



## Clicks on Bricks Review

Summary of Three Workshops in  
Brisbane, Melbourne and Adelaide

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## Summary of Recommendations for Workshops



Issue	Recommendation
<b>Who is the audience?</b>	<ul style="list-style-type: none"> <li>• ICT Managers, Facility Managers, Program Managers and TAFE Directors</li> </ul>
<b>Suggestions for structuring the data</b>	<ul style="list-style-type: none"> <li>• Structure data around the audience ie for ICT Managers, Facility Managers, Program Managers and Directors</li> <li>• Base data on Knowledge Management model ie Tacit (Case Studies) and Explicit (literature)</li> <li>• Interface with structuring related to learning modalities ie face-to-face vs online</li> <li>• Consider Government Policies</li> </ul>
<b>Suggestions for the Website</b>	<ul style="list-style-type: none"> <li>• Structure as noted above – see diagram on page 11</li> <li>• Make case study preparation and submission a mandatory requirement of project funding</li> <li>• Provide links to NCVET and FLAG studies</li> <li>• Ensure changes in pedagogy and learning cultures are upfront</li> <li>• Note need for common standards</li> </ul>
<b>Recommendations for dissemination</b>	<ul style="list-style-type: none"> <li>• Use TAFE Directors and TAFE Managers Associations</li> <li>• Establish a special interest group as part of TDA</li> <li>• Use State-wide professional associations for ICT and Facilities Managers</li> </ul>
<b>Recommendations for future studies</b>	<ul style="list-style-type: none"> <li>• Marketing and training</li> <li>• Explore use of link to EdNA</li> <li>• What are the key questions for planners, teachers and managers?</li> <li>• Develop toolboxes for these</li> <li>• Greater use of case studies - place scenarios and case studies up front on the website</li> <li>• Coordinate ANTA and NPRG strategies</li> <li>• Need for annual upgrading of data - how can data be updated constantly on Website?</li> <li>• Roll out of CoB and professional development</li> <li>• Link to strategic planning and operations</li> <li>• Consider decentralised decision-making occurring in some States</li> </ul>

## Overall Summary of the Three Workshops



	<b>Workshop # 1 Victoria</b>	<b>Workshop # 2 Queensland</b>	<b>Workshop # 3 South Australia</b>
<b>Who is the audience?</b>	<ul style="list-style-type: none"> <li>Senior managers, teachers, students</li> </ul>	<ul style="list-style-type: none"> <li>Not identified</li> </ul>	<ul style="list-style-type: none"> <li>ICT Manager, Facility Managers and TAFE Directors</li> </ul>
<b>Suggestions for structuring the data</b>	<ul style="list-style-type: none"> <li>Consider the 'student experience' on campus as a way of structuring data</li> <li>Need to define pedagogy</li> <li>Could use ICT as a focus</li> <li>Use the top issues being faced in TAFE at present?</li> </ul>	<ul style="list-style-type: none"> <li>Consider structuring around learning modalities ie face-to-face vs online</li> <li>Use as a change management strategy – measure it!</li> <li>Note that young cohort like campus experience, older cohort more ready for online</li> <li>Need to consider Government Policies</li> </ul>	<ul style="list-style-type: none"> <li>Consider structuring around the audience ie for ICT Managers, Facility Managers, Program Managers and Directors</li> <li>Consider basing on Knowledge Management model ie Tact (Case Studies) and Explicit (literature)</li> </ul>
<b>Suggestions for the Website</b>	<ul style="list-style-type: none"> <li>See diagram on page 4 which places students at the centre of the data</li> </ul>	<ul style="list-style-type: none"> <li>Consider Industry advice</li> <li>Note impact of private providers</li> <li>Note need for common standards</li> <li>Changes in pedagogy and learning cultures</li> <li>Links to NCVET and FLAG studies</li> </ul>	<ul style="list-style-type: none"> <li>Structure as noted above – see diagram on page 10</li> <li>Make case studies a mandatory requirement of project funding</li> </ul>
<b>Recommendations for dissemination</b>	<ul style="list-style-type: none"> <li>Conferences, business managers, facility managers, ICT managers</li> <li>Use State-wide professional associations for ICT and Facilities Managers</li> </ul>	<ul style="list-style-type: none"> <li>Not identified</li> </ul>	<ul style="list-style-type: none"> <li>Use TAFE Directors Association and TAFE Managers Associations</li> <li>Establish a special interest group as part of TDA</li> </ul>
<b>Recommendations for future studies</b>	<ul style="list-style-type: none"> <li>Greater use of case studies</li> <li>Need for annual upgrading of data</li> <li>Roll out of CoB and professional development</li> <li>Link to strategic planning and operations</li> <li>Consider decentralised decision-making occurring in some States</li> </ul>	<ul style="list-style-type: none"> <li>Marketing and training, use of EdNA</li> <li>What are key questions for planners, teachers and managers?</li> <li>Develop toolboxes for these</li> <li>Place scenarios and case studies up front on the website</li> <li>Coordinate ANTA and NPRG strategies</li> </ul>	<ul style="list-style-type: none"> <li>How can data be updated constantly on Website?</li> </ul>

