	73
How—students can select from more than one way of learning	63	56
Where—there are no geographical restrictions	56	50
What—students can decide what they will learn	42	37
Other	12	11

The most commonly stated response was that students had the flexibility to decide their own rate of progression through a course.

Respondents stated that the courses/modules also offered flexibility to students in terms of how students learn (56%) and where they learn (50%).

Question 16: Thinking about your experience with flexible delivery, how similar is this work to that of the work of a classroom based teacher?

Table 16: Similarity to classroom based teacher n=110

Response	n	%
Very similar	4	4
Most aspects are similar, but some are different	15	14
Some aspects are similar, and some aspects are different	40	36
Most aspects are different, but some are similar	33	30
Very different	16	15
Have not been a classroom teacher	2	2

45% of respondents stated that they found most aspects of flexible delivery different or very different from that of a classroom teacher.

Question 17: Please explain your answer to the previous question

Table 17: Those respondents who reported that aspects were similar n=18

Response
All students receive the same qualifications and are offered the same information. (x3)
Student tracking is difficult without visual feedback. (x2)
Flexible learning students are surveyed via an individual needs analysis to assist with delivering their learning requirements. (x2)
A small amount of time is not face-to-face teaching. (x2)
I was primary trained and have always used flexible delivery before it was labelled as such.
Teaching is teaching, whether it is online or face-to-face ... the main task is to get students to take responsibility for their own learning.
The lack of face-to-face contact with interstate students.

Students can work independently and be able to access information on their course at any time anywhere and submit their work electronically.

Adapting to each students personal situation is not as detailed.

You still have to engage and involve the students and determine that they are able to demonstrate the required knowledge but some of the methods chosen to do this may vary.

The difference is all communication happens online.

The difference is that the students are all studying different things, and I am more of a facilitator in these circumstances

Table 18: Those respondents who reported that some aspects were similar, some aspects were different n=54

Response
The same competencies, materials, content are used. (x10)
The approach needed to teach and for effective facilitation is different online. (x7)
Students can do the work at their own pace and learn individually. (x6)
Greater interaction among students and increased individual contact with the teacher, this is needed to motivate the students. (x5)
Modes of communication vary and it can take more time for students to understand. (x2)
It's asynchronous.
More resources provided to distance students.
It depends on your style in the classroom—if it is a facilitative style it is not so different.
It reduces spontaneity.
Different is the flexibility/choice in ways to learn offered in the online environment.
Online delivery requires tight planning, but willingness to 'go with the flow' more than a classroom situation.
Different experiences for the students.
It takes time to get your responses to and from students and not being there full time can make it difficult for contact.
Not everyone has computer access.
Different is that there is sometimes an open-ended program.
Course designed for online students specifically.

More creative methods are required to help students work collaboratively.
Onsite/workplace assessments give a greater opportunity for students to demonstrate their competencies in a practical and hands on way.
The assessments are the same to ensure consistency and quality.
I still feel that you need to explain what the question or task is asking as students tend to read things differently to what the author has perceived.
Although most of my work occurs in the classroom I do not let that hinder the possibilities open to my students to learn.
The contact and ability to assess how the student is coping with the work is removed.
Because a computer replaces face-to-face delivery you are still in contact with your candidates. Plus infrequent site visits makes for the face-to-face component.
I still have to motivate students and give feedback after assessment.
Dissimilar assessment methods.
Different relationship with students.
Online delivery, however, is a truncated syllabus. No opportunity for enrichment.
However its different in the way that I feel a lot more involved in the students progress/development.

Table 19: Those respondents who reported that aspects were different n=49

Response
Personalise training to the student and to the needs of the working environment (customisation, individualisation). (x10)
It is a more hands-on approach. (x4)
Requires more organisational skills and resources (eg. records, databases) to monitor student progress and needs. (x2)
It requires more planning. (x2)
Getting interaction among students is more difficult. (x2)
It's more flexible. (x2)
I'm more of a facilitator now. (x2)
The information is the same. (x2)
The face-to-face contact is different/less. (x2)
Content is similar, but needs customising.

Response

To maintain interest in online learning, the content must be comprehensive, challenging and entertaining given the lack of the normal group, teacher interaction.

Training is delivered in the workplace on a face-to-face basis—trainee completes work before trainer arrives. Trainer assists with problems Hours of visitation may vary due to employer requirements.

Units of competency based on legislation and legal requirements have similar learning methodology. Little scope to experiment.

Workplace training and experiential learning.

It 'widens' the way students learn, enables them to adapt the learning to their preferred learning

You need to refine existing pedagogies to suit the flexible mode of delivery as well as take on new strategies and techniques.

I am a person who likes to know my students well and relate to them and where they are with their learning.

The students need to work a problem out instead of relying on the teacher's assistance.

The work I am doing with flexible delivery has very little 'chalk and talk'—it's more to do with analysing and solving specific problems.

Greater emphasis towards communication skills as body language in many instances provides signals of subject matter important or relevance.

Interaction with students varies.

The basic teaching skills of treating students are the same.

The background of delivering in the classroom is adaptable to most learning (flexible delivery needs continual feedback and marking as with classroom delivery).

The online materials I use are an ANTA-funded Toolbox which are predominantly reading, with a few activities included. I would say my classroom teaching would be weighted towards more activities and less reading.

Students find discipline of self-paced work difficult.

Classroom OH&S is delivered with group instruction and participation. Frequent email, telephone, fax and post is different and very time-consuming. Students must be trained in research skills.

I have never been a classroom teacher, yet I have had much of my education in a classroom. Not once in the classroom was I asked about what I wanted to learn, mostly told or educated in a particular subject matter.

Response

My model takes the experience of the teacher and puts that knowledge to bed once. The repetition is eliminated but may be modified to suit content changes thus I have become more of a developer than a deliverer.

