



2006 Flexible Learning Toolboxes and learning objects: Usage trends in TAFE

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Final report



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Executive summary

The national training system's e-learning strategy, the Australian Flexible Learning Framework (Framework) produces Flexible Learning Toolboxes (Toolboxes) which are high quality resources featuring scenarios, images and interactive activities that simulate real life. This evaluation provides feedback on the impact of Toolboxes on e-learning in vocational education and training (VET).

This report summarises and analyses statistical data collected via an online survey across Australia in 2007, addressing usage of Toolboxes in 2006. There were 2,224 responses received from two key categories – managers/support staff; and teachers/trainers.

The attitude of respondents to the value of Toolboxes was overwhelmingly positive. There was strong consensus that Toolboxes had a positive impact on learning with 76% of the respondents either agreeing or strongly agreeing to the statement. Most respondents agreed that they would recommend Toolboxes to other teachers/trainers, with 83% agreeing, or strongly agreeing.

A significant proportion of respondents believed that Toolboxes contribute to the uptake of e-learning within organisations, with 68% of the participants either agreeing or strongly agreeing to this statement.

The value given to the Toolbox Repository¹ was also encouraging. There was strong agreement that learning objects had a positive impact on learning with 76% of the respondents either agreeing or strongly agreeing with the statement. Most respondents also agreed that they would recommend learning objects to other teachers/trainers, with 83% agreeing, or strongly agreeing.

It would appear that the learning objects also have a strong and valuable role strategically. 68% percent of respondents agreed or strongly agreed that learning objects contributed to the uptake of e-learning within their organisation.

Key findings from the analysis of data are summarised below.

The usage of Toolboxes in TAFE nationally

a) Most commonly used Toolboxes

The survey identified that the most popular Toolbox was the *Certificate IV in Training and Assessment (607)*. This was consistent for 2006, as well as anticipated use for 2007.

The next clear leader was *Frontline Management (601)*. After these top two, a number of others followed closely, including *Admin 2 (505)*, *Retail Operations (212)*, *Children's Services (302)*, *Tourism and Hospitality AQF II & III (110)*, *Small Business Management (504)*, *Building and Construction (401)*, and *Where's the Party At? (519)*.

b) TAFE institutes using Toolboxes

Findings indicated that Toolboxes are used widely across the TAFE sector. The survey was sent out to all 58 TAFE institutes (one from ACT, 10 from NSW, two from NT, 14 from QLD, one from SA, one from TAS, 18 from VIC, and 11 from WA).

There were 2,224 responses received from 92% of all TAFE institutes nationally, or a total of 53 institutes. As expected, the largest number of respondents came from the most populated states, with New South Wales and Victoria constituting more than half of the overall responses. Each of the 53 TAFE institutes which responded was using Toolboxes.

c) Number of teachers/trainers using Toolboxes

¹ The Toolbox Repository is a bank of learning objects available for teachers and trainers to download for free use with their learners.

Of the 1,916 teachers/trainers who responded, 41% said they used Toolboxes. This finding appeared to be fairly consistent between states/territories.

Manager and support staff estimates indicate a rise in the number of teachers using Toolboxes from 4,101 in 2005 to 5,147 in 2006, figures that reinforce the findings made in Part B.

d) Mode of use

Toolboxes were used in a variety of ways. The most dominant of these was in a mixed mode (partly face-to-face and offsite). They were also widely used as an optional supplement to learning and as self-directed resources. These findings suggest that Toolboxes were commonly used in informal ways, as well as in more structured modes, such as off-campus delivery. From 2005 to 2006, there appears to be a trend towards student-centred modes of implementation, with a 3% increase in their use for self-directed learning and a decrease of 4% in usage as a professional development exercise for staff (Table 10). The decrease in use for professional development may also show an increased awareness of Toolboxes among teachers and less need to familiarise them with e-learning concepts.

e) Mode of access and delivery

The mode of access and delivery was varied suggesting that Toolboxes were delivered through a range of methods. This breadth is consistent with the Audit conducted in 2005. The largest growth in access from 2005 to 2006 was in the uptake of Toolbox resources from the Toolbox (Learning Object) Repository.

The initial take-up and use of the newly created Toolbox Repository

a) Use of Toolbox Repository in comparison to other means of access

While using parts of Toolboxes was the dominant way to access Toolbox content, 18% of respondents also, or alternatively, accessed content via the Toolbox Repository.

b) Ease of access

A high proportion of respondents (79%) found the learning objects reasonable or easy to access, which is a significant finding given this is a newly introduced service.

c) Usefulness of objects

The fact that 73% of respondents found the learning objects to be useful indicates a rapid and positive user response to new resources. Most respondents (69%) found the learning objects to be either fairly or very useful. Four percent of the respondents found the learning objects extremely useful, while 27% of respondents found them not useful or only mildly useful.

d) Desired range of objects

Figure 14 shows that 60% of respondents found the range of learning objects to be good, or very good. Given the number of training packages and other courses that are delivered across TAFE nationally, this was a surprisingly positive result. This data was collected when the repository had received its first learning objects (855 by March 2007); while as of December 1, 2007 the range of objects had increased to 1,423.

Background

The aim of the 2006 Toolboxes and learning objects audit is to build on the findings from the 2004 and 2005 audits of Toolbox usage. The 2006 audit evaluates the impact of Toolboxes on e-learning in VET to inform future Toolbox and learning object development with a view to improving the uptake and usage of student e-learning.

Research aims

The 2006 Toolbox Audit seeks to provide findings with regard to the following key areas of focus:

1. The usage of Toolboxes in TAFE nationally

Comparison to 2005 survey:

- most commonly used Toolboxes
- TAFE institutes using Toolboxes
- number of teachers/trainers using Toolboxes
- number of learners using Toolboxes
- mode of use
- mode of access and delivery
- number of learners using Toolboxes.

Take-up and use of the newly created Toolbox Repository:

- use of Toolbox Repository in comparison to other means of access
- ease of access
- usefulness of objects
- desired range of objects
- specific learning objects being used.

2. The impact of Toolboxes and the Toolbox Repository on e-learning in TAFE

Toolbox questions:

- What are the reasons for choosing specific Toolboxes?
- What are attitudes towards Toolboxes in terms of design and ease of integration into curriculum or use as optional resource?
- Why are some modes of usage preferred over others?
- What are the levels of satisfaction with Toolboxes as being engaging, interactive learning?
- What are the levels of satisfaction by industry teaching area with Toolboxes re meeting their needs?
- What are the levels of agreement that Toolboxes have contributed to the uptake of e-learning in the history of each institute?
- What are the areas for Toolbox development in the future?
- What are the components that work well or areas that need improvement?
- What are the opportunities for including new communication tools eg blogs?

- What are the issues, such as copyright/intellectual property (IP)?
- Is there satisfaction with the current Toolbox Champion model²?

Toolbox Repository questions:

- What kinds of learning objects are being accessed?
- Are there access difficulties? What are these?
- How are the learning objects being used in teaching/learning?
- What support (including technical), if any, do teachers/trainers need to access and use learning objects?
- Do they increase the value/engagement of the teaching curriculum developed? How? Give examples.
- What kind of learning objects should be added to the Toolbox Repository?
- What level of granularity or size of learning objects is useful in teaching?
- Are the learning objects being customised?
- What improvements can be made to the Toolbox Repository?

Methodology

Data was collected through an online survey distributed to all TAFE institutes and TAFE providers in universities. The survey was developed to provide quantitative, summative data to explore the usage and uptake of Toolboxes and the newly created Toolbox Repository in TAFE institutes.

The survey consisted of 29 questions in the form of an online questionnaire. The survey was created using the Framework's E-learning Benchmarking Survey Tool³, and hosted by *education.au limited* (<http://benchmark.educationau.edu.au>). The questionnaire contained a range of response types, including checkbox, Likert scale, and short answer responses. Questions were developed to address each of the sub-questions within the first research aim. Several of the questions were reused from the 2005 Toolbox Audit, to enable comparison where this would be valid. A copy of the survey is attached in Appendix 1.

A letter was sent to all TAFE directors from Flexible Learning Advisory Group (FLAG)⁴ representatives asking for their nomination of a key contact at their institute who could send out the survey to all staff. Initially two prizes, consisting of a personal digital assistant and an iPod Nano music player were offered as incentives. Following the formal implementation, further contact was made to institutes that had yet to send out the survey invitation, and a further prize of a Toolbox of the winning respondent's choice was offered.

The survey was implemented according to the schedule outlined in the following table.

² The Toolbox Champions are a service to assist private registered training organisations, industry bodies, TAFE, ACE and Schools in VET in the successful implementation of Toolboxes.

³ The Framework's E-learning Benchmarking Survey Tool is available from http://www.flexiblelearning.net.au/e-learningindicators/templates_tools.htm

⁴ FLAG is the Framework's managing body.

Table 1: Survey implementation schedule

Date	Outcome
November – December 2006	Toolbox survey developed and reviewed
January 2007	Key TAFE contacts identified
21 February 2007	Survey open. Email sent to key contacts to be forwarded to staff advising them of the survey and prizes.
2 March 2007	First follow up contact of the 22 institutes that had not yet responded to the survey.
15 March 2007	Initial survey completed and prize winners identified
28 March 2007	Contact made with institutes which had not yet responded to the survey, offering a Toolbox of the respondent's choice as a prize
21 May 2007	Survey closed

Approach to analysis

Data was summarised and analysed using descriptive statistics. In several cases, results were cross referenced by state/territory or TAFE institute to further enhance the findings. Where respondents were asked to estimate numbers, such as the number of teachers/trainers using Toolboxes or the number of learners, these were averaged within an institution with outlying data removed.

The findings reported in this submission were derived from summarised statistical data from within the survey.

Note that the percentages that appear in Sections 1(g) and 2(e), as well as the Executive Summary, are derived from the respondents who ascribed a value to the relevant question (responses recorded as “not stated” were not calculated).

Care in comparing with 2005 audit

In most cases, findings are presented without comparison with the 2005 Toolbox Audit and caution is recommended when reviewing results in light of the previous study. The 2005 audit focused broadly across the VET sector, including private registered training organisations (RTOs), while this audit focuses exclusively on the uptake of Toolboxes in TAFE institutes and TAFE providers in universities. The previous study consisted of 445 responses of which 77 were from key contacts in TAFE institutes, while this study consists of 2,224 responses exclusively from TAFE institutes, but including a broad range of both teachers and managers.

1. What is the usage of Toolboxes in TAFE nationally?

The following sub-questions are addressed in this section:

- most commonly used Toolboxes
- TAFE institutes using Toolboxes
- number of teachers/trainers using Toolboxes
- number of learners using Toolboxes
- mode of use
- mode of access and delivery.

a) Most commonly used Toolboxes

This aspect of the audit was addressed by the following survey questions:

Survey question 7 - Teacher/trainer responses for 2006 and 2007

“Please indicate which Toolboxes have been used or are going to be used by teachers/trainers for course delivery.”

Survey question 14 - Manager/support staff responses for 2006 and 2007

“Which Toolboxes have been used or are going to be used in your course delivery?”

Data collected was sorted and ranked to show the top 10 Toolboxes in 2006 and 2007 (Table 2). The findings indicate that the most popular Toolbox is the *Certificate IV in Training and Assessment (607)*. This was consistent for 2006 as well as anticipated use for 2007. The next three most popular Toolboxes were *Frontline Management (601)*, *Admin 2 (505)*, and *Retail Operations (212)*.