## Workshop #1 – Box Hill TAFE – 30<sup>th</sup> September, 2003



### In attendance:

Dermot O'Sullivan – Facility Manager, Box Hill TAFE  
Ms ?????? – Learning Services Manager, Box Hill TAFE  
Mr ????? – Operations Manager, Box Hill TAFE  
Mr Tony Ellis – ICT Infrastructure Manager, VIC OTTE  
Associate Professor Peter Jamieson, Centre for Higher Education  
Development, Monash University  
Dr Kenn Fisher, Rubida Research Pty Ltd

### Who is the audience for Clicks on Bricks?

- Senior management
- Teachers
- Students

### What is the 'student experience' on campus?

- Learning activities driven by the curriculum
- Access to resources including books, ICT and recreation
- The social dimension of students coming to campus to learn with peers in an extension of their social environment and lifestyle
- Improved and continual motivation
- Perception broadened as is their worldview

### ICT

Needs to be separated into two component parts

- Application
- Infrastructure

### Defining pedagogy

- Ranges from fully instructor (teacher) centred to fully student centred
- The mix of pedagogical approaches along this spectrum defines the potential student experience

### We need to define flexible delivery

This is a combination of:

- Campus based
- On line or distance learning
- Mixed mode
- Accelerated learning opportunities (such as summer semesters)

Note that Ryan of QUT has written on the failure of digital universities and of digital publications.

### Box Hill Distribution of Students

Majority of students (total 33,000) from across metropolitan Melbourne. 10% of students international.

### Top Issues of Concern at Box Hill TAFE

1. Funding mix
2. Physical environment – for growth, look and image, ESD and sustainability
3. Knowledge management – succession, professional development
4. Market research and marketing – market share, demographics, location and spread, new, capability

## Workshop #1 – Box Hill TAFE – 30<sup>th</sup> September, 2003



5. Time and change
6. Currency ie remaining relevant to industry and students (eg keeping equipment up to date)
7. Community
8. Student survey findings

### Potential for disseminating CoB material

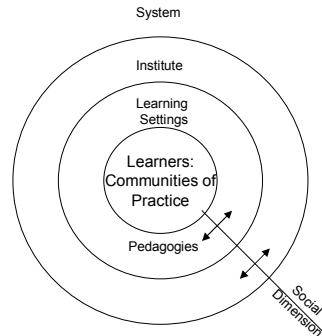
- Conferences
- Business managers
- Facility managers – use Statewide professional association
- ICT managers – use the OTTE Statewide association

**Case studies** are a critical way of engaging with the audience – how to do ICT and buildings – examples to support the concepts and theory

### Key Recommendations for Clicks on Bricks

1. Implement case studies as examples of CoB concepts
2. Annual review of CoB website material
3. Roll out of CoB
4. Professional development programs
5. Link to strategic planning and process in operations
6. Audience
  - will they understand the mind map being proposed
  - do they understand strategic planning?
  - do they understand flow charts?
7. Develop professional development one day program
8. Address transition to decentralised decision-making

9. Young students are able to multi-tasks, whereas older students are single task focussed. This implies a difference in how they process information – either non-linearly or linearly
10. Consider the needs of international students
11. How to get 'user' input including students into project developments