It is necessary to develop and maintain an effective social link (social presence) between instructor and learner in a flexible learning environment, The instructional material results from a careful front-end analysis of the nature and needs of the student.

It's more difficult for students to understand the material.

Different resources, presentation, communication, content, up-to-date information.

Question 18: Have you completed or are currently studying any formal qualification(s) in flexible delivery?

Table 20: Formal qualifications in flexible delivery n=109

Response	n	%
No	60	55
Completed	33	30
Currently studying	16	15
Total	109	100

45% of those respondents involved in flexible delivery reported to have completed or are currently studying formal qualifications.

Respondents who stated that they were currently studying or have completed a formal qualification were then asked if their employer had given them or is giving them any support during their studies (question 19).

Table 21: Support from employer n=51

Response	n	%
Yes	26	51
No	25	49
Total	51	100

There is a relatively even split between employers who provided assistance and those who didn't.

Respondents who reported that they were receiving support from their employers were further asked about the type of support (question 20). This was a multiple-response question.

Table 22: Types of support n=29

Response	Response stated	%
Assistance with HECS course fees	8	7
Assistance with the cost of books/materials for the course	5	4
A fixed amount of paid leave from work	4	4
None	1	1
Other	11	10

7% of respondents claimed that their employer assisted with HECS/course fees.

Question 21: How useful are these formal qualifications you have/are completing in terms of meeting your needs in relation to learning about flexible delivery?

Table 23: Usefulness of formal qualifications n=51

Response	n	%
Very useful	31	61
Useful	9	18
Somewhat useful	10	20
Not very useful	1	2
Total	51	100

Respondents who stated that they have or are completing formal qualifications, almost 80% reported that their studies are useful in relation to learning about flexible delivery.

All respondents involved in flexible delivery were asked question 22.

Question 22: What structured education and training activities offered by your employer to support your work in flexible delivery have you completed in the last 12 months?

Table 24: Structured education and training activities n=108

Response	n	%
None	60	57
Other	48	44
Total	108	100

57% claimed that they have not completed any employer offered structured education and training.

Questions 23 and 24 were only answered by those respondents who said that they have completed structured education and training activities offered by their employer.

Question 23: How useful have the structured education and training activities provided by your employer been in terms of meeting your needs in relation to learning about flexible delivery?

Table 25: Usefulness of structured education and training activities n=50

Response	n	%
Very useful	19	38
Useful	16	32
Somewhat useful	13	26
Not very useful	2	4
Total	50	100

Most respondents (70%) reported that the education and training activities offered by employers were useful.

Only 4% stated that these activities were not very useful.

Question 24: Explain your answer to the previous question

Table 26: Respondents who stated that the activities were useful n=36

Response
It helps me with instructing my students. (x11)
It improved my computer skills. (x6)
My employer supports me to learn and meet my needs. (x5)
It gives me a better understanding of flexible delivery. (x3)
It supports me with learning other things. (x3)
I have attended what I have felt was important to me.
The grad. cert. has given me the skills to research and develop the program and write a paper to support and justify that program.
The course was conducted online, so I learnt about online learning from a student viewpoint.
I would not understand it at all if we did not attend these classes.
It has really opened my eyes to online learning.
It gave an introduction to learning styles & motivation.
More specific to learning requirements and just in time delivery needs.
We are a small RTO so our resources are limited. The prof. dev. We access is provided by others.

Table 27: Respondents who stated that the activities were somewhat useful n=12

Response
I have a lot of skills that are needed for flexible delivery already. (x2)
I learned the basics. (x2)
A chance to talk to others. (x2)
I learnt more about what I shouldn't do than what I could do in supporting students and thus it helped prompt me in devising my own responses to this.
It is more productive to learning in an actual online educational project than individual workshops on aspects of online learning.
Time factors involved for the organisation as well as the student time frames could be a problem.

It was not exactly what I needed.

The online course is just a bit hard for most of my students to comprehend and complete.
--

I use it only to support students, so online course are not exactly fit with what I do.

Table 28: Respondents who stated that the activities were not useful n=2

Response

The main usefulness has been hands on rather than structured activities.
--

I have attended a number of workshops and PD sessions but they have been of limited use.
--

All respondents involved in flexible delivery were asked question 25.

Question 25: What informal learning activities have you completed in the last 12 months to support your work in flexible delivery in the last 12 months?

Table 29: Informal learning activities n=108

Response	n	%
None	45	42
Other	63	58
Total	108	100

Almost 60% of respondents involved in flexible delivery claimed to have completed informal learning activities in the last 12 months.

These respondents were then asked about the usefulness of the informal learning activities in terms of meeting their needs in relation to learning about flexible delivery (question 26).

Table 30: Usefulness of informal learning activities n=65

Response	n	%
Very useful	26	40
Useful	21	32
Somewhat useful	13	20
Not very useful	5	8
Total	65	100

A majority of these respondents found the informal learning activities to be useful in learning about flexible delivery.

Only 8% stated that the informal learning activities were not very useful.

Question 27: Please explain your answer to the previous question

Table 31: Respondents who stated that the informal learning activities were useful n=42

Response
It helps me with my own teaching. (x12)
I learn from the others involved through sharing knowledge. (x10)
It adds to my knowledge of online learning. (x3)
It keeps me up to date. (x2)
The seminars I attended provided the scaffolding for my understanding of online learning. They also provided hints and no-no's from experienced online operators.
It keeps me conscious of the fact that the knowledge I have is miniscule in terms of what I have yet to learn
Once you have the basic code concepts you can start to read code that you find and want to use.
It is ongoing and additive.
The activities have been really useful as they have showed me the difficulties that students and accelerated progress that they can have depending on themselves
Not anywhere near what is necessary to learn the software operation.
There are a vast number of learning resources and information to do with online learning, sometimes difficult to navigate through the sheer quantity of information.

