



**DRAFT**

**Clicks on Bricks Bulletin:**

***The Impact of Information Technology and Flexible Learning  
on the Built Learning Environment***

**An Overview of the Study and Material Available**

**ANTA/TNPRG**

**8 December 2003**

## Executive Summary

Clicks on Bricks is a resource designed to help TAFE Directors, planners, facility and ICT managers and teachers understand the evolving relationship between technology, buildings and flexible learning.

The Australian Flexible Learning Framework currently hosts the source material. This bulletin outlines the key stages in the development of Clicks on Bricks and the steps being taken to disseminate the material.

A key issue in hosting the website is keeping it updated. By its very nature the material in Clicks on Bricks is cross-disciplinary with the project being a combined effort between the Australian Flexible Learning Framework, the TAFE National Physical Resources Group and the Australian National Training Authority.

Furthermore TAFE projects are also developed within individual State boundaries, although many innovations are shared Federally in a range of conferences and meetings. It is hoped that this project and its associated website will be a useful coordinating tool for those educators working in the TAFE and related sectors.

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The Flexible Learning Framework Website

## What is Clicks on Bricks?

Clicks on Bricks was conceived in 2001 as part of series of interrelated Flexible Learning Advisory Group (FLAG) projects. The Australian Flexible Learning Framework has since seen a multiplicity of developments in the flexible delivery of TAFE programs. These flexible learning approaches are technology intensive but they also follow distributed models. This means that the built learning environment is increasingly being used in very different ways as the range of flexible learning programmes expands. The Clicks on Bricks study was designed to understand the links between pedagogical models, built learning environments and instructional and information technologies.

The Study Outcomes consisted of three key reports:

- An Executive Summary (Final Report)
- Planning and Design Principles
- A Literature Review

This material, available since late 2001 on the Australian Flexible Learning Framework website, was subsequently reviewed in June 2002 in light of further flexible learning developments. This review found, *inter alia*, that:

*This resource, current at the time of writing, provides a large body of material, principles, check lists, bibliography, forums, chat areas and links to other relevant resources. It is a considerable achievement over the time frame of 12 months. Further work is needed in the following areas:*

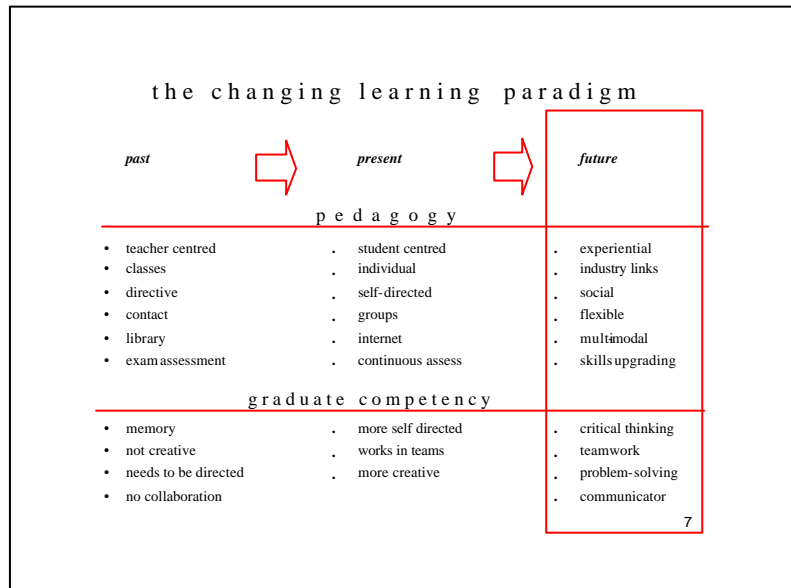
- *The web site needs to be maintained if it is not to become a dated resource*
- *Further research is needed into how a group of learners and teachers currently use available technology to ensure planning and management is informed by reality rather than assumptions*
- *The 7 key principles distilled in the consultant's final report be firmed into outcomes and strategies for achieving them*

It was decided to review the report material in response to these recommendations and this short bulletin is an overview of the outcomes of that detailed review.

