Taking the heat off LLN problems
Preparing learners for Tourism and Hospitality

Stephen Neale & Elke Watson
Introducing Stephen
quality of training and work-readiness of graduates is an ongoing issue for some tourism, hospitality and events employers
Why did we develop the Fliplets??
An issue identified by VET trainers delivering of training in remote communities (which is usual done in 4 or 6 week blocks) and in Urban school Identified a knowledge and experience gap that exist between remote and city student’s studying hospitality kitchen Operations and to bridge this gap could take up to as much of a week or more of precious Face2Face training time. The trainers wanted a resource that could be sent out prior to training that the student could go through prior to the training commencement.

To you and me they are generally common knowledge, but to someone who has not left a community, items such as “spatula” might be unknown items.

Some examples are:
What is a commercial kitchen – when most student don’t have a stove at home Different types of utensils and equipment used in a kitchen. What is a spatula, what do you use it for. The meaning of signs found in the kitchen and Safety when working in a kitchen.
To following a recipe?? And Measurement of ingredients, using scales.
What are Fliplets??
These are an electronic book with pages you “flip” with video, audio and interactive exercises.
9 subject areas were addressed
These subjects are introduced by ‘Bruce” Lego character and reinforce with videos of a chef demonstrating / talking about the importance of subject and interactive exercises for the student to complete
Fliplets example: MyKnife booklet

**Challenges??**
When we went out to remote community’s for the first trial of the product was well received but we did identify a major issue. The teachers in remote communities were not VET trainer or have any hospitality training, most were English or math’s teachers taking Home economic s classes.

So a The Fliplets were accompanied with a teacher’s guide. These give --- An overview to the subject matter and what was being taught.

Group Exercises or questions that can be used in class to reinforce and to informally assess the students understanding learning

The success of this strategy was demonstrated when we had two groups of students from remote communities attend a **back-to-base session**; both groups had be given the ‘Fliplets’ to go through prior to the F2F training. On the first day we had a group building exercise on risk assessment in a kitchen, which was set up with obstacles?
Before going into the kitchen they were briefed on the exercise, what they had to identify and document (as per the example in the Fliplets).
What we did not know prior to this, one of the groups had been through the Fliplets with a teacher in community and the other group of students had not been through them.
The group that had completed the Fliplets was more confident and did task with little supervision and direction.
The other group were the complete opposite, did not fully understand what they had to do, lack confidence and we had to take them through the process \_\_\_\_
From this we knew we had the right recipe!!!
Next stage ‘what do we need to support training”
Consultation with industry, trainers and other stakeholders were conducted and while many issues arose three were prominent.
Trainers- increased onus on trainers to assess students L&N capabilities prior to starting courses by RTO’s. Specialist teachers previously did this in most cases, but with funding cuts, increased demand on specialist teachers or abolishing of specialist L&N sections, this was becoming the teacher’s responsibilities.

A major issue is most VET trainers are not qualified to assess L&N (with most with only minimum Qualifications- Cert IV T&A) they were looking for a tool that would assist them in identifying L&N issues and as a support tool during training.
Industry- comments from industry were that they were employing qualified students or had students participating in workplace training which could not demonstrate understanding of basic L&N concepts e.g. tell time, answer the phone and take basic notes.

This was becoming frustration because (1) they felt this should have been identified during or prior to training by the RTO (2) if they were undertaking workplace training there needs to be a tool to support the trainer in the workplace. E.g. with migrant workers English with a second language (Brian).
Resources used in remote communities / school based training were found to be are written at to high a L&N level for the target students and were heavily text based (and not contextualized) resources. The students were required to read/ understand these prior to the training commencement or the person delivering the subject would come back at a later date to conduct a assessed, with little if any student support (feedback was - nil or very low; completion rates)
Now with an understanding of some of the issues, we knew the resource that had to be developed and had to have the follow elements. Have an assessment component both at the beginning and the end. It could be used as a self paced resource or concurrent with classroom topics. Engaging and interactive. Industry scenarios used to teach the topic.
NODES TEAM

NODES
NODES- was formed to produce the product.

The team comprised of the following skills sets/ backgrounds:
Head L&N specialist writer and supervised other writers with content, quality assurance/review of content and accuracy, ACSF mapping
IT team of instructional designers, programmers, illustrator, media producers
Project manager, development of industry content and liaison with industry and stakeholders along with filming, editing videos, Training package mapping.
Nodes project was formed to address the issues outlined with 3 stages

(1) Diagnostic to assess LLN strengths and weaknesses of students, in an industry context, which is mapped against the ACSF
(2) Delivery of LLN resources in ‘topics’ mapped against the course strands of cert I&II found in the training package.
(3) End quiz to assess course readiness – this is that student on completion will have a understanding of under pinning numeracy and literacy required to complete the course they are doing
Next step was to pull apart the Tourism and Hospitality training package and conduct consultation sessions with industry stakeholders.

