

TAFE QUEENSLAND

# 2020 A SPACE ODYSSEY

EXPLORING UNCHARTERED  
TERRITORIES IN THE VET SECTOR

Pathways Conference 2020



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# Hosts



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# Learning Outcomes

- Learn about delivery of practical courses remotely
- Gain insight into “*innovation on the run*” - strategies to support staff and students
- How supported students were assisted to continue to learn, engage, participate and access training within the virtual training environment.



# SNAPSHOT – TAFE QUEENSLAND

- Leading provider of vocational education and training in Queensland
- Over 50 campus locations
- Delivers more than 500 course - entry level to Bachelor level Degrees
- Over 109,000 students enrolled including school aged students
- Flexible approach to learning



*The goal of VET is to prepare students for work through the delivery of practical, work orientated skills and is driven by industry.*



# TAFE @ SCHOOL

Do a course in year 11 and 12

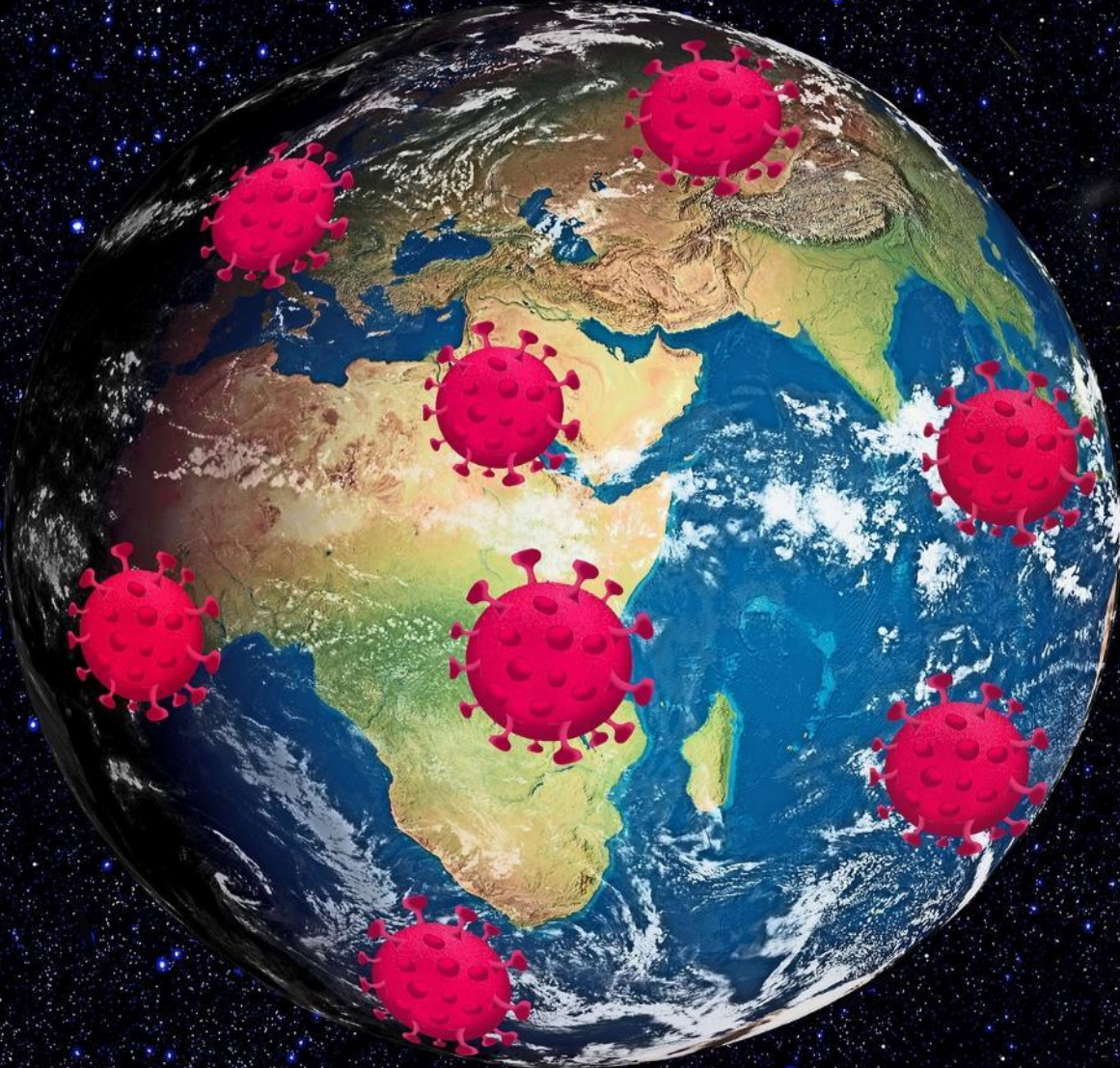


# DIVERSE STUDENT POPULATION

- Diverse learners – age/culture/language/disability/medical conditions/employment status/educational experience
- Literacy/numeracy levels
- Range of student goals



# PANDEMIC PANIC



# CRYSTAL BALL GAZING- PREDICTING CHALLENGES



- Increased intervention for students due to change
- Access to equipment - technology
- Disruption to courses – dependent on course requirements
- Adding COVID safe training components
- Inability to assess student competencies in the online space
- Practical classes and vocational placement put on hold
- Working with new technology
- Increased staff and student anxiety



