# **Delivering Quality – strategies for teaching and learning**

This handout has been developed to support the Delivering Quality – strategies for teaching and learning webinar.

# **Getting to know your learner group**

| **Area** | **Possible questions** | **Implications for training** |
| --- | --- | --- |
| **Demographics** | Age |  |
| Gender |  |
| Languages |  |
| Profession or experience |  |
| Education background |  |
| **Group characteristics** | Size of the audience/group |  |
| What is their career level, novices, middle management etc. |  |
| Is the group homogenous? |  |
| Are they dispersed geographically |  |
| Work conditions – offices, outdoors, teams, individual? |  |
| **Context** | How much time do these people have for learning |  |
| Common frustrations, challenges, pain points |  |
| Professional or life goals |  |
| **Expectations** | Why are they doing the course |  |
| Is this mandatory or voluntary |  |
| What’s the level of urgency for the training |  |
| What does the audience expect to learn from the course |  |
| How does the course solve a workplace problem or concern? |  |
| How does the course help them achieve a professional goal |  |
| **Prior knowledge** | Do they have previous knowledge on the topic |  |
| Is there any pre-requisite knowledge that they should have before the course |  |
| What should the learners already be able to do |  |
| What skills do the learners already possess |  |
| Are the learners aware of their knowledge gap |  |
| **Attitude towards training** | What do they think about the topic |  |
| What questions would they have about the topic – what you must answer in the training |  |
| Do they believe the training will be of benefit to them |  |
| What is the “what’s in it for me factor” – how do you convince the group of the trainings value? |  |
| **Learning preferences** | What motivates this group of learners |  |
| How do they want to be engaged with / talked to? |  |
| What kind of people are they, introverts/ extroverts/ personality / other qualities such as empathetic, driven? |  |
| **Technical skills and accessibility** | Are they Tech savvy |  |
| Do they have access to equipment / facilities / tools/ technology to do the course? |  |
| What software programs do they use in their daily life |  |
| Do they have their own devices? |  |
| **Barriers to learning** | Distractors |  |
| Constraints |  |
| Motivational / affective |  |
| Cognitive |  |
| Social |  |

**Teaching Methods: A to Z**

https://onlinedegrees.sandiego.edu/complete-list-teaching-methods/

* Appointments with students
* Art-based projects
* Audio tutorials
* Author’s chair
* Book reports
* Bulletin boards
* Brainstorming
* Case studies
* Chalkboard instruction
* Class projects
* Classroom discussion
* Classroom video diary
* Collaborative learning spaces
* Creating murals and montages
* Current events quizzes
* Debates
* Designated quiet space
* Discussion groups
* DIY activities
* Dramatisation (plays, skits, etc.)
* Educational games
* Educational podcasts
* Essays (Descriptive)
* Essays (Expository)
* Essays (Narrative)
* Essays (Persuasive)
* Exhibits and displays
* Explore different cultures
* Field trips
* Flash cards
* Flexible seating
* Gamified learning plans
* Genius hour
* Group discussion
* Guest speakers
* Hands-on activities
* Individual projects
* Interviewing
* Journaling
* Laboratory experiments
* Learning contracts
* Learning stations
* Lecturing
* Literature circles
* Making posters
* Math games
* Mock conventions
* Motivational posters
* Music from other countries/cultures
* Oral reports
* Panel discussions
* Peer partner learning
* Pen pals
* Photography
* Problem solving activities
* Reading aloud
* Readers’ theatre
* Recitation
* Reflective discussion
* Research projects
* Rewards & recognition
* Role playing
* School newspapers
* Science fairs
* Scrapbooks
* Sister city programs
* Spelling bees
* Storytelling
* Student podcasts
* Student portfolios
* Student presentations
* Student-conceived projects
* Supplemental reading assignments
* TED talks
* Team-building exercises
* Term papers
* Textbook assignments
* Think-tac-toe
* Time capsules
* Timelines
* Use of community or local resources
* Video creation
* Video lessons
* Vocabulary lists
* Web quests
* Word walls
* Workbooks

# **Your learner group – what are the options?**

At the end of the session learners will be able to choose control measures that will reduce risk in the mechanical workshop.



**Characteristics of my Group**

What methods would suit my learners?

