

2005 E-learning Benchmarking Project

Non-accredited VTE in ACE – Final Report

I & J Management Services

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Contents

Benchmarking non-accredited ACE e-learning	1
Measuring the uptake, use and impact of e-learning.....	3
Sample selection.....	4
Data collection	4
Survey response.....	5
Analysis of responses	5
Uptake of e-learning	6
Uptake of e-business	10
Teaching and training practices	12
Summary and conclusions	14
Uptake of e-learning.....	14
Findings.....	16
Additional findings and recommendations.....	16
Appendix 1: E-learning Indicators	18
Appendix 2: ACE in Australia.....	19
Appendix 3: E-learning survey of organisations delivering government funded non-accredited VTE	22
Methodology	22
Summary results.....	22
Appendix 4: E-learning survey of ACE students	25
Methodology	25
Summary results	25
Appendix 5: E-learning survey of ACE teachers	28
Methodology	28
Summary results.....	28

Benchmarking non-accredited ACE e-learning

In 2004 the Flexible Learning Advisory Group (FLAG) sought to identify a small set of indicators that could be used to measure the uptake and use of e-learning and e-business in the national vocational and technical education (VTE) system, and measure the impact of e-learning on VTE clients and providers. Twelve indicators were identified which addressed the uptake of e-learning; the uptake of e-business; and teaching and training practices (see Appendix 1).

The 2005-2006 Australian Flexible Framework (Framework) established an e-learning benchmarking project in 2005 to capture baseline information against the 12 indicators. National surveys of VTE students, VTE teachers and trainers, registered training organisations (RTOs) and employers with employees undertaking accredited training were conducted, and the results published in September 2005 on the Framework's e-learning indicators website.¹

The 2005 E-learning Benchmarking Project captured information from and about RTOs delivering accredited VTE programs. This included all TAFE institutes across Australia and a sample of enterprise and private training providers, VTE in Schools providers and training providers in the Adult and Community Education (ACE) sector. The project enabled the comparison of results across different provider types.

The baseline surveys did not, however, capture information about the uptake, use and impact of e-learning in non-accredited education and training in the ACE sector.

Consequently, this supplementary project was undertaken to further examine the uptake of e-learning in non-accredited ACE delivery.

Objective

The objectives of the ACE E-learning Benchmarking Project were:

- to provide data to assess the uptake, use and impact of e-learning in the non-accredited ACE sector
- to explore issues in the collection of data from the non-accredited ACE sector.

Drawing on the experience of the 2005 E-learning Benchmarking Project, the ACE project set out to conduct three e-learning baseline surveys targeted at ACE providers, ACE students and ACE teachers involved in non-accredited education and training. It was intended that the learnings from the survey process could be used to integrate data collection from the non-accredited ACE sector into future national e-learning benchmarking activity.

Non-accredited delivery in ACE

Adult and Community Education provision across Australia can be characterised by its range and its diversity. It is very differently organised in each of the States and Territories, and also very differently defined by practitioners, community members, States, Territories and government bodies (see Appendix 2). It includes accredited and non-accredited, funded and fee-for-service, and structured and unstructured delivery. Defining and identifying government funded non-accredited provision across all States and Territories has consequently been a challenge.

Therefore, for the purposes of this project, government funded, non-accredited (informal) VTE was defined as:

¹ flexiblelearning.net.au/e-learningindicators.

”vocational training (eg introduction to computers), employment skills, (eg resume writing), unaccredited adult literacy and English as a Second Language (ESL) (eg conversation skills) and numeracy (eg budgeting). It does not include life enrichment and recreational courses (eg cooking, craftwork, art, parenting) as delivered by non-RTOs.”

Although many RTOs deliver both accredited and non-accredited courses, these organisations were not included in this survey, as it was felt that the 2005 E-learning Benchmarking’s survey of RTOs would have included that delivery as well. Furthermore, in some States and Territories TAFE RTOs deliver a comprehensive range of ACE courses mostly as low cost fee-for-service programs, which include foundation, general education, further education and recreational programs. These programs were not included in this project either.

Measuring the uptake, use and impact of e-learning

The ACE E-learning Benchmarking Project conducted three baseline e-learning surveys, all of which were administered through a short online and print survey. These surveys were based on the RTO, student and teacher surveys used in the 2005 E-learning Benchmarking Project, with some minor modifications to fit the scope of and terminology used in the non-accredited ACE sector.

The methodology used to select the sample of ACE providers and administer the surveys is summarised below, with more detailed descriptions and the results of each of the three surveys presented in Appendices 3 to 5.

Definition of e-learning and e-business

The survey used the following definition of e-learning.

E-learning uses electronic media to deliver flexible vocational and technical education. It includes access to, downloading and use of web, CD ROM or computer-based learning resources in the classroom, workplace or home. It also includes online access to and participation in course activities (eg online simulations, online group discussions), directed use of the Internet for learning and research purposes, structured learning-based email communication and online assessment activities. E-learning does not include email dissemination of course information, email communication between a teacher/trainer and learner on a single learning issue, or online administration of learning activities.

When asking teachers about the way in which they used information and communication technologies (ICT) in delivering ACE modules/courses the following activities were identified:

- online access to and downloading of learning materials and resources
- use of multimedia interactive learning resources (eg web-based or CD-ROM learning resources, Flexible Learning Toolboxes) in the classroom
- remote use of multimedia interactive learning resources (eg web-based or CD-ROM learning resources, Flexible Learning Toolboxes)
- use of Flexible Learning Toolboxes
- online access to and participation in course activities
- online simulations
- online group discussion (synchronous/asynchronous)
- posting messages to a group through an online bulletin board
- structured learning-based email communication between learners and other learners or between learners and teachers/trainers
- electronic submission of work
- online assessment activities.

When asking community organisations and ACE students about the provision of and use of e-business services the following services were identified:

- online publication of general course information and relevant policies, regulations and strategies
- online library services
- online information on student support services
- online access to results

- online access to and delivery of student support services
- online access to student records
- online payments and electronic forms
- online enrolment.

Sample selection

In order to determine the scope of government funded non-accredited delivery in the various jurisdictions the project researcher contacted departmental ACE contacts in all of the States and Territories. The population of training organisations was as specified by representatives of each of the jurisdictions, who provided contact details of all organisations who received government funds and who were not RTOs.

A range of other agencies and peak bodies were also contacted:

- Local Community Services Association (which distributed the survey to members funded through the NSW Department of Education and Training for the Life Experience Counts (LEC) and LEC Plus courses)
- Association of Neighbourhood Houses and Learning Centres in Victoria and affiliates
- Council of Adult Education (which has a specific brief in supporting non-accredited delivery in Victoria)
- Adult Learning Australia (which distributed the survey to all members)
- members of the Framework's 2005 E-learning Creative Communities Partnerships Project, specifically in the Northern Territory, Tasmania and Queensland.

The table below indicates the spread of the population of relevant organisations by State and Territory, all of whom were included in the survey sample of training organisations.

State/Territory	Population	State/Territory	Population
New South Wales	14	South Australia	69
Victoria	212	Tasmania	17
Queensland (peak bodies and other contacts)	13	Northern Territory	6
Western Australia	13	Australian Capital Territory	12
Total	356		

Data collection

The 2005 E-learning Benchmarking Project identified a number of issues in engaging RTOs and encouraging them to participate in the benchmarking project and involve their students, teachers and trainers in the project. The ACE E-learning Benchmarking Project took on board relevant findings and also consulted with a focus group, comprising a range of providers and stakeholders in non-accredited delivery in the Southern Metropolitan Region of Adult Community and Further Education (ACFE) in Victoria, about the effectiveness of individual survey items for non-RTOs. The focus group also advised on strategies for data collection. In addition, the project consulted with ACE representatives in each State and Territory on the most effective methodology for reaching the target group.

As the project was a benchmarking survey designed to capture information against specified e-learning indicators, it was felt that the data collection items needed to maintain the integrity

of the original baseline surveys. However, the focus group suggested some minor alterations in wording to more accurately reflect the characteristics of non-accredited delivery.

Discussions on the form of the survey and the best way to optimise the response rate suggested that a blend of online and print-based survey options would be most effective. The project contacted all of the organisations in the sample via email and invited them to respond to the online survey, offering those who preferred a short print survey the chance to complete the survey and fax or email their response.

As it was not possible for the project to make direct contact with students or teachers, it was necessary to work through the training organisations to recruit respondents to the student and teacher surveys (also available online with a print option). Participants in the focus group expressed concern about reaching representative numbers of the student population. For example:

“My suggestion is to contact the organisations and let them decide. The data from organisations and teachers may be okay to obtain but the students could be a problem as most will be very difficult to track down in the remote communities. The students are nearly all ESL speakers so unless there is 'on the ground' assistance and support provided to complete the surveys, the response may be very low.”

It was acknowledged that this was likely to be a problem, and decided to proceed with the survey, using the exercise as an action-research project to test the approach to both student and teacher participation.