Table 2: Top Toolboxes 2006 and 2007

Rank	2006		2007	
1	607. Certificate IV in Training and Assessment	200	607. Certificate IV in Training and Assessment	201
2	601. Frontline Management (Certificate IV)	123	601. Frontline Management (Certificate IV)	128
3	505. Admin 2 (Diploma)	109	505. Admin 2 (Diploma)	111
4	212. Retail Operations (Certificate II)	109	212. Retail Operations (Certificate II)	109
5	110. Tourism and Hospitality (Certificate II-III)	108	302. Children's Services (Certificate III)	107
6	302. Children's Services (Certificate III)	103	504. Small Business Management (Certificate IV)	105
7	519. Where's the party at? (Literacy and numeracy 15-19 year olds)	94	401. Building and Construction (Certificate III)	105
8	401. Building and Construction (Certificate III)	78	110. Tourism and Hospitality (Certificate II-III)	103
9	304. Horticulture (Certificate II)	75	519. Where's the party at? (Literacy and numeracy 15-19 year olds)	101
10	504. Small Business Management (Certificate IV)	70	808. Training and Assessment E-learning Electives (Diploma)	95

b) TAFE institutes using Toolboxes

In order to characterise the sample group, respondents were asked the following questions:

Survey question 1

“What is the name of the organisation you work in? Include the campus name if applicable”

Survey question 3

“Which state or territory is your organisation located in?”

Table 3 shows the number of TAFE institutes in each state/territory, and the number of institutes from each state/territory represented in the survey. The survey was sent out to be distributed to all 58 TAFE institutes or TAFE providers within universities. These were surveyed and responses were received from 53. The total number of respondents was 2,224, which was a significant increase in comparison to the 2005 audit where 458 responses were received of which 77 were from TAFE institutes (Thompson & Kimberley, 2006).

Table 3: Number of TAFE institutes in survey

State/Territory	Total number of TAFE institutes	Number in survey
Australian Capital Territory	1	1
New South Wales	10	10
Northern Territory	2	2
Queensland	14	14
South Australia	1	1
Tasmania	1	1
Victoria	18	17
Western Australia	11	7
Total	58	53

Figure 1 shows the percentage of respondents from each state/territory (total = 2224). As expected, the largest number of respondents came from the most populated states, with New South Wales and Victoria constituting more than half of the overall responses.

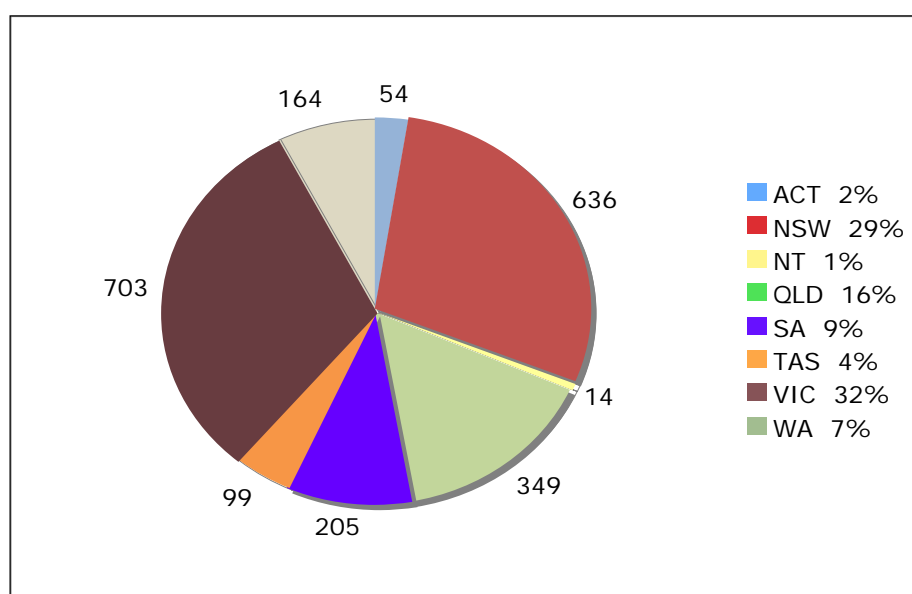


Figure 1: Distribution of survey responses by state/territory

A detailed breakdown of responses is provided in Table 4.

Table 4: Number of respondents/institutes

State	Institute/TAFE provider	Responses/ Institute
ACT	Canberra Institute of Technology	51
	Not stated	3
	ACT Total	54
NSW	Hunter Institute	102
	Illawarra Institute	49
	New England Institute	60
	North Coast Institute	37
	Northern Sydney Institute	5
	Riverina Institute	62
	South Western Sydney Institute	6
	Sydney Institute	78
	Western Institute	24
	Western Sydney Institute (inc OTEN)	127
	Not stated	86
	NSW Total	636
NT	Batchelor Institute of Indigenous Tertiary Ed	7
	Charles Darwin University	6
	Not stated	1
NT Total	14	
QLD	Barrier Reef Institute of TAFE	28
	Brisbane North Institute of TAFE	42
	Central Queensland Institute of TAFE	18
	Gold Coast Institute of TAFE	6
	Metropolitan South Institute of TAFE	4
	Mount Isa Institute of TAFE	11
	Southbank Institute of Technology	54
	Southern Queensland Institute of TAFE	29
	Sunshine Coast Institute of TAFE	37
	TAFE Open Learning	3
	The Bremer Institute of TAFE	30
	SkillsTech Australia	22
	Tropical North Queensland Institute of TAFE	13
	Wide Bay Institute of TAFE	35
	Not stated	17
	QLD Total	349
SA	TAFE SA	180
	Not stated	25
SA Total	205	
TAS	TAFE Tasmania	99
	Not stated	0
TAS Total	99	
VIC	Bendigo Regional Institute of TAFE	22
	Box Hill Institute of TAFE	34
	Central Gippsland Institute of TAFE	53
	Chisholm Institute of TAFE	103
	East Gippsland Institute of TAFE	32
	Gordon Institute of TAFE	33
	Goulburn Ovens Institute of TAFE	50
Holmesglen Institute of TAFE	52	

	Kangan Batman Institute of TAFE	59
	Northern Melbourne Institute of TAFE	0
	RMIT University (TAFE Division)	28
	South West Institute of TAFE	48
	Sunraysia Institute of TAFE	28
	Swinburne University of Technology	7
	University of Ballarat (TAFE Division)	41
	Victoria University of Technology	31
	William Angliss Institute of TAFE	22
	Wodonga Institute of TAFE	32
	Not stated	28
	VIC Total	703
WA	Central TAFE	0
	Central West College of TAFE	0
	Challenger TAFE	61
	Curtin University of Technology	13
	CY O'Connor College of TAFE	0
	Great Southern TAFE	5
	Kimberly College of TAFE	0
	Pilbara College of TAFE	8
	South West Regional College of TAFE	26
	SWAN TAFE	24
	West Coast TAFE	20
	Not stated	7
	WA Total	164
	Total number of responses	2,224

Questions were also asked of both teaching and manager/support staff regarding the extent to which they used Toolboxes in 2005 and 2006:

Survey question 8 - Manager/support staff responses

“Were Toolboxes used in 2005 by teachers/trainers as part of their course delivery?”

Survey question 11 - Manager/support staff responses

“Were Toolboxes used in 2006 by teachers/trainers as part of their course delivery?”

Table 5 details the responses from managers and support staff who indicated that their institution used Toolboxes as part of their course delivery in 2005 and 2006. There were 308 responses. When summarised across the whole group, it becomes evident that there was an increase in positive responses between 2005 and 2006 and a commensurate decrease in negative responses. This is illustrated in Figure 2.

Table 5: Managers/support staff responses to teacher/trainer Toolbox usage

State	Institute	2005				2006			
		No	Yes	Not stated	Total	No	Yes	Not stated	Total
ACT	Canberra Institute of Technology	5	5		10	4	6		10
	Not stated								
	ACT Total	5	5		10	4	6		10
NSW	Hunter Institute		2		2		2		2
	Illawarra Institute	1			1	1			1
	New England Institute	1	5		6	1	5		6
	North Coast Institute	2	2	1	5		4	1	5
	Northern Sydney Institute		1		1		1		1
	Riverina Institute	1	4		5	1	4		5
	Sydney Institute	2			2	2			2
	Western Institute	1	2		3		3		3
	Western Sydney Institute (inc OTEN)	4	6		10	4	6		10

	Not stated	1	4		5	1	4		5
NSW Total		13	26	1	40	10	29	1	40
NT	Batchelor Institute of Indigenous Tertiary Ed		1		1		1		1
	Charles Darwin University	1	1		2		2		2
	Not stated			1	1				
NT Total		1	2		3		3		3
QLD	Barrier Reef Institute of TAFE	1	8		9	1	8		9
	Brisbane North Institute of TAFE	1	6	1	8		7	1	8
	Central Queensland Institute of TAFE	1	2		3		3		3
	Gold Coast Institute of TAFE	1	3		4		4		4
	Metropolitan South Institute of TAFE	2			2	2			2
	Mount Isa Institute of TAFE			1	1			1	1
	Southbank Institute of Technology	4	14		18	2	16		18
	Southern Queensland Institute of TAFE	5	2		7	4	3		7
	Sunshine Coast Institute of TAFE		7		7		6	1	7
	The Bremer Institute of TAFE		5		5		5		5
	Trade and Technician Skills Institute	3	6		9	1	8		9
	Tropical North Queensland Institute of TAFE	2	3		5	2	3		5
	Wide Bay Institute of TAFE	1	4		5	1	4		5
	Not stated	1	3		4	1	3		2
Qld Total		22	63	2	87	14	70	3	87
SA	TAFE SA - Adelaide North	3	7		10	1	9		10
	TAFE SA - Adelaide Regional	2	2	1	5	2	2	1	5
	TAFE SA - Adelaide South	4	7		11	5	6		12
	Not stated	2	1	3	6	2	3	1	4
SA Total		11	17	4	32	10	20	2	32
TAS	TAFE Tasmania	6	6		12	2	9	1	12
Tas Total		6	6		12	2	9	1	12
VIC	Bendigo Regional Institute of TAFE		3		3		3		3
	Box Hill Institute of TAFE	1	1	1	3	1	1	1	3
	Central Gippsland Institute of TAFE	1	8		9	1	8		9
	Chisholm Institute of TAFE	2	9		11		11		11
	East Gippsland Institute of TAFE	2	5		7	1	6		7
	Goulburn Ovens Institute of TAFE	2	6		8	2	5	1	8
	Holmesglen Institute of TAFE	2	1		3		2	1	3
	Kangan Batman Institute of TAFE	2	14	1	17	2	14	1	17
	RMIT University (TAFE Division)	1	7	1	9	1	7	1	9
	South West Institute of TAFE	2	3	1	6	1	4	1	6
	Sunraysia Institute of TAFE	2	5		7	2	5		7
	Swinburne University of Technology (TAFE Division)		3	1	4		3	1	4
	University of Ballarat (TAFE Division)	3	3		6	2	4		6
	Victoria University of Tech (TAFE Division)		1		1		1		1
	William Angliss Institute of TAFE		3	1	4		4		4
	Wodonga Institute of TAFE	1	4		5		5		5
	Not stated	1	2		3		3		3
Vic Total		22	78	6	106	13	86	7	7
WA	Challenger TAFE		8				8		8
	Great Southern TAFE		1				1		1
	Pilbara College of TAFE		1				1		1
	South West Regional College of TAFE	1	1			1		1	2
	SWAN TAFE		3				3		3

West Coast TAFE	1		1	1	1	1	2
Not stated		1				1	1
WA Total	2	15	1	1	2	14	18
Grand Total	82	212	14	308	55	237	308