# **Training in the workplace**

What questions do we want to ask / consider for each of the following areas?

|  |  |  |
| --- | --- | --- |
| **The Work** | **Workplace Staff** | **Time** |
| **The Site** | **The Learning** | **The Learner** |

**Work Summary – Inspect and Service Engines**

Week Ending – 10 Oct 21

Days Worked – 3.5 Days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| My work this week has involved | Assisted others | Worked under direct supervision | Worked under general supervision | Comments |
| Inspections |  |  |  |  |
| Clean and inspect the crankcase breathers on an engine | x |  |  |  |
| Servicing |  |  |  |  |
| Change the oil in an engine | x | x |  | Enjoyed being hands on and learning from Steve. |
| Change the oil filters in an engine. | x |  |  |  |
| Complete a valve adjustment on an engine with valve bridges. |  |  |  |  |
| Complete a valve adjustment on an engine without valve bridges. |  |  |  |  |
| Complete a valve and injector adjustment on an overhead cam engine. |  |  |  |  |
| Reports |  |  |  |  |
| Take an oil sample for analysis | x |  |  |  |
| Work Pack completed | x |  |  | WP Number 2191021 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The apprentice: | Never | Some of the time | Most of the time | Consistently |
| Follows safety procedures |  |  | x |  |
| Uses manufacturers specifications |  | x |  |  |
| Uses hand tools effectively |  | x |  |  |
| Follows contamination control procedures |  |  | x |  |
| Completes service documents |  | x |  |  |
| Demonstrates good housekeeping |  | x |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Tradesperson’s feedback  Missing work means has not progressed adequately. Next week to work with John Jones all week and focus on mastering the basics. | | | | | | | | |
|  |  | Exceeding  expectations |  | Progressing well | x | Progressing slowly |  | Unsatisfactory |
|  |  |  |  |  |  |  |  |  |

**Unit Tracking – Unit 7 March 2022.**

|  |  |  |  |
| --- | --- | --- | --- |
| **The RTO** |  | **The Workplace** |  |
| **What content has been delivered.** | * Risk assessment process and tools * How to conduct a risk assessment * General risks for a manufacturing workplace | **The Students Strengths** | Good communicator, good interpersonal skills. |
| **Talk to the student about-** | * Your risk assessment process * The forms to be used in your workplace * Risks that are specific to your workplace * Control measures that are acceptable in your workplace | **The student needs more:**  Checkmark with solid fill  Checkmark with solid fill  Checkmark with solid fill  Checkmark with solid fill | The student doesn’t seem to understand the concept of control measures well. In particular how a control measure will impact the risk rating table. |
| **What should the student be practicing** | * Doing risk assessments for work tasks * Following the procedures of your workplace * Completing the risk /hazard assessments forms for your workplace | **General comments**  Checkmark with solid fill  Checkmark with solid fill | Other than not understanding risk assessment is progressing well. Gets on well with workmates and is very polite. |
| **Students Comments** |  |  |  |
| This topic has been really challenging for me and I don’t feel I understand it properly. | | | |
| **Any required actions (RTO)** | | | |
| 1. Provide student with additional information via email and organise a time to discuss within a week of receipt. Allow an hour for discussion. Programmed for April 10th <link to email> 2. At the next site visit work through the process in the workplace with the student April 29th | | | |
| **Close Out** | | | |
| Discussion with student focussed on how control measures impact likelihood and impact. We focused on lots of examples from her workplace and seems to have a better understanding. Supervisor is also going to sit in on the workplace visit to assist. | | | |

# **Resources:**

<https://www.ncver.edu.au/research-and-statistics/national-research-priorities>

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/delivering-high-quality-vet-what-matters-to-rtos>

<https://instructionalleadership.ie/wp-content/uploads/2021/02/Barrie-Bennett-Beyond-Monet-compressed-1.pdf>

**Session plan templates**

<https://www.cdu.edu.au/files/2018-10/ins-lesson-plan-template-1-primary-secondary.doc>

<https://sportnz.org.nz/media/2841/training-session-plan-template.pdf>

**Training in the Workplace**

<https://www.dtwd.wa.gov.au/sites/default/files/uploads/res-apprenticeships-traineeships-2012.pdf>

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/review-of-employment-based-training-models>

<https://www.ncver.edu.au/research-and-statistics/publications/all-publications/work-based-education-in-vet>

<https://files.eric.ed.gov/fulltext/ED507125.pdf>