136 Units of Competency from the T&H training package were looked at to ascertain the L&N elements within each of them. The elements were then mapped to identify any overlapping L&N elements from the UoC – for example, most of the cooking units from kitchen operations and Asian cookery had the same L&N understanding - measurement, SRC, Temperature to name a few. Industry stakeholders and VET trainers also identified key areas that needed addressing. All this information was then clustered into 56 topics areas, which we based the resource on.
Elke Watson
Instructional Designer
Planning stage

With the planning stage done and 56 topics to be constructed, the building phase began
Construction could begin
Learning sequence of topics

Each topic is organised into a learning sequence - it was reused every time, creating familiarity with how we want the learner to step through the material, when we set formative and summative assessment tasks. Introduction; Show me; Say it; Do it; Check it.
Learning sequence of topics
Introduction, industry person
Show me
Actual *teaching* of content
Show me example
Say it
In two parts
Glossary – animated syllables
LCCW
Say it glossary part
Say it LCCW part
Say it LCCW part
Do it contextualised learning material that were closely aligned with the experiences and expectation of the learner, closely mimicking the working field he is likely to encounter.
In the Do it stage, give the kinaesthetic learner a chance to memorise learning concepts through a more tactile method. Where practical and possible, we employed Drag and Drop methods to mimic real life situations.
Check it ..... we measure understanding and again a chance to practice as we give feedback, but also a pre-stage to the summative assessment that is to happen in the Final testing stage.
Check it
The whole layout was conceptualized with the low literacy user in mind. Low literacy readers don’t do very well scanning pages, or picking out key words to we kept the design very streamlined and simple, and written information was prioritised and optimised, with graphics giving clues where appropriate, and where it is enhancing the message.

The simplified navigation which moves along in a linear way further enhanced usability for the low literacy user, as he will understand what the next link is to go to.
How did we get there? From the planning document to the constructed sliddecks?
WRITING PHASE

WRITER
do research topic by topic: involved to speak with content matter experts, using various material, consult with VET trainers, TAFE authorities

60-70% of time spent on this
1. Collect info
2. select relevant info

always bearing in mind to address LN, not to shoot over the mark and start teaching skills.
For example, if we talk about stock rotation and concepts like FIFO, we need to introduce those words and explain their meaning.
Then it’s about dates and sorting them …. Year/ month / day

DB topic: explain fields, forms etc, but then to stress the importance to correctly enter data ie last name, first name, alphabetical and numerical data …
LLN from UoC only
WRITING STAGE

consider learning styles of students and vary activities
provide as much variety as possible within a consistent framework
CCC - clear concise correct
KIS - Keep it simple BUT language appropriate to industry
Writing for different parts, audio scripts (explain how we use them eg in communication subjects), show me outlines, quiz questions, glossary terms.
IT Team

The content then came to the IT team.

instructional design component in this team
Instructional design creates a connection between learning and technology which involved some guidance early on of writers to give an understanding of …. but picked up quickly.
Our role was now to integrate the learning process into the confines (or possibilities) of the online environment.
Possibilities?
Example:

Cutting cake (online activity)
Cutting cake work around
Contextualised activities, meaningful for learner
Creating show me: disseminate further, and then rewrite topics to suit online format and VISUALISATION

We sourced images from all over... but also went on many excursions to get required footage (casino, ski, kitchens, travel agencies) but didn't always have the luxury to go and film / take photos

at times involved coming up with instructional graphics, or image sequences to enhance the message, and cater to all learning styles
The work on creating quizzes, editing audio, shooting video is evident.
As for the instructional design component:
In a food/hospitality context, it’s a mixture of portion control – serving up sizable chunks of content;
and plating up: dressing up ‘spinachy’ bits, and making them more palatable.
Dress up the spinach

Show examples
Instructional Designer:
Teaching background is beneficial, a sense for design, understanding of technology of course (working with IT based ppl), but also need some knowledge of related fields, such as usable design, writing content for web or content usability.
Not knowing the subject is actually not so much a hindrance as it is an asset.
QUOTE
Our work was an amalgamation of content matter expertise, TP GURU, Literacy writing, instructional design and media production NODES, as every good project, a team effort.
Currently we are finalising the last topics, and are building diagnostic framework, scaffolding of the end quiz in Moodle, and are putting some finishing touches on the website design.

Making it look easy? Or was it ....?
Challenges for the team were

Large scope of the topics in the TP
Access and Obtaining suitable Photos /footage of industry people/images/scenario’s
Everyone took on various roles – writing, voice overs, proofing, acting
Geographic of distance of the team and communication
Training package changing half way through the process and having to re: look at the structure to future proof it.
Question time
NODES online at the end of the year