Participants were offered an incentive to participate in the survey, with a Flexible Learning Toolbox (Toolbox) offered to a randomly selected responding teacher or organisation and a AUD\$50 book voucher for a student.

Reminders were sent out with the help of State and Territory representatives.

Survey response

The response to the surveys was lower than in the 2005 E-learning Benchmarking Project, with 12% of organisations (44 of a population of 356) completing the organisation survey. The national survey had a response rate of around 20% from the community sector.

A total of 35 ACE students and 22 ACE teachers completed the student and teacher surveys respectively.

Analysis of responses

The different structures of ACE in each State and Territory make it difficult to analyse the results of the surveys. For example, Victoria had 212 or 60% of the organisations in the total sample, which does not indicate that 60% of government funded non-accredited delivery in Australia happens in Victoria. In addition, the split in some States/Territories between delivery through RTOs (eg TAFE institutes in Queensland) and non-RTOs means that many organisations delivering ACE programs were already included in the 2005 E-learning Benchmarking Project.

Given the small number of responses, particularly from students and teachers, only aggregate analysis of the responses against the 12 e-learning indicators has been undertaken. It should also be noted that nearly all of the student responses were from ACE students who were or had recently been enrolled in a computer course. Comparison of responses with the results of the national benchmarking surveys has been made where relevant.

Caution must be taken in interpreting the results of these surveys.

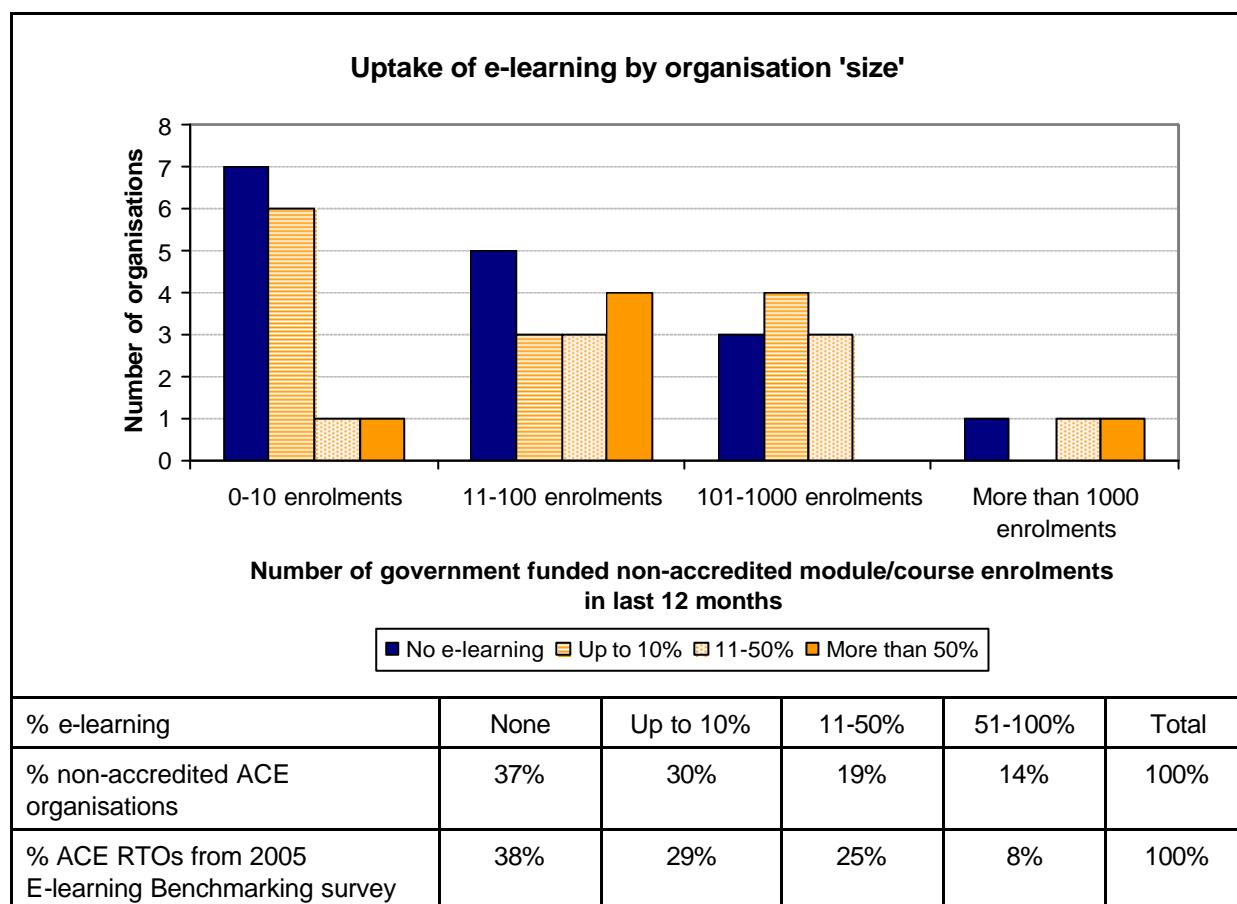
Uptake of e-learning

There are six primary indicators of the uptake and impact of e-learning. The 2006 baseline surveys of non-accredited community education providers and ACE students indicate that there is a modest level of uptake of e-learning, and that students are generally satisfied and supportive of e-learning as a means of enhancing education and training outcomes.

Indicator 1 - % of VTE modules/course enrolments that use e-learning

Indicator 2 - % of VTE providers offering module/courses that use e-learning

Of the 44 ACE organisations responding to the survey, 63% indicated that at least some of their government funded non-accredited module/course enrolments involved e-learning. As shown in the graph below, those that were more likely to be offering some e-learning were larger and mid-sized organisations. Relatively few of the very small ACE organisations offer e-learning, and of those small organisations that were offering e-learning, most had 10% or less of their enrolments involving e-learning.

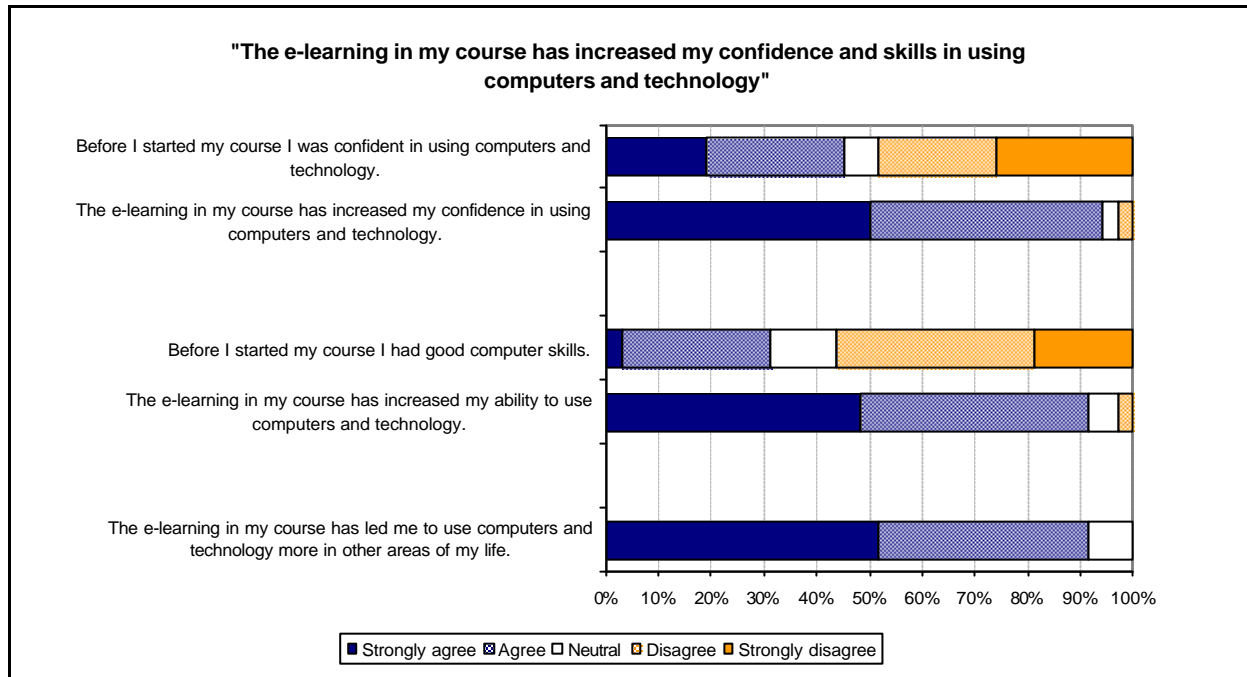


This pattern is remarkably consistent with ACE organisations delivering accredited training where 62% indicated that they delivered some e-learning, with 29% in the 'Up to 10%' range. Estimates of the total proportion of non-accredited ACE modules/course enrolments that use e-learning are skewed by the small number of large providers, one of which reported a very high level of e-learning. However, among these providers it might be reckoned that between 10 and 20% of their total delivery uses e-learning in some way.