I prefer to learn from self-directed learning and then I can choose subjects that interest me.
Seeing what the Course coordinators and facilitators go through first hand.
Just-in-time learning. When I need information or skills they have been available for me to learn.
99% of our students want to come to a class to benefit from interaction and discussion with other people with a common interest in becoming trainers and assessors.
Apart from learning, I have used different strategies when facilitating.
Improved computer skills.
I am able to look for solutions to specific problems.

Table 32: Respondents who stated that the informal learning activities were somewhat useful n=13

Response
Information of websites should be more structured. (x2)
It helps with my own teaching: new materials or skills. (x2)
Not all of the products available are totally useful to the course.
Given they have to be undertaken in our own time the amount it is used is limited.
Sometimes I feel in control of the assessment process and comfortable with my decision (of awarding competence) and sometimes I feel a little confused as to what exactly the teachers are using for benchmarks to determine competence.
At times I have felt very inadequate about my lack of computer skills and I consider myself to be reasonably computer literate for my immediate needs but I have no knowledge of how the toolbox works and this has caused some confusion for me.
Talking to other teachers is helpful.
I am able to see the disadvantages; therefore, I can and do provide a supportive network for all my external trainees.
Any information goes towards forming a platform from which to work. Some of the information seems to be negative where people are having difficulty with it.
Introductory level only.
The training did not prepare me enough to write an online course.

Table 33: Respondents who stated that the informal learning activities were not useful n=4

Response
There is no time given to develop better strategies or improve delivery methods.
There has been no systematic approach to the learning activities and there has been no formal guidance.
I have not been involved in this particular training long enough to pick up information that I was not already aware of.
I have not learned about delivering at all.

Question 28: Which (if any) of the following factors have prevented you from accessing the sorts of professional development you need to support your work in flexible delivery? (Multiple-response question)

Table 34: Factors preventing access to professional development n=113

Response	Responses stated	%
Location and timing difficulties	55	49
Pressure of work prevented attendance	49	43
Insufficient information about professional development activities	29	26
My RTO does not have enough funds for staff development	28	25
I do not have enough money to fund professional development	26	23
Family commitments prevented attendance	19	17
I was reluctant to take time off without pay	18	16
No relief teachers/trainers were available	15	13
Professional development activities not relevant to my needs	14	12
Dissatisfaction with previous professional development activities undertaken	9	8
Lack of encouragement from employer	7	6
Approval to attend was not given	6	5

Available places in the professional development activity were already taken	3	3
Child-care facilities not available	3	3
I am not eligible to attend	2	2
I am not interested in professional development for flexible delivery	1	1
Negative reports about professional development activities discouraged me from attending	1	1
Other	15	13

Almost half of the respondents claimed that location and timing difficulties prevented them from accessing the professional development needed for flexible learning. 43% stated that work pressures prevented them from attending. Respondents also stated that insufficient information (26%) and a lack of funding (48%) prevented their professional development.

Question 29: What do you think is the probability that you will begin studying some form of formal qualification in flexible delivery during the next 12 months? We would like you to answer on a scale of zero to ten. You can think of the numbers as chances out of 10, for example 3 would mean 3 chances out of 10 that you will begin studying some form of formal qualification, while a 7 would mean 7 chances out of 10 and so on.

Table 35: Probability of studying n=110

Response	n	%
No chance, almost no chance (1 chance in 100)	16	15
Very slight possibility (1 chance in 10)	14	13
Slight possibility (2 chances in 10)	15	14
Some possibility (3 chances in 10)	11	10
Fair possibility (4 chances in 10)	6	6
Fairly good possibility (5 chances in 10)	8	7
Good possibility (6 chances in 10)	7	6
Probable (7 chances in 10)	4	4

Very probable (8 chances in 10)	8	7
Almost sure (9 chances in 10)	5	5
Certain, practically certain (99 chances in 100)	14	13
Don't know	2	2
Total	110	100

Most respondents gave a lower probability that they will begin studying formal qualifications within the next 12 months.

This indicates that 42% of respondents believed that they would begin to study some form of formal qualification in online learning in the next 12 months.

Question 30: What do you think is the probability that you will receive employer-offered structured training in flexible delivery during the next 12 months? We would like you to answer on a scale of zero to ten. You can think of the numbers as chances out of 10, for example 3 would mean 3 chances out of 10 that you will receive some form of employer offered structured training, while a 7 would mean 7 chances out of 10 and so on.

Table 36: Probability of receiving employer offered structure training n=110

Response	n	%
No chance, almost no chance (1 chance in 100)	17	16
Very slight possibility (1 chance in 10)	11	10
Slight possibility (2 chances in 10)	15	14
Some possibility (3 chances in 10)	15	14
Fair possibility (4 chances in 10)	3	3
Fairly good possibility (5 chances in 10)	9	8
Good possibility (6 chances in 10)	10	9
Probable (7 chances in 10)	5	5

Very probable (8 chances in 10)	6	6
Almost sure (9 chances in 10)	6	6
Certain, practically certain (99 chances in 100)	10	9
Don't know	3	3
Total	110	100

Again, most respondents gave a lower probability that they would receive employer-offered education and training activities.

This indicates that 43% of respondents believed that they would receive some form of structured training in flexible delivery in the next 12 months.

Online training

All respondents were required to answer question 31. Only those who answered yes to Q31 went on to answer Q31 to Q55, which asked about aspects of online training.

Question 31: Are you involved in online training?

Table 37: Involvement in online training n=149

Response	n	%
Yes	78	52
No	71	48
Total	149	100

Just over half of the sample reported to be involved in online training.

Question 32: How long have you been involved in online training?

Table 38: Time involved in online training n=66

Response	n	%
Less than 6 months	17	26
6-12 months	15	23
1-2 years	10	15
More than 2 years	24	36
Total	66	100

Over a third of those involved in online training have been involved for more than 2 years.

Question 33: How many students have you taught using online learning?

