

# Choosing and Using Technologies in Education and Training

## **Resources in Professional Development –Publications**

**Evans, Peter**

1996, 'Development and delivery of a Graduate Certificate (Open and Distance Learning) via the WWW', paper presented at AusWeb96, Southern Cross University.  
<http://www.scu.edu.au/sponsored/ausweb/ausweb96/educn/evans/> Site accessed July 1997.

A report on this course which is offered online by the University of Southern Queensland. Evans covers the rationale for offering the course, the pedagogical principles underpinning its design and delivery, the course structure, materials development and production processes, the designs and software tools used in course construction, site creation and maintenance, and interaction with students.

### **Flexible Delivery Working Party**

1993, *A Guide to Implementing Flexible Delivery*, Flexible Delivery Working Party, Brisbane.

A Guide for practitioners and managers on the issues which should be taken into account in implementing a flexible learning program. Each section includes a 'toolbox' (checklists, references, pro-formas, inventories and so on) to assist the user. Sections cover planning and management decisions and structures, staff development, determining the market and learners' needs, developing and delivery flexible courses, and administering flexible delivery. The Guide takes the learner as the key focus for each aspect of flexible delivery. It is one of six resources developed by the National Flexible Delivery Working Party and assists implementation of the National Training Reform Agenda.

### **Flexible Delivery Working Party**

1993, *Appropriate Technologies for Flexible Delivery - a Decision Making Framework*, Flexible Delivery Working Party, Brisbane.

This package of book and computer discs provides a computer-assisted decision making framework to support managers and teachers in selecting appropriate technologies for the delivery of vocational education and training. The framework comprises a process which is not bound to any particular technology or learning outcomes, so that it may be used for emerging technologies and changing goals. The user is assisted to identify and act on choices, gains, risks and goals, and to review results. The package is one of six resources developed by the National Flexible Delivery Working Party and assists implementation of the National Training Reform Agenda.

### **Flexible Delivery Working Party**

1993, *Cost Benefit for Flexible Delivery - Operating Manual*, Flexible Delivery Working Party, Brisbane.

A package of text and computer disks which is designed to assist providers of vocational education and training to implement approaches to teaching/learning which are flexible, cost-effective and responsive to the needs of clients. The user is guided through a process of identifying the context within which technology choice is made – including the institutional and learning objectives and constraints – and then using the computer program to match these with appropriate technologies. The package is one of six resources developed by the National Flexible Delivery Working Party and assists implementation of the National Training Reform Agenda.

**Jacques, Michele M.**

1996. How to find World Wide Web distance education resources. Distance Education Clearinghouse.

<http://www.uwex.edu/disted/resources.html> Site accessed July 1997.

A succinct and helpful guide to finding one's way through the plethora of Websites providing information and resources on technology-mediated education. Jacques shows how the sites can be categorised and identifies the characteristics that indicate excellence in a site. An annotated list (including hotlinks) is provided to a range of sites from around the world. This paper was first published in 1996 and is regularly updated. It is an excellent jumping off point to searching the Web for any type of material on teaching and learning at a distance or electronically.

**Jegede, Olugbemi J., Gooley, Anne & Towers, Stephen**

1996, November, 'An evaluation of the Queensland Open Learning Network audiographic conferencing professional development programs', *Journal of Instructional Science and Technology*, Vol. 1, No. 4.

<http://www.usq.edu.au/electpub/e-jist/vol1no4/abstrac4.htm#AbstractJegede> Site accessed June 1997.

An evaluation of the QOLN audiographics professional development program which found that the majority of participants found the workshop beneficial; it was easier than they had expected, and their prior computing skills were irrelevant to their mastery of the use of audiographic conferencing equipment. They enjoyed the interactivity and learning environment characteristics of the audiographic equipment. The study comments on policy on training and professional development opportunities for teachers using audiographics conferencing.

**Lockwood, Fred**

1992, *Activities in Self-Instructional Texts*, London, Kogan Page.

A practical guide to the critical issues to consider when writing self-instructional text which uses many examples of 'activities' from a wide variety of situations and subjects. It comprises five main sections: how do activities work (e.g. as a tutorial in print, a reflective action guide, or for self-dialogue); what is the research evidence to back up the design of activities; what assumptions do writers make and what expectations do they have of students; what do learners think about the benefits and costs of activities; and how do all these issues come together in course design. Lockwood practises what he preaches in the way in which the book is written, with numerous activities for the reader in between the text.

## **National Board of Employment, Education and Training**

1995 (Nov.), *Converging Technology, Work and Learning*, Report to NBEET from Employment and Skills Formation Council, Canberra, AGPS.

report on identification of the skills and attributes required by the workforce as a result of the growth in converging technologies. It includes a good brief review of technology developments, plus sections on the need to develop a 'learning society' and the role of the various education and training sectors in relation to technology convergence. Section 7 on linking technology with teaching and learning indicates the areas of information literacy and professional development required by students and teachers alike.

## **Race, Phil**

1993 (2nd ed.), *The Open Learning Handbook*, London: Kogan Page.

A down-to-earth handbook for teachers and specialist staff involved in resource-based learning delivered on campus, at home and at work. The approach and style exemplify Race's views about good practice in designing and presenting material and the book is very easy and practical to use. Regardless of the mode of delivery, practitioners will find helpful the chapters on designing for flexible learning, the preparation of 'study guides', learning outcomes, assessment, tutor-marked assignments, tone and style, tutoring and mentoring. Chapter 7 covers computer marked assignments (design, scoring, feedback, etc), while Chapter 10 deals with flexible learning in traditional classroom settings.

## **Ronald, Barbara**

1996, [TRAIN - the Australian Training Information Network](#), Paper presented at AusWeb96 Conference, Southern Cross University.

<http://elmo.scu.edu.au/sponsored/ausweb/ausweb96/educn/ronald/> Site accessed July 1997.

Description of a network managed by the NSW Board of Vocational Education and Training, which provides information on the Australian vocational education and training (VET) system and its responsibilities and functions. The aim of [TRAIN](#) is to assist users to make informed choices about training and training services. It is a user-friendly, one-stop-shop for teachers and managers in public and private provider organisations, students, people seeking information on training opportunities, consultants, etc. Data is available on CD-Rom as well as online.

## **Rowntree, Derek**

1993, *Preparing Materials for Open, Distance and Flexible Learning*, London, Kogan Page.

Rowntree guides the reader through all the key stages of planning and developing learning materials, no matter which medium they will be provided in. He includes sections on profiling your learners, agreeing on aims and objectives, deciding context and sequence, making materials user-friendly. A text to keep close to the elbow when developing curricula based on learning resources.

**Tkal, Lucy (Series editor)**

1997, *Technology Survey Report* (3rd ed.), Open Training and Education Network, NSW TAFE.

A deservedly popular and eminently useable introduction to the communications technologies available for flexible learning, the Report is a handy reference to keep at one's elbow. Technologies covered include the range of teleconferencing, computer mediated communications, computer managed learning, broadcasting, and online technologies. Each section describes the technology, its applications, equipment and service requirements, its advantages and disadvantages, and cost factors.

**Willis, Barry**

Distance Education at a Glance.

<http://www.uidaho.edu/evo/distglan.html>. Site accessed July 1997.

A set of 14 concise, well-presented guides on distance learning, covering an overview, teaching strategies, instructional development, evaluation, instructional television, instructional audio, computers in distance education, print in distance education, learning strategies, distance education research, interactive videoconferencing, the worldwide web, copyright, and a glossary of terms. The guides can be downloaded free.