Additional information on the type of e-learning involved among these organisations suggests that it is mostly occurring within the classroom, and involves use of locally created e-learning resources (45% of all respondents) and electronic communication between students or between teachers and students (39%).

Indicator 3 - % of ACE VTE learners who through e-learning have increased skills and confidence in using ICT

E-learning has had a significant impact on the ACE students who responded to the survey. Only 30-45% of students said that they were confident and skilled in the use of ICT prior to their course. However after completing their course, over 90% said that the e-learning in their course had increased their confidence and computer skill levels. Only 3% said that the e-learning in their course had not increased their skills and confidence.



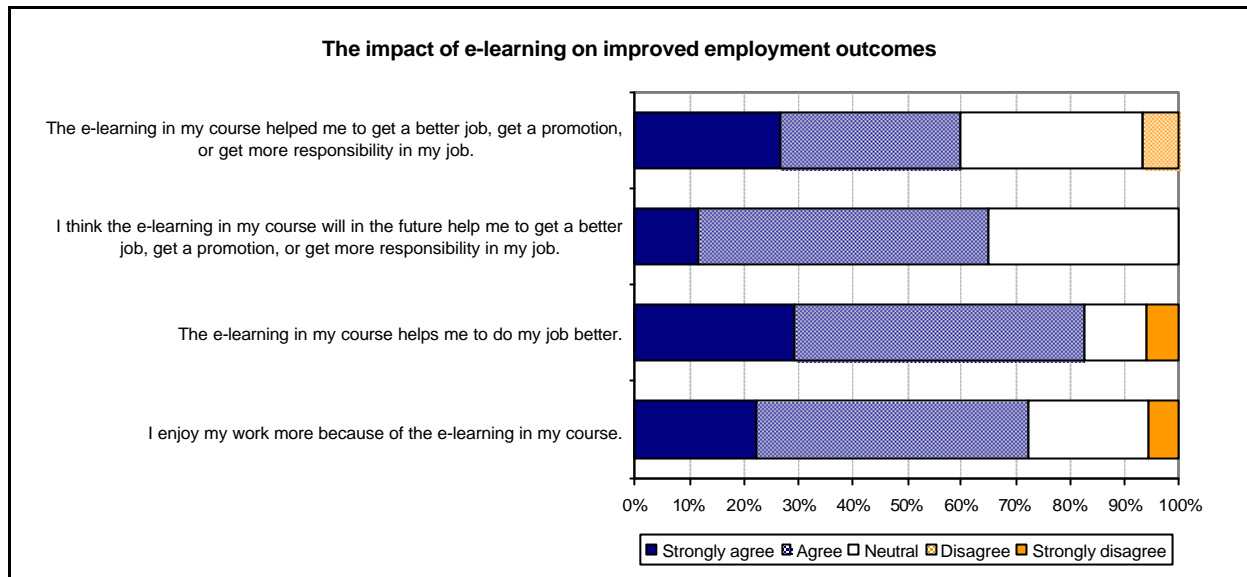
This response is markedly different to the overall response of students to the 2005 E-learning Benchmarking Project (which included students from all sectors), in which the initial level of confidence was around 75-80% of respondents and 65-70% indicated an increase in skills and confidence. The results here may be more reflective of students in non-accredited ACE courses who may have lower literacy skills and be less familiar with computers, and hence are taking these courses to improve their computer skills.

It is also notable that 90% of ACE students said that the e-learning in their course had led them to use computers and technology more in other areas of their life. In this way, e-learning is not only assisting ACE students to achieve their education and training goals, but enhancing their general skill base for using technology at work and home.

Indicator 4 - % of ACE learners who through e-learning have or expect to have improved employment outcomes

For at least 50% of the ACE students responding to the survey, the impact of e-learning on their employment outcomes was not relevant. This could be because their training was not immediately or directly employment related, or they are not currently in the labour market.

However, for those ACE students where employment outcomes were applicable, they have positive expectations of the impact of e-learning on their current and future employment. Sixty percent of ACE students (26% of all respondents) said that they thought the e-learning in their course had already helped them to get a better job, get a future promotion, or get more responsibility in their job. Sixty-five percent of ACE students said that they think the e-learning in their course will in the future help them to get a better job, get a promotion, or get more responsibility in their job. Eighty-two percent thought the e-learning helped them to do their job better and 72% enjoyed their job more because of the e-learning in their course.



Note: The results in this graph do not include the more than 50% of respondents who said that these questions were not applicable to their circumstances.

These positive expectations were similar to those found in the national benchmarking project, although among ACE students where the questions were relevant, the emphasis tended to be more on improved outcomes and satisfaction within their current job, potentially linked to their improved understanding of and confidence with computers noted against the earlier indicator.

Indicator 5 - % of ACE clients who believe e-learning and e-business gave them flexibility in when, where and how they engaged with ACE

Adult and Community Education students indicated that e-learning offered flexibility in the way they engaged with ACE and their ACE provider.

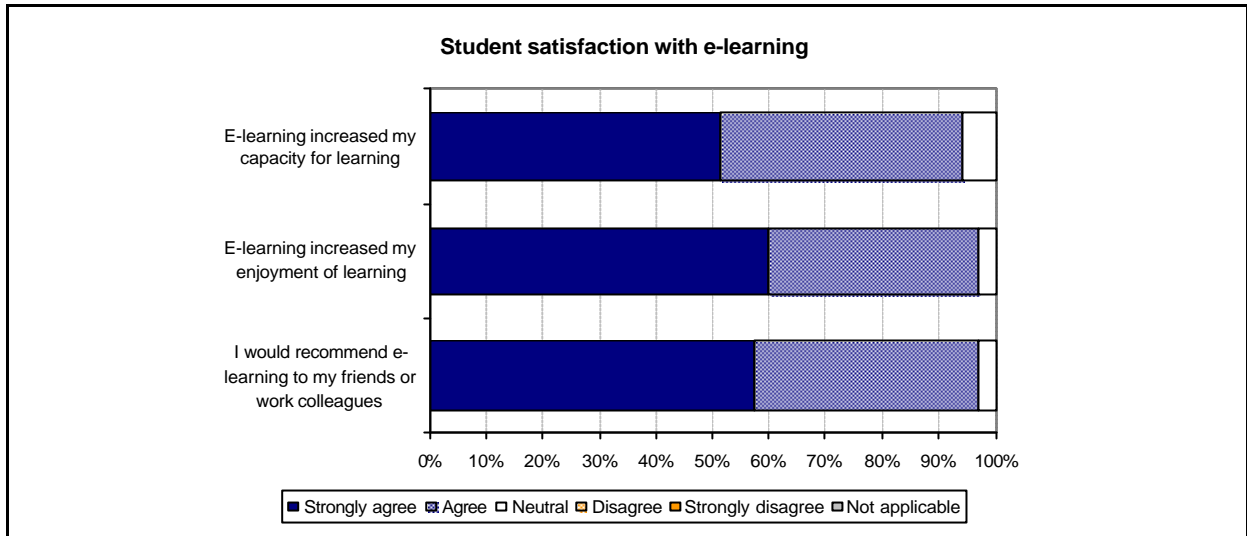
For many students, flexibility in when they commenced their course or when classes were conducted was not an issue of concern, possibly because the course was only offered at one time of the year with classes at set times during the course. Where this was not the case students indicated that e-learning had given them some flexibility on timing issues.

However, consistent with the findings of the national benchmarking survey, students did report flexibility in where they studied, with 83% saying e-learning gave them some choice over studying at home, in class, at work or in other places. In addition, 77% of students said that e-learning gave them choice in how they undertook learning activities (eg face-to-face, using technology).

Indicator 6 - Client satisfaction with e-learning experiences in ACE

Client satisfaction can be measured in a number of ways, and the results against Indicators 3, 4 and 5 illustrate to some degree the level of satisfaction of ACE students with e-learning activities. The baseline surveys asked a number of questions related to student satisfaction, the results of which are included in Appendix 4.

However, one of the most effective ways of measuring overall student satisfaction is to assess the extent to which clients would recommend e-learning to other students, their friends and work colleagues. Using this indicator, the feedback from the ACE students is very clear – e-learning increases their capacity for and enjoyment of learning, and they would overwhelmingly recommend it to others.



Significantly, 94% of students said that e-learning increased their capacity for learning, and 97% had increased enjoyment of learning, with only one or two of these 35 students saying that this had not been the case. These results exceed the national benchmarking results where responses of students from all provider types were at 65% and 62% respectively.

Overall, 97% of students surveyed for this project would recommend e-learning to their friends or work colleagues (vs 74% from the 2005 E-learning Benchmarking Project).