Table 39: Students taught using online learning n=66

Response	n	%
Less than 20	34	52
20-40	14	21
41-100	8	12

More than 100	10	15
Total	66	100

Half of the respondents involved in online learning have taught fewer than 20 students. About 27% have taught more than 41 students.

Question 34: In what ways do you facilitate learning? (Multiple-response question)

Table 40: Facilitation of learning n=66

Response	Responses stated	%
Mixture of face-to-face and on line learning	43	65
Mixture of online learning and distance (print based) materials	25	38
Only using distance education materials	2	3
Totally online	17	26
Other	8	12

Respondents claimed to facilitate learning mainly through a mixture of face-to-face and online learning.

Nearly 40% stated a mixture of online learning and distance (print-based) materials. About a quarter facilitated learning totally online.

Question 35: What degrees of flexibility do the courses/modules that you teach offer to students? (Multiple-response question)

Table 41: Degree of flexibility n=66

Response	Response stated	%
What—students can decide what they will learn	24	36
When—students can decide their own rate of progression through a course	44	67
Where—there are no geographical restrictions	38	58
How—students can select from more than one way of learning	30	46

Don't know	2	3
Other	6	9

67% of respondents stated that the courses/modules offered students the flexibility to choose their own rate of progression. Most respondents for flexible delivery also stated this. 58% also stated that students had the flexibility to decide where they wanted to study and 46% reported that students could decide how they wanted to study.

Question 36: What types of work roles do you undertake in relation to flexible delivery/online learning? (Multiple-response question)

Table 42: Types of work roles n=66

Response	Response stated	%
Design	21	32
Development	40	61
Facilitation	56	85
Other	6	9

A majority (85%) of respondents undertake the role of facilitation in relation to flexible delivery/online learning. 61% stated that they develop the material.

If respondents were involved in the design of flexible delivery/online learning they were asked to describe what this role involved (question 37).

Table 43: Design of materials

Response
Designing educational resources for use online. (9)
Web design. (5)
Providing materials or content. (3)
Thinking of ways to allow students to show their skills or progress through a course.
Design of learners guides that convert to online application and hosting.
Designed and set up the online diploma course I now teach.

For example we offer Diploma of Business (Marketing) this course is already there, no design as such was needed.
I also design and prepare content for units I teach face to face.
Project management, instructional design for external projects for external clients.
Checking of some units and suggestions for improvement for delivery.
Designing educational resources for use online.
Web design.

If respondents were involved in the development of materials for flexible delivery/online learning they were asked to describe what this role involved (question 38).

Table 44: Development of materials

Response
Developing online content/ activities. (x15)
Development of actual online system, web page or CD application. (x6)
Modifying materials. (x5)
Updating the web based resources. (x3)
Working with webCT. (x2)
Verification of validity of material. (x2)
Creating exercises. (x2)
Basic interactive worksheets and use of facilities such as chat rooms.
Ensure tasks match competencies, standardising work by designers into templates etc.
Developing case studies to support learning outcomes. Sourcing and providing support materials (text, ppt, hyperlinks, etc).
Use of notes and online written material. Use of case studies, charts and reading materials.
Assisting to write manuals and other materials used in online courses.
Research.
Write books.
Act as online tutor or telephone tutor.
Write invoices.

Question 39: If you are involved in the facilitation of online learning, what sorts of instructional strategies do you use? (Multiple-response question)

Table 45: Facilitation of online learning

Response	Responses stated	%
Email communication with individual students	53	83
Online learning activities	50	78
Online content delivery	44	69
Online submission of assignments	41	64
Discussion forums (bulletin boards, email lists)	38	59
Online assessment	30	47
Chat rooms	27	42
Online collaborative learning	14	22
Online learner presentations	7	11
Other	4	4

Respondents used online learner presentations the least to facilitate online learning.

Respondents stated that they facilitated online learning through email communication (83%), online learning activities (78%), online content delivery (69%) and online submission of assignments (64%).

Question 40: Of the instructional strategies that you listed in question 39, can you please rank the top five that you use most often? Select the strategy you use most often next to 'First', the second most used strategy next to 'Second' and so on, until you have ranked five items.

Table 46: Instructional strategies used most.

Response	% of allocated ranking points
Online learning activities	21
Online content delivery	19
Email communication with individual students	19
Discussion forums	13

Online submission of assignments	11
Online assessment	6
Chat rooms	6

Online learning activities, online content delivery and email communication with students are the instructional strategies used most often by respondents.

Respondents were asked to rank the options. Points were then allocated to options according to the rankings allocated to them by respondents. These points were then summed and a resultant percentage of allocated points was calculated.

There are three groups of usage levels in the above table. The group highlighted in dark shading are the strategies used most. These strategies are used twice as often as the next group, which consists of discussion forums and online submission of assignment (highlighted in light shading). The least used strategies are online assessment and chat rooms (not highlighted).

Question 41: Thinking about your experience with online learning, how similar is this work to that of the work of a classroom-based teacher?

Table 46: Similarities of online learning to classroom-based teacher n=66

Response	n	%
Very similar	2	3
Most aspects are similar, but some are different	5	8
Some aspects are similar, and some aspects are different	21	32
Most aspects are different, but some are similar	26	39
Very different	9	14
Don't know	1	2
Have not been a classroom teacher	2	3

Over half (53%) of the respondents involved in online learning stated that most aspects are different.

Respondents were asked to explain their answer to question 41.

Table 47: Respondents who stated that it is similar

Response
Teaching is done online as well as face-to-face. (x2)
The function of a teacher is the same, the tasks clearly vary.
The methods are similar. Student tracking requires good management skills.

Table 48: Respondents who stated that some aspects are similar, and some aspects are different

Response
It requires computer/technological skills. (x4)
Reference ma- based media is required. (x2)
Each student can be accessing different subject matters.
It's asynchronous.
The differences relate to engaging students and developing learning relationships 'across the ether'.
It is a different delivery method.