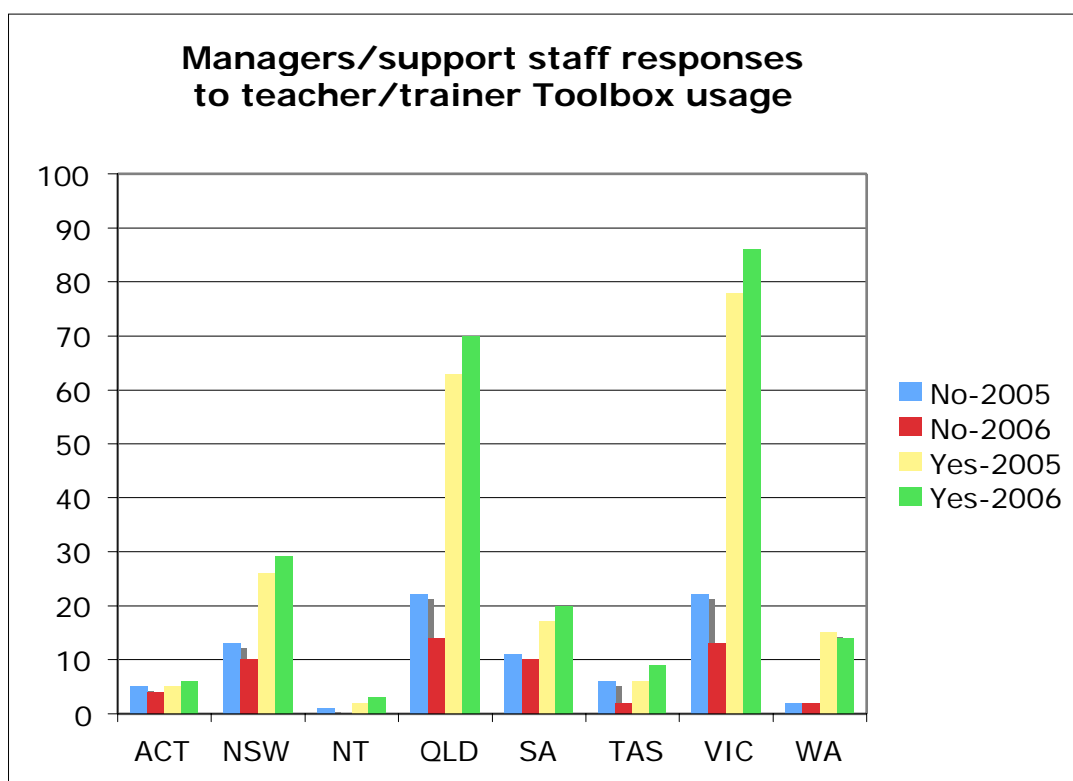


Figure 2: Managers/support staff responses to teacher/trainer Toolbox usage

c) Number of teachers/trainers using Toolboxes

Teacher/trainer use of Toolboxes was addressed through the following questions:

Survey question 5 - Teacher/trainer responses

“Did you use Toolboxes in 2006 as part of your courses delivery?”

Survey question 9 – Manager/support staff responses

“How many teachers/trainers used Toolboxes for 2005 course delivery?”

Survey question 12 – Manager/support staff responses

“How many teachers/trainers used Toolboxes for 2006 course delivery?”

The responses to Question Five are presented in Table 5 sorted by institute and summarised by state/territory in Table 7. Of the 1,916 teachers/trainers who responded, 41% said they used Toolboxes. The state/territory breakdown in Table 7 demonstrates that this is fairly consistent between states/territories, and illustrated in Figure 3.

Table 6: Teacher/trainer responses to their use of Toolboxes (Q5)

State/ Territory	Institute	No	Yes	Not stated	Grand total
ACT	Canberra Institute of Technology	16	24	1	41
	Not stated	2	1		3
ACT Total		18	25	1	44
NSW	Hunter Institute	66	34		100
	Illawarra Institute	34	14		48
	New England Institute	30	24		54
	North Coast Institute	16	16		32
	Northern Sydney Institute	1	3		4
	Riverina Institute	21	36		57
	South Western Sydney Institute	2	4		6
	Sydney Institute	46	30		76
	Western Institute	8	13		21
	Western Sydney Institute (inc OTEN)	67	50		117
	Not stated	46	35		81
NSW Total		337	259		596
NT	Batchelor Institute of Indigenous Tertiary Ed	3	3		6
	Charles Darwin University	3	1		4
	Not stated	1			1
NT Total		7	4		11
QLD	Barrier Reef Institute of TAFE	8	11		19
	Brisbane North Institute of TAFE	24	10		34
	Central Qld Institute of TAFE	10	5		15
	Gold Coast Institute of TAFE	1	1		2
	Metropolitan South Institute of TAFE		2		2
	Mount Isa Institute of TAFE	8	2		10
	Southbank Institute of Technology	26	10		36
	Southern Qld Institute of TAFE	12	10		22
	Sunshine Coast Institute of TAFE	13	17		30
	The Bremer Institute of TAFE	13	12		25
	Trade and Technician Skills Institute	11	2		13
	Tropical North Qld Institute of TAFE	2	6		8
	Wide Bay Institute of TAFE	13	17		30
	Not stated	10	6		16
QLD Total		151	111		262
SA	TAFE SA - Adelaide North	27	22		48
	TAFE SA - Adelaide Regional	26	18		44
	TAFE SA - Adelaide South	41	21		30
	Not stated	10	9		19
SA Total		104	70		173

TAS	TAFE Tas	41	44		87
TAS Total		41	44		87
VIC	Bendigo Regional Institute of TAFE	11	8		19
	Box Hill Institute of TAFE	19	13		31
	Central Gippsland Institute of TAFE	29	15		44
	Chisholm Institute of TAFE	56	36		92
	East Gippsland Institute of TAFE	15	10		25
	Gordon Institute of TAFE	22	11		33
	Goulburn Ovens Institute of TAFE	26	16		42
	Holmesglen Institute of TAFE	35	14		49
	Kangan Batman Institute of TAFE	26	16		42
	RMIT University (TAFE Division)	12	7		19
	South West Institute of TAFE	21	21		42
	Sunraysia Institute of TAFE	13	8		21
	Swinburne University of Technology (TAFE)	2	1		3
	University of Ballarat (TAFE Division)	18	16	1	35
	Vic University of Tech (TAFE Division)	25	5		30
	William Angliss Institute of TAFE	13	5		18
	Wodonga Institute of TAFE	16	10	1	27
	Not stated	15	9	1	25
VIC Total		374	221	3	597
WA	Challenger TAFE	27	26		53
	Curtin University of Technology	10	3		13
	Great Southern TAFE	1	3		4
	Pilbara College of TAFE	5	2		7
	South West Regional College of TAFE	11	13		24
	SWAN TAFE	14	7		21
	West Coast TAFE	12	6		18
	Not stated	3	3		6
WA Total		83	63		164
Grand Total		1,114	796	6	1,916

Table 7: Teacher/trainer responses to their use of Toolboxes (Q5) summarised

State	No	Yes	Not stated	Total
ACT	18	25	1	44
NSW	337	259		596
NT	7	4		11
QLD	151	111		262
SA	103	70		173

TAS	41	44	2	87
VIC	374	220	3	597
WA	83	63		146
Total	1,114	796	6	1,916

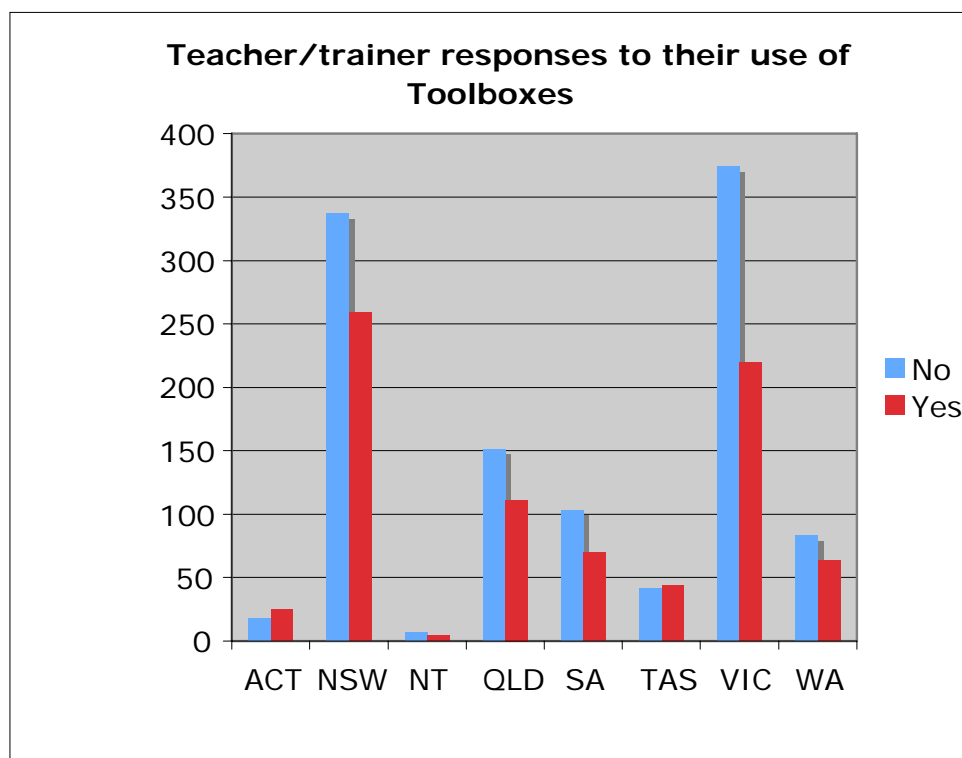


Figure 3: Teacher/trainer responses to their use of Toolboxes

The manager/support staff perspective indicates a perceived increase in the use of Toolboxes for teacher usage between 2005 and 2006 (Table 8). This is illustrated in Figure 4. Not all responses to this question can be treated as valid. Responses have been averaged within an institution with anomalous raw data removed. For example, one respondent from TAFE Tasmania identified over 2,000 teachers as users of Toolboxes each year.

