

# Internal and external collaborations: The way of the future.

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# The emerging environment

A TAFE Institute in Victoria needs to:

- work effectively within a competitive environment
- be more responsive to meeting the specific needs of learners
- understand both local and global markets
- deal with the role of technology in mediating and accelerating change
- optimise the value of both its tangible and intangible assets.

# Shaping our future

The national strategy for vocational education and training 2004-2010

- **VET works for Australian businesses**  
making businesses internationally competitive.
- **VET works for people**  
giving Australians world-class skills and knowledge
- **VET works for communities**  
building inclusive and sustainable communities

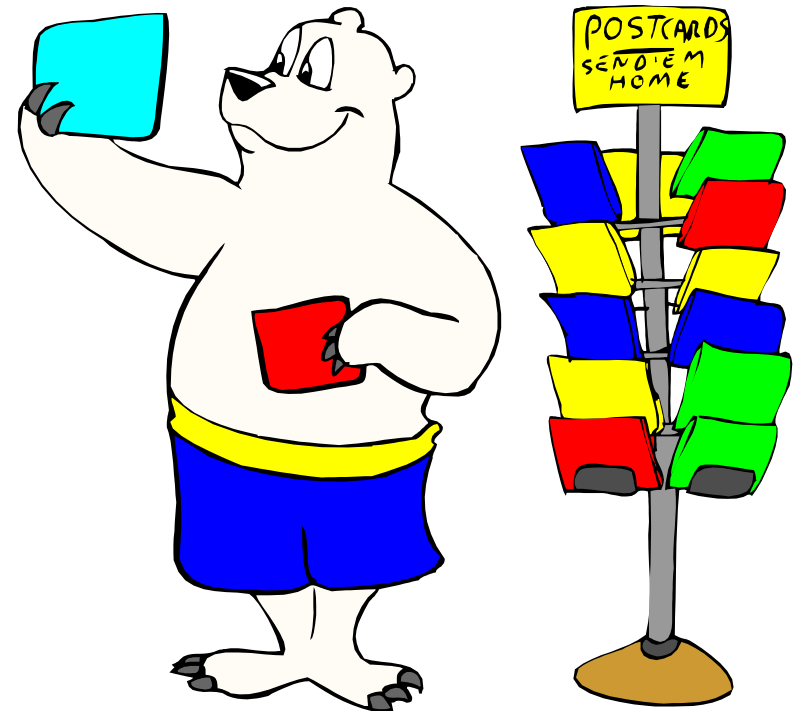
# Knowledge and Skills for the Innovation Economy

Statement focuses on:

- New kinds of skills
- Growing skills need of existing workers
- Lifelong learning
- Specialisation
- Flexible responses to diversity
- Broader role for TAFE Institutes

# What's being asked?

- Relationships with industry, community, individuals
- Service provision that is:
  - Flexible
  - Individualised
  - Accessible/ Inclusive
  - Responsive
  - Reliable
  - High quality



# Possible tensions

- Community building Vs business imperatives
- Individualised service Vs Cost
- Specialist Vs generalist
- Small chunks Vs long programs
- Local market Vs open market
- Customer loyalty Vs throughput
- Traditional roles Vs multi-disciplinary teams



**Flexible learning  
represents the only  
business model that can  
satisfy these  
requirements!**

“The knowledge driven economy is about a set of new sources of competitive advantage, particularly the ability to innovate, create new products and exploit new markets, which apply to all industries, high-tech and low-tech, manufacturing and services, retailing and agriculture.

In all industries, the key to competitiveness increasingly turns on how people combine, marshal and commercialise their know-how”

**Charles Leadbeater 1999**



# Sustainability characteristics

- **Adaptive:** The internal ability to adapt or conform itself to new or different conditions.
- **Innovative:** The internal ability to continuously probe its market environment and produce something like nothing done or experienced or created before to satisfy identified opportunities.
- **Networked:** The internal ability to identify and cultivate associations that can provide positive organisational benefits.



# Knowledge as the key:

- In this new world knowledge appears as the main production factor to monitor and manage.
- Knowledge is the main intangible ingredient in the melting pot that makes innovation possible.
- Measurement of knowledge is a key issue.

# To become an innovative, adaptive and networked organisation

We need to:

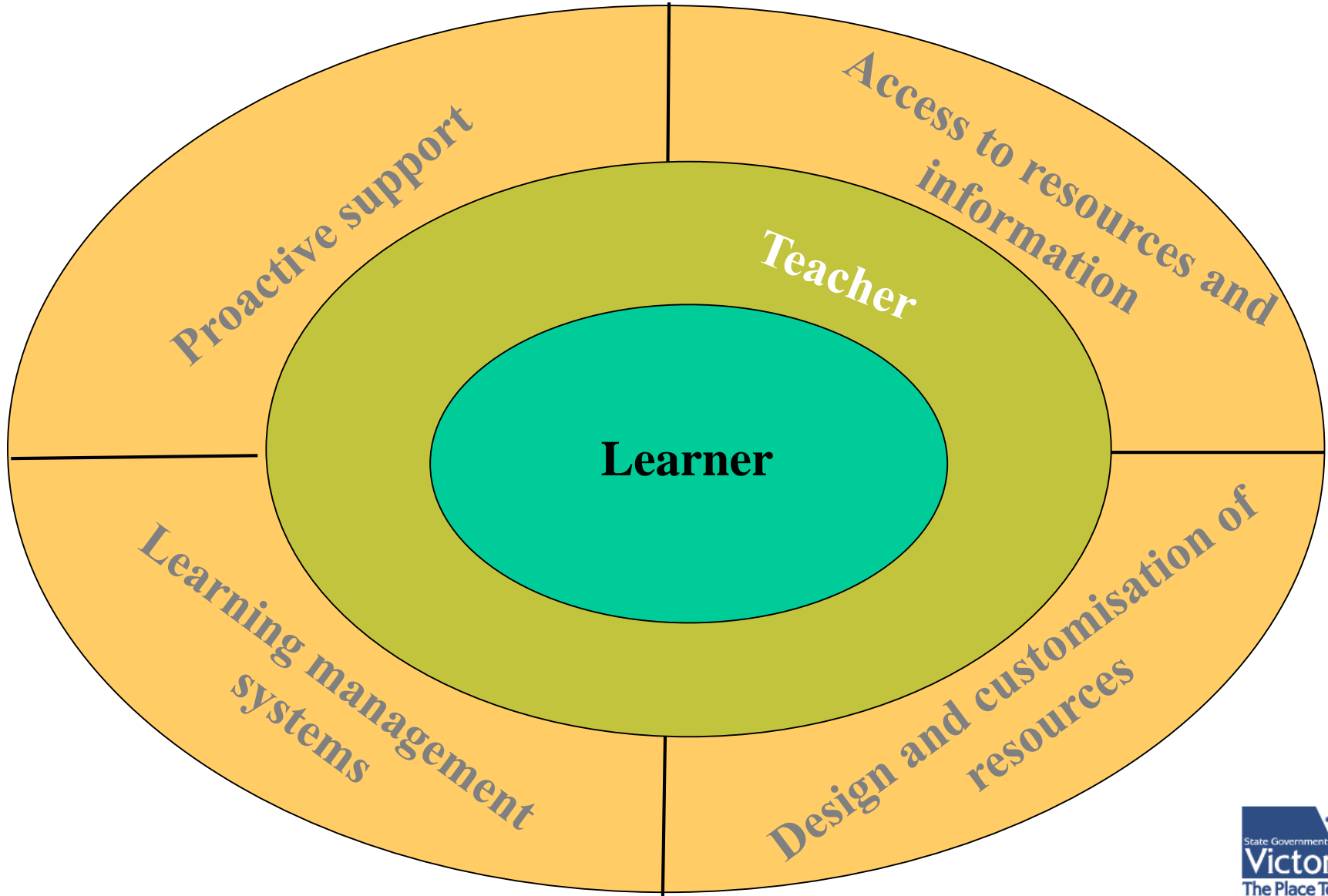
- manage knowledge *systematically*
- clearly define objectives in this re-shaped landscape
- recognise that we cannot ceaselessly innovate, adapt and network therefore clear definition of the strategic goals are critical

# Isn't this the world of the librarian?

- To manage and share knowledge
- To manage intellectual property
- To work as part of delivery teams
- To directly support learners
- To establish systems

# Why does flexible learning demand more collaborations?

- Can't rely on “accidental” interaction
- Shifting learner expectations
- Response needs to be more planned, systematic and quick
- Individual staff can't meet all requirements on their own
- Cost pressures



# What collaborations are needed?

## Internal:

- Learner and teacher
- Teacher and support areas
- Learner and support areas
- Learner and learner

## External:

- Other training providers
- Support networks and agencies
- Industry
- Suppliers
- Community



# Collaborations with teachers

Interstate examples:

- TAFE Tasmania
- Cooloola Sunshine Institute of TAFE
- Brisbane and North Point Institute of TAFE

Victorian examples:

- RMIT
- Kangan Batman Institute of TAFE
- Swinburne University

# Library portals



The screenshot shows the LILI (Library Information Literacy) portal. At the top left is the LILI logo with the text 'LILI Information Literacy Website'. Below it is a search bar with the word 'Search' written in a light font. A blue navigation bar contains the links: 'All about LILI', 'Credits', 'Site map', and 'Contact'. A list of menu items is displayed on the right side: 'Introduction', 'Analyse your assignment', 'Identify needed resources', 'Identify keywords', 'Search the library catalogue', 'Find it on the shelf', 'Search the Web', and 'Evaluate and cite your sources'. At the bottom left, there is a logo for the Department of Further Education, Skills, Training & Technology and the 'tafe sa' logo. At the bottom right is the Government of South Australia logo. The footer text reads: 'Date Modified: March 18, 2004 / Content enquiries: [Administrators](#) / Copyright © - Government of South Australia / [Disclaimer](#) / [Copyright](#) / [Privacy](#) / Home URL is [www.tafe.sa.edu.au](http://www.tafe.sa.edu.au)