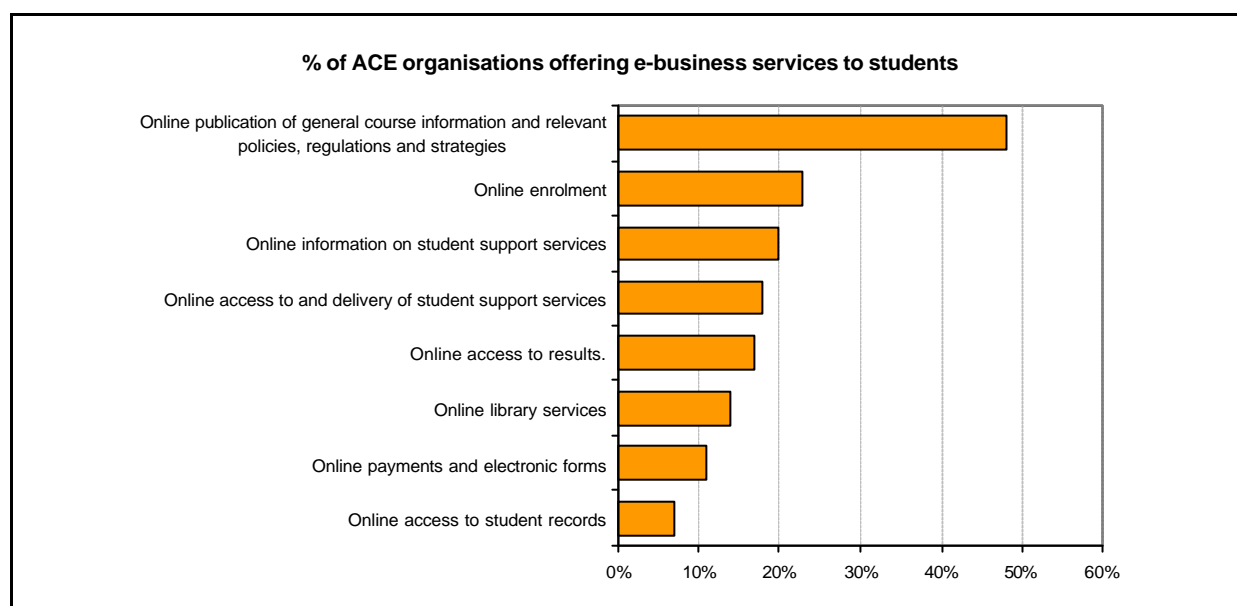
Uptake of e-business

There are three indicators of the uptake and impact of e-business. The 2006 baseline surveys of non-accredited community providers and ACE students indicate that there is a solid level of uptake of some forms of e-business and online provision of information.

Indicator 7 - % of VTE providers offering e-business client, support and administrative services

Sixty-four percent of responding ACE organisations delivering non-accredited education programs indicated that they provide one or more e-business services to their clients (predominantly ACE students).

The most common form of e-business service was online publication of general course information and relevant policies, regulations and strategies, with 48% of ACE providers making this information available to their students. Online enrolment is made available to students by 23% of providers, with other forms of e-business less frequently offered.



Despite the small sample sizes of both groups, these results are generally consistent with the findings of the 2005 E-learning Benchmarking survey that found ACE providers delivering accredited training had a similar profile of e-business service provision.

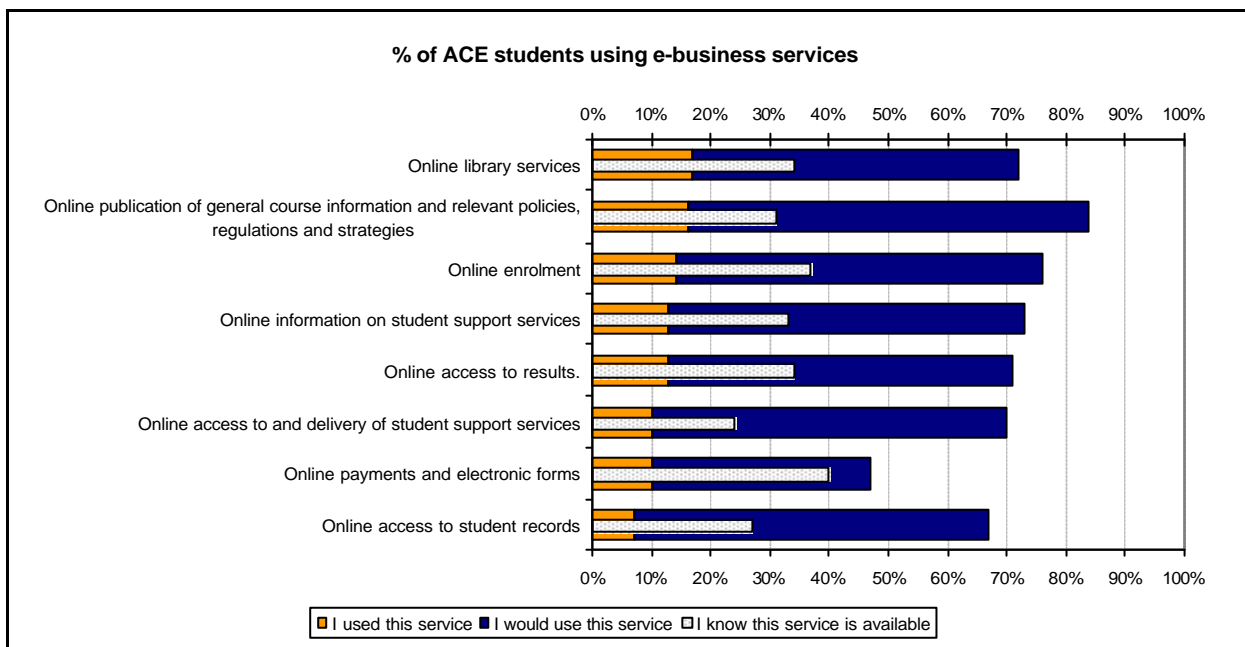
E-business service	ACE 2006 Non-accredited	ACE 2005 Accredited
Online publication of general course information and relevant policies, regulations and strategies	48%	48%
Online enrolment	23%	28%
Online information on student support services	20%	24%
Online access to and delivery of student support services	18%	12%
Online access to results.	17%	12%
Online library services	14%	4%
Online payments and electronic forms	11%	16%
Online access to student records	7%	8%

Twenty-four percent of ACE organisations have plans to introduce e-business services during 2006.

Indicator 8 - % of VTE clients using e-business client, support and administrative services offered by providers

Although the provision of e-business services by accredited and non-accredited ACE providers was consistent across both this survey and the national benchmarking survey, the uptake by students is quite different. Up to 80% of students in the 2005 survey reported using one or more e-business services, whereas only 10 to 20% of ACE students in this survey used e-business. Seventeen percent of students used online library services, and 16% accessed online publication of general information on courses and services.

However, 30 to 40% knew that their provider did offer these services, meaning that around 20% have opted not to use these services even though they know they are available. Interestingly, many of those who did not know whether their training provider offered e-business services, or were not aware that such services might be offered, said that they would use e-business services if they were available.



While these figures suggest a need for further exploration of the meaning of the results, they do suggest that there is an unmet demand among students for the use of e-business services.

Indicator 9 - Client satisfaction with e-business experiences in VTE

Seventy-five percent of VTE students undertaking non-accredited ACE courses and participating in this survey would recommend e-business to their peers. This is around the same figure as for the national survey of students from all providers. In the case of the ACE students, the response exceeds the proportion who have actually used e-business services offered by their provider.

Teaching and training practices

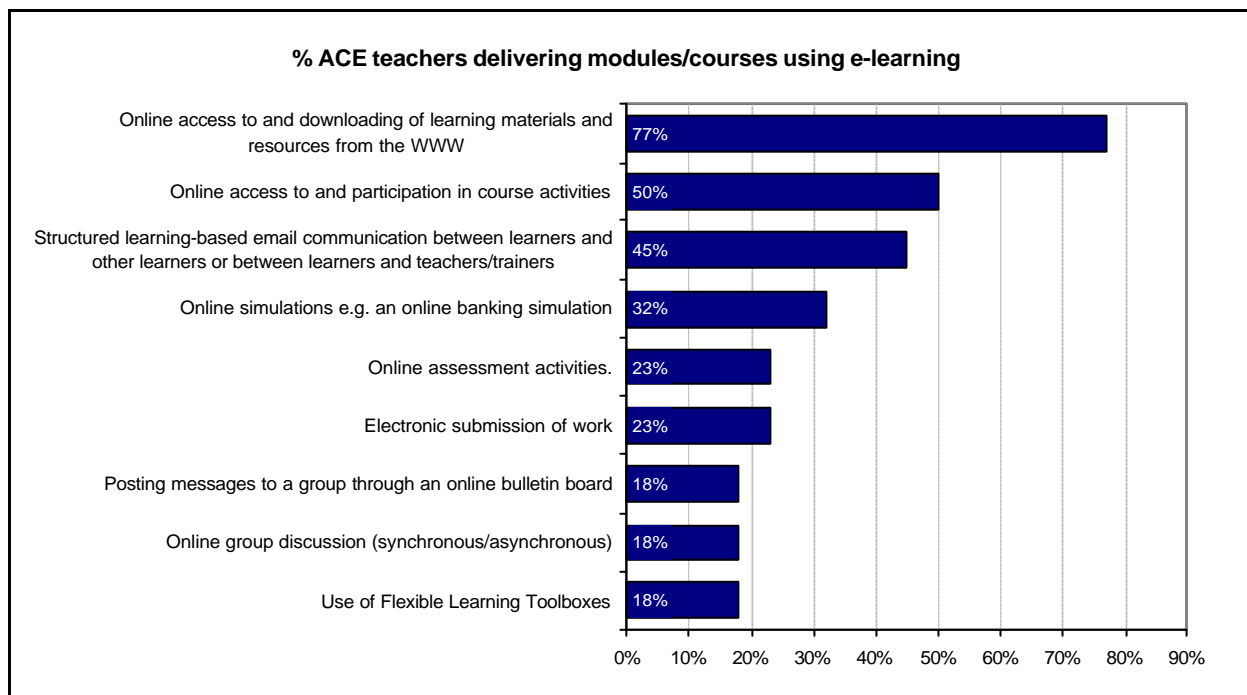
The response to the baseline survey of teachers and trainers working in organisations delivering non-accredited ACE programs was low (only 22 responses), so caution must be exercised when interpreting these results.