Table 49: Respondents who stated that it is different

Response
The student has his or her own pace. (x4)
Different strategies (in delivery). (x4)
Less interaction and personal contact between teacher and student. (x3)
Time and distances are flexible. (x2)
The teacher is now supporting learning, by being responsive to the student needs and interests. (x2)
Getting students to interact with each other is difficult. (x2)
Organising assignment and assessment deadlines are similar.
The criteria/outcomes are the same.

Response
The employer is pushing for this type of delivery as it is cheaper than face to face at multiple campi.
Course information is the same.
Dress code not required.
More care required in responding to questions, without seeing students.
I need more technical skills for the online delivery.
You don't have to teach if the content is explicit and detailed thus I don't get much call as an online tutor and feedback and exams back up this statement.
There is a greater demand on time in terms of organisation.
The ability to do assessments, record, and give feedback.
Unable to asses understanding and learning during delivery.
Strong concentration needed on voice inflexion as well as strong listening skills.
In some cases there is no face-to-face contact, so a different form of communication is necessary to ensure comprehension.

Question 43: Have you completed or are currently studying any formal qualification(s) in online learning?

Table 50: Formal qualifications in online learning n=64

Response	n	%
No (Neither completed nor currently studying)	45	70
Completed	12	19
Currently studying	7	11
Total	64	100

70% of respondents involved in online learning have neither completed nor are they currently completing any formal qualifications.

Respondents who stated that they have completed or were currently completing any formal studies were asked if they received any support from their employer (question 44).

Table 51: Support from employer n=20

Response	n	%
Yes	12	60
No	8	40
Total	20	100

60% claimed to have received or are receiving support from their employer.

**Question 45: Which of the following types of support are you receiving?
(Multiple-response question)**

Table 52: Types of support

Response	Response stated	%
A fixed amount of paid leave from work	2	17
Assistance with HECS course fees	4	33
Assistance with the cost of books/materials for the course	2	17
Other	5	42

A third of respondents claimed to receive employer support through assistance with HECS/course fees.

Question 46: How useful are these formal qualifications you have/are completing in terms of meeting your needs in relation to learning about online learning?

Table 53: Usefulness of formal qualifications n=20

Response	n	%
Very useful	10	50
Useful	5	25
Somewhat useful	3	15
Not very useful	1	5
Not at all useful	1	5
Total	20	100

75% of respondents stated that the formal qualifications were useful.

Question 47: What structured education and training activities offered by your employer to support your work in flexible delivery have you completed in the last 12 months?

Table 54: Structured education and training activities n=61

Response	n	%
None	35	57
Some	26	43
Total	61	100

Over half of the respondents involved with online learning claimed that have not completed any employer-offered education and training activities.

Respondents who did complete employer-offered education and training activities were asked about their usefulness (question 48).

Table 55: Usefulness of structured education and training activities n=28

Response	n	%
Very useful	15	54
Useful	7	25
Somewhat useful	3	11
Not very useful	2	7
Not at all useful	1	4
Total	28	100

Majority of respondents claimed that the employer-offered activities were useful.

Question 49: Explain your answer to the previous question

Table 56: Respondents who stated useful

Response
It was relevant to what I wanted and needed.
Keeping up to date.
It allowed us to try different new things out before we progressed.

It provided knowledge needed to enable my being comfortable in delivering online education.
It would have been near impossible to use the complex online systems without training.
I learnt about being an online student by completing the course online.
We planned it and contacted the facilitator we wanted.
I understood how my course operates but when I came back to my computer it's too old to handle the system. They are buying me a new machine.
It was relevant to what I wanted and needed.

Table 57: Respondents who stated somewhat useful

Response
I prefer a collaborative online project for learning purposes to independent workshops.
I got ideas from other teachers.
Much of what I am currently learning relates to principles and styles of adult learning that are relevant to all forms of learning.

Table 58: Respondents who stated not useful

Response
Most online examples of training have been very text based and doesn't align well to my philosophy of accommodated varied learning styles. Although admittedly it could be done.
I haven't received any.

Question 50: What informal learning activities have you completed in the last 12 months to support your work in online learning in the last 12 months?

Table 59: Informal learning activities n=61

Response	n	%
None	20	33
Other	41	67
Total	61	100

Two-thirds of respondents involved in online learning completed informal learning activities in the last 12 months.

Respondents who have completed informal learning activities were asked how useful they were in terms of meeting your needs in relation to learning about online learning (question 51).

Table 60: Usefulness of informal learning activities n=45

Response	n	%
Very useful	14	31
Useful	24	53
Somewhat useful	3	7
Not very useful	3	7
Not at all useful	1	2
Total	45	100

Most (84%) respondents found the informal learning activities useful.

Question 52: Please explain your answer to the previous question

Table 61: Respondents who stated useful/very useful

Response
It keeps you up to date. (x3)
Sharing learning and resources is very useful. (x2)
It has directly assisted in speeding up my development and maintenance of a raft of undergraduate online programs.
I learnt what I wanted to learn.
Lots of hands on.
Being a responsive tutor.
Using bulletin boards.
E-mail exchange.
We now have our own design space on the TAFE virtual campus.
It reinforced my understanding.
It showed the use of FirstClass which is used in online learning.

Table 62: Respondents who stated somewhat useful

Response
I am not totally happy with current platforms and learning materials available online. The basic assumption taken for granted in most case-studies is that you have got to know something to take on online learning.
Sometimes I come across useful information, and other times I don't.

Table 63: Respondents who stated not very useful/not at all useful

Response
Lacked depth and applicability.
There has been no systematic approach to the learning activities and there has been no formal guidance.
Being computer illiterate, a quick overview allowed me to find my way into the program and have a little look. However my efforts to do so are limited by my limited computer skills.