## Workshop #2 – Queensland DETE – 1<sup>st</sup> October, 2003



### Participants:

Kelvin Crump – Director, Infrastructure Services, Southbank Education and Training Precinct  
 Scott Hodges – Infrastructure Development, DET Queensland  
 Paul Marko, Program Delivery Manager, FEA, Bremer TAFE  
 Greg Reed, Director, Education and Training Services, Wide Bay TAFE  
 John Blakely, Director, Open Learning Services, OLI  
 David Pedler, Manager, Technology Strategy, Office of the CIO, DET  
 Fran Ward, Faculty Operations Manager, T. M+M, gold Coast TAFE  
 Robert Petherbridge, Infrastructure Team, ANTA

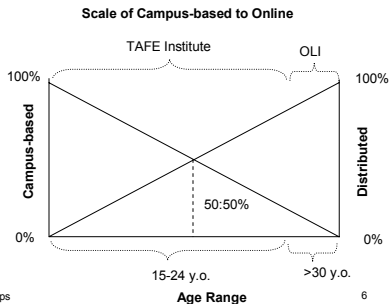
### Overview of key issues

- How to model face to face experiences?
- ↓
- Client base age is 15-24 years
- ↓
- A range of learning modalities
- ↓
- Learning outcomes need to be measured
- ↓
- Appropriate delivery models to be developed
- ↓
- Technologies to be selected to support these models

Professional development

### Key steps to be taken

- Re-engineer pedagogy
- Survey of client learning styles – see Flex. Learn website
- Focus on needs of individual learner – repackaging
- Use as a change management strategy
- Rejuvenate and motivate
- Link to ITAFE Corporate goals and integrate them
- Measure it!



## Workshop #2 – Queensland DETE – 1<sup>st</sup> October, 2003



### Some drivers

- Government policy
- Model Face to Face – time, place and content
- Blended distributed learning
- 15-24 yo cohort seek campus based experience – part of social lifestyle.
- >30yo less dependent on campus experience, with full time jobs and families

### What should CoB focus on?

1. Government policy – Accountability framework, next ANTA agreement, Duty of Care, blended learning, ETRF = major driver
2. Does flexibility simply mean ICT?
3. Funding is reduced – need to find cheaper ways of delivery – can ICT achieve this?
4. Student profile is varied – it is not simply a matter of delivering competencies only
5. Funding struggles re delivery
6. Is the regional and competitive approach the best model for TAFE?
7. Asset utilisation and operational costs are critical
8. Industry liaison and advice is critical (eg PC vs Mac). Trend towards training in the workplace implies flexible delivery. ITAFE equipment is underfunded and facilities are underutilised
9. Industry advice re training needs and ITAFE requirements
10. Private provider competition and growth
11. ITAFE systems differ from each other, eg learning management systems
12. Common systems are critical eg
  - finance
  - student enrolment
  - assets (eg use of archibus)
13. Rationalisation of programs eg hairdressing as an example
14. Environment increasingly a driver eg engineering not suitable for CBD
15. Learning cultures and industrial relations – how will teaching evolve in the future?
16. Simulation and distributed links to equipment and support software eg peer to peer (Groove?)
17. Online:
  - Web supported (links)
  - Web enhanced (basic)
  - Total web (interactive)

## Workshop #2 – Queensland DETE – 1<sup>st</sup> October, 2003



18. ITAB's advice over time and lack of industry funding

19. NCVER data and findings

20. How to get existing assets used across ITAFE system – use of EdNA and ANTA toolboxes etc

6) What does the ITAFE training plan mean for assets? Who asks this question when training plans are being developed?

Recommendations for future work related to CoB

- 1) Implementation of projects such as
  - marketing and training re CoB
  - PR and communications re CoB
  - EdNA and CoB website
- 2) What are the key questions?
  - for planners
  - for teachers
  - for managersDevelop toolboxes from CoB eg how to manage and renew ICT in ITAFE's
- 3) Scenarios and case studies up front in the website
- 4) ANTA and TNPRG should collaborate on a coherent national framework – this is already happening. Getting the strategy plan working at a high level but need to know implications at operational levels
- 5) Codify for the past or the future? ie is this data codified for the industrial age of the knowledge age?