The feedback from ACE teachers in this 2006 baseline survey was that a high proportion of ACE teachers are using e-learning in some way. They are also generally positive about the impact of e-learning and their ability to access quality e-learning resources. There are three indicators related to the uptake, use and outcomes of e-learning on ACE teachers.

Indicator 10 - % of teachers/trainers delivering units that use e-learning

Although 64% of ACE teachers indicated that they did deliver non-accredited modules or courses that used e-learning, when asked a more detailed question about the use of various e-learning methods in their teaching, 86% indicated that they had used one or more of these methods. This response mirrors the feedback from the 2005 national benchmarking survey of teachers in all VTE providers where 60% said they used e-learning yet 86% had used one or more of the stated methods.

The most common use of ICT was in getting students to access and download learning materials and resources from the Internet. Fifty percent of teachers used online access to and participation in course activities while 45% used structured email communication exercises.



The primary source of online resources was external to the teacher's organisation. Only 18% of respondents indicated that they have accessed e-learning resources from their organisation's own learning management system. This may be due to the respondents being from a community based background.

Indicator 11 - % of ACE teachers who through e-learning have changed teaching practices in the design, development and delivery of modules/courses

Based on this sample, ACE teachers and trainers have changed their teaching practices over recent years through the use of technology.

- 95% of ACE teachers said they 'now use technology to draw on a wider pool of teaching resources'
- 90% of ACE teachers said they 'now encourage students to draw on more web and computer-based resources'
- 76% of ACE teachers said that 'through technology I am able to create more individualised learning for my students'.

Indicator 12 - % of ACE teachers who believe increased access to e-learning resources has improved teaching and learning outcomes

Adult and Community Education teachers also believe that increased access to e-learning resources has improved teaching and learning outcomes.

- 85% of ACE teachers said they 'now have access to more learning resources than I did two years ago'
- 75% of ACE teachers said they 'now use more e-learning resources than I did two years ago'
- 80% of ACE teachers said that 'the e-learning resources I can now access are of high quality'.

Sixty-five percent of teachers think that the e-learning resources they can now access have improved learning outcomes for their students.

Summary and conclusions

The Framework's 2005 E-learning Benchmarking Project conducted national surveys of VTE students, RTOs, employers with employees undertaking accredited training, and VTE teachers and trainers to establish baseline information on the uptake, use and impact of e-learning in the accredited VTE system.

This ACE E-learning Benchmarking Project has targeted community organisations delivering government funded non-accredited VTE courses, and using similar surveys endeavoured to benchmark e-learning among these organisations, their students and teachers. ACE organisations that are RTOs were included in the 2005 project.

The ACE sector is structured quite differently in each State and Territory, with only a handful of organisations in some States/Territories and more than 200 in Victoria. In all 356 organisations were invited to participate in the project, which involved completion of an online survey, and assistance in recruiting teachers and, through the teachers, students to also complete a related online survey.

The response rates to all three surveys were low, with 44 responses received from community organisations delivering non-accredited training (12% of the total population), 35 responses from students and 22 responses from teachers.

While caution must therefore be exercised in interpreting the results of these surveys, it is notable that in all cases there was a reasonable level of consistency with the results from the corresponding baseline surveys, particularly where direct ACE accredited to ACE non-accredited comparisons could be made.

The major findings from the surveys can be summarised as follows, with reference to the 12 e-learning indicators underpinning the benchmarking projects.

Uptake of e-learning

- Sixty-three percent of ACE organisations responding to the survey indicated that at least some of their government funded non-accredited module/course enrolments involved e-learning (vs 62% for ACE organisations delivering accredited training).
- Larger organisations indicated a higher uptake of e-learning than smaller organisations, and across all respondents it is estimated that between 10 and 20% of their total delivery uses e-learning in some way. This may reflect a bias toward responding organisations delivering computer courses and using e-learning in delivery of these courses.
- Of the 35 ACE students responding to the survey, many of whom had recently or were completing computer courses, 30-45% said that prior to their course they were confident and skilled in the use of ICT prior to their course. However, over 90% said that the e-learning in their course had increased their confidence and computer skill levels. Ninety percent of ACE students said that the e-learning in their course had led them to use computers and technology more in other areas of their life. These responses are different to the findings of the 2005 survey in which students undertaking accredited training reported higher initial levels of computer skills and confidence (75-80%) and, understandably, relatively lower impact (65-70% saying e-learning had increased their skills and confidence).
- At least 50% of the ACE students responding to the survey indicated that the impact of e-learning on their employment outcomes was not relevant. Where employment outcomes were a factor, the ACE students had positive expectations of the impact of e-learning on their current and future employment, similar to those found in the national benchmarking project. For students in this ACE survey, the emphasis tended to be on improved outcomes and satisfaction within their current job, potentially linked to their improved understanding of and confidence with computers. For example, 82% thought the

e-learning helped them to do their job better and 72% enjoyed their job more because of the e-learning in their course.

- Consistent with the findings of the national benchmarking survey, 83% of ACE students in this survey reported that e-learning offered flexibility in where they studied (eg at home, in class, at work) and 77% said that e-learning gave them choice in how they undertook learning activities (eg face-to-face, using technology).
- Overall, 94% of student respondents said that e-learning increased their capacity for learning (vs 65% from the 2005 E-learning Benchmarking Project) and 97% had increased enjoyment of learning (vs 62%). Ninety-seven percent of students would recommend e-learning to their friends or work colleagues (vs 74%). The higher satisfaction levels from this group may be linked to increased computer skills and the impact on work and more frequent use of ICT.

Uptake of e-business

- Sixty-four percent of responding ACE organisations delivering non-accredited education programs indicated that they provide one or more e-business services to their clients (vs 60% of ACE RTOs). The most common form of e-business service was online publication of general course information and relevant policies, regulations and strategies, with 48% of ACE providers making this information available to their students. Despite the small samples of ACE providers in both the accredited and non-accredited groups, the results on provision of e-business services are very similar.
- Only 10 to 20% of ACE students in this survey had used e-business services provided by their training organisation (17% used online library services, 16% accessed online publication of general information). Many of those who did not know whether their training provider offered e-business services, or were not aware that such services might be offered, said that they would use e-business services if they were available.
- Although many students undertaking non-accredited ACE courses and participating in this survey had not used e-business services, 75% said that they would recommend e-business to their peers.

Teaching and training practices

- Sixty-four percent of ACE teachers indicated that they delivered non-accredited modules or courses that used e-learning. However, when asked further about the use of various e-learning methods in their teaching, 86% indicated that they had used one or more of these methods. In the 2005 E-learning Benchmarking Project the corresponding responses from teachers in all VTE providers were 60% and 86%. In both cases, it has been found that there are teachers who do not consider that they are using e-learning methods, when in fact they are.
- Ninety-five percent of responding ACE teachers said they 'now use technology to draw on a wider pool of teaching resources'.
- Seventy-five percent of responding ACE teachers said they 'now use more e-learning resources than (they) did two years ago'. Sixty-five percent think that the e-learning resources they can now access have improved learning outcomes for their students.

Findings

To the extent possible, given the response rates and the quantitative results of the surveys conducted through this project, the findings reinforce the outcomes of the 2005 E-learning Benchmarking Project. That is, that there is modest but apparently increasing uptake and use of e-learning in organisations delivering both accredited and non-accredited training. There is also a moderate level of provision of e-business services by providers, although this is generally limited in scope to provision of information through online means.

Adult and Community Education students are positive about the impact of e-learning, reporting very favourably on the impact on their skills and confidence in using computers and ICT. This is having a flow on effect on their use of technology in everyday life and in the workplace. Most would recommend e-learning to their peers. Their uptake of e-business services is low, although many indicate that they would use these services if they were available to them.

Adult and Community Education teachers are using technology more and more in their delivery of training courses, although they do not always recognise this as e-learning. They are accessing resources from different places, usually outside their organisation, and are generally positive about the impact on their students.