Question 53: Which (if any) of the following factors have prevented you from accessing the sorts of professional development you need to support your work in online learning (Multiple-response question)

Table 64: Factors preventing access to professional development n=61

Response	n	%
Location and timing difficulties	25	41
Pressure of work prevented attendance	25	41
I do not have enough money to fund professional development	13	21
Insufficient information about professional development activities	12	20
My RTO does not have enough funds for staff development	10	16
Family commitments prevented attendance	8	13
Professional development activities not relevant to my needs	6	10
No relief teachers/trainers were available	5	8
I was reluctant to take time off without pay	5	8

Approval to attend was not given	4	7
Lack of encouragement from employer	3	5
Available places in the professional development activity were already taken	2	3
Dissatisfaction with previous professional development activities undertaken	2	3
Child-care facilities not available	1	2
I am not interested in professional development for flexible delivery	1	2
I am not eligible to attend	1	2
Don't know	3	5
Other factors	8	13

Location and timing difficulties and work pressures were the two most commonly reported factors by respondents (both on 41%) that prevented them from accessing professional development.

Respondents also stated that a lack of funding (21%) and insufficient information (20%) prevented their access to professional development.

Question 54: What do you think is the probability that you will begin studying some form of formal qualification in online learning during the next 12 months? We would like you to answer on a scale of zero to ten. You can think of the numbers as chances out of 10, for example 3 would mean 3 chances out of 10 that you will begin studying some form of formal qualification, while a 7 would mean 7 chances out of 10 and so on.

Table 65: Probability of studying n=63

Response	n	%
No chance, almost no chance (1 chance in 100)	8	13
Very slight possibility (1 chance in 10)	7	11
Slight possibility (2 chances in 10)	14	22
Some possibility (3 chances in 10)	5	8
Fair possibility (4 chances in 10)	2	3
Fairly good possibility (5 chances in 10)	4	6

Good possibility (6 chances in 10)	6	10
Probable (7 chances in 10)	1	2
Very probable (8 chances in 10)	2	3
Almost sure (9 chances in 10)	4	6
Certain, practically certain (99 chances in 100)	7	11
Don't know	3	5
Total	63	100

A majority of respondents gave a low probability to beginning some form of formal qualification within the next 12 months.

This indicates that 42% of respondents believed that they would begin to study some form of formal qualification in online learning in the next 12 months.

Question 55: What do you think is the probability that you will receive employer-offered structured training in online learning during the next 12 months? We would like you to answer on a scale of zero to ten. You can think of the numbers as chances out of 10, for example 3 would mean 3 chances out of 10 that you will receive some form of employer-offered structured training, while a 7 would mean 7 chances out of 10 and so on.

Table 66: Probability of receiving employer offered structure training n=63

Response	n	%
No chance, almost no chance (1 chance in 100)	7	11
Very slight possibility (1 chance in 10)	7	11
Slight possibility (2 chances in 10)	10	16
Some possibility (3 chances in 10)	8	13
Fair possibility (4 chances in 10)	5	8
Fairly good possibility (5 chances in 10)	2	3
Good possibility (6 chances in 10)	7	11
Probable (7 chances in 10)	1	2
Very probable (8 chances in 10)	5	8

Certain, practically certain (99 chances in 100)	9	14
Don't know	2	3
Total	63	100

Again, most respondents gave a low probability that they will receive employer offered structured training within the next twelve months.

This indicates that 41% of respondents believed that they would receive structured training in online learning in the next 12 months.

Analysis of 'other' response data

Question 3: What is the status of your current employment?

Response
Permanent (x8)
Full-time (x7)
Both contract & hourly (x2)
Sessional (x2)
Casual part-time (x2)
Ongoing (x2)
Permanent full-time
2 yr contract
Wage
Self-employed
Tenure
Staff

Question 4: What type of registered training are you employed by?

Response
Both (x2)
Not for profit (private)
Don't know—we're a community adult education centre

Question 7 What is your main occupation?

Response
Workplace trainer & assessor (x13)
Program coordinator (x4)
Part teacher/inductor/mentor/coordinator/researcher/developer—the lot (x4)
Manager (x4)
Tutor (x3)
Audio visual production officer (x3)
IT project officer/trainer (x2)
Training manager (x2)

Training & placement coordinator (x2)
Lecturer/coordinator (x2)
Consultant (x2)
Online project officer (x2)
Public servant
Facilitator
Marketing manager
Health officer
Multimedia designer, and also teaching to further professional skills, to assist in moving into development of online learning.
Mother/wife
Accountant
Instructional designer
Librarian
Administration officer
Refrigeration mechanic
Community services coordinator
Photographer
Registered nurse

Question 8: Which of the following fields of education best describes the main type of program that you are most often involved in delivering?

Response
Multimedia (x2)
Arts, humanities, social sciences, computing, multi field education.
Electrical apprenticeship.
Telecommunications cabling, ACA licensing, fiber optics and data cabling.
Theology.
Property.
Involved across a number of areas—computing, science, engineering.
Professional development.
Library and information studies.
Across institute covering all programs.
Hospitality.
Tourism.

Art sport and recreation.

Occupational health & safety.

**Question 14: In what ways do you facilitate learning?
(Multiple-response question)**

Response
Face to face, distance and online.
Face to face.
Face to face and print materials.
Work-based workshops/projects.
Telephone support and teleconferencing.
Online mentoring.
Using learning packages, face to face and worksite visits mixture.
Face to face as well as telephone.
Mix of face to face, print-based, on-the-job activities, email.
Face to face, onsite/workplace, print-based materials.
Mixture of face to face, video conferencing, and distance (print-based) materials with tutorial support.
Face to face, self-directed, team building, self-initiated, modelling, leadership training, buddy system.
Workplace training in industry/assessments.
Face to face and distance.
On the job.

