

Online Teaching Standards

Gowrie Victoria offers courses that are delivered through a blended learning model which includes facilitated online sessions and online forums which are available to access at the learner’s convenience. All online sessions are recorded for access by learners once the session has been completed. Where a learner misses an online session we expect that the learner listens to a recording and completes a unit review form to summarise the content.

Core and additional resources are also available online for access by learners when completing assignments.

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| <p>Learner Support</p> | <p>Gowrie Victoria offers the following support to learners studying any aspect of their course online.</p> <ul style="list-style-type: none"> • Headsets are free for any learner who needs to use them (but learners can use their own headset if they prefer) <p>Facilitators</p> <ul style="list-style-type: none"> • Will be available for queries about your learning and assessment by phone and email between 9am and 5pm Monday to Friday and online for 15 minutes after the close of each online session. • Will be available on site at the Carlton North office every month between 9:30am and 12:30pm. A copy of the latest schedule can be provided by your facilitator. • Will reply within one working day of contact by the learner. <p>Administration staff</p> <ul style="list-style-type: none"> • Will be available between 9am and 5pm Monday to Friday to assist with questions about access, loading program, basic technical issues. • Will reply within one working day of contact by the learner. • If the Facilitator or Administration staff member is unable to assist you with a technical difficulty they will contact our IT staff. |
| <p>Learner enrolment requirements and induction</p> | <p>Gowrie Victoria conducts a comprehensive pre-training review for all prospective learners to ensure that the course is appropriate for their individual needs. As part of the pre-training review we conduct an assessment of your digital literacy by:</p> <ul style="list-style-type: none"> • Asking you to complete an online questionnaire • Using an iPad to complete a Language, Literacy and Numeracy test • Reviewing the outcomes of both to assess whether the course is suitable for you, and identifying if you need additional support to undertake the course successfully <p>We use a learning management system called Moodle and the following are the minimum Information technology requirements to be able to access Moodle for online delivery.</p> |

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| | <p>You will need regular access to a computer with an Internet connection and Web access for the duration of your course.</p> <p>An Apple Mac or PC system is needed, with these minimum requirements:</p> <ul style="list-style-type: none"> • PC: Pentium III 600 MHz processor or faster, 256 MB RAM or greater (512 MB recommended), Windows XP/ Vista/ Win7. • MAC: Intel x86 based processor, 512 MB RAM or greater (1GB recommended), Mac OS-X 10.5 (Leopard) or 10.6 (Snow Leopard). • Internet Access Learners must access and use their own Internet account to connect to their online courses. • An Internet account with an Internet Service Provider (ISP) providing SLIP/PPP connections is required. • High speed is recommended for the ideal learning experience. However, for the patient learner, a 56 k dial-up connection will work. • 23 Web Browser A graphical browser such as Internet Google Chrome or Mozilla Firefox is required. • In some instances, it may be necessary for some users to upgrade their Web browser programs. <p>NOTE: Remember to:</p> <ol style="list-style-type: none"> 1. Turn off your pop-up blocker 2. Ensure that cookies are enabled |
| <p>Learning Materials</p> | <p>The Gowrie Victoria learning materials used in online training are presented in a variety of formats including:</p> <ul style="list-style-type: none"> • PowerPoint presentations • Graphics • Video • Interactions through discussion forums • Quizzes • Interactive webinars • Recordings of sessions <p>We aim to meet web content accessibility guidelines 2.0 Level A</p> |
| <p>Student engagement</p> | <p>Gowrie Victoria provides an online learning experience which is interactive. We will monitor your participation and work with you to ensure that you continue to progress through the course.</p> <p>Our courses provide blended learning opportunities which include:</p> <ul style="list-style-type: none"> • Discussion forums • Real –time webinars • Access to additional resource material which you can access at your own pace in your own time <p>Blended learning means there is a mixture of Face to face and online sessions, your facilitators will maintain contact with you throughout your</p> |

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| | <p>course at a minimum of once a month.</p> <p>Learners who do not notify Gowrie Victoria of their absence and who do not attend two classes in a row may be issued with a withdrawal letter.</p> |
| Mode and method of assessment | <p>A minimum of two forms of assessment will be used for each unit of competency.</p> <p>Forms of assessment will include:</p> <ul style="list-style-type: none"> • Projects • Demonstration of practical skills • Questions to test knowledge <p>Practical skills demonstration will not be undertaken online.</p> |
| Expectations of learners | <ul style="list-style-type: none"> • You demonstrate pre-requisite skills prior to commencement for adequate hardware, software and website use • Seek opportunities to, and support for interacting with the facilitator and other learners • Actively participate in all online activities • Seek assistance in understanding and mastering different learning strategies |
| Facilitators | <p>All facilitators delivering online have undertaken training in online delivery which includes:</p> <ul style="list-style-type: none"> • Attendance at professional development sessions • Individual coaching with online experts • Discussion about online training processes and systems with other facilitators engaged in online learning. |
| Gowrie Facilitator / learner interactions | <p>Facilitators will:</p> <ul style="list-style-type: none"> • provide clear and adequate guidance • personalise communications by/with learner-learner and learner – facilitator • Use a variety of communication techniques to provide for greater empathy and personal approach • Clearly delineate Gowrie policy on cheating and plagiarism at the start of the course • Forward responses to frequently asked questions to all learners to avoid duplication • Closely monitor each learner’s progress • Clearly explain course requirements • Provide feedback for improvement to individual learners privately |
| Learning environment | <p>Facilitators will:</p> <ul style="list-style-type: none"> • Use structured activities to provide an effective framework for online learning • Create social interaction through group collaboration to facilitate high achievement • Present course content in a manner that hierarchically structures the sequence of information • Organise Moodle to enable learner to interact with other learners and the |

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| | <p>facilitator</p> <ul style="list-style-type: none">• Create a welcoming, safe, nurturing online environment• Ensure an equitable learning environment exists for all• Allow time for reflection at the end of the course• Include a warm up period aimed to help learners get to know one another• Start online courses with all learners together at the same time (where possible)• Provide equal access to shared conversation in the course• Provide opportunities for learners to control online learning and structure for themselves• Provide discussion forums encouraging open and honest discussion |
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