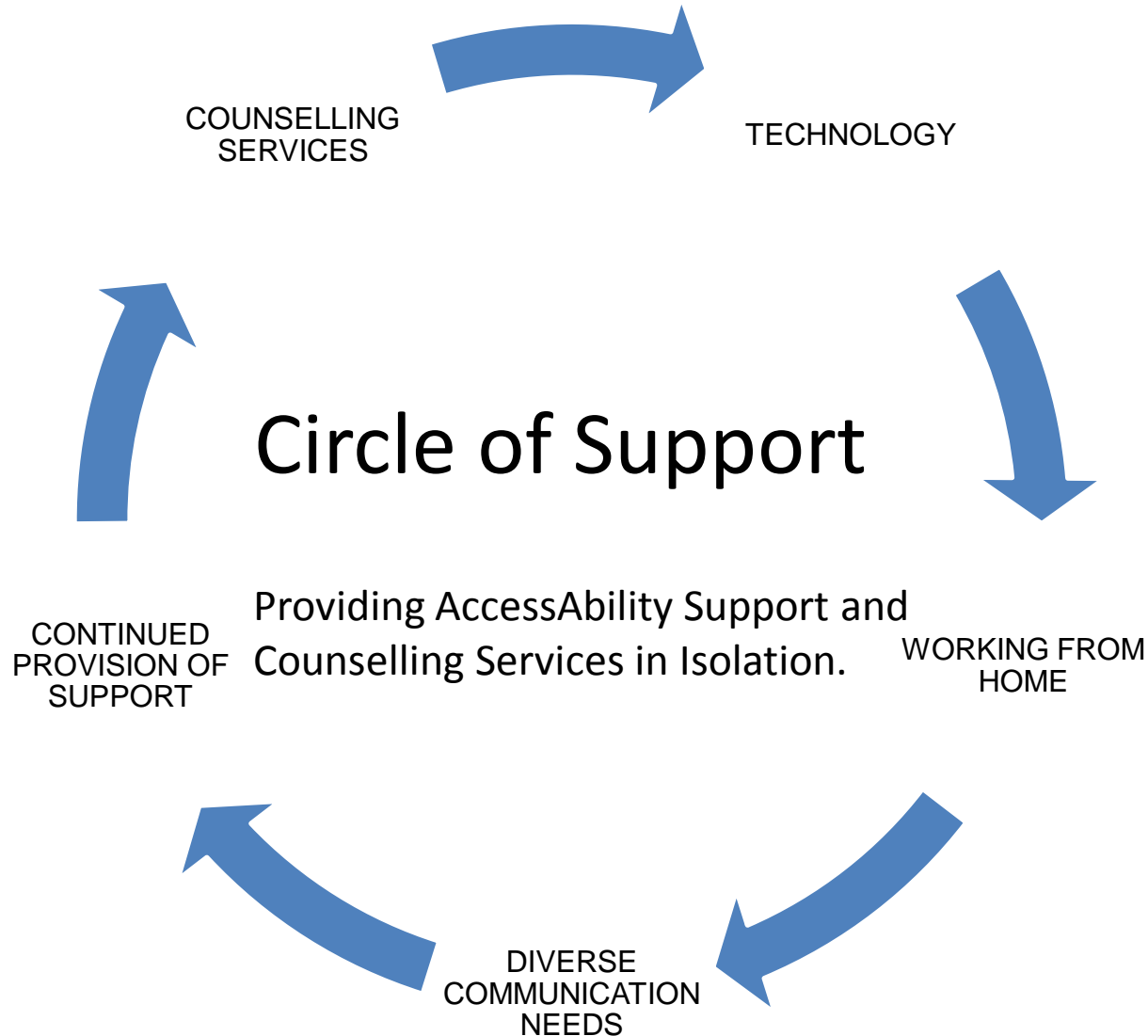


**KEY NEED:** For our students to stay connected with their AccessAbility Officers and Support Team.



**GOAL**– Provide a safe and supported online space for our students to practice new ways to communicate and study.

# TOOLS FOR THE JOB



# THE IMMERSION TECHNIQUE

- **Upskilling students and staff**
- **Inclusive strategies for diverse student population**





## Educator Capability team – Professional Learning Program

- Webinars for professional learning
- New software/online tools
- Student engagement, participation and access

# ADOBE SPARK – CREATIVE AND INCLUSIVE SLIDESHOWS

## Student Support Services

For Educators



[https://spark.adobe.com/video/RCc8qAoXIRqny?fbclid=IwAR1c98r5QAx399ICbsalHs6Ao3\\_SnOKrrJnpmH0ZWexfr-bF\\_JeTV8vwrM4](https://spark.adobe.com/video/RCc8qAoXIRqny?fbclid=IwAR1c98r5QAx399ICbsalHs6Ao3_SnOKrrJnpmH0ZWexfr-bF_JeTV8vwrM4)





## Reasonable Adjustments for:

- Deaf, Hearing Impaired
- Vision Impairment, low vision.
- ADHD, Concentration difficulties.
- Autism Spectrum Disorder
- Language, Learning Impairment.

*Sending file*

TAFE QUEENSLAND

## STUDENT **zoom** RULES

### GET SET TO ZOOM

1. Set up a Zoom profile with a clear photo of you.
2. Use your correct name for attendance.