## Workshop #3 – ASMS – 13<sup>th</sup> October, 2003

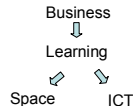


### In Attendance:

Ms Sue Sachs, Director of Spencer Institute of TAFE  
Mr Mike Byrne, Operations Manager Spencer Institute of TAFE  
Ms Megan Antcliff, Facility and Master planning Consultant, Spencer Institute of TAFE  
Mr Mike Mulvihill, Director, Douglass Mawson Institute of TAFE  
Mr Tony Klemm, Manager, ICT Infrastructure, SA DETAFE  
Dr Kenn Fisher, Director, Learning Environments, Rubida Research Pty Ltd

### General Observations of the Group on CoB

- Marketing of CoB should be to Facility Managers as well as Directors of TAFE
  - There is a Federal State ripple effect. Eg note that Nationally TNPRG meet twice a year but that there are also meetings within States of Facility Managers
  - Part of the role of the Institute Directors is to focus on Flexible Learning Strategies
  - How many 'hits' on the CoB website have there been?
  - There is not explanation of why anyone should be visiting the site in the first place. What is the incentive for people to visit?
  - Find a way of linking the ICT and Facility Manager networks
- There is an expectation that the Website will be interactive with a focus on strategic planning (strategies) for developing IT and facilities management policies
  - Note the ANTA Report on Bandwidth for Communications – A2B4C
  - How to approach information – Higher Level Macro access? Could look at a number of levels for Campus, Planning, Business and finally Facilities.
  - Questions might be:
    - **Campus Level:** I want to develop an IT kiosk area. How do I learn about how/when/why?
    - **Planning Level:** I think wireless is the future for IT delivery. How can I prepare my campus/staff/network?
    - **Business Level:** I can see a demand in a particular area – how can I prepare for that?
    - **Facilities Level:** I have to replace X, Y, Z – How do I do this in a meaningful way?
  - Connect information from users and research. In which industries; users strategic plan; facilities impact of these trends.

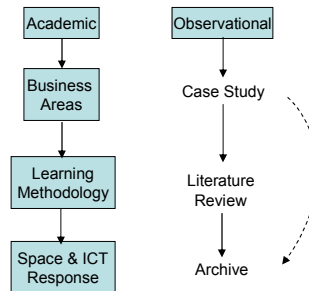
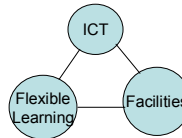


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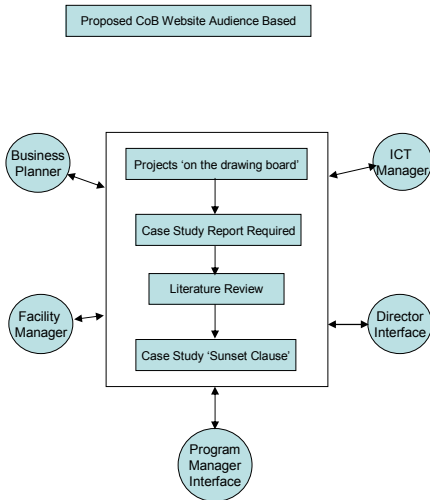


12. A strategic business plan needs to include a marketing strategy, and ICT strategy and a facilities strategy
13. The process from Head Office includes 'ticking the policy boxes'
14. RE CoB, the academic approach is a systematic one. Other approaches include 'Guided Tours' for example
15. The CoB database needs to be constantly updated – it should be part of the project process for major projects within ITAFE's. There should be a requirement of project reporting that a case study be submitted to ANTA on a pro forma basis for inclusion on the CoB website
16. Note that TAFE SA has not strategic plan. Due to funding constraints there is a concern that a strategic plan which has targets will raise user expectations which cannot actually be funded or met
17. Key questions re CoB:
  - why go there?
  - how to update?
  - include case studies

### ANTA Approach



## Workshop #3 – ASMS – 13<sup>th</sup> October, 2003



18. Consider Knowledge Management Approach ie **Tacit Knowledge** (which is generated in projects on the drawing boards) becomes **Explicit Knowledge** which is documented in the case studies and on the CoB website
19. Case studies can pick up anecdotal evidence, can make use of post-occupancy studies and can be subject to user assessment. Make Case Studies a mandatory requirement of project funding
20. Communities of interest – use to drive the ongoing assessment of projects but in a Face-to-Face environment such as the TNPRG
21. Use the TAFE Directors Australia Conference – TDA. Could establish CoB as a special interest group of this conference and run a parallel workshop or presentation. There would be active players present. Margaret Fanning is the Convener (02 628 17320). Mike Mulvihill is the SA Representative on TDA.
22. Also use AusTAFE – the TAFE Manager's Association