Additional findings and recommendations

This project has also been an opportunity to further trial the online surveys used in the 2005 E-learning Benchmarking Project and test methodologies for identifying and engaging ACE organisations that are delivering non-accredited training. Discussions with representatives of responding organisations and other stakeholders have highlighted a number of issues for consideration in future e-learning benchmarking projects.

Combining surveys – In some States and Territories non-accredited delivery is completely the domain of RTOs. It is recommended that future benchmarking surveys of training organisations include both RTOs and organisations delivering non-accredited training. In addition, RTOs should be asked to indicate either the percentage and/or number of student contact hours (SCH) delivered as accredited training and non-accredited training. This will provide a much more complete picture of non-accredited VTE delivery across the States and Territories.

Survey design and delivery – Consultation with the focus group in the early stages of this project highlighted the need to keep the surveys jargon-free and acronym-free, as much as possible, to ensure that they remain accessible to students and teachers. In addition, the blend of online and print-based surveys worked well for this population. It is recommended that this approach be continued in future surveys.

Enable capture of qualitative data – The project offered a unique opportunity to measure the extent of the uptake and levels of satisfaction of e-learning in non-accredited community education. Although the survey tools focused on quantitative information, a range of unsolicited communications was received from community providers around issues they face in implementing e-learning. This information is valuable for practitioners representing ACE in the Framework. Follow up of these issues should be considered, as well as including in future surveys an opportunity for qualitative feedback.

Increasing student response rates – Framework projects such as E-learning Creative Community Partnerships and Inclusive e-Learning are likely to work with organisations and individuals who deliver non-accredited training. It is recommended that these projects encourage the teachers, trainers and lecturers to complete the student survey with the students while they are working with them during class time. Project managers can be provided with information on representative sample selection.

Case study – It is suggested that the Framework's E-learning Benchmarking Project contact one of the organisations participating in these surveys to investigate the possibility of developing a case study around the use of the benchmarking tools in non-RTOs. This could be done in collaboration with the E-learning Creative Communities Partnership Project.

Template and tools – It is recommended that the survey tools, as modified for this project be made available for non-RTOs on the Framework's e-learning indicators (<http://www.flexiblelearning.net.au/e-learningindicators>) website. This will support organisations in conducting their own surveys.

Appendix 1: E-learning indicators

In 2004 the Flexible Learning Advisory Group sought to identify a small set of indicators that could be used to measure the uptake and use of e-learning and e-business in e-learning.

An environmental scan of Australian and international research and education agencies identified approximately 250 potential indicators of e-learning. Through consultation over a period of months these were progressively reduced to produce a short list of 12 indicators which best address the uptake, use and impact of e-learning.

The 12 indicators include measures of uptake, use and impact for by vocational and technical education (VTE) students and providers. The indicators can be grouped under three broad headings.

Uptake of e-learning

Six primary indicators of e-learning demonstrate the uptake and impact of e-learning in the VTE system.

1. % of VTE modules/courses enrolments that use e-learning.
2. % of VTE providers offering units that use e-learning.
3. % of VTE learners who through e-learning have increased skills and confidence in using ICT.
4. % of VTE learners who through e-learning have or expect to have improved employment outcomes.
5. % of VTE clients who believe e-learning and e-business gave them flexibility in when, where and how they engaged with VTE.
6. Client satisfaction with e-learning experiences in VTE.

Uptake of e-business

Three indicators are related to the uptake and impact of e-business.

7. % of VTE providers offering e-business client, support and administrative services.
8. % of VTE clients using e-business client, support and administrative services offered by providers.
9. Client satisfaction with e-business experiences in VTE.

Teaching and training practices

Three indicators are related to the uptake, use and outcomes of e-learning on VTE teachers and trainers.

10. % of VTE teachers delivering units that use e-learning.
11. % of VTE teachers who through e-learning have changed teaching practices in the design, development and delivery of units.
12. % of VTE teachers who believe increased access to e-learning resources has improved teaching and learning outcomes.

These indicators may be adapted and used by individual providers to establish organisational goals and benchmarks for e-learning, and assist VTE providers to establish and maintain good data systems.

Appendix 2: ACE in Australia

Adult and Community Education (ACE) provision across Australia can be characterised by its range and its diversity. It is very differently organised in each of the States and Territories, and also very differently defined by practitioners, community members, States, Territories and government bodies. A brief summary of non-accredited delivery by jurisdiction is included here for reference.

New South Wales

There are currently 59 community colleges registered as members on the NSW Community College website. Information from the NSW Department of Education and Training (DET) indicates that 13 colleges/education centres are not registered training organisations (RTOs) and receive government funding to deliver non-accredited vocational courses.

DET also funds the Local Community Services Association (LCSA), the peak body for Neighbourhood Centres in NSW, who have successfully coordinated the Partnerships in ACE Project since 1998. The LCSA coordinates the delivery of courses through partnerships between ACE organisations and the LCSA membership.

For example, the Life Experience Counts (LEC) course is a 17-hour flexible course based on Recognition of Prior Learning (RPL). It acts as a pre-access course and builds personal confidence in learning, which is especially positive for people with limited formal schooling and/or are not engaged in formal education, training and employment. The LEC Plus option provides participants who have completed the LEC course with additional support to assist them to enter into mainstream learning. It can include an introductory computer course, participation in modules from vocational courses that provide skills relevant to the workplace, and subsidised places in VTE flagged ACE courses.

Victoria

About 450 community-owned and managed organisations are eligible to deliver adult and community education with funding from the Adult, Community and Further Education (ACFE) Board. These organisations are widely spread across Victoria and in some areas are the only points of access for adults who want further education and training.

Many of these are incorporated organisations with the main purpose of providing adult education in communities. They include RTOs delivering nationally recognised training, and other community-based adult education organisations that deliver basic education and preparatory programs. Consultation with ACFE Regional Directors and the ACFE Division of the Victorian Department of Education and Training indicated that just under half (212) are not RTOs and deliver non-accredited training only.

Recent analysis of delivery plans in ACE in Victoria indicates that 78% of all student contact hours (SCH) are allocated to accredited programs, with 22% allocated to non-accredited government funded programs, the majority of which occurs in the 'employment' category.

Delivery patterns indicate that there is considerable variety of programs on offer in the non-accredited category, with computer programs being the most popular. Computer, software and Internet courses are often grouped together.

Non-accredited courses make up 53% of the overall delivery in ACE in Victoria.

Queensland

Information gleaned from the Queensland Department of Education and Training's website indicates that all non-accredited ACE delivery in Queensland is delivered as low cost fee-for-service through local TAFE institutes.

The 15 Queensland TAFE institutes offer a range of TAFE Queensland short courses and ACE courses, and each institute also runs its own range of courses. The ACE program offers non-accredited fee-for-service short courses to upgrade skills.

The Open Learning Institute offers a variety of these courses for study by correspondence or through Courses On-Line for students who are unable to attend face-to-face classes.

More than 60,000 enrolments were taken in adult education during 2004-05. Many of those enrolments were in introductory employment-related subjects (eg computing). Adult education courses are also used as pathways to further education and study within TAFE.

Western Australia

Adult and Community Education takes place in many different contexts in Western Australia. Among the more structured are the ACE programs delivered by many TAFE colleges. Local community learning centres provide an environment for less structured courses and activities.

The Department of Education and Training (DET) supports a range of accredited and non-accredited training, education and employment programs. These programs serve the needs of individuals and are specifically designed to facilitate re-entry to learning for people who have not successfully completed secondary school, or who experience other personal or cultural barriers to direct entry to a vocational program. These are accredited access and bridging programs and include accredited literacy and basic education programs; English language programs; and programs tailored for women, Aboriginal people and people with a disability.

Other programs available to the Western Australian community are those which respond flexibly to community demand. Some of these programs provide a range of lifestyle, self-improvement and self-interest short courses which are non-accredited and delivered by TAFE colleges. Others are delivered by community groups working independently or in partnership with TAFE colleges. These non-accredited programs include community-based adult literacy programs and ACE short courses.

Consultation with DET identified 13 non-RTO organisations who delivered non-accredited vocational courses.

South Australia

Adult and Community Education delivery in South Australia is non-accredited, and funded mainly through the general education funding category. The Department of Further Education, Employment, Science and Technology (DFEEST) maintains a comprehensive list of ACE providers (approx. 69) who are eligible to deliver a range of general education courses. The purpose of this category funding is to provide general education, language and literacy and numeracy training for communities.

Accredited programs are not usually funded from ACE grants, however, DFEEST is encouraging partnerships with VTE providers to provide pathways from non-accredited to accredited programs.

Tasmania

Adult and Community Education is the fourth sector of education and training in Tasmania – structurally and operationally different from schools and colleges, VTE, and higher education, but linked with them through a variety of learning pathways.

Adult and Community Education in Tasmania can include basic education, general education (including personal enrichment and general interest courses), vocationally oriented education, public education in areas such as parenting and environmental awareness, and informal learning.