3. Dress appropriately for class.
4. Advise family/housemates/dog not to disrupt or distract you.
5. Be ready to commence the session on time. You should be in the Zoom waiting room at least 10 minutes prior.



# ZOOMing inclusively

## Investigation of inclusive features of online software

### Personalising student online experience

- Choice of communication styles – chat, video, audio
- Use of Recordings
- Remote interpreting
- Captioning
- Breakout rooms
- Sharing screens





# SUPPORTING ANXIOUS STUDENTS

Raising educator awareness of the needs of anxious students

**I am here.....**

TQ Access Ability



[https://spark.adobe.com/video/RcC8qAoXIRqny?fbclid=IwAR1c98r5QAx399ICbsaIHs6Ao3\\_SnOKrrJnpmH0ZWexfr-bF\\_JeTV8vwrm4](https://spark.adobe.com/video/RcC8qAoXIRqny?fbclid=IwAR1c98r5QAx399ICbsaIHs6Ao3_SnOKrrJnpmH0ZWexfr-bF_JeTV8vwrm4)



# PERSONALISING THE LEARNING

## INDIVIDUALISED SUPPORT

*Students requiring Auslan Interpreting witnessed the changes firsthand, with the transition to online lessons.*

Remote Auslan Interpreting

Use of Dual Screens

Learning the Accessible Features of Zoom Software

Captioning Options

Audio and amplification devices

## **CHALLENGES**

Cost considerations for external services (e.g. captioning)