<http://www.tafe.sa.edu.au/lili/index.html>



[http://www.sqit.tafe.net/client/student\\_services/index.htm](http://www.sqit.tafe.net/client/student_services/index.htm)

# Learner support

Information literacy is now a core skill required by all learners and so this means:

- We need techniques to encourage use of the support tools available
- Support materials need to be intuitive and designed after research into learner needs and characteristics are identified



# Issues in learning materials

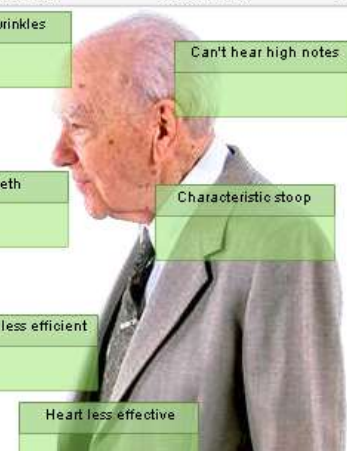
- Quality and currency
- Access through portals
- Intellectual property
- Duplication of effort
- Cataloguing for sharing (the use of meta data)
- Customisation
- Increasing granularity

# Learning materials

- Print
- Online
- CD Rom
- Videos
- Combinations



Correct:	Incorrect:	Accuracy:
Folds and wrinkles	Can't hear high notes	Click to move man up and down Drag these Ch correspond Decreased intestinal motility Cochlear degradation Atrophy of subcutaneous fat Progressive loss of lung function
Loss of teeth	Characteristic stoop	
Breathing less efficient		
Heart less effective		





# Support materials

Getting best outcomes for online learners

Best Outcomes for online learners



Usability testing for online learning

Usability Testing ~~for VET developers~~

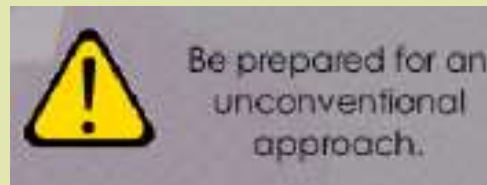
Usability wizard

Usability Wizard

Enhancing interactivity in flexible learning



People like us



[http://www.tafefrontiers.com.au/pd/prof\\_dev.html](http://www.tafefrontiers.com.au/pd/prof_dev.html)



Uses the Institute intranet and simple tools:

- To support staff to understand the concept of an e-library
- Develop learning materials
- Publish materials for learners
- Share with colleagues
- Undertake professional development



**“Educational professionals are in the IP business and this is why colleges are in the IP business. It covers every facet of their buying and selling of learning in the twenty-first century. As information makers and sellers, in the increasingly globalised learning market, staff must have a well-informed grasp of the basis of IP and of IP trading.**

**IP expertise is needed within the education sector:**

- in the national/public interest**
- in the interest of the institutions and students**
- in the interest of staff members, who as knowledge workers and creators of IP will need to define their relationship to the information and services they create and who will need to protect themselves against litigation for the misuse of intellectual property.”**

*Dale Spender: Rembrandts in the Attic*

# Connecting colleagues

- To share skills, knowledge and resources
- To build communities of practice
- To provide professional development
- To improve practice

# Build collaborative relationships



- Top picks
- Local perspectives
- National & international perspectives
- Communities of practice
- Lessons learned
- Collaborative tools
- Other useful resources

[http://www.tafefrontiers.com.au/i\\_r/knowhow/buildrelns.htm](http://www.tafefrontiers.com.au/i_r/knowhow/buildrelns.htm)

# Why do we want a knowledge strategy?



## Why do we want a knowledge strategy?

1. To improve the value of investment in other core activities such as the web site, projects, case studies and networks.
2. To improve the outcomes for learners through an increased “shareabilty” of knowledge generated in Victoria and the rest of Australia and beyond about flexible learning.
3. To ensure Victorian RTOs are the best placed Australian providers to respond to the vision, objectives and strategies of Shaping Our Future.



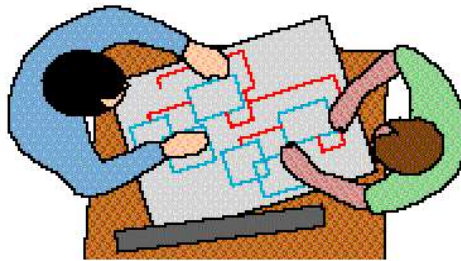
## Why do we want a knowledge strategy?

4. To use knowledge capture to expand the explicit repertoire of emerging flexible solutions available to providers resulting in capability building.
5. To more effectively collect, filter, analyse and disseminate knowledge to ensure application of that knowledge to improve responsiveness and leverage existing practice by Victorian RTOs.
6. To make explicit existing tacit processes for managing knowledge to collect and disseminate knowledge by design, not accident.



# Know how

## The organisation



### Getting it right:

- Analyse learners
- Manage the training environment
- Embrace opportunities
- Build collaborative relationships
- Share knowledge

## The professionals



### Doing the job:

- Enhance learning
- Use appropriate technology
- Deliver learning solutions
- Provide learning resources

[example](#)





## The TAFE frontiers field guide to knowledge management