Table 8: Manager/support staff responses for use of Toolboxes in 2005 and 2006 (Q9 and 12)

State/Territory	Institute	2005	2006
ACT	Canberra Institute of Technology	26	62
	Not stated	0	0
	ACT Total	26	62
NSW	Hunter Institute	11	14
	Illawarra Institute	0	0
	New England Institute	35	47
	North Coast Institute	46	8

	Northern Sydney Institute	30	34
	Riverina Institute	124	135
	South Western Sydney Institute	0	0
	Sydney Institute	0	0
	Western Institute	4	12
	Western Sydney Institute (inc OTEN)	90	86
	Not stated	9	19
NSW Total		349	355
NT	Batchelor Institute of Indigenous Tertiary Ed	10	10
	Charles Darwin University	3	3
	Not stated	0	0
NT Total		13	13
QLD	Barrier Reef Institute of TAFE	53	43
	Brisbane North Institute of TAFE	130	170
	Central Qld Institute of TAFE	20	20
	Gold Coast Institute of TAFE	45	67
	Metropolitan South Institute of TAFE	0	0
	Mount Isa Institute of TAFE	0	0
	Southbank Institute of Technology	117	643
	Southern Qld Institute of TAFE	11	33
	Sunshine Coast Institute of TAFE	96	151
	The Bremer Institute of TAFE	71	81
	Trade and Technician Skills Institute	69	69
	Tropical North Qld Institute of TAFE	25	32
	Wide Bay Institute of TAFE	75	81
	Not stated	6	6
QLD Total		718	1,396
SA	TAFE SA - Adelaide North	10	17
	TAFE SA - Adelaide Regional	4	4
	TAFE SA - Adelaide South	43	42
	Not stated	20	37
SA Total		77	100

TAS	TAFE Tasmania	40	93
TAS Total		40	93
VIC	Bendigo Regional Institute of TAFE	19	25
	Box Hill Institute of TAFE	10	10
	Central Gippsland Institute of TAFE	49	74
	Chisholm Institute of TAFE	557	781
	East Gippsland Institute of TAFE	101	64
	Gordon Institue of TAFE	0	0
	Goulburn Ovens Institute of TAFE	72	87
	Holmesglen Institute of TAFE	0	0
	Kangan Batman Institute of TAFE	153	210
	RMIT University (TAFE Division)	306	393
	South West Institute of TAFE	24	30
	Sunraysia Institute of TAFE	63	94
	Swinburne University of Technology (TAFE Division)	72	102
	University of Ballarat (TAFE Division)	11	17
	Vic University of Tech (TAFE Division)	0	0
	William Angliss Institute of TAFE	272	114
	Wodonga Institute of TAFE	7	13
	Not stated	1,050	1,006
VIC Total		2,766	3,020
WA	Challenger TAFE	50	53
	Curtin University of Technology	0	0
	Great Southern TAFE	8	8
	Pilbara College of TAFE	0	0
	South West Regional College of TAFE	0	0
	SWAN TAFE	42	47
	West Coast TAFE	2	0
	Not stated	10	0
WA Total		112	108
Grand total		4,101	5,147

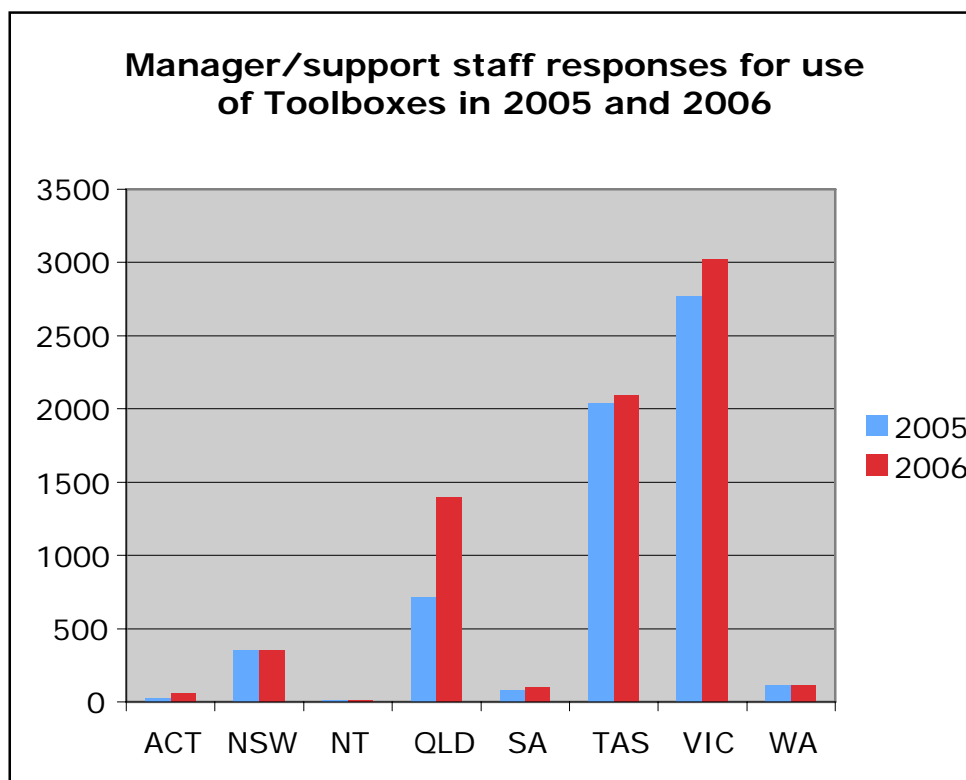


Figure 4: Manager/support staff responses for use of Toolboxes in 2005 and 2006

d) Number of learners using Toolboxes

The extent to which Toolboxes were actually used by learners was explored through the following questions:

Survey question 6 – Teacher/trainer responses

“The total number of learners who were enrolled in these courses in 2006?”

Survey question 10 – Manager/support staff responses

“The total number of learners who were enrolled in these courses in 2005?”

Survey question 13 – Manager/support staff responses

“The total number of learners who were enrolled in these courses 2006?”

Table 9 shows managers/support staff responses for both 2005 and 2006, which showed an increase in perceived use of 17,610 by learners between 2005 and 2006 (Figure 5). This is consistent with the perceived increase in teacher implementations previously discussed. Once again, however, there were some sizable variations in responses within institutes. This variation could have estimates that were based on individuals' departments, or nationally rather than at an institute level. In extreme cases, outlying responses were discarded and the remaining responses were averaged within each institute. Also, responses are shown from the teacher/trainers that said they used Toolboxes in 2006.

Table 9: Estimated number of students using Toolboxes (Q6, 10 and 13)

State/ Territory	Institute	Teachers 2006	Managers 2005	Managers 2006
ACT	Canberra Institute of Technology	2,173	336	1,308
	Not stated	74	0	0
	ACT total	2,247	336	1,308
NSW	Hunter Institute	1,366	100	95
	Illawarra Institute	1,000	0	0
	New England Institute	924	368	618
	North Coast Institute	453	115	135
	Northern Sydney Institute	168	260	320
	Riverina Institute	688	2,320	2,440
	South Western Sydney Institute	430	0	0
	Sydney Institute	2,631	0	0
	Western Institute	446	2	52
	Western Sydney Institute (inc OTEN)	3,719	1,480	1,690
	Not stated	3,427	170	160
	NSW total	15,252	4,815	5,510
	NT	Batchelor Institute of Indigenous Tertiary Ed	212	40
Charles Darwin University		20	0	0
Not stated		0	0	0
NT total	232	40	40	
QLD	Barrier Reef Institute of TAFE	519	484	573
	Brisbane North Institute of TAFE	554	1,040	1,940
	Central Qld Institute of TAFE	745	300	300
	Gold Coast Institute of TAFE	50	1,500	2,680
	Metropolitan South Institute of TAFE	370	0	0
	Mount Isa Institute of TAFE	26	0	0
	Southbank Institute of Technology	693	6,230	10,834
	Southern Qld Institute of TAFE	487	64	262
	Sunshine Coast Institute of TAFE	1,160	1,665	4,395
	The Bremer Institute of TAFE	1,001	400	845
	Trade and Technician Skills Institute	354	845	1916

	Tropical North Qld Institute of TAFE	320	281	405
	Wide Bay Institute of TAFE	625	1,235	1,835
	Not stated	495	60	55
QLD total		7,417	14,104	26,040
SA	TAFE SA - Adelaide North	1,110	65	200
	TAFE SA - Adelaide Regional	320	32	37
	TAFE SA - Adelaide South	1,060	399	367
	Not stated	237	200	350
SA total		2,727	696	954
TAS	TAFE Tasmania	2,945	270	860
TAS total		2,945	270	860
VIC	Bendigo Regional Institute of TAFE	537	174	264
	Box Hill Institute of TAFE	876	300	300
	Central Gippsland Institute of TAFE	1,374	485	1,185
	Chisholm Institute of TAFE	2,379	1,015	1,397
	East Gippsland Institute of TAFE	195	2,410	965
	Gordon Institue of TAFE	400	0	0
	Goulburn Ovens Institute of TAFE	582	373	533
	Holmesglen Institute of TAFE	898	0	0
	Kangan Batman Institute of TAFE	843	5,840	8,636
	RMIT University (TAFE Division)	484	1,930	2,290
	South West Institute of TAFE	453	275	335
	Sunraysia Institute of TAFE	187	420	533
	Swinburne University of Technology (TAFE Division)	100	2,040	2,535
	University of Ballarat (TAFE Division)	353	175	285
	Vic University of Tech (TAFE)	833	0	0
	William Angliss Institute of TAFE	427	3,110	3,170
	Wodonga Institute of TAFE	398	80	100
	Not stated	590	1,050	26
VIC total		11,909	19,677	22,554
WA	Challenger TAFE	1,468	622	646

	Curtin University of Technology	42	0	0
	Great Southern TAFE	45	50	50
	Pilbara College of TAFE	52	0	0
	South West Regional College of TAFE	342	0	0
	SWAN TAFE	351	1,818	2,078
	West Coast TAFE	380	2	0
	Not stated	59	0	0
	WA total	2,739	2,492	2,774
	Grand total	45,468	42,430	60,040

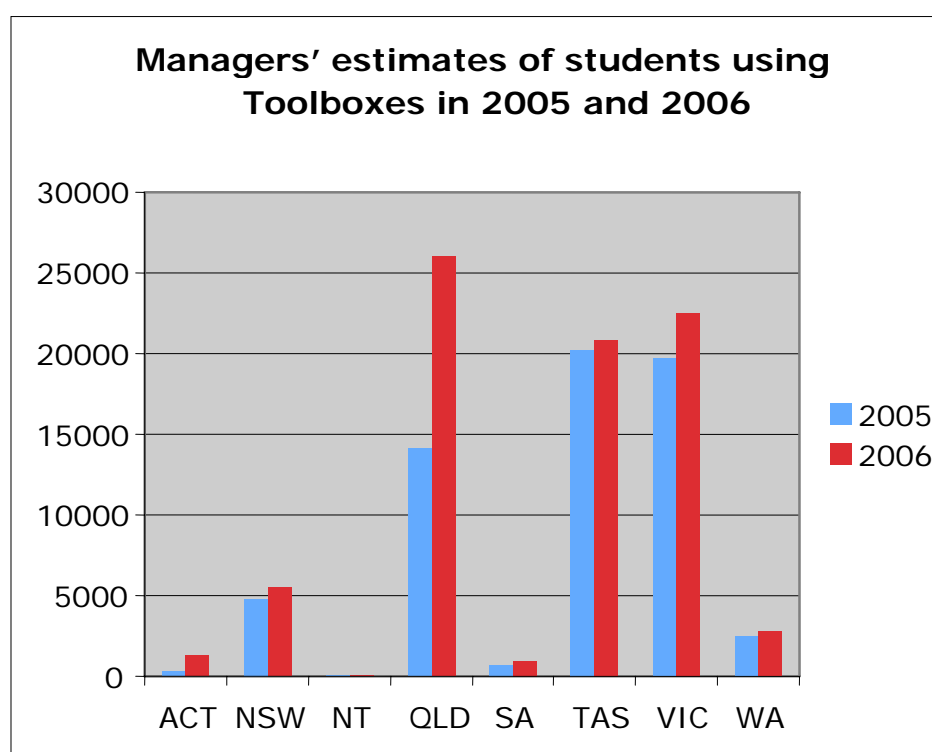


Figure 5: Managers' estimates of students using Toolboxes in 2005 and 2006

e) Mode of use

To explore how teachers are actually using Toolboxes, respondents were asked the following question:

Survey question 15 - Teacher/trainer and manager/support staff responses

"Which of the following modes describes the usage of Toolboxes?"

The responses are shown in Figure 6. As can be seen, the results demonstrate a range of modes of Toolbox implementation with the most dominant being in mixed mode (partly face-to-face and offsite). They were also widely used as an optional supplement to learning and as self-directed resources. These findings suggest that Toolboxes were commonly used in informal ways as well as in more structured modes such as off-campus delivery.