Fatigue impacting student and support staff

Limited visual cues due to limitations of video and screen size

Student's access to dual screens from home

# PERSONALISING THE LEARNING

## ***SUPPORT FOR ASD STUDENTS***

Online etiquette overview

Practice online environment with support staff if possible

Assistance with entering classroom

Clear consistent visuals and instructions in class by educator

Teacher PowerPoint to include purpose of the lesson

Consistency of presentation

"In class" support by support staff

## *Follow up*

Follow up phone or zoom session with educator

Individual coaching session

Class notes from support worker

Email reminders about class timetables/room links

## FUNDED TRAINING

COVID-19: SUPPORT

Covid Safe training

Infection control skill sets

Micro-credentials



# THE FALLOUT

- Students withdrawing from courses
- Some students needed additional technology training in general
- Lack of access to digital tools
- Difficulty embracing change
- Communication – accepting different ways of communicating in an online class
- Mental health - Anxiety/social isolation
- Perception of what learning should look like - study at TAFE, not home
- Impact on finances/loss of job

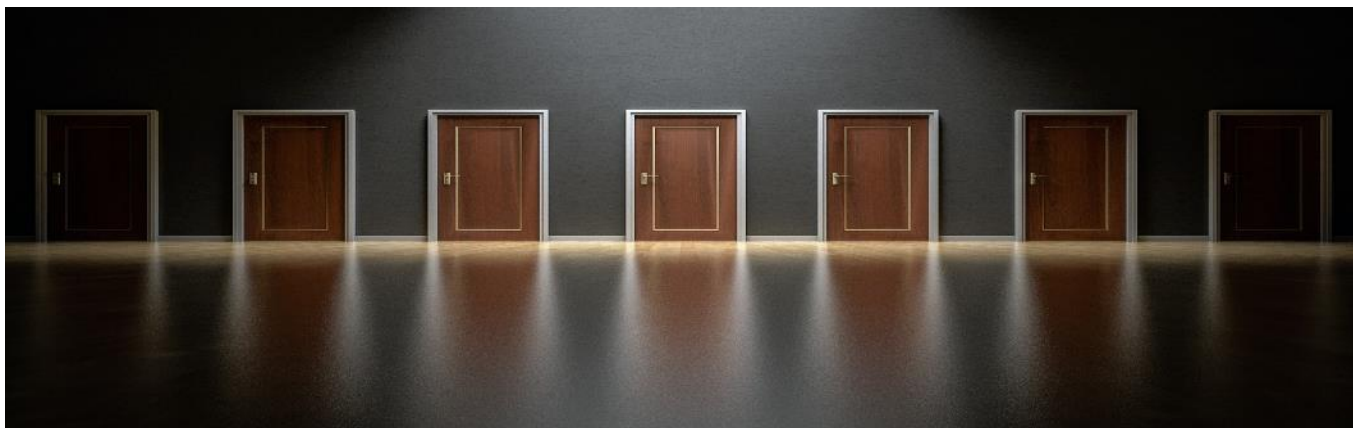
# COVID and the digital divide

**Digital Divide** – experience of disadvantage due to limited access to technology, skills in use of technology, ability to engage in online learning resources and tools required to complete assignments. (Correia, 2020).



Research - Correia, A. (2020). *Healing the Digital Divide During the COVID-19 Pandemic* *The Quarterly Review of Distance Education*, 21(1), 2020, pp. 13–21.

# Creating opportunities



- Increase in enrolments in some courses
- Industry priority changes
- Diverse ways of communicating
- Communication and collaboration between VET and tertiary sectors
- Access to information via external resources – e.g. ADCET
- Never without support

# KEEPING IT TOGETHER

- Tafe Queensland created a safe and informative environment for students and staff
- Counsellors available via phone, email, text or Zoom for Students
- Professional Development packages - Accessibility in the Online Space Workshop and Accidental Counsellor Workshop.
- Assistance for students to defer practical units that could not be completed off campus. - vocational placements.





# To infinity and beyond



- Resources for accessible online learning developed and shared
- Remote interpreting strategies refined
- Online class delivery more global for students
- Increased familiarity with digital tools





*Analysing how we respond to change and seeing how we can continue to learn and thrive in uncertain times becomes a different personal learning opportunity for each student.*

*How those of us working in the AccessAbility Support environment engage with students about coping with change is also something to explore when reflecting on 2020.*

*S.Cranwell*