Adult and Community Education is available through a range of providers including the Department of Education's Adult Education program, neighbourhood houses and community centres, online access centres, libraries, religious organisations, schools and colleges, visitor-based institutions such as museums, art galleries and botanical gardens, societies and cultural organisations, sporting and service clubs, community action groups, community health and aged care providers, and University of the Third Age learning providers.

From time to time specific funding is made available for the purchase of non-accredited VTE delivery, however, there are minimal funds for ongoing delivery. The only ongoing program that is providing funding for non-accredited VTE is the Office of Youth Affairs' Youth Advisory Services program.

Northern Territory

Communication with the Northern Territory Department of Education and Training revealed that the Regional Operations Unit provides funds for short training programs for Indigenous people living in regional and remote areas. They predominately fund accredited training through their community response funding program, but also have limited funds for non-accredited training activities.

Most of these activities are funded to community based organisations, such as remote local governing councils that use the funds to employ local trainers to deliver training within their community.

Six organisations delivering accredited and/or non-accredited training in performing arts, governance/business and management skills, e-commerce, business skills, web publishing, music training, recording and distribution of music products, broadcasting training and media production were identified as organisations possibly engaging with e-learning.

Australian Capital Territory

Each year the Australian Capital Territory (ACT) Government funds 20 to 30 ACE programs covering a wide variety of learning areas. In 2005, 20 programs received government funds. Courses include the arts, general education, community participation, employment skills and self-help. Selection of programs is focused around specific equity groups and the capacity of the organisation to increase access to adult learning activities in the ACT. Providers are also required to demonstrate innovation in presenting adult learning programs and activities in new and flexible ways.

Appendix 3: E-learning survey of organisations delivering government funded non-accredited VTE

This survey aimed to capture information from community organisations that are not RTOs but are delivering non-accredited vocational and technical education programs on the uptake of e-learning in and the provision of e-business services by their organisation.

Methodology

Information on the number of ACE organisations delivering non-accredited VTE programs was provided by departmental representatives in all States and Territories, as well as other contacts in the community education sector around Australia.

The survey was conducted online, with organisations having an option to respond via email or fax with a print-based survey.

Participants were offered an incentive to complete the survey, with one prize offered to a responding organisation or teacher.

The total size of the population, all of whom were invited to complete the survey, and the responses by State and Territory are shown in the table below.

State/Territory	Population (% of total)	Responses (response rate)
New South Wales	14 (4%)	5 (11%)
Victoria	212 (60%)	19 (43%)
Queensland	13 (4%)	0 (0%)
Western Australia	13 (4%)	4 (9%)
South Australia	69 (19%)	7 (16%)
Tasmania	17 (5%)	8 (18%)
Northern Territory	6 (2%)	1 (2%)
Australian Capital Territory	12 (3%)	0 (0%)
Australia	356 (100%)	44 (12%)

Summary results

Forty-four responses were received from community organisations. The results of these surveys are shown over page, inserted in a copy of the survey form.

The results show the average response across all non-accredited ACE providers that responded to the survey, which as indicated is biased toward those states where there are greater numbers of such providers and a high proportion of respondents are based (eg Victoria, South Australia, Tasmania). However, the results are illustrative of general trends in the uptake of e-learning and the provision of e-business services.

Given the relatively small number of responses, caution should be exercised in interpreting the results, particularly in comparison with the results of the national 2005 E-learning Benchmarking Project, where ACE organisations delivering accredited VTE training were surveyed.

Q1	How many government funded non-accredited module/course enrolments were there at your organisation in the past 12 months? What proportion of these enrolments do you estimate were in modules/courses that involved e-learning?	See table below See table below
Q2	Did any of these units use e-learning in the following ways? (Yes or No)	% Yes responses
	a. Use of multimedia interactive learning resources in the classroom (e.g. web-based or CD-ROM learning resources, Flexible Learning Toolboxes)	52%
	b. Remote use of multimedia interactive learning resources (e.g. web-based or CD-ROM learning resources, Flexible Learning Toolboxes)	14%
Q3	Did any of these modules/courses use any of the following e-learning tools? (Yes or No)	% Yes responses
	a. Use of Flexible Learning Toolboxes	9%
	b. Use of state-based e-learning resources	18%
	c. Use of locally created e-learning resources (e.g. websites, CD ROMs, etc)	45%
	d. Electronic communication between students or between teachers and students (other than communication on a single learning issue)	39%
Q4	Does your organisation offer the following e-business services to individual students? (Yes or No)	% Yes responses
	a. Online publication of general course information and relevant policies, regulations and strategies	48%
	b. Online enrolment	23%
	c. Online payments and electronic forms	11%
	d. Online access to student records	7%
	e. Online library services	14%
	f. Online information on student support services	20%
	g. Online access to and delivery of student support services	18%
	h. Online access to results	17%
Q5	Does your organisation offer the following e-business services to employers? (Yes, No or Not Applicable)	% responses Yes, No, NA
	a. Online publication of general course information and relevant policies, regulations and strategies	16% 33% 51%
	b. Online enrolment	5% 38% 57%
	c. Online payments and electronic forms	5% 38% 57%
Q6	Is it your intention to introduce e-business services during 2006? (Yes, No or Not Applicable)	24% 74% 2%

The results for Question 1 on the uptake of e-learning are summarised in the following table.

Estimated % of enrolments that involve e-learning	Total number of module/course enrolments				Total respondents
	0-10	11-100	101-1000	More than 1000	
0%	7	5	3	1	16 (37%)
Up to 10%	6	3	4	-	13 (30%)
11 to 50%	1	3	3	1	8 (19%)
51 to 100%	1	4	-	1	6 (14%)
Total respondents	15 (35%)	15 (35%)	10 (23%)	3 (7%)	43*

* One respondent left this question blank.

The key features of note from the responses of these organisations include:

- 63% of organisations offer some courses that involve e-learning
- larger organisations (ie those with a great number of enrolments) are more likely to be offering courses involving e-learning
- where e-learning occurs, it generally happens in the classroom
- 45% of ACE organisations use locally created e-learning resources (eg websites, CD-ROMs) and 39% use electronic communication between students or between teachers and students
- 64% of ACE organisations offer one or more of the listed e-business services
- the most common e-business service offered is online publication of general course information and relevant policies, regulations and strategies (48%), followed by online enrolment (23%) and online information on student support services (20%)
- few e-business services are offered to employers, primarily because the organisation does not have direct relationships with employers
- 24% of ACE organisations have plans to introduce more or some e-business services during 2006.

Appendix 4: E-learning survey of ACE students

The survey of ACE students undertaking non-accredited courses and modules aimed to capture information on their e-learning experience and their access to and use of e-business services offered by their training provider.

Methodology

Selected participating ACE organisations were asked to forward a URL to a sample of their students and encourage them to complete a short online survey. A print-based option was also available.

The student survey used in the 2005 E-learning Benchmarking Project was modified slightly for this survey of ACE students. In particular, a question was added that asked respondents if they were or had recently been enrolled in a computer course, as it was anticipated that organisations may send the survey primarily to students undertaking course of this type.

Participants were offered an incentive to complete the survey, with a prize offered to a randomly selected responding student.

Summary results

Despite the survey being sent to 356 organisations, and 44 of these responding to the organisational survey, only 35 responses were received from ACE students. This is well below the response that had been anticipated, and is partly due to organisations not having email addresses for their students or not wishing to participate in the survey, and the time taken for surveys to find their way to an appropriate person to distribute the survey.

Of the responses received:

- 27 were from Victoria with small numbers from South Australia, New South Wales and Tasmania. All except one were from regional or rural areas
- all except two of the respondents were or had undertaken a computer course
- 74% of respondents were female and 91% were aged over 45 (approx. 54% over 55 years of age).

As seen by these demographic statistics, this sample is unlikely to be representative of students engaged in non-accredited VTE across Australia. However, even though comparisons with the national 2005 E-learning Benchmarking Project may not be entirely valid, the results are suggestive of general trends in the uptake of e-learning.

The results of these 35 surveys are shown in the following pages, inserted in a copy of the survey form.