## Why Study Clicks on Bricks?

The rapid rate of change of new and emerging technologies has not necessarily meant radical changes in pedagogical practice, but it has meant that the role of the teacher and learner is in transition as illustrated. Likewise, e-learning of itself does not mean that face-to-

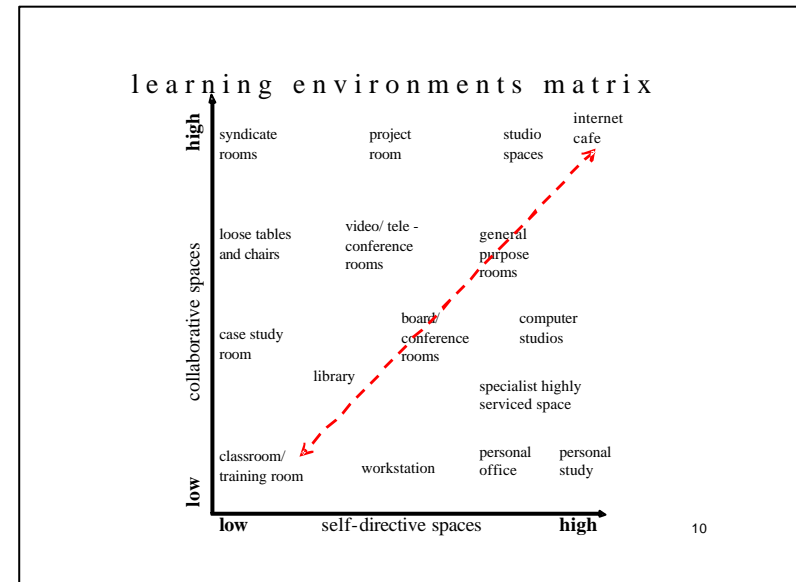
face teaching and learning will become extinct. It does, however, mean that on-campus learning environments will change.



*Trends in teaching and learning*

TAFE course programs are seeking to achieve learning competencies and outcomes that are more than simple tests of memory capability. Employers want staff that can solve problems, work in teams, carry out project-related tasks, think critically and to communicate in a range of modalities. Many of these competencies cannot be taught in a traditional classroom or through on-line programs. Approaches may require learning environments ranging

from low to high collaborative spaces. These spaces may also range from low levels of self-directed learning through to high levels. The physical learning environment must be designed to meet a range of pedagogies and related technologies as illustrated below.



*The range of learning environments*

**Who will be interested in Clicks on Bricks?**

This review of Clicks on Bricks consisted of an appraisal and detailed indexing of the 200 pages of material. This was followed by four focus group workshops in three States. Participants at the

focus group represented the principal stakeholders likely to make use of Clicks on Bricks material, and ranged across the following professional disciplines:

- Directors of TAFE
- Policymakers from Federal and State arenas
- Facility Managers
- ICT Managers
- Learning Management Coordinators
- TAFE Planners
- Architects
- TAFE Lecturers

**How do I find Clicks on Bricks Material?**

The material is currently hosted on the Australian Flexible Learning Framework website at:

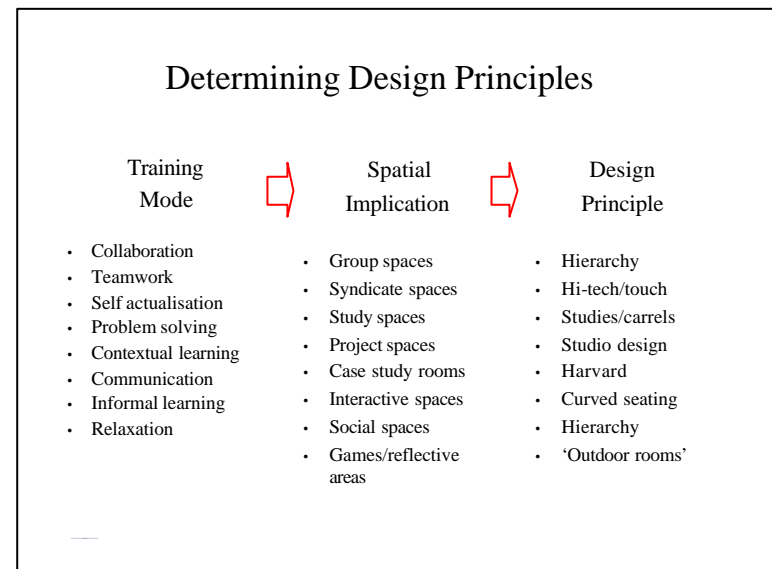
<http://www.flexiblelearning.net.au/projects/clicksonbricks.htm>

**How is the Material Organised?**

The material is organised in the two key knowledge management areas:

- (a) ‘*explicit*’ knowledge includes general reports, literature review and weblinks; and
- (b) ‘*tacit*’ knowledge is included in the case studies.