Question 15: What degrees of flexibility do the courses/modules that you teach offer to students? (Multiple-response question)

Response
Flexible assessment.
Rate of progress is within parameters for course completion.
Constrained by what is available.
Set within college timetable.
Variety of day and evening classes, individual tuition, distance learning (last resort). Students apply what they are learning to their own workplace and determine how they will meet the assignment requirements. There is no time limit set for completion.
We take the classroom to the students.
Progression of learning.

Teacher-initiated modelling, challenging, motivating, encouraging, congratulating!
Combination of on- and off-the-job training.
Simulation.
The course start date is set, along with the face-to-face; however, there is flexibility within the online section.
There is a time limit on completion of modules.

Question 18: Have you completed or are currently studying any formal qualification(s) in flexible delivery?

Response
Cert IV in Assessment and Workplace Training. (x13)
Bach. Adult and Vocational Education. (x4)
Online Delivery (TAFE). (x2)
Cert III in IT. (x2)
Introduction To Teaching Online. (x2)
GradDipEd, GradDipEdAdmin, MSc, PhD.
M. Prof. Ed. & Training
Online Education Program.
Bachelor of Teaching (Adults), Post Grad Bachelor of Education (minor educational computing).
Online courses.
Northern Online Professional development Nth. Melb TAFE Developing Educational Webpages Nth. Melb TAFE Cert IV Workplace Ass.& Training.
Bachelor of Adult Learning and Development.
Master of Education Univ Southern Qld.
Introduction To Teaching Online.
M Ed-Further Edn & Tertiary Training.
Bach Social Science; Grad Dip Education (Adult).
Masters of Professional Education and Training online through Deakin University.
WebCT
Grad Dip in Vocational Education and Training.
Grad Cert Facilitating and Managing e-learning.
Graduate Diploma in Educational Administration and Assessment Units from the Diploma of Training and Assessment Systems.
Bachelor of Arts degree, State Enrolled Nurse, Mental Retardation Aide.

Response
Bachelor of Education (In Service) TESOL.
Grad Diploma in Interactive Education.
Completed an online e-moderation course.
One module found online.
Graduate Certificate in VET.
Associate Degree in VET.
NSW Teacher's Certificate, Certificate 3-Tutor Training in Literacy.
Adult Literacy & Numeracy Teaching certificates.
Diploma of Workplace Training, Bach of Teaching.
Certificate of Microcomputing Applications.
B. Ed., Dip Teach/Training, Cert IV Training, Cert Competency-based Training.
B. Ed. and Training included units on flexible delivery.
Online teacher no professional development.
More units of Workplace Assessor.
Diploma in Project Management.
MBA, BET, PG Dip Mgt (Psych) Dip Teaching (VET) .

**Question 20: Which of the following types of support are you receiving?
(Please tick as many boxes as are relevant to you)**

Response
Employer paid professional development/fees. (x6)
Access to library services.
PD supplied through TAFE.
Study allowance.
Unpaid leave.
Facilitating study.

Question 22: What structured education and training activities offered by your employer to support your work in flexible delivery have you completed in the last 12 months?

Response
Workshops/seminars. (x9)
WebCT (x4)
Introduction to online delivery. (x2)
Conferences. (x2)

Response
Computer skills. (x2)
Relationship buiding. (x2)
In the form of staff development.
Learnscope.
Dip. Ed. & Workplace Training, Cert IV Workplace T&Ass.
Design an Online Module.
I'm self-employed and self-taught.
Staff training days, plus guest speakers.
Grad. Cert. Adult Teaching and Learning.
I am free to investigate any study or networking opportunities I feel appropriate.
Workplace and assessors training.
Utilised in all delivery of subjects.
E-trainer certifcate completed online.
Powerpoint.
Introduction to online learning, Introduction to online working.
Grad Cert in Facilitating and Managing e-learning.
Note: Self-employed-completed assessment units in the Diploma of Training and Assessment Systems which were offered by flexible delivery. The experience of doing this as a student certainly helped in identifying suitable as well as unsuitable strategies.
Use of Blackboard.
Level II First Aid, OH&S representative course.
Blackboard training, Dec 2002; Webboard experience & training, e-learn centre staff.
TAFE Virtual Campus subjects.
An e-moderation course through EdNA, various Learnscope projects, ICT training, Outlook training.
Diploma of Training and Assessment Systems.
Online development.
PD development in using WebCT and other programs.
Participation in Webboard and Blackboard.
Face-to-face delivery.
Online training delivery.
Online chemical user training.
Designing educational web pages.

Response

Online course to gain online teaching qualities.

Involved in Learnscope workshop for flexible delivery in the horse racing industry.

Introduction into teaching online.

Professional development.

Question 25: What informal learning activities have you completed in the last 12 months to support your work in flexible delivery in the last 12 months?

Response

Reading on the topic. (x11)

Discussions with colleagues/peers, students. (x8)

Given a workshop/seminars (for example, on setting up a communication hub, on risk management, WebCT workshops) (x7)

(Online) Research on resources available (for example, learning styles). (x4)

Attending conference(s)/seminars. (x3)

Networking with other trainers and RTOs. (x2)

On-the-job training. (x2)

Feedback from students to refine resources.

WebCT development course, web design courses, writing in HTML course.

Networking 2002.

Research in new development, personal development strategies originating from self not RTO.

Facilitation course, action learning, peer support.

Reading manuals, use of mentor and peers etc.

Self-improvement by researching online, use of manuals etc. to keep abreast of current IT areas.

Development of programs and supporting materials, action research.

Online delivery which I organised with a facilitator.

I am online coordinator in my dept so am constantly seeking new information. I also participated in a Learnscope project which included doing some training of staff in online learning.

Studied DHTML and some Javascripting.

Worked with a WebCT designer to set up hub.

Response

Participation in other course development teams which included instructional design. After 3 years of full-time development and support in delivery we have found that much of the training on offer online delivery is at too low of a level. I anticipate attending Networking 2003 as a method of expanding my knowledge.