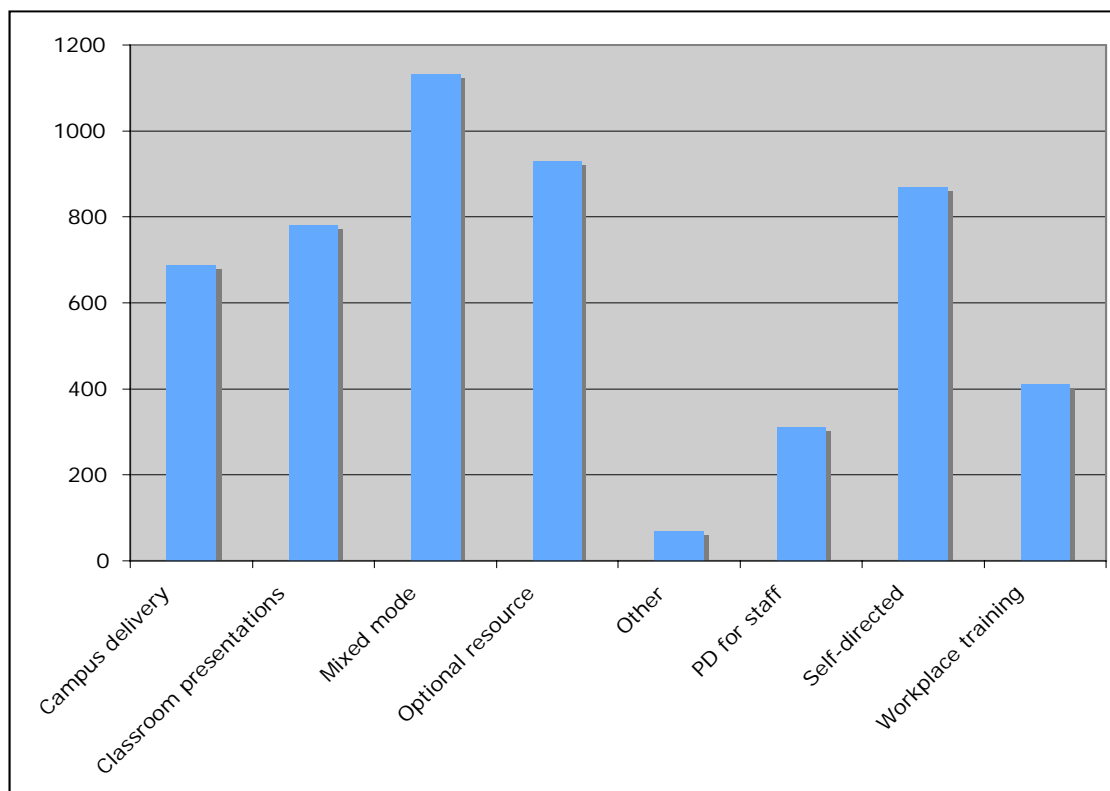


Figure 6: Modes of use of Toolboxes

Table 10 summarises the raw data and provides a comparison with the 2005 Toolbox Audit. This demonstrates consistency between the two years, although there appears to be a trend towards student-centred modes of implementation, with a 3% increase in their use for self-directed learning and a decrease of 4% in usage as a professional development exercise for staff. The decrease in use for professional development (PD) may also show an increased awareness of Toolboxes among teachers and less need to familiarise them with e-learning concepts.

Table 10: Mode of Toolbox use in 2005 and 2006

Mode of use	2005		2006	
	Freq	%	Freq	%
In mixed mode (face-to-face and offsite)	59	23	1,122	22
As an optional supplementary resource	44	17	925	18
For classroom presentations	38	15	775	15
For off-campus delivery	37	14	681	13
For self-directed student learning	35	14	863	17
As a PD exercise for staff	26	10	310	6
As a workplace training resource	17	7	405	8
Other modes of use	2	1	65	1
Total	258	100	5,146	100

f) Mode of access and delivery

The modes of Toolbox delivery were explored through the following question:

Survey question 16 - Teacher/trainer and manager/support staff responses

“How are Toolboxes being used in course delivery?”

This question identified a range of media for access and delivery as shown in Figure 7.

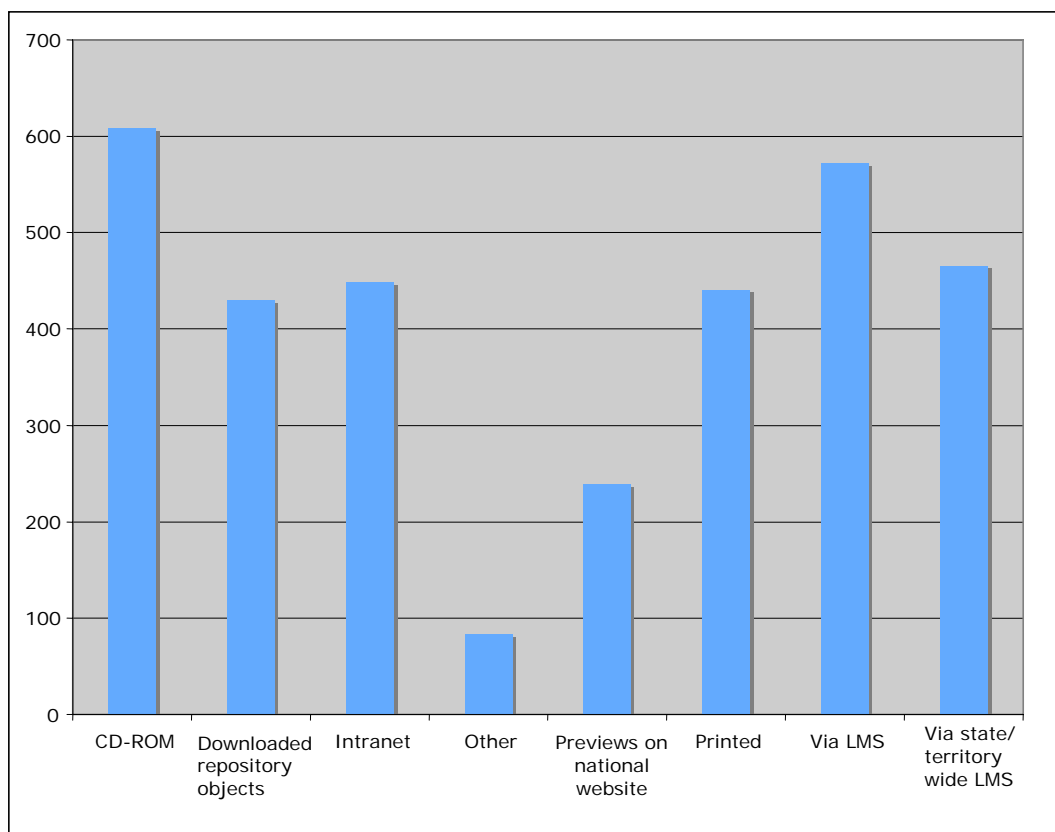


Figure 7: Modes of accessing and delivery of Toolboxes

This demonstrates that Toolboxes were delivered through a variety of methods. This breadth is consistent with the audit conducted in 2005 (Table 11). While the largest use of Toolboxes in 2006 was from the original or copied CD-ROM, this represented a decrease of 7% from 2005. The largest growth was for the use of Toolbox resources from the Toolbox (Learning Object) Repository. This may indicate a trend towards a more online and disaggregated method of Toolbox delivery. One strong finding was the prevalence of learning management systems (LMS). Thirty-one percent of respondents identified state/territory or organisational LMS's as a means of delivery in 2006 compared to 27% in 2005.

Table 11: Modes of access and delivery of Toolboxes in 2005 and 2006

Mode of delivery	2005		2006	
	Freq	%	Freq	%
From original or copied CD-ROM	47	25	601	18
Via a LMS provided by organisation	27	15	570	18
As a printout of Toolbox materials	26	14	437	13
Via a public state/territory-wide LMS	25	14	463	14
Via the organisation's intranet/internal network	24	13	435	13
Using previews on the national Toolbox website	18	10	237	7
As downloaded objects from Toolbox Repository	16	9	426	13
Other modes	2	1	83	3
Total	185	100	3,252	100

g) Summary comments about Toolboxes

Survey question 24 – Teacher/trainer and manager/support staff responses

Please indicate your response to each statement (Strongly disagree, Disagree, Neutral, Agree, Strongly agree):

- *Toolboxes have had a positive impact on learning*
- *I would recommend Toolboxes to other teachers/trainers*
- *The availability of Toolboxes contributes to the uptake of e-learning at this organisation*

Figure 8 to Figure 10 show the results of those respondents who ascribed a value to the question. The overall raw data is summarised in Table 12. The number of respondents who did not ascribe a value to the question may reflect the involvement of managers and support staff in the survey, some of whom may have been felt ineligible to comment.

In terms of those who did respond to the statement, the attitude towards the value of Toolboxes was overwhelmingly positive. There was strong consensus that Toolboxes had a positive impact on learning with 76% of the participants (1671) either agreeing or strongly agreeing to the statement. Most participants agreed that they would recommend Toolboxes to other teacher/trainers, with 83% agreeing, or strongly agreeing.

A more moderate, but still positive response was the agreement that Toolboxes contribute to the uptake of e-learning within organisations, where 69% of the participants either agreed or strongly agreed to the statement.

Table 12: Feedback on Toolbox deployment in 2006

Scale	Toolboxes have had a positive impact on learning	I would recommend Toolboxes to other teachers/trainer	The availability of Toolboxes contributes to the uptake of e-learning at this organisation
	Freq	Freq	Freq
Strongly agree	242	354	318
Agree	1,034	1,042	840
Neutral	335	224	397
Disagree	28	34	86
Strongly disagree	32	32	44
Not stated	553	538	539
Totals	2,224	2,224	2,224

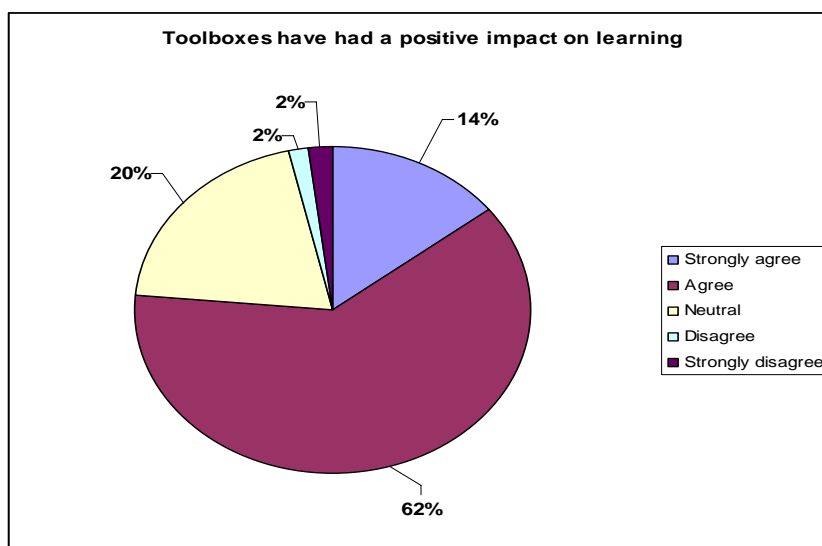


Figure 8: “Toolboxes have a positive impact on student learning”