This arrangement recognises that much knowledge is documented explicitly in a range of formats such as the Web, CD’s, hard copy reports, manuals, procedures and systems and so on. Conversely, new knowledge is produced by project teams often on innovative projects and this knowledge generally resides in the minds and practices of those individual team members. This tacit knowledge can be acquired through meetings with, and enquiries of, the team members.



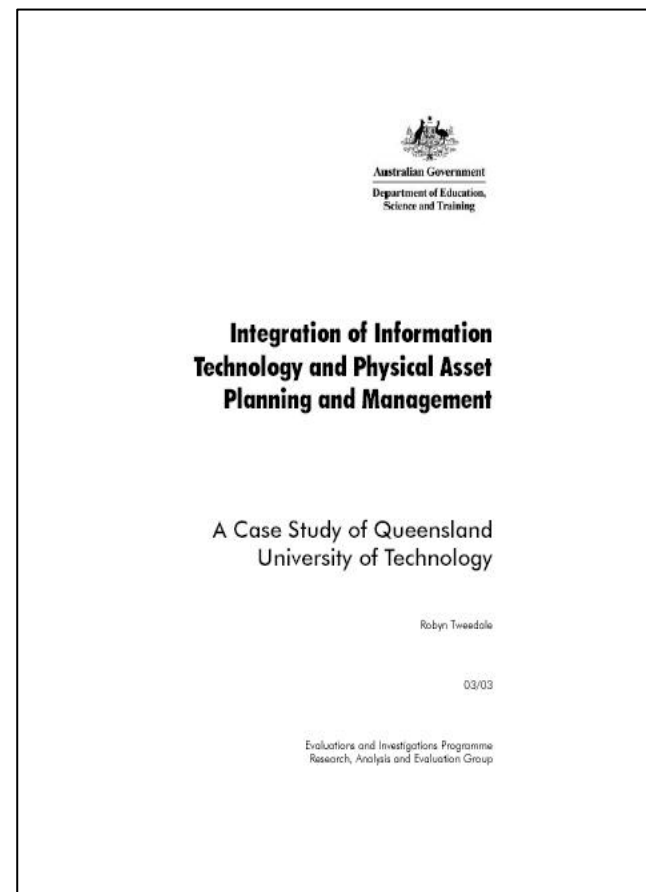
*Implications of pedagogy on spatial arrangement*

This team-based knowledge can be assembled and disseminated rapidly through the use of case studies and it is proposed that Clicks on Bricks will develop such case studies of innovative projects. However, it is essential that new and emerging innovative projects are made available as case studies in a timely fashion before they become dated.

### What Material will be Hosted on Clicks on Bricks?

The 'explicit' material consists of a range of papers, reports, a literature review, related weblinks and case studies organised around the following themes:

- ICT
- Facilities Management
- Flexible Learning
- Policy Drivers
- Strategic Planning
- Interaction with Schools and Universities
- Innovations
- Performance Measures



*Case studies also from non-TAFE sources*



*Information Commons, Holmsgeln TAFE*

'Tacit' material in the form of case studies will, where possible, address the relationship between pedagogy, the built environment and information technology using the following key criteria:

- Overall objective and scope of project
- Key design features including flexibility
- Primary pedagogical approach used
- Use of ICT
- How well the project meets the following criteria:
  - Student-centred and self-directed learning
  - Project-based learning
  - Resource-based learning

- Problem-based learning
- Collaborative learning
- Constructivist learning
- Key findings from post occupancy studies (if available)
- Indications of how the concept has been implemented at other sites

### **How often will Clicks on Bricks Information be Updated?**

The resource website will be updated monthly with new case studies, weblinks, articles, reports and news items. Material will be sourced from the OECD Program on Educational Building, the National Clearinghouse for Educational Facilities, the Technology Source and other related websites and sources.

### **Contacts:**

For further information on the project please contact the following:

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