Teaching an online course and undertaking team reviews and evaluations.

Going into industry as well as working with a group of mature students in a very flexible learning environment.

Internship to develop web pages and put part of course online.

Creating online courseware myself, establishing a mentor.

Year 2 Bachelor of Adult and Vocational Education.

Online courses in designing online learning.

Investigation of the TAFE system sourcing information of the internet.

Short courses on Janison.

Accessed web material.

Creation of workbooks and assessment tools, observation and questioning of other Workplace Trainers.

Practice with Blackboard CD-ROM provided during training.

Web page design.

Questioned teachers about the way they explain and deliver certain units, asked for clarification on written assessments from teachers.

Reading research materials.

Self-development workshops, listening to my students and responding, studying informally what it means to learn, monitoring and adjusting education needs of students.

Cert 1V Ass Trainer.

CAE computer course.

Only my current exp. with flexible learning via uni.

Read book by Tara Brabazon - Digital Hemlock: Internet education and the poisoning of teaching.

Staff meetings.

Access the website.

Learning more about training packages.

Use of software.

Became online project officer.

Read reports, emails, newsletters.

Response

Increased use of computer.

Online training sites for basic computer training, working with the internet etc.

Self-directed learning with software.

Learning group.

Work in conjunction with flexible delivery lecturer who gave advice and information.

Assistance from other staff in the institute.

Teaching in online learning.

PC business software programs.

Question 28: Which (if any) of the following factors have prevented you from accessing the sorts of professional development you need to support your work in flexible delivery? (Multiple-response question)

Response

My RTO/organisation doesn't really support flexible delivery. (x2)

Only a limited amount of hours in every day!

I have been fortunate in that I have been encouraged to attend.

I'm currently satisfied with my level of knowledge to support the program.

Insufficient notice is the biggest problem. One week notice is USELESS, a fortnight should be the least, month is ideal.

I have full backing of RTO.

I wasn't prevented.

I have been able to access the prof. development I needed at all times.

Timing of professional development events often clashes with training commitments.

Still completing Cert IV in Assessment and Workplace Training in external mode at Open Learning Inst.

Work commitments come first. We are required to meet our targets.

Cost.

**Question 34: In what ways do you facilitate learning?
(Multiple-response question)**

Response
Phone contact.
Currently writing content/developing material for delivery online.
Visits to services.
Communication hub only.
Good mixture of all types, the older student has less confidence with online learning.
Have not actually developed a course yet.

Question 39: If you are involved in the facilitation of online learning, what sorts of instructional strategies do you use? (Multiple-response question)

Response
Fax & phone contacts. (x2)
Communication hub for external student.
Back-up tutorial.
Administration.

Question 43: Have you completed or are currently studying any formal qualifications(s) in online learning?

Response
MPET
Bachelor of Teaching (Adults), Post. Grad. Bachelor of Education (minor educational computing), Cert IV Workplace Assessment and Training.
Northern Online, professional development; NMIT, developing educational webpages; NMIT, Cert IV WPA&T.
Master of Education Univ Southern Qld.
TAFE online delivery.
Masters of Professional Education and Training online through Deakin University.
WebCT
Grad Cert Facilitating and Managing e-learning.
Certificate of Microcomputing Applications.
Introduction To Teaching Online.
B.Ed., Dip Teach/Training, Cert IV Training, Cert Competency-based Training.
B.Ed. and Training included units on flexible delivery.

Online teacher.
Multimedia Cert IV.

**Question 45: Which of the following types of support are you receiving?
(Multiple-response question)**

Response
Flexible working arrangements to allow study time.
Integral part of teaching duties.
PD provided by TAFE.
Paid all fees.

Question 47: What structured education and training activities offered by your employer to support your work in flexible delivery have you completed in the last 12 months?

Response
Workshops (in areas related to design of online in WebCT environment). (x5)
Learnscope. (x3)
Online delivery. (x2)
Introduction into online learning. (x2)
Grad Cert e-Learning.
Networking2002.
Basic teaching subjects.
Time off for formal training.
Grad Cert Fac.& Man. eLearning.
ICT, WebCT and conference attendance.
E-moderation course.
ICT skills.
One unit in Grad Cert in VET.
My course in service.
Additional computer training.
Discussion groups.
Dip.Ed Workplace Training.
Teaching in online.

Question 50: What informal learning activities have you completed in the last 12 months to support your work in online learning in the last 12 months?

Response
Reading. (x7)
Workshops/focus groups/seminars. (x6)
(Web-based) research. (x5)
Discussions/talking to others. (x4)
WebCT (x4)
Conferences. (x3)
Master of Business units completed online.
Web design course, Writing in HTML course.
Transferred part time to online learning unit involved in customising an online course.
Online course.
I usually network with colleagues if I need specific assistance.
Attending 2 online learning courses for teachers, and co-facilitating an online discussion at the online conference 18 months ago in Melbourne.
Online delivery.
Joining other development teams to share the knowledge.
Work within development of eLearning resources.
Two one-day looks at the course. I was given the CD-ROM for the course and told to go away and play with it.
Internship to develop online resources.
Joining forums, special interest groups, membership such as LearnScope.
ETrain self-taught.
Web searches.
In house trainers facilitated own workbook/internet learning.
Networking.
Tutoring in computers.
On-the-job training.
CAE course.
External uni study.
Online project Officer position.
Learnscope.

The online learning to complete the course.
In-service training.
Joining forums, special interest groups, membership such as LearnScope.

Question 53: Which (if any) of the following factors have prevented you from accessing the sorts of professional development you need to support your work in online learning (Multiple-response question)

Response
Few opportunities available. (x2)
None of these/no factors. (x2)
Culture of current workplace doesn't value flexible learning highly.
Satisfied with current approach to work.
Lack of notice—one week insufficient notice.
Given full support.



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