Q1.	In your opinion, how much e-learning have you had in your course?	A lot 77%	Some 23%	A little -	None -	
Q2.	Are you enrolled in or have you recently enrolled in a computer course?	Yes 94%		No 6%		
<i>Please rate your response to each statement in Q3, Q4, Q5 and Q7 using the following scale: SA - Strongly agree; A - Agree; N - Neutral; D - Disagree; SD - Strongly disagree; and NA - Not applicable.</i>						
Q3.	How would you rate the impact of your e-learning experience on your skills and confidence in using information and communications technology?	SA	A	N	D	SD
a.	Before I started my course I was confident in using computers and technology	19%	26%	6%	23%	26%
b.	The e-learning in my course has increased my confidence in using computers and technology	50%	44%	3%	3%	0%

c. Before I started my course I had good computer skills.		3%	28%	13%	38%	19%	
		SA	A	N	D	SD	
d. The e-learning in my course has increased my ability to use computers and technology		49%	43%	6%	3%	0%	
e. The e-learning in my course has led me to use computers and technology more in other areas of my life		51%	40%	9%	0%	0%	
Q4.	How would you rate the impact of your e-learning experience on your employment opportunities and outcomes?	SA	A	N	D	SD	NA
a. The e-learning in my course helped me to get a better job, get a promotion, or get more responsibility in my job		11%	14%	14%	3%	-	57%
b. I think the e-learning in my course will in the future help me to get a better job, get a promotion, or get more responsibility in my job		6%	26%	17%	-	-	49%
c. The e-learning in my course helps me to do my job better		14%	26%	6%	-	3%	49%
d. I enjoy my work more because of the e-learning in my course		11%	26%	11%	-	3%	46%
Q5.	How would you rate the following aspects of your e-learning experience?	SA	A	N	D	SD	NA
a. The e-learning components of my course enabled me to choose when I started and finished my course (eg time of year)?		6%	49%	14%	3%	-	29%
b. The e-learning components of my course enabled me to choose when I did my study (eg time of day)?		11%	40%	6%	3%	-	40%
c. The e-learning components of my course enabled me to choose where I did my study (eg home, workplace, campus)?		37%	46%	3%	3%	-	11%
d. The e-learning components of my course enabled me to choose what I studied (eg a particular unit, elective, module or course)?		6%	11%	9%	3%	-	71%
e. The e-learning components of my course enabled me to choose how I undertook learning activities (eg face to face, using technology)?		31%	46%	9%	6%	-	9%
f. E-learning increased my capacity for learning		51%	43%	6%	-	-	-
g. E-learning increased my enjoyment of learning		60%	37%	3%	-	-	-
h. I would recommend e-learning to my friends or work colleagues		58%	39%	3%	-	-	-
Q6.	In the last 12 months have you used, or been aware of, any of the following e-business services offered by your training organisation?	Service Availability 1 – I know this service is available; 2 – I know this service is not available; 3 – I don't know if this service is available			Service Use 1 – I used this service; 2 – I would use this service if available; 3 – I would not use this service		
a. Online publication of general course information and relevant policies, regulations and strategies		31%	10%	59%	16%	68%	16%
b. Online enrolment		37%	3%	60%	14%	62%	24%
c. Online payments and electronic forms		40%	3%	57%	10%	37%	53%
d. Online access to student records		27%	7%	67%	7%	60%	33%
e. Online library services		34%	10%	55%	17%	55%	28%
f. Online information on student support services		33%	7%	59%	13%	60%	27%
g. Online access to and delivery of student support services		24%	14%	62%	10%	60%	30%
h. Online access to results		34%	10%	55%	13%	58%	29%

Q7.	How would you rate the e-business services offered by your training organisation?	SA	A	N	D	SD	NA
a.	Using e-business services was more efficient than using the telephone, personal attendance or written communication	23%	29%	14%	14%	6%	15%
b.	I would recommend using e-business services to other students	26%	49%	14%	3%	-	9%

The key features of note from the responses of these students include:

- Most students were enrolled in computer courses and had 'a lot' of e-learning in their course.
- 30-45% of students said that before their course they had good computer skills and were confident users. More than 90% of students said the e-learning in their course increased their skills and confidence, and 91% said that they now used computers more in other areas of their life.
- Around 50% of students said that the questions relating to employment outcomes were not applicable to them. For those students where employment outcomes were relevant, most said that the e-learning in their course had been of benefit in getting a better job, doing their current job better and enjoying their work more.
- Although some students indicated that flexibility in when they studied (in terms of when they commenced their training course or when classes were conducted) had not been applicable to them, those that did indicated a moderate degree of flexibility.
- 83% of all respondents said that e-learning in their course enabled them to choose where they studied (eg home or classroom) and 77% said e-learning gave them choice in how they undertook learning activities.
- Significantly, 94% of students said that e-learning increased their capacity for learning, 97% had increased enjoyment of learning, and 97% would recommend e-learning to their friends or work colleagues.
- 50 to 60% of students are not aware of e-business services offered by their providers. Around 30% of students know that such services are available.
- While only 10 to 20% of students are using e-learning services, around 70% said that they would use e-business services if they were available.
- 75% of students said they would recommend e-business services to other students.

Appendix 5: E-learning survey of ACE teachers

The survey of ACE teachers delivering non-accredited modules and courses aimed to capture information on their e-learning experience, access to e-learning resources and the impact of technology on teaching practices.

Methodology

Selected participating ACE organisations were asked to forward a URL to a sample of their teachers and encourage them to complete a short online survey. A print-based option was also available.

The teacher survey used in the 2005 E-learning Benchmarking Project was modified slightly for this survey of ACE teachers. Participants were offered an incentive to complete the survey, with one prize offered to a responding organisation or teacher.

Summary results

Despite the survey being sent to 356 organisations, and 44 of these responding to the organisational survey, only 22 responses were received from ACE teachers. This is well below the response that had been anticipated. Of the responses received:

- eight were from teachers in Victoria, with other responses from New South Wales, Queensland, Western Australia, South Australia and Tasmania
- 60% taught computer courses
- 80% of respondents were female
- six were under the age of 45, eight were aged 45 to 54 years, and eight were aged over 55 years.

As seen by these demographic statistics, this sample is unlikely to be representative of teachers engaged in non-accredited vocational and technical education across Australia. The results of these 22 surveys are shown in the following pages.

Q1	Have you ever delivered any non-accredited modules or courses that use e-learning?	% Yes responses 64%
Q2	In the last 12 months did you deliver any non-accredited modules or courses that:	% Yes responses
	a. Used multimedia interactive learning resources (eg web-based or CD-ROM learning resources, Flexible Learning Toolboxes) in the classroom	45%
	b. Provided remote access to multimedia interactive learning resources (eg web-based or CD-ROM learning resources, Flexible Learning Toolboxes)	32%
Q3	In this delivery, did you use e-learning in any of the following ways:	% Yes responses
	a. Online access to and downloading of learning materials and resources from the WWW	77%
	b. Use of Flexible Learning Toolboxes	18%
	c. Online access to and participation in course activities	50%
	d. Online simulations eg an online banking simulation	32%
	e. Online group discussion (synchronous/asynchronous)	18%
	f. Posting messages to a group through an online bulletin board	18%
	g. Structured learning-based email communication between learners and other learners or between learners and teachers/trainers	45%

h. Electronic submission of work	23%
i. Online assessment activities	23%
Q4. Have you accessed any non-accredited modules or courses that use e-learning from any of the following sources?	% Yes responses
a. Your organisation's own learning management system	18%
b. State/Territory-based e-learning resources	36%
c. Flexible Learning Toolboxes	23%
d. EdNA Online	18%
e. Other sources external to your training organisation	55%
<i>Please rate your response to each statement in Questions 5 and 6 using the following scale: SA - Strongly agree; A – Agree; N – Neutral; D – Disagree; SD - Strongly disagree; NA - Not applicable.</i>	
Q5. How would you rate the impact of increased access to e-learning resources on your teaching and learning outcomes?	SA A N D SD
a. I now have access to more learning resources than I did two years ago	33% 52% 5% 5% 5%
b. I now use more e-learning resources than I did two years ago	38% 38% 10% 10% 5%
c. The e-learning resources I can now access are of high quality	26% 53% 15% - 5%
d. The e-learning resources I can now access have improved my teaching practices	15% 35% 35% 15% -
e. The e-learning resources I can now access have improved learning outcomes for my students	15% 50% 25% 10% -
Q6. How would you rate the impact of technology on your teaching practices?	SA A N D SD
a. I now use technology to draw on a wider pool of teaching resources	29% 67% 5% - -
b. I now encourage students to draw on more web- and computer-based resources	43% 48% 10% - -
c. Through use of technology I am able to create more individualised learning for my students	14% 62% 19% 5% -
d. Through e-learning I have built more team learning into the unit	10% 14% 57% 19% -
e. I encourage greater interaction between students through the use of technology	15% 50% 30% 5% -

Although 64% of ACE teachers indicated that they did deliver non-accredited modules or courses that used e-learning, when asked a more detailed question about the use of various e-learning methods in their teaching, 86% indicated that they had used one or more of these methods. This response mirrors the feedback from the 2005 national benchmarking survey of teachers in all VTE providers where 60% said they used e-learning yet 86% had used one or more of the stated methods.

The most common use of ICT was in getting students to access and download learning materials and resources from the Internet. Fifty percent of teachers used online access to and participation in course activities while 45% used structured email communication exercises.

The primary source of online resources was external to the teacher's organisation. Only 18% of respondents indicated that they have accessed e-learning resources from their organisation's own learning management system. This may be due to the respondents being from a community based background.

Eighty-five percent of teachers said that they now have access to more resources than previously and 76% use more e-learning resources than two years ago. Overall, these results suggest a much increased use of e-learning resources and methods in non-accredited ACE

with 95% of teachers using technology to access a wider pool of teaching resources and 90% encouraging their students to draw on more web-based resources.

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