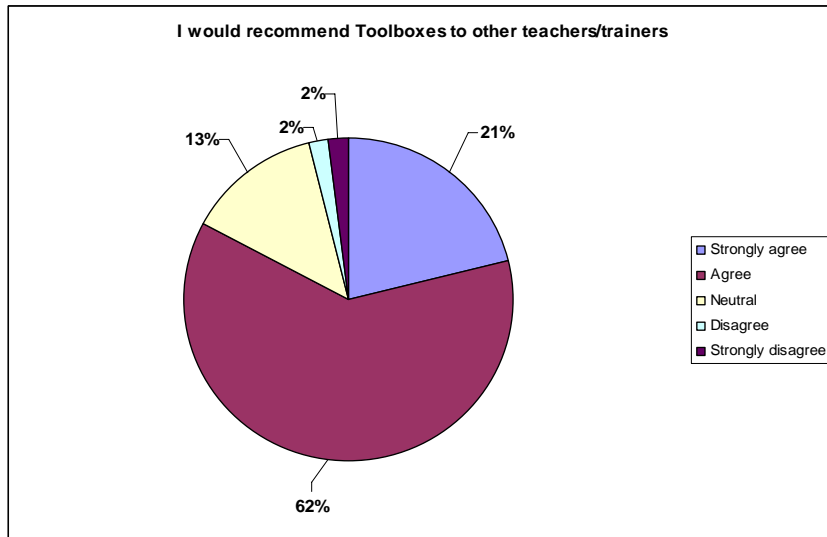


Figure 9: “I would recommend using Toolboxes to others”

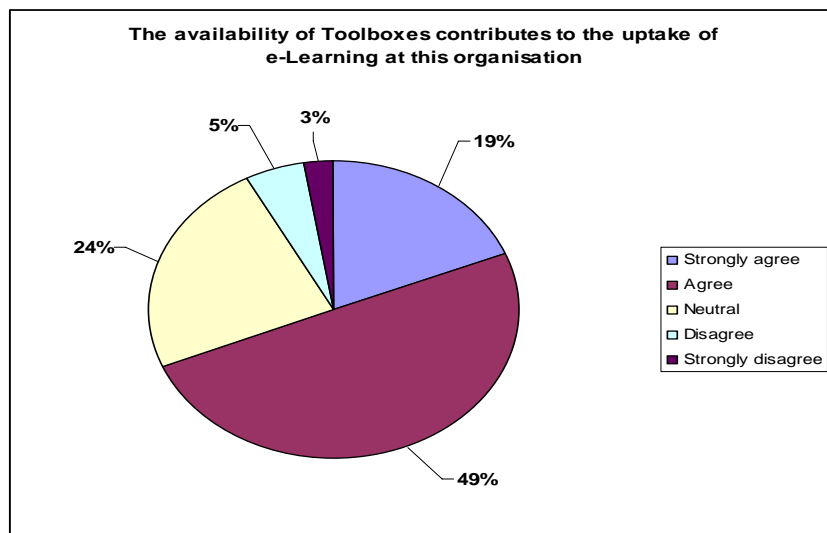


Figure 10: “Toolboxes contribute to the uptake of e-learning”

(Note: These charts do not include “not stated” responses.)

2. The initial take-up and use of the newly created Toolbox Repository

Based on the survey data, sub questions needed to address the initial take-up and use of the newly created Toolbox Repository include:

- number of TAFE Institutes accessing the Toolbox repository
- ease of access
- usefulness of objects
- desired range of objects.

a) Use of Toolbox Repository in comparison to other means of access

Question 17 - Teacher/trainer and manager/support staff responses

“Which of the following are you using? (Toolboxes, parts of Toolboxes, or learning objects from the Toolbox Repository)”

Table 13 compares the preferred form of accessing Toolbox content – some respondents chose more than one option, hence the overall response total of 2453. Figure 11 demonstrates that parts of Toolboxes were the predominate form of accessing content over the use of whole Toolboxes. Accessing Toolbox content via learning objects from the repository was the least favoured mode of access. This result, however, must be considered in light of the fact that the Toolbox Repository at the time of the survey had yet to be incorporated into the Learning Object Repository Network (LORN), which consequently boosted its profile within the VET sector.

Table 13: Use of Toolbox repository in comparison to other means of access

Component	Number
Toolboxes	752
Parts of Toolboxes	1258
Learning objects from the Toolbox Repository	443
TOTAL	2453

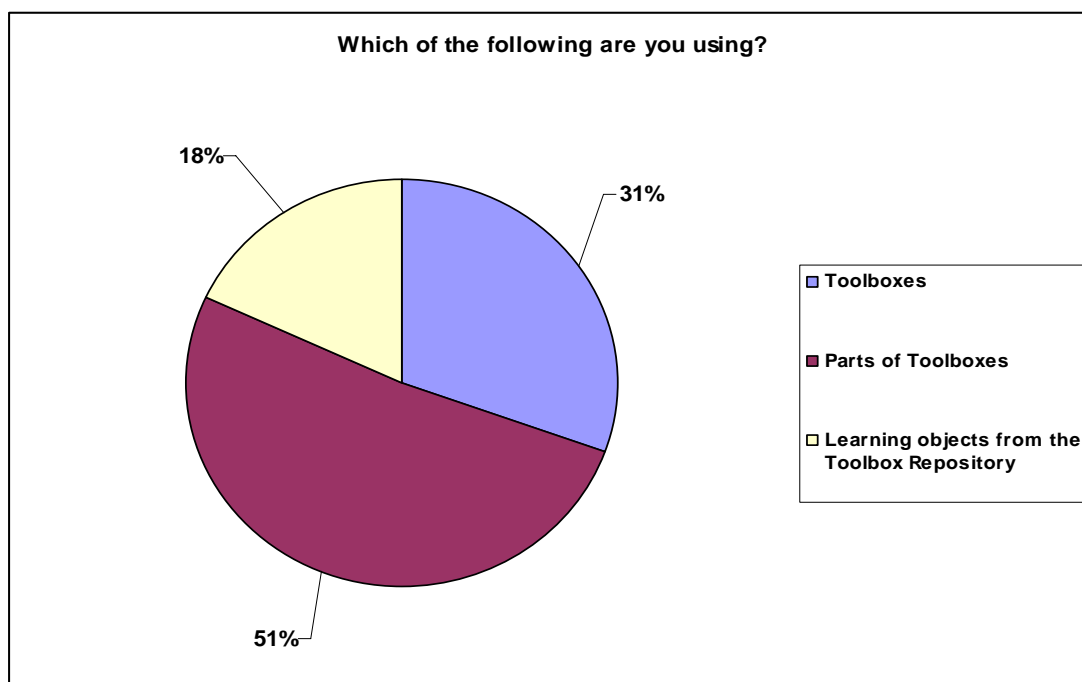


Figure 11: Use of Toolbox Repository in comparison to other means of access

b) Ease of access

In order to ascertain the ease with which they could access materials within the repository, respondents were asked the following:

Survey question 19 - Teacher/trainer and manager/support staff responses

“How easy was it for you to find objects within the Toolbox Repository? (Very difficult, Difficult, Reasonable, Easy, or Very easy)”

Figure 12 shows a generally positive response to this item, with most respondents (79%) finding the learning objects reasonable or easy to access. The range of responses demonstrated in Figure 12 however, does suggest that 20% of repository users had some difficulty in finding objects.

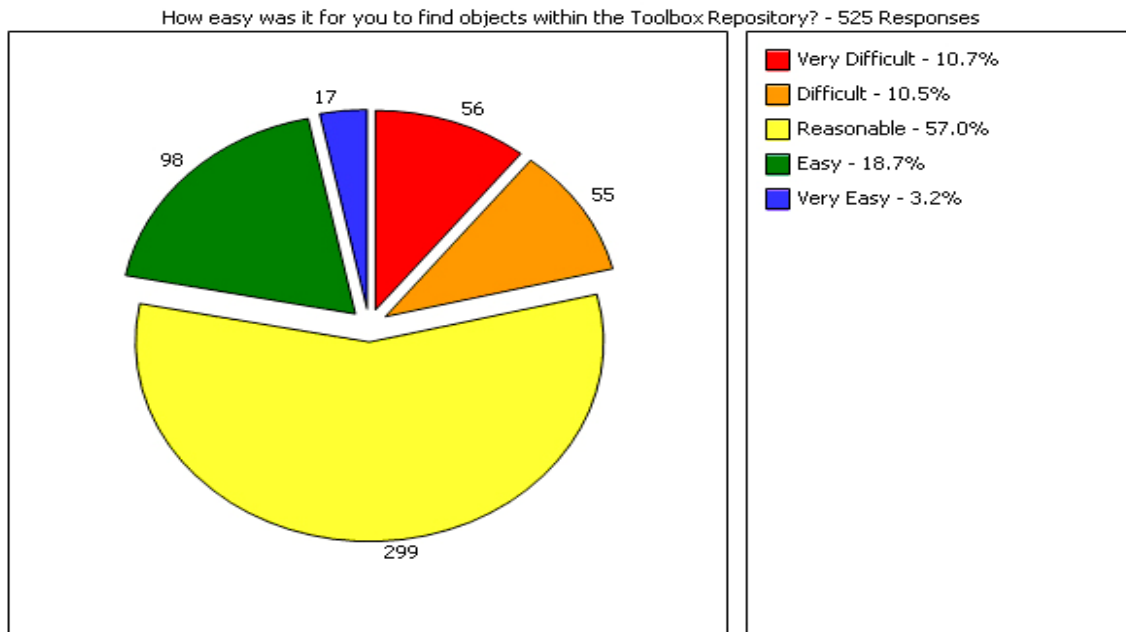


Figure 12: Ease of finding objects in the Toolbox Repository

c) Usefulness of objects

Survey question 20 - Teacher/trainer and manager/support staff responses

“How useful were the Toolbox repository resources for teaching? (Not useful at all, Only mildly useful, Fairly useful, Very useful or Extremely useful)”

Figure 13 shows that most respondents (79%) found the learning objects to be either fairly or very useful with 4% of the respondents describing them as extremely useful.

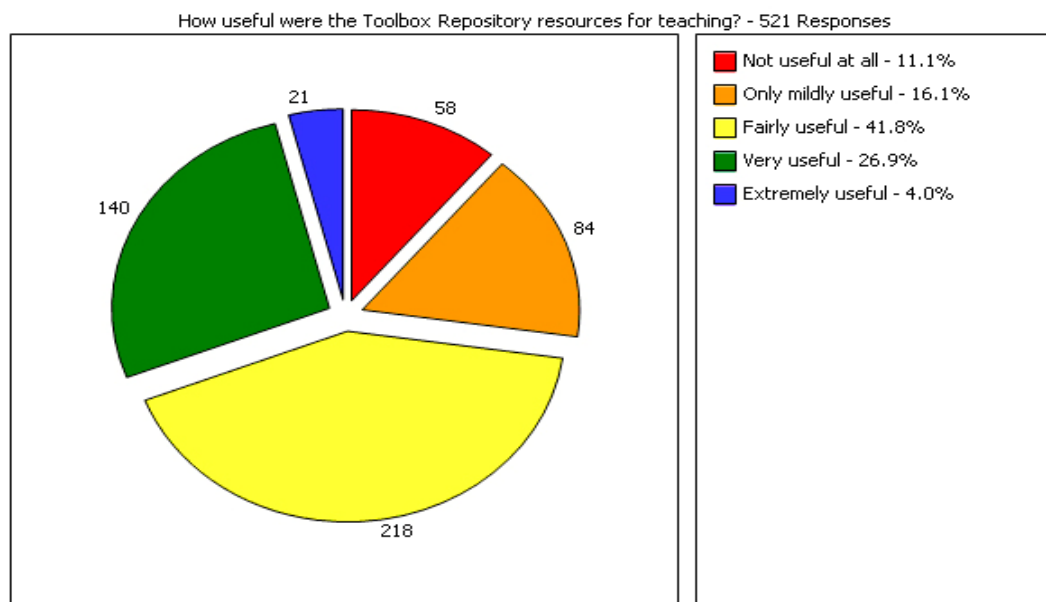


Figure 13: Usefulness of Toolbox Repository resources

d) Desired range of objects

Respondents were asked about their attitudes towards the range of objects in the repository:

Survey question 22 - Teacher/trainer and manager/support staff responses

“How did you find the range of resources in the Toolbox Repository? (Very limited, Limited, Adequate, Good or Very good)”

Figure 14 shows that while 60% of respondents found the range of objects to be good or very good, 37% considered them limited or very limited.

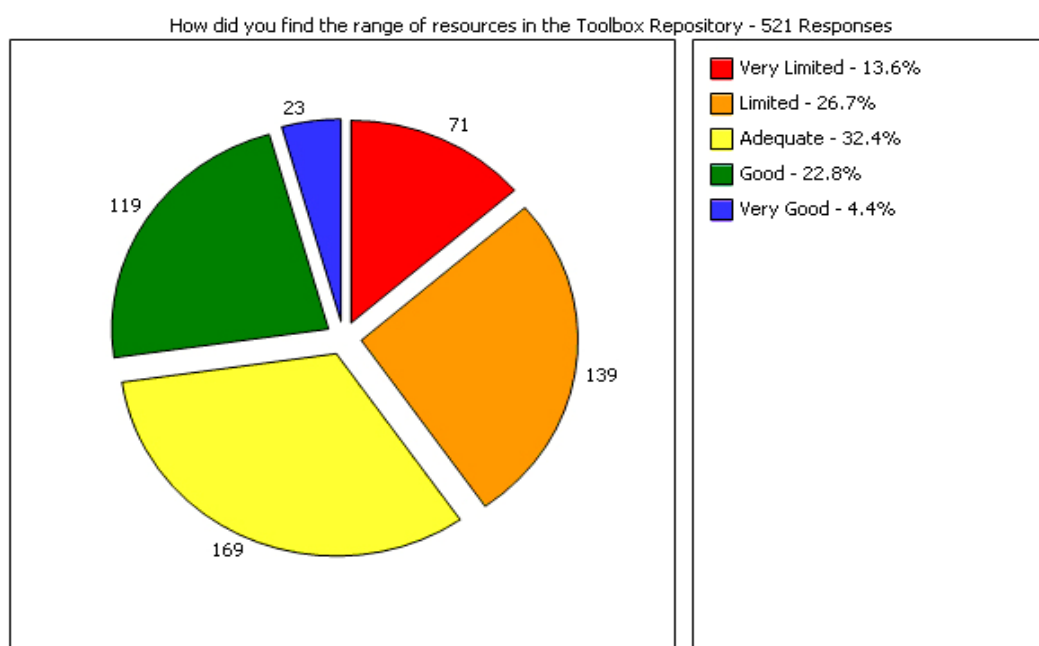


Figure 14: Range of resources in the Toolbox Repository

This result may indicate difficulties with finding the objects, as suggested in the moderate responses to survey Question 17, and may also reflect the limited number of objects available at the time of the survey. However, as mentioned previously, the Repository was relatively new at the time of the survey and had not become part of LORN. It is also important to note that the range of learning objects in the Repository has also grown significantly since this survey was conducted.

e) Summary comments about the Toolbox Repository – Q25

Respondents were surveyed regarding their perceptions of the value of Toolbox Repository through the following question:

Survey question 25 - Teacher/trainer and manager/support staff responses

Please indicate your response to each statement (Strongly disagree, Disagree, Neutral, Agree, Strongly agree):

- Learning objects from the Toolbox Repository have had a positive impact on learning.
- I would recommend learning objects from the Toolbox Repository to other teachers/trainers.
- The availability of learning objects from the Toolbox Repository contributes to the uptake of e-learning at this organisation.

Figure 15 - 17 show the results from those respondents who ascribed a value to the question. The overall raw data is summarised in Table 14. The number of respondents who did not ascribe a value

to the question is significant, indicating the fact that Toolbox learning objects were a relatively new concept in 2006 and were not integrated into a national repository network at the time of the survey.

A positive attitude to the value of the Toolbox Repository was indicated from the responses that were received. In particular, there was strong consensus that learning objects had a positive impact on learning with 76% of the respondents (430), either agreeing or strongly agreeing with the statement. Most respondents also agreed that they would recommend learning objects to other teacher/trainers, with 83% agreeing, or strongly agreeing.

There was strong support for the strategic role of learning objects contributing to the uptake of e-learning within organisations, with 68% of the respondents either agreeing or strongly agreeing with this statement.

Table 14: Feedback on Toolbox Repository deployment in 2006

Scale	Learning objects from the Toolbox Repository have had a positive impact on learning	I would recommend learning objects from the Toolbox Repository to other teachers/trainers	The availability of learning objects from the Toolbox Repository contributes to the uptake of e-learning at this organisation
	Freq	Freq	Freq
Strongly agree	42	80	74
Agree	283	276	221
Neutral	88	66	104
Disagree	13	5	24
Strongly disagree	4	4	8
Not stated	1,794	1,793	1,793
Totals	2,224	2,224	2,224

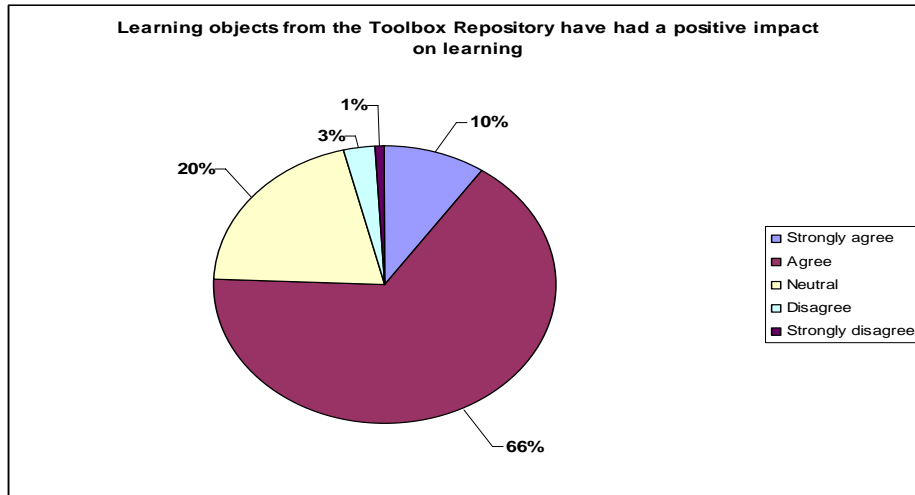


Figure 15: “Learning objects have a positive impact on student learning”

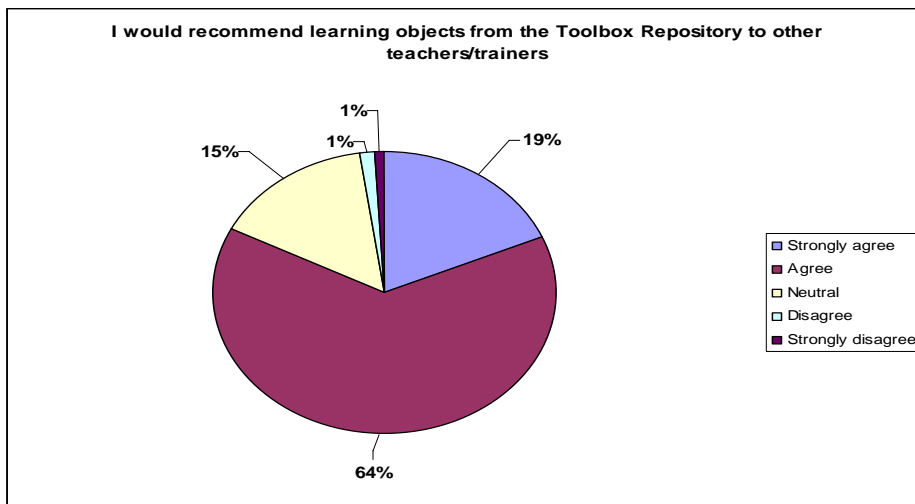


Figure 16: “I would recommend using learning objects to others”

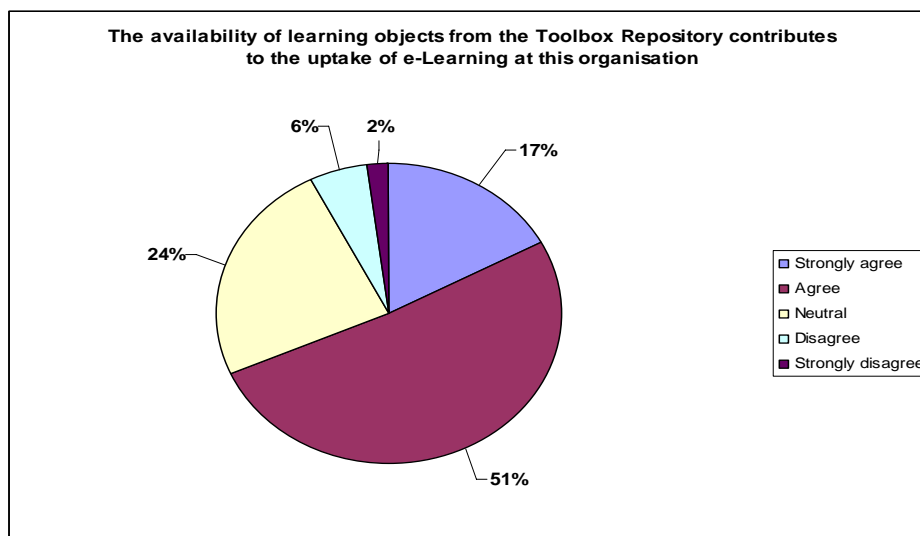


Figure 17: “Learning objects contribute to the uptake of e-learning”

(Note: These charts do not include “not stated” responses.)

Conclusions

This report provides a summary of the statistical data obtained from the Audit of Toolbox Usage 2006. The findings presented here provide a snapshot of Toolbox usage in 2006, but to draw conclusions and recommendations for the future is still premature. The project is continuing with its analysis of the open ended questions, and qualitative data will be sought from interviews and focus groups with a view to identifying strategies for continued development of Toolboxes and Toolbox Repository resources. This should provide a stronger sense of causality and triangulate the data presented here to enable stronger conclusions about the reliability and validity of findings.

Nevertheless, the results indicate a strong positive attitude to the value of Toolboxes and a trend towards teachers embracing these at a grass roots level. The flexibility of the products in particular appears to be valued, with Toolboxes being implemented across a range of formal and informal learning settings and instances.

References

Thompson, L. & Kimberley, S. (2006). 2005 Audit of Toolbox Usage. Retrieved 30 May 2007 from: <http://toolboxes.flexiblelearning.net.au/documents/reports.htm#r16>.

Appendix 1: Survey instrument

Australian Flexible Learning Framework

supporting e-learning opportunities

2006 Toolbox Audit

Thank you for participating in this survey. It should take no more than 10 minutes to complete.

The purpose is to gauge the uptake of Flexible Learning Toolboxes and their learning objects in TAFE institutions. Please respond to all questions, and make sure you submit your details at the end to be in the running to win a Flexible Learning Toolbox of your choice.

1. What is the name of the organisation you work in? Please include the campus name, if applicable.

(Please write in the name in the text box below)

2. What is your position in the organisation?

- Instructor/teacher
- Library staff
- Learning Management System administrator
- ICT teacher support staff
- Design and development support staff
- Other: (if not covered above)

3. Which state or territory is your organisation located in?

- Australian Capital Territory
- New South Wales
- Northern Territory
- Queensland
- South Australia
- Tasmania
- Victoria
- Western Australia

4. Please select your role in Toolbox implementation

The questions following this selection will be customised based on your choice.

- Teaching with Toolbox resources
- Managing or supporting Toolbox use (eg librarian, IT administration etc)

Note: Questions 5-7 only presented to those who responded as teacher to Question 4

5. Did you use Toolboxes in 2006 as part of your courses delivery?

- Yes
- No

6. The total number of learners who were enrolled in these courses in 2006 (where Toolboxes were used)?

(Please write the number into the box below)

7. Please indicate which Toolboxes have been used or are going to be used in your course delivery.

	2006	2007
Agriculture		
Asset Security		
501. Security Operations - On Your Guard Cert II		
502. Security and Risk Management Cert IV		
Automotive Industry Retail, Service and Repair		
503. Panel Beating		
Business Services		
202. Legal Admin Cert II - III		
504. Small Business Management Cert IV		
505. Admin Toolbox 2 Dip		
506. Human Resources Dip		
601. Frontline Management Cert IV		
809. Frontline Management 2 Dip		
Chemicals, Hydrocarbons, and Oil Refining		
204. Chemical and Oil Refining Cert I - IV		
Community Services		
205. Alcohol and other Drug Work Cert II - Dip		
301. Youth Work Cert IV		
302. Children's Services Cert III		
402. Disability and Mental Health Cert II – IV		
403. Policy, Research and Advocacy Cert IV		
602. Grange Care Services		

Conservation and Land Management		
507. Conservation and Land Management Cert II		
Correctional Services		
701. Correctional Services - Working with clients with complex needs		
Drilling Industry		
706. Methods of Drilling		
Electrotechnology		
404. Electrotechnology- Security Cert II		
707. Sustainable Energy		
Equity (including Indigenous) Toolboxes		
318. Indigenous Ecotourism		
419. Information Technology - Truvision		
420. The World of Work Cert I		
422. Horticulture for Indigenous Learners		
423. Learning about Native Title		
424. Basic Skills in the Cybercentre		
425. Workplace Trainer (Literacy and Numeracy)		
516. Deadly Jam Music Festival		
517. Building Skills for Indigenous Learners		
518. Cultural Resource Management		
519. Where's the party at? (Literacy and Numeracy 15-19 year olds)		
Film, TV, Radio and Multimedia		
405. Animation Cert II-III		
Financial Services		
207. Accounting Dip – Adv Dip		
406. Finance - Retail		
603. Financial Services		
Fitness Industry		
805. Fitness Online		
Food Processing Industry		
604. Food Processing		
Furnishing Industry		
802. Custom Made Furniture		
803. Furniture Making and Design		
General Construction		
401. Building and Construction Cert III		
Hairdressing		
407. Cyber Hair Studio - Hairdressing Cert II -III		
Health		
702. Infection Control		
703. Food Safety		
704. Health Training		
Horticulture		
304. Horticulture Cert II		

408. Turf Management		
605. Amenity Horticulture		
Information Technology		
210. Programming Cert IV		
211. Information Technology Cert IV-Dip (Systems Analysis and Design)		
303. Multimedia Design		
306. Data Base Administration Cert IV		
307. Network Engineering Dip		
410. Web Design Cert IV		
411. Knowledge Management Dip		
906. E-Commerce		
Laboratory Operations		
412. Laboratory Operations Cert III - Dip		
508. Diploma of Laboratory Technology		
509. Laboratory Management Adv Dip		
Local Government Industry		
310. Local Government Dip		
Maritime		
510. Maritime Operations		
Meat Industry		
414. Meat Safety Cert III		
Metal and Engineering		
511. The Turning Force - Metals and Engineering Cert II - IV		
Metalliferous Mining + Coal and Extractive Industries		
311. Mining Cert II - IV		
Museum and Library and Information Services		
309. Library and Information Services Cert IV		
Music Industry		
512. Diary of a Sound Hound, Music Industry Training Cert IV		
National Public Services		
514. Developing People in Government - National Public Services Cert IV		
Plastic, Rubber & Cablemaking Industries		
312. Plastics, Rubber & Cable Making Cert II - III (Injection Moulding)		
Property Development and Management		
513. Virtual Reality - Real Estate Cert IV		
Racing Industry		
801. They're Racing		
Retail		
212. Retail Operations Cert II – III		
313. Retail Supervision Cert III		
314. Retail Management Cert IV		
Seafood Industry		
315. Aquaculture		
416. Inland Aquaculture		
Sports Industry		

705. Facilities Management		
Telecommunications		
316. Call Centre Leadership Cert III - IV		
317. Call Centres Cert II		
417. Call Centres (Credits, Faults, Enquiries) Cert II - IV		
418. Call Centres Customer Contact Cert II - IV		
Textiles, Clothing and Footwear		
515. Fashion Textiles, Clothing and Footwear Cert I - III		
Tourism and Hospitality		
110. Tourism and Hospitality Cert II-III		
209. Hospitality Dip-Adv Dip		
319. Marketing Tourism Products - Tourism Dip		
409. Kitchen Operations Cert II		
806. How Eventive - Event Management Dip		
Training and Assessment		
607. Certificate IV in Training and Assessment		
Training and Assessment RPL Guide		
808. Training and Assessment E-Learning Electives		
Transport and Distribution		
213. The Virtual Warehouse, Cert II		
708. Road Transport		

Note: Questions 8 - 14 only presented to those who responded as manager/support to Question 4

8. Were Toolboxes used in 2005 by teachers/trainers as part of their course delivery?

(Please indicate your response by ticking the appropriate circle)

Yes

No

9. How many teachers/trainers used Toolboxes for 2005 course delivery?

(Please write the number into the box below).

10. The total number of learners who were enrolled in these courses (where Toolboxes were used)?

(Please write the number into the box below)

11. Were Toolboxes used in 2006 by teachers/trainers as part of their course delivery?

(Please indicate your response by ticking the appropriate circle)

Yes

No

12. How many teachers/trainers used Toolboxes for 2006 course delivery?

(Please write the number into the box below).

13. The total number of learners who were enrolled in these courses (where Toolboxes were used)?

(Please write the number into the box below).

14. Please indicate which Toolboxes have been used or are going to be used by teachers/trainers for course delivery.

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Agriculture		
Asset Security		
501. Security Operations - On Your Guard Cert II		
502. Security and Risk Management Cert IV		
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204. Chemical and Oil Refining Cert I - IV		
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205. Alcohol and other Drug Work Cert II - Dip		
301. Youth Work Cert IV		
302. Children's Services Cert III		
402. Disability and Mental Health Cert II – IV		
403. Policy, Research and Advocacy Cert IV		
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701. Correctional Services - Working with clients with complex needs		
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706. Methods of Drilling		
Electrotechnology		
404. Electrotechnology- Security Cert II		
707. Sustainable Energy		

Equity (including Indigenous) Toolboxes		
318. Indigenous Ecotourism		
419. Information Technology - Truvision		
420. The World of Work Cert I		
422. Horticulture for Indigenous Learners		
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210. Programming Cert IV		
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410. Web Design Cert IV		

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412. Laboratory Operations Cert III - Dip		
508. Diploma of Laboratory Technology		
509. Laboratory Management Adv Dip		
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310. Local Government Dip		
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510. Maritime Operations		
Meat Industry		
414. Meat Safety Cert III		
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Museum and Library and Information Services		
309. Library and Information Services Cert IV		
Music Industry		
512. Diary of a Sound Hound, Music Industry Training Cert IV		
National Public Services		
514. Developing People in Government - National Public Services Cert IV		
Plastic, Rubber & CABLEMAKING INDUSTRIES		
312. Plastics, Rubber & Cable Making Cert II - III (Injection Moulding)		
Property Development and Management		
513. Virtual Reality - Real Estate Cert IV		
Racing Industry		
801. They're Racing		
Retail		
212. Retail Operations Cert II – III		
313. Retail Supervision Cert III		
314. Retail Management Cert IV		
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315. Aquaculture		
416. Inland Aquaculture		
Sports Industry		
705. Facilities Management		
Telecommunications		
316. Call Centre Leadership Cert III - IV		
317. Call Centres Cert II		
417. Call Centres (Credits, Faults, Enquiries) Cert II - IV		
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806. How Eventive - Event Management Dip		
Training and Assessment		
607. Certificate IV in Training and Assessment		
Training and Assessment RPL Guide		
808. Training and Assessment E-Learning Electives		
Transport and Distribution		
213. The Virtual Warehouse, Cert II		
708. Road Transport		

15. Which of the following modes describes the usage of Toolboxes?

(You may select as many modes as applicable)

- For off campus delivery
- In mixed mode (partly face-to-face, offsite)
- For classroom presentations
- As an optional supplementary resource
- Self-directed student learning
- As a workplace training resource
- As a PD exercise for staff
- Other (please specify)

16. How are Toolboxes being used in course delivery?

(You may select as many options as applicable)

- Via a state wide Learning Management System (Examples: TAFE VC, NSW Online)
- Via a Learning Management System provided by organisation (Examples: WebCT, Blackboard, Moodle, Jamison)
- Using the previews on the national Toolbox website
- As downloaded learning objects from the Toolbox Repository
- Through organisation's intranet/internal network
- From original or copied CD-ROM

A print out of Toolbox materials

Other (please specify)

17. Which of the following are you using?

You may select as many options as applicable.

The questions following this selection will be customised based on your choice.

Toolboxes

Parts of Toolboxes

Learning objects from the Toolbox Repository

Note: Questions 18-23 only presented to those who responded positively to using learning objects in Question 17

18. Please list the subjects or teaching areas in which you are currently using learning objects from the repository:

19. How easy was it for you to find objects within the Toolbox Repository?

Very difficult

Difficult

Reasonable

Easy

Very easy

20. How useful were the Toolbox Repository resources for teaching?

Not useful at all

Only mildly useful

Fairly useful

Very useful

Extremely useful

21. What issues did you have accessing and using objects from the Toolbox Repository?

22. How did you find the range of resources in the Toolbox Repository

- Very limited Good Adequate
 Limited Very good

23. What extra resources would you have liked to have seen in the Toolbox Repository?

Note: Question 24 only presented to those who responded positively to using Toolboxes or parts of Toolboxes in Question 17

24. Please indicate your response to each statement.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Toolboxes have had a positive impact on learning.					
I would recommend Toolboxes to other teachers/trainers.					
The availability of Toolboxes contributes to the uptake of e-learning at this organisation.					

Note: Question 25 only presented to those who responded positively to using learning objects in Question 17

25. Please indicate your response to each statement.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Learning objects from the Toolbox Repository have had a positive impact on learning.					
I would recommend learning objects from the Toolbox Repository to other teachers/trainers					
The availability of learning objects from the Toolbox Repository contributes to the uptake of e-learning at this organisation.					

26. Any comments about Toolboxes are most welcome.

(Please enter your comment in the text box provided below)

To be in the running to win a Flexible Learning Toolbox of your choice please enter your contact details below.

We would like to thank you sincerely for the time you have taken to respond to our survey.

Don't forget to click finish to submit your response!

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